



Special Education Parent Handbook

Dear Parents and Guardians:

The information in this booklet is provided to assist you in understanding the special education eligibility, assessment, and Individualized Education Program (IEP) process. We hope this booklet will give you a clearer picture of the many types of services offered by the school districts within the East Valley Special Education Local Plan Area (SELPA) and will help you make informed decisions about your child's education. Also included in the booklet are technical terms and acronyms commonly used by special education personnel.

If you have any questions regarding your child's special education program, please contact your school child's school. For additional information about East Valley SELPA services visit our website at eastvalleyselpa.org or call us at (909) 252-4502.

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INTRODUCTION

What is Special Education?

The California Education Code (Section 56031) describes Special Education as:

“Specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instructional program, and related services at no cost to the parent, which may be needed to assist such individuals to benefit from specially designed instruction. Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled in a manner that is appropriate to the needs of both.”

ELIGIBILITY FOR SPECIAL EDUCATION PROGRAMS/SERVICES

Before a child is referred for special education services, there are many general education resources that should be considered first. General education resources may include classroom modifications, accommodations, interventions, etc. If you have questions about these general education resources, please discuss them with the staff at your child's school.

In order for a child to be eligible to receive special education, he/she must meet eligibility criteria established by State and Federal legislation. Special education programs and services are provided for students who are eligible with one or more of the following disabilities: autism, deaf, deaf-blind, hard of hearing, intellectual disability, multiple disability, orthopedic impairment, other health impaired, emotional disturbance, specific learning disability, speech/ language impairment, traumatic brain injury and visually impaired. The first step in determining eligibility is the referral.

Referral for Assessment — Parents or teachers can refer students to be assessed for special education services. A parent or guardian can make the referral by contacting the child's school of residence or the district special education office and requesting, in writing, a special education assessment. After the referral is received by the district, an assessment plan is provided to the parents within 15 days.

Assessment Plan — When a child is referred, the parent/guardian will receive an Assessment Plan to review and sign if you consent to assessment. The Assessment Plan describes the purpose of the assessment, the types of assessments to be provided and who will conduct each assessment. If you wish to proceed with the assessment, you must sign the Assessment Plan and return it to your District. Once the District receives the signed Assessment Plan, they have sixty (60) calendar days to complete the assessment and hold an IEP Team meeting to review the results. The timeline is suspended during breaks of more than 5 school days.

Assessment — Assessment involves gathering information about the child. It could include tests, observations, interviews, work samples, and/or school records. Areas assessed may include the child's ability to learn, achievement in academics, physical/motor ability, medical history, speech, and language ability, etc. Assessment results will be used to help determine the child's need for special education services.

Assessment Results — Assessment results are presented and reviewed at an Individualized Education Program (IEP) Team meeting within 60 calendar days of the date the District receives the signed Assessment Plan. Parents/Guardians are an integral part of the team. The team reviews the assessment information to determine whether the child meets the eligibility requirements for placement in special education. If your child meets the eligibility requirements and no other general education or categorical program can meet his/her needs, an IEP will be developed to meet your child's unique educational needs.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS
(for children Ages 3-22)

Who should participate in the IEP Team meeting?

IEP Team members may include, but are not limited to:

- parent(s) or guardian(s)
- special education teacher
- regular education teacher (if the child participates or may participate in the general education setting)
- school administrator or designee
- student, if appropriate
- personnel who are qualified to interpret the test results
- other district staff
- others of your choosing



What is the purpose of an IEP Team meeting?

The purpose of an IEP Team meeting is to develop a written document describing your child's educational needs. If the IEP Team determines at the IEP meeting that your child needs special education services, the IEP document will describe those services, plus goals & objectives will be developed to lead to your child's educational achievement/progress.

What is an IEP document?

Both federal and state law require an Individualized Education Program (IEP) document be written for each student who is eligible for, and enrolled in, special education. The IEP must include:

- general information about your child — name, address, birth date, etc.
- a statement of the student's present level of performance, including how your child's disability affects his/her involvement and progress in the general education curriculum;
- a statement about your child's eligibility and, if your child has a specific learning disability, how the disability was determined;
- annual goals and short-term instructional objectives, including how the goals and objectives will be measured. Goals are general statements that describe what the student needs to learn. Objectives are intermediate steps or training activities that will take the student from his/her current level of functioning to the accomplishment of their goal(s).
- related services necessary for the student to benefit from special education;
- the amount of time the student will participate in general education programs;
- dates and duration for specific special education services including the annual review date;
- a statement of how the student's progress will be evaluated and how you will be informed about the progress;
- how your child will participate in the general curriculum and in activities with non-disabled peers outside the classroom;
- the degree of your child's participation in state or district wide testing, or how your child's progress will otherwise be measured;

The IEP must also include an Individual Transition Plan for students 15 years and older. If appropriate, it may also include behavior management requirements, provisions for non-English speaking students, and/or assistive technology needs.

What can parents/guardians do to prepare for the IEP Team meeting?

- If you want to record the IEP meeting using audiotape, you MUST notify the school at least 24 hours prior to the meeting. If you choose to record the meeting & have provided the required notification, the school may also record the meeting.
- Review this document and bring it to the meeting.
- Review the "Parents Rights" document.
- Make a list of your child's strengths and areas of difficulty you have observed regarding your child's educational progress.
- If applicable, review your child's previous IEP document, class work, and progress reports.
- Request copies of assessment reports in advance of IEP meeting.

Please note: You may bring outside experts and/or reports to the meeting for review/consideration by the IEP Team.

Who schedules the IEP Team meeting date/time/location?

School or district personnel will schedule the IEP Team meeting at a date and time agreeable to you and to the other meeting participants. Meetings are usually held at the child's school or at the district office where there is privacy, sufficient space, and seating for all IEP Team members. You will receive a written "IEP Conference Notice" form to be signed by you and returned to the school/district as specified on the form.

The "IEP Conference Notice" form contains the following information:

- when and where the IEP meeting will take place
- the purpose of the IEP meeting
- persons invited to attend

On the "IEP Conference Notice" form you will be asked:

- Will you be able to attend the IEP meeting?
- Would you like to reschedule the IEP meeting?
- Will you send a representative to speak on your behalf?
- Will you require an interpreter at the IEP meeting, and if so, in what language?

You may also reschedule the IEP meeting by calling your child's school/district to change the meeting date/time or to arrange for your participation in the meeting over the telephone. If you wish the meeting to proceed without you, school/district personnel will review the team decisions with you before you sign the IEP.

What happens during an IEP Team meeting?

Every IEP Team meeting is different as each child's individual/unique needs are addressed. However, most meetings happen as follows:

- The IEP Team participants introduce themselves.
- The purpose of the IEP meeting is stated by the meeting chairperson (usually the administrator or designee)
- Parent/guardian is provided with a copy of the "Parents Rights" document and the meeting chairperson summarizes contents of this document.
- The child's assessment reports, teacher reports and progress reports are discussed.
- The parent is given the opportunity to talk about their concerns and expectations for their child.
- If it is the child's first IEP meeting, the child's eligibility for special education services will be discussed. If determined to be eligible for special education, new goals and objectives will be developed to meet the child's individual needs.
- If your child has already been determined eligible and has had a previous IEP meeting, existing IEP goals and objectives will be reviewed and discussed. New goals and objectives will be developed to meet the child's individual needs.
- The child's educational placement is discussed and decided upon.
- Related services and modifications are discussed. (SEE PAGE 6 FOR A DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES.)
- Services and placement are provided in the least restrictive environment possible for the child.
- The IEP is reviewed, summarized, and finalized by the IEP Team. Everyone present signs the IEP document.
- Copies of the IEP document are distributed.

Please note:

- You have the right to have an interpreter present at the IEP meeting.
- You may wish to have the IEP document translated before you review and sign it.
- If you need clarification or do not understand anything that occurs during the IEP process, please ask questions.

Who is responsible for implementation of IEP services?

Persons responsible for implementing IEP goals and objectives will be identified on the IEP document. This is usually the student's teacher or the specialist providing related services such as speech, adapted physical education, occupational therapy, etc. The identified person is also responsible for providing input on periodic progress reports to the parent/guardian.

What happens when parents/guardians disagree with IEP Team decisions?

East Valley SELPA is committed to helping families and schools solve problems and conflicts related to special education disputes. ADR is a voluntary process of settling concerns and/or disagreements related to the provision of special education services to students with special needs. The following services are offered to help you reach a successful resolution.

Mediation and Alternative Dispute Resolution (ADR)

A request for mediation may be made either before or after a request for a due process hearing is made. You may ask the school district to resolve disputes through mediations, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your district. Mediation and ADR are free voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the school district must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. [20 USC 1415(e); EC 56500.3] The following ADR options may be available: facilitation of collaborative IEPs or facilitation of a resolution session.

Facilitation of Collaborative IEPs or Resolution Session

Requests for facilitated IEPs or resolution sessions may be made by contacting the East Valley SELPA at 909-252-4507.

Under Federal Regulations, you as the parent can refuse “initial” special education placement and services. Initial in this context means a child in the general education program who has been assessed and found eligible for special education for the first time. In other words, the child has not received special education services in the past. However, once your child is found eligible and you agree that he/she does require special education to meet his/her unique educational needs, the District is required to provide a free “appropriate” public education (FAPE). The only exception would be if you as the parent revoke (in writing) your child’s participation in special education 34 CFR § 300.300(b)(4).

All decisions and aspects of a child’s IEP are made by IEP Team decision. You are one member of the IEP Team and your input is essential in reaching consensus regarding services and goals for your child.

After the IEP has been developed for your child, the administrator or designee will summarize the decisions of the IEP Team. If you disagree with any part of the IEP, school staff will again review your rights and the process for requesting an informal conference, mediation, and/or due process hearing will be explained.

A request for mediation may be made either before or after a request for a due process hearing is made. You may ask the school district to resolve disputes through mediations, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your district. Mediation and ADR are free voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the school district must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. [20 USC 1415(e); EC 56500.3] The following ADR options may be available: facilitation of collaborative IEPs or facilitation of a resolution session.

How often is an IEP reviewed?

The IEP is reviewed at least annually by an IEP Team to determine the progress of your child each year. Once your child has an active IEP, you may request an IEP meeting at any time. This meeting is to be held within 30 days of your written request. Meetings that occur between annual IEP dates are called IEP Addendum meetings. The IEP Addendum document(s) becomes part of (and is attached to) the current annual IEP document.

How often are students reassessed?

Unless the parent agrees to waive reassessment, the student in special education is reassessed every three (3) years to determine their continued eligibility.

What is an Individual Transition Plan (ITP)?

If your child is 15 years of age or older, an ITP will be developed as part of the IEP document. It is designed to assist you and your child in planning and transitioning your child to adult living and post-school activities such as vocational education, post-secondary education, or employment opportunities. An ITP is based on the individual student's needs and interests. It may also involve the participation of other community agencies.



PROGRAMS & SERVICES

Five school districts (Colton JUSD, Redlands USD, Rialto USD, Rim of the World USD, and Yucaipa-Calimesa JUSD) and the San Bernardino County Superintendent of Schools (SBCSS)-East Valley Operations program have joined together to provide special education programs and services for eligible students, age birth to 22 years. These programs and services include a full continuum of alternatives for special education students either in their district of residence or in cooperation with adjacent districts or in SBCSS-East Valley Operations programs.

It is the aim of your district of residence and the East Valley SELPA to educate children with disabilities in the least restrictive environment (LRE). This means that students are taught in regular classrooms if this is the most appropriate setting to meet the student's educational needs. Time away from the regular classroom and placement in the special education program are determined by the special needs of the student and are identified by the IEP Team.

The services available to special education students in the order of least restrictive to most restrictive environment include the following:

Ages 6-22:

- General education class/es
- General education class/es with consultation
- General education class/es with designated instruction & related services (i.e., Language, Speech & Hearing)
- General education class/es and specialized academic instruction (SAI) from a special education teacher
- General education class/es and specialized academic instruction (SAI) in a separate class
- Specialized academic instruction (SAI) in a separate class/es
- State special schools/centers
- Public/nonpublic schools dual enrollment
- Nonpublic schools
- Home or hospital instruction (Short term only due to illness)
- Residential nonpublic schools

Ages 3-5:

- Related Services (i.e. speech/language)
- Specialized academic instruction (SAI) preschool separate class

A full range of services is provided for eligible students in the following categories:

Related Services are the services needed by the student in order to benefit from the instructional program and are specified by the IEP Team. Examples are speech therapy and adapted physical education. Related services may only be provided to students receiving another special education service.

Specialized Academic Instruction (SAI) is a specialized academic instruction program designed to supplement the general education program to meet the needs of students identified as requiring individualized help in specific areas.

Some students who need more than 50% of their instructional day in a specialized academic instruction separate day class setting. This placement occurs only after the Individualized Education Program Team has determined that the nature and severity of the student's needs are such that education in general education classes with use of supplementary aids and services, or services from a special education teacher SAI have not been sufficient.

Non-Public, Non-Sectarian Schools (NPS) are available, by law, only when the school district has had the opportunity to determine that the IEP cannot be implemented in a public-school program. The only non-public schools that can be considered must be state certified to serve students with disabilities.

State Special Schools are schools operated directly by the state for education of deaf students and blind students when the IEP Team determines no local programs are available.

Early Start Program (0-3 years old): The Early Start Program is for parents of children with disabilities between the ages of birth and three years. This program provides early intervention services in order to meet the unique needs of young children and their families. The Early Start Program is provided at no cost to parents/guardians by the San Bernardino County Superintendent of Schools office.

The primary purpose of the Early Start Program is to enhance development of children with disabilities through services that are infant and family focused. The teacher works in the child's home with the parent/guardian and the child on goals developed together with the parent to meet the unique needs of the child. Information, instruction, and support are provided to the parent and family. When the child is ready for a group setting, there are programs available for the parent and child to attend while the home visits continue.

Preschool Program (3-5 years old): Preschool programs for 3-5 year olds are offered in age-appropriate settings for eligible children with disabilities and provide for a coordination of therapy and educational services by the professionals and parents or care providers working with the child. Family involvement in a variety of activities is required. As the child nears school age, transition to other programs is provided.

What is an Individualized Family Service Plan (IFSP)?

The IFSP is a written plan that becomes the framework for meeting unique needs of infants and toddlers, ages birth to three, and their families. The IFSP document is developed at the IFSP meeting by a team which includes the parents/guardians, the service coordinator and anyone who has evaluated the child. Parents may also invite other family members, friends, or advocates. The IFSP Team will discuss:

- the child's present level of development;
- family concerns, priorities and resources that relate to the child's development;
- major goals and outcomes for the next 6-12 months;
- specific services the child will receive, including where, how often and approximate starting dates; and
- any other services needed by the child or family.

For answers to questions or to make a referral, contact the San Bernardino County Superintendent of Schools/East Valley Operations Department at (909) 386-2770.

COMMON ACRONYMS AND TECHNICAL TERMS USED IN SPECIAL EDUCATION

APE (Adapted Physical Education): Developmental or corrective physical education instruction.

Appropriate Placement: A school placement in which the Individualized Education Program (IEP) of a student can be implemented.

Assessment: The process of identifying needs and determining possible eligibility through testing and observation.

Assistive Technology: Any item, piece of equipment, product, or system, whether acquired commercially, modified or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities.

Autism: Includes pupils with developmental disabilities that significantly impact verbal and nonverbal communication and social interaction evident before age three (3).

Behavior Intervention: Implementation of procedures for the elimination of inappropriate behaviors which are significantly interfering with the implementation of the student's IEP. Acceptable interventions include positive behavioral support strategies that do not cause pain or trauma and that respect the student's individual needs and dignity.

CAC (Community Advisory Committee): Those community members who advise the SELPA on various aspects of the local plan for special education.

CCS (California Children Services): A division of the Public Health Department that provides (1) physical and occupational therapy for eligible students; (2) audiological evaluation; and (3) specialized equipment for eligible students (wheelchairs, braces, hearing aids).

CEC (Council for Exceptional Children): A professional organization for parents, teachers, administrators, and others who deal with disabled children.

CH (Communicatively Handicapped): Includes pupils who are deaf, hard of hearing, aphasic, severely language impaired or who have other speech and/or communication disorders.

DHH: Deaf or Hard of Hearing

Due Process: All IDEA procedural safeguards and related laws and regulations.

FAPE: (Free Appropriate Public Education): The federal provision for special education and related services for students at public expense, under public supervision and direction, and without charge to a parent, student, or guardian.

Health Services: Services for specialized health care needs as specified in an IEP.

Home & Hospital Instruction: Instruction for special education students confined to home or hospital.

ID (Intellectual Disability): Students with significantly below-average general intellectual functioning, existing concurrently with deficits in adaptive behavior.

IDEA (Individuals with Disabilities Education Act): Federal law and regulations for special education requirements.

IEP (Individualized Education Program): A written document developed for each special education student consisting of the child's present levels of educational performance, annual goals, objectives, special education services, related services, initiation and duration of service and evaluation procedures.

IEPT (Individualized Education Program Team): A team consisting of, but not limited to, the parent, the special education teacher, a general education teacher and an administrator or designee.

IFSP (Individualized Family Service Plan): See description in the IEP/ITP/IFSP section (Page 5) of this booklet.

ITP (Individualized Transition Plan): See description in the IEP/ITP/IFSP section (Page 5) of this booklet.

IWEN (Individual with Exceptional Needs): A student whose educational needs cannot be met by a general education classroom program, even with modifications, and who requires special instruction and/or services. Excluded are children whose needs are due solely or primarily to unfamiliarity with the English language or to cultural differences or behavior problems.

Itinerant Instruction: Instruction by certificated specialists who come to the students' school site on a regular basis as established by the IEP. For children ages 0-3 such services are provided in the home.

LCI (Licensed Children's Institution): A licensed foster care or group home facilities.

LEA (Local Education Agency): The district, county office or agency identified in the Local Plan as having the responsibility to receive and distribute funds in support of the Local Plan.

Low Incidence Disability: A severe, disabling condition with an expected incidence rate of less than one percent of the total statewide kindergarten through grade twelve student enrollment. The conditions are hearing impairments, vision impairments, severe orthopedic impairments, or a combination thereof.

LRE (Least Restrictive Environment): An appropriate educational placement which permits a student with a disability to participate as fully as possible in the general education curriculum with nondisabled peers in a manner which is appropriate to the needs of the individual student. Separate schooling and other removal from the general environment should occur only when the nature or severity of the disability prevents satisfactory education in general classes even with the use of supplementary aids and services.

LSH (Language, Speech, and Hearing): Programs for students whose speech and/or language and/or hearing affects academic performance.

Local Plan: A written plan for delivery of special education programs and services for the region.

MD (Multiple Disabilities): Two or more handicapping conditions, the combination of which causes such severe educational problems that the students cannot be accommodated in programs for one of the impairments.

NPS or NPA (Nonpublic School or Nonpublic Agency): A private nonsectarian school or agency certified by the state of California to educate students with disabilities.

OHI (Other Health Impaired): Pupils with limited strength, vitality, or alertness due to chronic or acute health problems.

OH or OI (Orthopedically Handicapped or Impaired): Includes impairments caused by congenital anomaly and physical impairments from other causes.

OT (Occupational Therapy): A related educational service (related service) that provides assistance in improving or restoring functions lost or injured through illness, accident, or deprivation that limits a student's success in their special education placement.

PH (Physically Handicapped): Same as Orthopedically Handicapped.

Program Specialist (PS): A trained specialist who has advanced education and in-depth knowledge concerning special education services. A resource to teachers, parents, and administrators in general and special education programs.

Psychological Services: Services provided for individuals with exceptional needs by credentialed school psychologists.

Referral: Written referral for special education starts the process for assessment and an IEP meeting to determine eligibility.

Regional Center: An agency devoted to serving the developmentally disabled and other special needs individuals.

Related Services: Educational services which are necessary to help the child benefit from their instructional setting and are identified in the IEP. Related services may only be provided to students receiving specialized academic instruction.

RSP (Resource Specialist Program): A program for students requiring specialized academic instruction for less than 50% of the school day.

SAI (Specialized Academic Instruction): A term used to describe the special education academic program.

SELPA (Special Education Local Plan Area): A group of districts joining together to ensure service to children with disabilities.

SDC (Special Day Class): Instructional settings in which the student receives specialized academic instruction more than 50% of the school day.

SH or SPH (Severely Handicapped or Severe/Profound Handicap): Individuals with exceptional needs who require intensive instruction and training in a program serving students with severe and profound disabilities.

SLD (Specific Learning Disability): 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. Eligibility for services requires that there is a severe discrepancy between intellectual ability and achievement in one or more of the following academic areas: oral or written expression, listening or reading comprehension, basic reading skills, mathematics calculations and reasoning.

Surrogate Parent: A person who is appointed by the District to act as the child's "parent" in all matters related to special education when a child is a dependent or ward of the court, and the court has limited the rights of the parent/guardian to make educational decisions, or when a parent cannot be identified or located.

TBI (Traumatic Brain Injury): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or impairment.

Transition: This term refers to the passage from one program, setting or environment to another. In special education, it may include passage from infant to preschool programs, elementary to middle school programs, movement from a special day class

setting to a general education setting, graduation from a high school program into a work environment or other significant changes for a student.

VI (Visually Impaired): Students with visual acuity deficits, which may impair their educational performance.

AGENCIES

There are many public agencies within the local area which, in addition to your school district, provide assistance to individuals with exceptional needs as well as their parents.

211 SAN BERNARDINO COUNTY: 2-1-1 is an easy-to-access toll-free phone number, online database and directory providing verified information and referrals for vital health and social services in the local community. Dialing 2-1-1 is free and confidential with live, bilingual call specialists to assist callers 24 hours a day. 211 San Bernardino County, operated by Inland Empire United Way, provides crucial referrals to individuals and families in need 365 days of the year. It also connects callers with food, shelter, utility assistance, crisis counseling, health care and many other critical services. www.211sb.org.

BEHAVIORAL HEALTH DEPARTMENT: San Bernardino County Department of Behavioral Health, provides a variety of mental health related services to children and adults including, but not limited to, residential placement, emergency crisis intervention including individual and/or group counseling, consultation for conservatorship, day treatment programs, family counseling, psychotherapy, sexual and child abuse programs.

A variety of services are available within each community and serve all ages. Fees are on a sliding scale (ability to pay) with Medi-Care, Medi-Cal and private insurance accepted. There are no restrictions on eligibility. Some clinic locations are as follows:

- Administrative Office, 268 Hospitality Lane, San Bernardino 92415, (909) 382-3104
- Juvenile Justice Program, 780 E. Gilbert St., San Bernardino 92415 (909) 387-7792
- Alcohol/Drug Programs, 850 E. Foothill Blvd., Rialto 92376, (909) 421-4601 or (800) 968-2636
- Children & Youth Collaborative Services, 900 E. Gilbert St., Cottage #4, San Bernardino, (909) 387-7024
- Crisis Walk-in Center, 850 E. Foothill Blvd., Rialto 92376, (909) 421-9495
- Mesa Counseling Center, 850 E. Foothill Blvd., Rialto 92376, (909) 421-9206 or 421-4606
- Gateway, 740 E. Gilbert St., San Bernardino (909) 387-7386

CALIFORNIA DEPARTMENT OF REHABILITATION: The California Department of Rehabilitation (DOR) is an employment and independent living resource for people with disabilities.

- San Bernardino Branch, 464 West Fourth Street, Suite 152, San Bernardino, (909) 383-4401

CALIFORNIA CHILDREN SERVICES (CCS): CCS is a program providing specialized medical care and rehabilitation as well as case management for physically disabled children, under the age of 21, who are California residents and have parents who are unable to pay the full cost of recommended treatment. In general, treatment is provided for catastrophic or severely disabling conditions in children whose disabilities may be arrested, improved, or corrected. Some eligible conditions included are: (1) problems that are orthopedic in nature; (2) defects requiring plastic surgery; (3) central nervous system defects; (4) eye conditions leading to loss of vision; (5) ear conditions leading to hearing loss; (6) rheumatic or congenital heart disease and other circulatory system diseases; (7) endocrine and metabolic diseases. (This is not a complete list.)

Application for consideration for services should be made directly to: CCS, 120 Carousel Mall, (corner of 4th & E Streets) San Bernardino, CA 92415, (909) 387-8400.

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA: 670 E. Carnegie Drive, San Bernardino, CA 92408

Colton Joint Unified School District, Educational Services Center	(909) 580-5002
Redlands Unified School District, Special Services	(909) 307-5300
Rialto Unified School District, Student Services	(909) 820-7700 x2371
Rim of the World Unified School District, Special Education Dept.	(909) 336-2031 x131
San Bernardino County Schools, East Valley Operations	(909) 386-2770
Yucaipa-Calimesa Joint Unified School District, Student Services	(909) 790-8550 x5301

PRESCHOOL SERVICES DEPARTMENT: The San Bernardino County Preschool Services Department (Phone: (909) 383-2078) provides child development and family support services.

PUBLIC HEALTH DEPARTMENT: The San Bernardino County Public Health Department (Phone: (800) 782-4264) provides a variety of direct medical services to children as well as resource and referral services, including:

Child, Adolescent & Family Health Program: Provides children and teens a way to receive complete health checkups including immunizations. Fees vary and are free for low-income families. Call your local clinic for appointments. (800) 722-3777.

Epidemiology Department: Provides screening and treatment services for the control of infectious diseases such as hepatitis, measles, lice, etc. The phone number is (800) 722-4794, Monday through Friday, 8 to 5.

Immunization Program: offers low-cost immunization to all persons six weeks of age through adulthood. There are no eligibility requirements. (800) 722-4794.

Women, Infants, and Children Program (WIC): provides nutrition education and supplemental food vouchers to low income pregnant or breast feeding women and low income children up to the age of five. Ongoing medical care is also provided. Information (800) 472-2321. Nutrition Program Information (909) 387-6320.

REGIONAL CENTER: Inland Counties Regional Center is a nonprofit, private corporation contracting with the California Department of Developmental Services to provide diagnosis, evaluation, counseling, lifelong planning, and case management services to persons who are developmentally disabled and to their families.

Any resident suspected of being developmentally disabled is eligible for services by the Regional Center. A developmentally disabled person is one who has a disability that originates before the individual attained age 18, continues or can be expected to continue indefinitely, and constitutes a substantial handicap for the individual. This term includes mental retardation, cerebral palsy, epilepsy, autism and disabling conditions found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals. It does not include disabilities that are solely physical in nature.

Application for consideration of services may be made directly to: Inland Regional Center Office, 1365 S. Waterman Ave., San Bernardino, CA 92408, (909) 890-3000.

TRANSITION PARTNERSHIP PROJECT (TPP): The Transition Partnership Program (TPP) connects high school students with disabilities to the California Department of Rehabilitation (DOR) and assists with their transition to work. TPP helps students overcome barriers to employment. Assistance may include direct job development, vocational training, or post-secondary education.

Transition Partnership Project, East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, CA 92408.
Phone: (909) 252-4514, Fax: (909) 252-4533.