Crossing the Bridge

Transition from Early Intervention to Preschool
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Crossing the Bridge:
What is Transition?

Time flies doesn’t it? If your child will be turning three in the next year and you are currently receiving early intervention services, you may be wondering: what exactly is transition?

For children who have Individual Family Service Plans (IFSPs) through the Regional Center, **transition** is the process of moving from early intervention to preschool and/or other services when your child is close to turning 3 years old.

- Some children in early intervention may be eligible for **preschool special education services** through an Individualized Education Program (IEP) from the local school district.
- Some children with developmental disabilities may be eligible for **supported living services** through an Individualized Program Plan (IPP) from the Regional Center.
- Some children may no longer need any specialized services.
- Other children may go on to early childhood programs or to other appropriate community services.

In the coming pages, we'll help you understand the steps of transitioning from early intervention to preschool services for children with disabilities and/or special health care needs in San Francisco. *Not all children are eligible for all programs.* This packet will also help you understand what options are available to you.

**Keep in mind that you are not crossing this bridge alone.** There are many people, services and supports to guide you and your child over the bridge and beyond. These systems can seem overwhelming and confusing, but with time and support, you will learn how to be the best advocate for your child and his or her needs.

**As always, don’t hesitate to call Support for Families at 415-920-5040 for guidance and practical support while you are crossing the bridge and beyond. We are here for you!**

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*Please Note: Many people have reviewed this guide for accuracy. Remember, though, information can change at any time. It is always a good idea to request copies of current policies and rules from the agencies with whom you are working.*
What the Bridge Looks Like: What are the Steps?

1. First, there’s Transition Planning
   The transition process begins about six months before your child’s third birthday. Your Golden Gate Regional Center (GGRC) service coordinator will start transition planning with you. Program options may include special education preschool services through the school district (SFUSD) or other community resources like Head Start, child development centers, and private pre-schools. Assessment to determine eligibility for Lanterman services through GGRC for children over 3 can be requested by parents.

2. Then, there’s a Transition IFSP Meeting
   The transition IFSP conference meeting will be scheduled by GGRC and held as soon as your child’s 2 year 6 month IFSP but no later than 90 days before your child’s third birthday. The focus of the meeting is transition out of Early Start and into school district services. The meeting will be held at a location and time chosen by the parent. Your service coordinator invites the SFUSD representative to participate in the Transition IFSP conference with parent consent.

   As part of the transition process parents will have the opportunity to participate in a transition planning meeting with your service coordinator and a SFUSD representative to discuss the school district referral and assessment process. This is a short information sharing meeting where no service decisions are made. You will discuss the referral to SFUSD, care options for children at 3, and steps and supports provided to make them happen.

3. Then, there’s the Referral Process (and possibly assessments)
   3a. First, GGRC contacts SFUSD: No less than 90 days prior to your child’s 3rd birthday, GGRC will send a referral letter to SFUSD notifying them that your child is receiving Early Start Part C services and is potentially eligible for Part B preschool special education services. This notification letter will include your child’s name and date of birth, parental contact information and address and home language. This is a requirement for all children receiving Early Start services through GGRC.

   You can request that your GGRC service coordinator send a Transfer of Records to SFUSD. This would include your child’s IFSPs, developmental assessments, and developmental reports. You have input on what Transfer of Records are provided to SFUSD.

   3b. Then, SFUSD will contact you: The school district then either mails an assessment plan or mails a letter explaining why they will not go forward with the assessment. If they do mail you an assessment plan, it will detail what assessments they will conduct with your child to determine eligibility. You will review the plan so you understand what assessments will be done and why, and so you can give input to the SFUSD representative. You will then sign and return the plan.¹ Any assessments require a signed assessment plan, so it’s

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¹ You may not opt of the referral to SFUSD, if it deemed appropriate, as the State of California Department of Developmental Services (DDS) has not provided an opt out policy. GGRC, per IDEA Part C and the California Early Intervention Act, will refer children in the Early Start program 90 days before the third birthday.

In compliance with IDEA Family Education Rights Privacy Act (FERPA)
If you do not want to move forward with an assessment, you can simply decline.
important to sign and return the plan as soon as you understand and agree with it. All information is confidential.

3c. Then, there are assessments (if appropriate): The school district will then schedule and complete all assessments within 60 days of receiving your consent. GGRC may also do an assessment to determine eligibility for Regional Center services.

4. Then, there’s an IEP Meeting
Also within 60 days of receiving your consent, the school district will schedule and conduct an Individualized Education Program (IEP) meeting to discuss the results of the assessments and make program recommendations, including whether your child is eligible for preschool special education services. If your child is found eligible, an IEP is written and developed indicating what those services will be. These services are meant to serve the educational needs of your child and they will go into effect on your child’s third birthday.

(You may also get an IPP)
If your child is eligible for Lanterman Act services through GGRC, a new case manager will be assigned to work with you in a planning team process to identify your child’s needed services and supports and to develop an Individual Program Plan (IPP) outlining plans to meet those needs.

5. Finally, your child turns 3!
Your child will begin receiving preschool special education services, related services, or community services, based on eligibility. Your child’s Individualized Family Service Plan (IFSP) is no longer in effect as all early intervention services end on your child’s third birthday.
What If My Child Isn’t Eligible for Preschool Special Education Services?

There are other programs and services here in San Francisco that can support your child’s development. Here are some options:*

- City College San Francisco (CCSF) Child Observation Classes for Parents
- San Francisco Public Library (SFPL) Activities
- San Francisco Recreation and Park Early Childhood Programs
- YMCA Early Childhood Programs
- For more options, go to www.sfkids.org

If you are interested in preschool and/or child care, programs you might consider are:

- Child Care Resource and Referral (R&R) Agencies
- First 5 Family Resource Centers
- Head Start Programs
- Preschool for All (PFA) Sites
- San Francisco Unified School District (SFUSD) Early Education Department

Go to “Appendix C: What If My Child Isn’t Eligible for Preschool Special Education Services” on page 18 of this guide for the full descriptive list and contact information.

Remember, you can contact Support for Families (415-920-5040, info@supportforfamilies.org) for assistance in finding early childhood programs that best fit your child. We’re here to help!

*disclaimer: Support for Families strives to present families and professionals with a wide range of views and options in its materials and trainings. The materials and trainings are not necessarily comprehensive, are not meant to be exhaustive, nor are they an endorsement of the author and/or presenter. If you would like to offer feedback or if you know of additional resources, speakers and/or materials that may be helpful, please contact us
<table>
<thead>
<tr>
<th>Steps</th>
<th>Age of Child</th>
<th>Activities</th>
<th>Who Has Responsibility</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transition Planning</td>
<td>2 yrs 6 mos -- 2 yrs 9 mos</td>
<td>GGRC service coordinator notifies the family that transition planning will occur in the next 6 months. <em>Family Role (FR):</em> Ask questions and research transition options.</td>
<td>GGRC Person:</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service coordinator begins to discuss transition options with family.</td>
<td>GGRCC &amp; family</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Service coordinator schedules Transition Meeting at a time and place determined by the parent and invites SFUSD representative.</td>
<td>GGRCC</td>
<td></td>
</tr>
<tr>
<td>2. Transition IFSP Meeting</td>
<td>By 2 yrs. 9 mos or earlier</td>
<td>Transition IFSP meeting is held with family, service coordinator, and a representative from SFUSD. <em>FR:</em> research possible classroom/service options for your child (Support for Families can help with this!) and bring your ideas to the meeting.</td>
<td>GGRCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family, service coordinator, SFUSD share information and develop next steps. <em>FR:</em> Give input based on your perspective. You know your child best! Make sure all options have specific steps/timelines.</td>
<td>GGRCC, family, &amp; SFUSD</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>GGRCC makes a referral to SFUSD for all potentially eligible toddlers 90 days before 3rd birthday. <em>FR:</em> collaborate with GGRCC service coordinator to ensure referral is made, such as giving consent for a Transfer of Records.</td>
<td>GGRCC &amp; family Person:</td>
<td></td>
</tr>
<tr>
<td>3. Referral Process and Assessments (if appropriate)</td>
<td>~2 years, 10 mos</td>
<td>Within 15 days of referral, SFUSD contacts or mails an assessment plan to family.</td>
<td>SFUSD/Pre-K Intake Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within 15 days of receipt of assessment plan, family signs and returns to SFUSD. <em>FR:</em> review plan so you understand what assessments will be done and why, and so you can give input. Sign and return as soon as you understand and agree with plan.</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within 60 days or less of receiving signed plan, SFUSD schedules and completes all needed assessments. <em>FR:</em> refer to “Tips for Preparing for the Assessment” (p8). Complete “Self-Assessment: Strengths and Needs” (p9) and bring your answers to your discussions with your service coordinator.</td>
<td>SFUSD</td>
<td></td>
</tr>
<tr>
<td>4. IEP Meeting</td>
<td>By 3 yrs</td>
<td>Also within 60 days or less (before 3rd birthday), SFUSD schedules an Individualized Education Program (IEP) meeting. <em>FR:</em> refer to “Tips for Preparing for the IEP Meeting” (p10), “Visiting Programs and Classrooms” (p11), “Appendix A: What is the Law?” (p14). Invite anyone with valuable insight you would like to IEP meeting.</td>
<td>SFUSD &amp; family</td>
<td></td>
</tr>
<tr>
<td>(You May Also Get an IPP)</td>
<td></td>
<td>IEP meeting conducted: assessment results discussed, eligibility determined, and IEP developed. <em>FR:</em> Ask questions about results. Give input on services you researched and would like in the IEP. Make sure IEP is specific (hours/week, location) and measurable.</td>
<td>SFUSD &amp; family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individualized Program Plan (IPP) developed for children with continuing eligibility for GGRCC services. <em>FR:</em> Same as IEP.</td>
<td>GGRCC &amp; family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individualized Family Service Plan (IFSP) is closed. <em>FR:</em> Keep documents related to IFSP for your records.</td>
<td>GGRCC</td>
<td></td>
</tr>
<tr>
<td>5. Your Child Turns 3!</td>
<td>At 3 yrs, on eligibility</td>
<td>Begin receiving preschool special education, related or community services. <em>FR:</em> you did it! Continue to learn about IEPs, special education, and related services as you go.</td>
<td>SFUSD and GGRCC</td>
<td></td>
</tr>
</tbody>
</table>
Who May Help You Over the Bridge:
Community Partners

There are many different public agencies and community organizations that can provide assistance and services to young children with disabilities and other special health care needs and their families, especially during the transition process.

**San Francisco Unified School District (SFUSD)** provides preschool special education services for children age three to five, based on eligibility. SFUSD has an Early Education Department, which serves students 3 to 5 years old in typically developing preschool programs with subsidized and full pay options for families.

- **SFUSD Preschool Intake Unit (3-5)**
  1520 Oakdale Ave, San Francisco, CA 94124
  Tel: 415-401-2525
  Fax: 415-920-5075
  ecreferrals@sfusd.edu

**Golden Gate Regional Center (GGRC)** helps children transitioning out of their early intervention services by providing support and guidance through the referral process to the school district. They also provide on-going services to children and adults with developmental disabilities.

- **Golden Gate Regional Center (GGRC)**
  1355 Market St, #220, San Francisco, CA 94103
  Tel: 415-546-9222
  Intake Line: 888-339-3305,
  Intake Fax: 888-339-3306
  intake@ggrc.org
  [www.ggrc.org](http://www.ggrc.org)

**California Children’s Services (CCS)** provides medical care and rehabilitation services to children under age 21 with eligible handicapping conditions whose families are unable to pay for their treatment. They also provide occupational and physical therapy services for eligible children.

- **California Children’s Services (CCS)**
  30 Van Ness, Ste 210, San Francisco CA 94102
  Tel: 415-575-5700
  Fax: 415-575-5790

**Support for Families of Children with Disabilities (SFCD)** offers information, education, and parent-to-parent support free of charge to families and professionals of children with any kind of disability, concern, or special health care need in San Francisco.

- **Support for Families of Children with Disabilities (SFCD)**
  1663 Mission St, 7th Floor, San Francisco CA 94103
  Tel: 415-920-5040
  Fax: 415-282-1226
  info@supportforfamilies.org
  [www.supportforfamilies.org](http://www.supportforfamilies.org)
Over the Bridge We Go: Tips to Help You with the Steps
Tips for Preparing for the Assessment  
*(See Step 3: Referral Process and Assessments on page 3)*

Go through these list of tips as early as you feel comfortable doing in the process, but as soon after the Transition IFSP Meeting as possible.

<table>
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<th>Remember:</th>
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<tbody>
<tr>
<td><strong>Assessment Identifies Educational Need</strong> which <strong>Determines Service Delivery</strong></td>
</tr>
</tbody>
</table>

✓ Think about your child’s strengths and areas of concern. *(Refer to “Self-Assessment: Strengths and Needs” on the next page.)*
Identify what you think your child needs to learn in order to develop new skills and abilities. Write down your thoughts. Bring your questions, concerns, and input with you to the transition IFSP meeting.

✓ Obtain whatever information you need to feel comfortable with the assessment process.
It may be helpful to make a list of your questions and concerns about the assessment. Talk with your service coordinator, the assessment center staff, professionals and/or parents before the assessment about the issues you have identified. Support for Families can link you to other families who have gone through the transition process.

✓ Know your legal rights and responsibilities regarding the assessment process.
There are also IEP Clinics throughout the year conducted by Support for Families. For further information, call 415-920-5040 or email info@supportforfamilies.org.

✓ Think about previous assessments in which your child has participated.
What went well? What did not go well? For example, was your child afraid of an unfamiliar examiner, did she/he have difficulty sitting still during the assessment or did she/he become tired during the assessment? What could be done differently to improve this assessment?

✓ Invite others to the assessment
Sometimes, parents want other people who know their child well to be present at the assessment, such as other family members, caregivers or friends. Think about who you may want to invite to the assessment, and let the assessment staff know.

✓ Collect past assessments
Collect information from other assessments of your child, and take it with you.

✓ Request interpretation if necessary
Request that an interpreter be present at the assessment if you do not speak English, or if you or your child use sign language.

✓ Arrange child care
If necessary, arrange ahead of time for child care for your other children, and transportation.

🌟 Ask questions!
Ask as many questions as you have. If something seems clear at the time of the meeting and later does not, call your service coordinator or infant teacher. He/she will be happy to answer questions or find the person who can answer them.
Self-Assessment: Strengths and Needs
(See Step 3: Referral Process and Assessments on page 3)

To help prepare for the transition IFSP meeting, assessments, and the IEP meeting, complete these sentences about your child.

My child’s **strengths** are…

My child **learns best** when…

My child **is motivated** by…

My child’s **areas of concern** are:

I would like my child **to learn**…

Activities that my child **enjoys**…

My child adjusts to **new people & situations** by…

My child’s **temperament (mood)** is usually…

When my child is **upset**, he/she shows it by…

My child can be **comforted** by…

I want **everyone to know** that my child is…
Tips for Preparing for the IEP Meeting
(See Step 4: IEP Meeting on page 4)

Think through these tips at the beginning of the transition process, and revisit them when the IEP meeting is scheduled.

✓ **Gather information**
   Learn about program options available in your community.

✓ **Find out what services are provided**
   Find out about the special education and related services that are provided by the San Francisco Unified School District. Think about which special education and related services are appropriate for your child. Also, think about why these services are important.

✓ **Think about your resources**
   How will transition to a new setting fit into your life? What are your resources? Are there other family responsibilities and commitments? What about your preferences and priorities?

✓ **Think about inclusion**
   Think about how you would like your child to be involved with children with and without special needs. Would you like your child to have the opportunity to play with children with and without special needs during recess? At lunch time? Attend the regular education classroom for part, or all of the school day?

✓ **Talk with other parents**
   Talk with other parents who have attended IEP meetings, especially parents who have made this similar journey over the bridge from early intervention to preschool. They may be willing to share their child’s IEP with you or discuss the IEP meeting. Support for Families can link you with another family who has gone through the process.

✓ **Talk with professionals**
   Discuss the IEP meeting with professionals who are knowledgeable about your child and IEPs, like Support for Families or your child’s service providers.

✓ **Know your rights and responsibilities.**
   Refer to “Appendix A: What is the Law and Who is Involved?” (p14) and Appendix B: “Resources and Websites” (p16). Read resources around special education law.

🌟 **Ask questions!**
   Ask as many questions as you have. Meeting and later does not, call your He/she will be happy to answer them.

If something seems clear at the time of the service coordinator or infant teacher. questions or find the person who can
Visiting Programs and Classrooms  
*(See Step 4: IEP Meeting on page 4)*

You may wish to visit some programs and classrooms before your child’s IEP is completed. Visiting the programs will give you ideas about what to include in the IEP. On the other hand, you may want to wait until a program has been suggested for your child and then visit that program. While observing classrooms and programs, ask yourself the following questions:

- Is the teacher warm and responsive to the children?
- Does the teacher seem comfortable with the children?
- Is the teacher positive with the children, using praise instead of punishment to teach?
- Do the children receive instruction that is individualized to meet their unique needs?
- Does the teacher have appropriate expectations for the children?
- Are the children’s progress and development monitored and recorded in some way?
- How are Related Services delivered? That is, do children leave the classroom for therapy? Do the therapists and teachers work together in the classroom?
- Are toys and instructional materials placed so children can reach them independently?
- Are the children given the opportunity to explore and to make choices?
- Is the classroom arranged so children can move easily and freely?
- Are bathrooms, stairs, and the playground adapted to the needs of young children?
- Is the classroom clean and safe?
- Is the classroom cheerful in both appearance and mood?
❑ Are there places where children can go to play alone or with only one or two friends?

❑ Are children given the chance to communicate their needs?

❑ Do the children receive structured instruction? That is, have activities been planned to teach children specific skills?

❑ Are the activities appropriate for pre-school aged children?

❑ Are there enough adults to teach children?

❑ Is the classroom quiet enough so children can concentrate and learn?

❑ Are children given the opportunity to be as independent as possible?

❑ Are the children exposed to a variety of different learning activities?

❑ How many children are in the classroom?

Notes:
Bridge Structure & Supports: Appendices
## Appendix A:
### What is The Law and Who is Involved? The IFSP, IEP, IPP

<table>
<thead>
<tr>
<th></th>
<th>Early Intervention Services: Birth to 3</th>
<th>Special Education Services: 3 to 22</th>
<th>Regional Center Services: 3 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Law</strong></td>
<td>Part C of the Individuals with Disabilities Education Act (IDEA) is a federal law that governs the federal “early intervention” program for infants and toddlers birth through 2 years</td>
<td>Part B of the Individuals with Disabilities Education Act (IDEA) is a federal law that governs the federal special education and related services program for children/youth 3 to 22</td>
<td>Lanterman Developmental Disabilities Services Act is a CA state law that governs the state program for planning and coordinating services and supports for persons with developmental disabilities 3 and up and their families</td>
</tr>
<tr>
<td><strong>What Carries out the Law</strong></td>
<td>The Individualized Family Service Plan (IFSP): A written plan and set of processes that documents and guides the early intervention program for children with disabilities and their families. Contains information about the services necessary to facilitate a child’s development and enhance the family’s capacity to facilitate the child’s development.</td>
<td>The Individualized Education Program (IEP): A written plan and set of processes that documents and guides the educational program and special education services designed to meet a child’s individual needs. Contains information about the services necessary to facilitate a child’s educational and related needs.</td>
<td>The Individual Program Plan (IPP): A written person-centered plan and set of process that documents and guides how an individual receiving services intends to work toward the future he or she prefers. Contains information about the services or supports necessary to facilitate a more independent and normal life.</td>
</tr>
<tr>
<td><strong>The Goal</strong></td>
<td>Services are designed to meet 1) the developmental needs of your child and 2) your family’s needs related to enhancing your child’s development.</td>
<td>Services are designed to meet the educational needs of your child.</td>
<td>Services are designed to enable individuals with developmental disabilities to live a more independent and normal life.</td>
</tr>
<tr>
<td><strong>Agencies Involved</strong></td>
<td>Regional Center, Early Start Program (according to the CA Early Intervention Services Act). In SF: Golden Gate Regional Center (GGRC)</td>
<td>Public School Districts (incl. children aged 3-5 for preschool special education services). In SF: San Francisco Unified School District (SFUSD)</td>
<td>Regional Center. In SF: Golden Gate Regional Center (GGRC)</td>
</tr>
</tbody>
</table>
| **People Involved**     | Team members:  
  - Child’s parents  
  - Regional Center Service Coordinator (helps the family coordinate the services outlined in the IFSP)  
  - Persons who completed assessments (for initial IFSP)  
  - Service providers  
  - Family members or others that parents invite | Team members:  
  - Student’s parents  
  - School district representative  
  - Persons who completed assessments  
  - Special and general education teacher of child  
  - Student if appropriate  
  - Others with knowledge/expertise invited by parents or school | Team members:  
  - Client’s parents  
  - Regional Center Service Coordinator (helps the family coordinate the services outlined in the IPP)  
  - Other family members or person invited by parents or client |
| **Eligibility**         | For children birth to 3 with:  
  - Developmental delay in 1 or more of 5 developmental areas:  
    - Cognitive development | For children 3 to 22 with:  
  - Autism  
  - Deaf-Blindness  
  - Deafness | For children 3 and older with a developmental disability defined as: |
<table>
<thead>
<tr>
<th>Early Intervention Services: Birth to 3</th>
<th>Special Education Services: 3 to 22</th>
<th>Regional Center Services: 3 and up</th>
</tr>
</thead>
</table>
| o Physical and motor development (including vision and hearing)  
  o Communication development  
  o Social or emotional development  
  o Adaptive development  
  • Or established risk condition | o Emotional disturbances  
  o Hearing impairment  
  o Intellectual Disabilities  
  o Multiple Disabilities  
  o Orthopedic impairments  
  o Other health impairments  
  o Specific learning disabilities  
  o Speech or Language Impairment  
  o Traumatic brain injury  
  o Or Visual impairments | o Intellectual disabilities (or closely related condition)  
  o Cerebral palsy  
  o Epilepsy  
  o Autism  
  AND that continues or can be expected to continue indefinitely and constitutes a substantial disability. |

**Services May Include***:

- Assistive Technology
- Audiology or hearing services
- Family training, counseling, home visits
- Health services necessary for a child to benefit from other early intervention services
- Medical services necessary for diagnosis or evaluation
- Nursing services
- Nutrition services
- Occupational therapy
- Physical therapy
- Psychological services
- Service coordination
- Social work services
- Special instruction
- Speech/language services
- Transportation and related costs necessary for a child to receive services
- Vision services
- Assistive Technology
- Audiological services
- Orientation & mobility services
- Instruction in home or hospital
- Adapted physical education
- Vision services
- Specialized driver training instruction
- Counseling and guidance
- Psychological services other than assessment and development of the IEP
- Parent counseling and training
- Health and nursing services
- Social worker services
- Specifically designed vocational education and career development
- Recreation services
- Specialized services for low incidence disabilities, such as readers, transcribers, and vision and hearing services
- Speech/language services
- Medical evaluation for diagnostic purposes

**For 3-5 Preschool Special Education Services, programs and services may include more specifically:**

- Related Services
  - Speech and Language Therapy
  - Audiological Services
  - Nursing services
  - Occupational Therapy
  - Physical Therapy
  - Orientation and Mobility
  - Vision Services
  - Mental Health services
  - Transportation
  - Behavior Intervention Services
- Preschool Language Centers (PLC)
- Preschool Early Intervention (PEI) consultation services may be provided at Head Start centers, SFUSD Child Development Centers, and Title 1 preschool classes, State Preschool classes and Preschool for All sites
- Preschool Special Day Classes
- Pre-K Autism ABA Program
- Preschool Deaf/Hard of Hearing

**Difference between “program” and “service”: Services are particular service activities like the ones listed in the first bullet, while programs are groups of services that build cohesion and intentionality. Services may warrant specific program placement. For example, Preschool Language Centers (PLC) is a location for speech language services as outlined in the child’s IEP – not a separate service in addition to Speech Language.**
Appendix B: Resources/Websites

Building the Legacy: IDEA 2004
idea.ed.gov
This site provides information on major topics covered by IDEA 2004. It has excellent video clips on Early Intervening Services/RTI, Individualized Education Program, Discipline, Highly Qualified Teachers, Procedural Safeguards, and other important topics.

California Children Services (CCS)
30 Van Ness, Ste 210, San Francisco CA 94102
Tel: 415-575-5700
Fax: 415-575-5790
www.sfdph.org/dph/comupog/opprograms/php/ccs/

California Department of Developmental Services (DDS)
Full text of the California Code of Regulations (Title 17: Early Intervention Services), Early Intervention Services Act, and the Lanterman Act.

Center for Parent Information and Resources (CPIR)
www.parentcenterhub.org
Serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities.

Code of Federal Regulations (CFR)
www.law.cornell.edu/cfr/text/34/chapter-III
The Code of Federal Regulations (CFR) is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the federal government of the United States. It describes in more detail how laws enacted by Congress will be carried out, like Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), etc. Full text of the Code of Federal Regulations, including Title 34 Chapter III, Office of Special Education and Rehabilitative Services, Department of Education

The California Department of Developmental Services (DDS), Early Start Section and the California Department of Education (CDE), Special Education Division
www.dds.ca.gov/EarlyStart/ResourceMaterials.cfm
For professionals. This practical guide identifies both required elements for transition and recommended practices to support families and their children as they successfully navigate transition from Early Start to other services at age three. There are also resources and tools for professionals in all sectors of early intervention services.

Families and Advocates Partnership for Special Education
www.fapec.org
FAPE.org, a PACER Center (www.pacercenter.org) website, provides parents, educators, service providers, and policymakers with important national news and information related to improving educational outcomes for children with disabilities.
Family Resource Center Network of California (FRCNCA)
www.frcnca.org
FRCNCA is a coalition of California’s 47 Family Resource Centers. Early Start Family Resource Centers (ESFRC) provide parent to parent support, outreach, information and referral services to families of children with disabilities and the professionals who serve them.

Family Voices of California (FVCA)
www.familyvoicesofca.org
Family Voices of California (FVCA) is a statewide collaborative of locally-based parent run centers working to ensure quality health care for children and youth with special health care needs.

Golden Gate Regional Center (GGRC)
1355 Market St, #220
San Francisco, CA 94103
Tel: 415-546-9222
Fax: 415-546-9203
intake@ggrc.org
www.ggrc.org/services/applying-for-services

National Early Childhood Technical Assistance Center (NECTAC)
www.nectac.org
A good starting point to acquaint yourself with information about early intervention and early childhood education for children with disabilities. The site contains numerous links to IDEA information for young children.

San Francisco Unified School District (SFUSD) Prekindergarten Intake Unit
3054 Santiago Street
San Francisco, CA 94116
Tel: 415-759-2222
Fax: 415-242-2528
ecreferral@sfusd.edu
www.sfusd.edu/en/programs/special-education/pre-school-special-education-services.html

Special Education Rights and Responsibilities Handbook
Community Alliance for Special Education (CASE) and Disability Rights California
www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm
This handbook thoroughly and extensively covers topics on basic rights, evaluations/assessments, eligibility, pre-school education services, and more in a Q&A format. These materials are based on special education laws and court decisions in effect at the time of publication.

Support for Families (SFCD)
1663 Mission St, 7th Floor
San Francisco, CA 94103
415-282-7494 office
415-920-5040 warmline
info@supportforfamilies.org
www.supportforfamilies.org

Wrightslaw Special Education Law and Education
www.wrightslaw.com
Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities.
Appendix C:  
What If My Child Isn’t Eligible for Preschool Special Education Services?  
Other Community Programs and Services

There are other community programs and services here in San Francisco to support your child’s development. Some options include:*

- **City College of San Francisco (CCSF) Child Observation Classes for Parents**  
  [www.ccsf.edu/cdev](http://www.ccsf.edu/cdev) (go to “Programs” tab, left column)  
  415-239-3172  
  A step beyond play groups, these 2.5 hour, free, non-credit classes take place in ten locations throughout San Francisco and are led by certified instructors. While kids play, their parents discuss topics, such as health and safety, sleep patterns, and toilet training.

- **San Francisco Public Library (SFPL) Activities**  
  [www.sfpl.org](http://www.sfpl.org) ("Kids" tab)  
  415-557-4400  
  SFPL Branches often hold events, playdates, story times and more for children and families.

- **San Francisco Recreation and Park Early Childhood Program**  
  415-970-8061  
  SF Rec and Park offers many child playgroups, tot classes, and toddler and baby-safe play gyms in recreation centers and playgrounds throughout the city.

- **Sfkids.org**  
  [www.sfkids.org](http://www.sfkids.org)  
  A wonderful resource database of programs and services around the city. SFkids is created by San Francisco parents and funded by the Department of Children, Youth & Their Families (DCYF), working with their nonprofit partner GoKid.org.

- **YMCA of SF**  
  [www.ymcasf.org](http://www.ymcasf.org)  
  415-777-9622  
  The YMCA of San Francisco provides programs and services to meet the diverse needs of the Bay Area, including parent-child programs, licensed childcare, pre-school programs, and more.

If you are interested in preschool and/or child care, programs you might consider are:*  

- **Child Care Resource and Referral (R&R) Agencies in San Francisco**  
  - Children’s Council of San Francisco: [www.childrenscouncil.org](http://www.childrenscouncil.org), 415-343-3300  
  - Wu Yee Children’s Services: [www.wuyee.org](http://www.wuyee.org), 415-750-8500  
  These agencies, located in every county in California, support parents, providers, and local communities in finding, planning for, and providing affordable, quality child care.

- **First 5 Family Resource Center Parent/Child Drop-In Programs**  
  [www.first5sf.org/frc/family-resource-center](http://www.first5sf.org/frc/family-resource-center)  
  Throughout San Francisco County, Family Resource Centers (FRCs) are available to serve you and your family. Some Family Resource Centers have parent/child drop-in programs.
• **Head Start Programs** in San Francisco
  o Kai Ming Head Start: [www.kaiming.org](http://www.kaiming.org), 415-982-4777
  o Mission Neighborhood Center: [www.mncsf.org](http://www.mncsf.org), 415-206-7752
  o Wu Yee Children’s Services Child Development Centers: [www.wuyee.org](http://www.wuyee.org), 415-677-0100
Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families.

• **Preschool for All (PFA) Sites**
  [www.first5sf.org/programs/preschool-all](http://www.first5sf.org/programs/preschool-all)
  415-354-3873
San Francisco’s universal preschool system that aims to expand preschool access and improve preschool program quality for all four-year-old children residing within San Francisco County. Depending on whether the school is private or public, the costs will be partially or completely covered by First 5 San Francisco.

• **San Francisco Unified School District (SFUSD) Early Education Department**
  415-750-8500
Provides programs for infants and toddlers, preschool children, and school age children from transitional kindergarten through 5th grade.

Remember, you can always contact Support for Families (415-920-5040, [info@supportforfamilies.org](mailto:info@supportforfamilies.org)) for assistance in finding early childhood programs that best fit your child. We’re here to help!

*disclaimer: Support for Families strives to present families and professionals with a wide range of views and options in its materials and trainings. The materials and trainings are not necessarily comprehensive, are not meant to be exhaustive, nor are they an endorsement of the author and/or presenter. If you would like to offer feedback or if you know of additional resources, speakers and/or materials that may be helpful, please contact us at [info@supportforfamilies.org](mailto:info@supportforfamilies.org)!
Appendix D: Acronyms

AAP  American Academy of Pediatrics
ADA  Americans with Disabilities Act
ADHD Attention Deficit Hyperactivity Disorder
AMA  American Medical Association
AT   Assistive Technology
CAC  Community Advisory Committee
CCS  California Children Services
CDE  California Department of Education
CDI  California Department of Insurance
CHDP Child Health and Disability Prevention Program
CHIP Children’s Health Insurance Program
CBHS Community Behavioral Health Services
CMS  Centers for Medicare and Medicaid Services
CMS  Children’s Medical Services
COBRA Consolidated Omnibus Budget Reconciliation Act of 1985
CPS  Child Protective Services
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CQI</td>
<td>Continuous Quality Improvement</td>
</tr>
<tr>
<td>CSHCN</td>
<td>Children with Special Health Care Needs</td>
</tr>
<tr>
<td>CSOC</td>
<td>Children’s System of Care</td>
</tr>
<tr>
<td>CCCS</td>
<td>Comprehensive Child Crisis Services</td>
</tr>
<tr>
<td>DCYFS</td>
<td>Department of Children, Youth and Family Services (San Francisco)</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Disability</td>
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<tr>
<td>DDS</td>
<td>Department of Developmental Services</td>
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<tr>
<td>DHS</td>
<td>Department of Human Services</td>
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<tr>
<td>DHCS</td>
<td>Department of Health Care Services</td>
</tr>
<tr>
<td>DIS</td>
<td>Designated Instruction and Service</td>
</tr>
<tr>
<td>DSM-V</td>
<td>Diagnostic and Statistical Manual of Mental Disorders</td>
</tr>
<tr>
<td>ED</td>
<td>Emotionally Disturbed</td>
</tr>
<tr>
<td>EI</td>
<td>Early Intervention (usually refers to services for infants and toddlers with developmental delays or risk factors.)</td>
</tr>
<tr>
<td>EPSDT</td>
<td>Early and Periodic Screening, Diagnosis and Treatment (Medicaid benefits for children)</td>
</tr>
<tr>
<td>ESY</td>
<td>Extended School Year</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free, appropriate, public education (refers to special education law)</td>
</tr>
<tr>
<td>FPL/FPR</td>
<td>Federal Poverty Level or Federal Poverty Rate</td>
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<tr>
<td>FRC</td>
<td>Family Resource Center</td>
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<tr>
<td>FSPA</td>
<td>Family-School Partnership Act</td>
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<tr>
<td>FV</td>
<td>Family Voices</td>
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<tr>
<td>HH</td>
<td>Hard of Hearing</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing-Impaired</td>
</tr>
<tr>
<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act of 1996</td>
</tr>
<tr>
<td>HMO</td>
<td>Health Maintenance Organization</td>
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<tr>
<td>HRIIC</td>
<td>High Risk Infant Interagency Council</td>
</tr>
<tr>
<td>ICC</td>
<td>Interagency Coordinating Committee</td>
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<tr>
<td>ICM</td>
<td>Intensive Care Management</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act (federal law governing special education)</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>IFSP</td>
<td>Individualized Family Service Plan</td>
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<tr>
<td>IHSS</td>
<td>In-Home Supportive Services</td>
</tr>
<tr>
<td>IMH, ICMH</td>
<td>Infant Mental Health, Infant and Early Childhood Mental Health</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency (school district)</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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<tr>
<td>LPA</td>
<td>Local Planning Area</td>
</tr>
<tr>
<td>LPN</td>
<td>Licensed Practical Nurse</td>
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<tr>
<td>LRE</td>
<td>Least Restrictive Environment (provision of IDEA)</td>
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<tr>
<td>MCH</td>
<td>Maternal and Child Health</td>
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<tr>
<td>MCO</td>
<td>Managed Care Organization</td>
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<tr>
<td>MCP</td>
<td>Managed Care Plan</td>
</tr>
<tr>
<td>MA</td>
<td>Masters of Arts degree</td>
</tr>
<tr>
<td>MD</td>
<td>Medical Doctor</td>
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<tr>
<td>MFT</td>
<td>Marriage and Family Therapist</td>
</tr>
<tr>
<td>MS</td>
<td>Master's degree in Science</td>
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<tr>
<td>MSW</td>
<td>Master's degree in Social Work</td>
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<tr>
<td>MTU</td>
<td>Medical Therapy Unit</td>
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<tr>
<td>NAMI</td>
<td>National Association for the Mentally Ill</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>NICHCY</td>
<td>National Information Center for Children and Youth with Disabilities</td>
</tr>
<tr>
<td>NG Tube</td>
<td>Neo-gastric Tube</td>
</tr>
<tr>
<td>NICU</td>
<td>Neonatal Intensive Care Unit</td>
</tr>
<tr>
<td>NIMH</td>
<td>National Institute of Mental Health</td>
</tr>
<tr>
<td>NPS</td>
<td>Non-Public School</td>
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<tr>
<td>OCR</td>
<td>Office of Civil Rights (Federal)</td>
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<tr>
<td>OCRA</td>
<td>Office of Clients' Rights Advocacy (provides clients' rights advocates to serve people with developmental disabilities who receive services from Regional Center)</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impaired</td>
</tr>
<tr>
<td>OSEP</td>
<td>Office of Special Education Programs (Federal)</td>
</tr>
<tr>
<td>OSERS</td>
<td>Office of Special Education and Rehabilitation Services (Federal)</td>
</tr>
<tr>
<td>OT</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>PCP</td>
<td>Primary Care Provider (or Physician)</td>
</tr>
<tr>
<td>PDD</td>
<td>Pervasive Developmental Disorder</td>
</tr>
<tr>
<td>PHN</td>
<td>Public Health Nurse</td>
</tr>
<tr>
<td>POS</td>
<td>Purchase of Services</td>
</tr>
<tr>
<td>PPO</td>
<td>Preferred Provider Organization</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>PTI</td>
<td>Parent Training and Information Centers (funded through IDEA)</td>
</tr>
<tr>
<td>RSP</td>
<td>Resource Specialist Program</td>
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<tr>
<td>SDC</td>
<td>Special Day Class</td>
</tr>
<tr>
<td>SEA</td>
<td>State Education Agency</td>
</tr>
</tbody>
</table>
SED  Severe Emotional Disturbance
SELPA  Special Education Local Planning Area
SFCD  Support for Families of Children with Disabilities (San Francisco’s FRC and PTI)
SFUSD  San Francisco Unified School District
SI  Sensory Integration
SLI  Speech and Language Impairment
SLP  Speech-Language Pathologist (informally, speech therapist)
SSA  Social Security Administration
SSDI  Social Security Disability Insurance
SSI  Supplemental Security Income
SSI-DCP  Supplemental Security Income – Disabled Children’s Program (usually called Children’s SSI)
SST  Student Study Team
TBI  Traumatic Brain Injury
VI  Visually Impaired
WIC  Women, Infants and Children (supplemental food program)

**Appendix E:**
**Glossary**

**Advocate:** Someone who takes action to help someone else (as in "educational advocate"); also, to take action on someone's behalf.

**Americans with Disabilities Act (ADA):** Federal law that prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation and telecommunications

**Apgar:** Each newborn is examined and evaluated at 1 minute and 5 minutes after delivery. The system of evaluation, called the Apgar score, is a method of evaluating the overall well-being of the newborn infant

**Appeal:** A written request for a change in a decision; also, to make such a request.

**Area Board:** Located throughout the state. Area Boards were established to monitor and review the service delivery system for persons with developmental disabilities in each region. There are 13 in California.

**Assessment:** The observing and testing of children in order to identify their strengths and needs, to develop appropriate educational programs, and to monitor progress.

**Assessment plan:** The description of the battery of tests (psychological, achievement, language, etc.) to be used in a particular student’s assessment.

**At-risk:** A term used to describe children who have, or could have, developmental problems that may affect later learning.

**Attention deficit disorder (ADD or ADHD):** A behavioral disorder characterized by short attention span, excessive impulsiveness, and inappropriate hyperactivity. Symptoms usually occur to varying degrees depending upon environmental factors.
**Audiological services:** A related service; includes identifying children with hearing loss and providing services that will help children with hearing losses maximize their strengths and abilities.

**Auditory processing:** The ability to understand and use information that is heard; both words as well as other non-verbal sounds.

**Autism:** Each of the disorders on the autism spectrum is a neurological disorder that affects a child’s ability to communicate, understand language, play, and relate to others. In IDEA terms, a developmental disability affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance.

**Bayley Scales of Infant Development:** A widely used infant scale that provides a diagnostic measure of an infant's mental abilities. The purpose of the Bayley is to verify the nature and extent of a child's developmental delay.

**Behavior disorder:** A disability; a behavior that causes a child to have difficulty learning or getting along with others. The causes of this disorder may vary greatly.

**California Children Services (CCS):** California’s Title V program for children with special health care needs. (Title V is the federal funding source.) CCS arranges, directs and pays for medical care, equipment and rehabilitation for CCS-eligible conditions. Eligibility rules apply.

**Cerebral Palsy (CP):** A neurological movement disorder characterized by the lack of muscle control and impairment in the coordination of movement. The disorder is usually a result of injury to the brain during early development in the uterus or at birth. Cerebral Palsy is not progressive. Symptoms may include; muscle weakness in infancy, drooling, speech impairment, difficulty in maintaining bladder and/or bowel control, and seizures.

**Child Health and Disability Prevention Program (CHDP):** A preventative health program that provides early no-cost health care and information to children and youth. Eligibility rules apply.

**Child Protective Services (CPS):** A branch of the Department of Human Services charged with the investigation of charges of abuse against children.

**Chronologically, age-appropriate:** Making the activities, behaviors, or settings of a disabled child as similar as possible to a non-disabled child of the same age.

**Community Advisory Council (CAC):** A group of parents of children with disabilities, members of the community, students and special education professionals who advise the school board and school district administration about special education programs.

**Community-based instruction (CBI):** A model for delivery of instruction in which IEP goals are met in a "natural", age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.

**Community Behavioral Health Services (CBHS):** The agency designated to provide mental health assessment and services to students with special needs.

**Compliance complaint:** The specific issue and/or resolution process involved when a school district is accused of violating educational law.

**Counseling:** A related service; includes parents and children receiving assistance from social workers, psychologists, and/or guidance counselors.

**Deaf-Blindness:** simultaneous hearing and visual impairments.

**Deafness:** hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child’s educational performance.

**Department of Developmental Services (DDS):** The state agency that governs California’s Early Start program, as well as other statewide programs for children and adults with disabilities. DDS provides services and supports to persons with developmental disabilities through 21 Regional Centers throughout California.
Department of Rehabilitation (DR): A state and federally funded program offering a variety of services for individuals with disabilities and employers looking to hire qualified candidates. Department of Rehabilitation services are tailored to each person to help him or her reach their employment goal. Individuals with disabilities and counselors work together to determine which services will provide the best support to prepare for, find and retain a job.

Designated Instruction and Services (DIS): Sometimes called related services; specialized instruction and/or support services identified through an assessment and written in an IEP as necessary for a child to benefit from special education (e.g. speech/language therapy, vision services, etc.).

Developmental delay: A term used to describe the development of children when they are not able to perform the skills that other children of the same age usually are able to perform; a delay in one or more of the following areas: physical development, cognitive development, communication, social or emotional development, or adaptive (behavioral) development.

Developmental history: The progress a child has made acquiring skills or milestones (such as reaching, rolling, and crawling).

Developmental skills/milestones: Actions (such as reaching, rolling and crawling) that a child is expected to perform within a given age range.

Developmental tests: Standardized tests that measure a child's development as it compares to the development of all other children at that age.

Due Process: The procedures used to make sure parents and educators make fair decisions about the identification, assessment and placement of children with disabilities; due process rights are guaranteed by the Individuals with Disabilities Education Act (IDEA).

Early Childhood Specialists: A childhood development counselor, someone who usually has a Master's degree or Ph.D. in early childhood development, related to early childhood education and/or development.

Early Intervention: Services and programs for infants and young children (under 3 years old) who are experiencing delay in reaching developmental milestones, have disabilities or who are at-risk for developing handicapping conditions.

Early intervention program: A program in which problems that have been discovered in a child's development are remedied before the child's later development and learning are seriously affected.

EPSDT -- Early Periodic Screening, Diagnosis and Treatment: Mandatory Medicaid (Medi-Cal) benefits and services for Medicaid (Medi-Cal) eligible children and adolescents under age 21; designed to ensure children's access to early and comprehensive preventative health care and treatment. State Medicaid programs (Medi-Cal) must provide EPSDT benefits.

Early Start: California's term for early intervention services provided under Part C of the Individuals with Disabilities Education Act (IDEA).

Emotionally disturbed (ED): A disability; having a behavior problem which prevents learning and/or getting along with other people. The behavior must have continued for at least six months and be severe. (Formerly SED "seriously emotionally disturbed").

Entitlement: The legal right to certain services and benefits.

Evaluation: A way of collecting information about a child's learning needs, strengths and interests.

Extended school year (ESY): Special education and related services in excess of those provided during the regular academic year.

Fair hearing: A formal meeting held by an outside individual to resolve a disagreement about regional center services or a child's educational program.

Family Resource Center (FRC): Provides information, education and support to families. In San Francisco, Support for Families of Children with Disabilities is the Family Resource Center for children with disabilities and special health care needs.

Family School Partnership Act (FSPA): The Family-School Partnership Act is a California law that allows parents, grandparents, and guardians to take time off from work to participate in their children's school or child care activities.
Free Appropriate Public Education (FAPE): One of the key requirements of the Individuals with Disabilities Education Act (IDEA). Requires that an education program be provided for all school age children (regardless of disabling condition) without cost to families.

Full Inclusion: An opportunity for students with disabilities to attend their neighborhood schools and participate full-time in regular classroom programs with their age-group peers. Inclusive education is not a program, but an evolutionary process in which the needs of the individual students are addressed by general and special education staff who help provide the necessary supports to meet the student's needs.

Goals: A list of skills and/or behaviors that a parent, teacher and child will be aiming for over the next year. They are based on the child's needs.

Golden Gate Regional Center (GGRC): One of 21 Regional Centers across the state, which provide services to and service coordination of eligible children and families.

Head Start: A federally funded preschool program that services children from low income families to meet the child's educational, social, health, nutritional and emotional needs. (Ten percent of the class is reserved for children with special health care needs.)

Healthy Families: California's State Child Health Insurance Plan to provide health insurance for low-income children in families with incomes too high to qualify for Medi-Cal. Eligibility rules apply.

Health and nursing services: A related service; health-related services provided by a school nurse or other trained professional.

Hearing impaired (HI): A disability; a hearing loss that interferes with the ability to understand or use spoken language and that affects learning in school.

High Risk Infant Interagency Council (HRIIC): San Francisco's local interagency coordinating council responsible for addressing coordination of early intervention services, public awareness and outreach, in-service training. Also acts as a clearinghouse for information.

Identification: The referral to the school district of a child who might be eligible for special education services.

Identification and Assessment (I and A): The process by which students' special education needs are evaluated.

Inclusion: Being part of a whole. For children with special needs, to be part of activities and experiences with typical peers (including classrooms).

Individualized Education Program (IEP): A plan of services for children receiving special education services through IDEA.

Individualized Family Service Plan (IFSP): A plan of services and support for Early Start eligible children and their families, developed based on service needs. The plan includes services necessary to meet the unique needs of the child and family, beginning and end dates of services, and the way in which the services will be delivered.

Individualized Program Plan (IPP): The plan outlining services a child will receive from the Golden Gate Regional Center.

Individualized Transition Plan (ITP): An educational plan designed to facilitate a student's moving from one setting to another (e.g., from one classroom or school to another, or from school to work). Transition planning begins at age 14.

Individuals with Disabilities Education Act (IDEA): The federal law that mandates and regulates special education services for all children with disabilities ages 0-21.

Informed consent: A parent's written permission to assess his/her child, to provide services to the child, or to place the child in a special education setting.

Institutional deeming: Allows children with disabilities to qualify for Medi-Cal without regard to parent's income or assets. Eligibility rules apply.

Intake: The process an agency uses to determine if a child is eligible for the services they offer.
**Interagency:** Between or among agencies.

**Interdisciplinary team:** A team emphasizing interaction among a variety of disciplines.

**Integration:** The joining of two groups that were previously separated; in this case non-disabled children and children with disabilities. For example, a child in a special day class has opportunities to interact and learn with non-disabled peers; these interactions can occur in the regular education classroom, or during non-academic activities such as recess, lunch or physical education.

**Language delay:** A delay in the development of a child’s ability to use or understand language.

**Lanterman Act:** California law that establishes the rights of persons with developmental disabilities to services and supports they need and choose. This law is administered through the Department of Developmental Services and services are provided through the California Regional center system.

**Lead agency:** The state agency in charge of overseeing and coordinating early intervention services. In California, the Department of Developmental Services (DDS) is the lead agency.

**Learning disability (LD):** A disability; a neurological disorder that affects the brain’s ability to receive, process, store and respond to information; a child’s regular education classroom performance are often significantly below expected levels.

**Least restrictive environment (LRE):** A term meaning that children with disabilities must be educated (to the maximum extent appropriate) with children without disabilities.

**Limited English proficiency (LEP):** Refers to students whose primary language is other than English. A student may be eligible for both bilingual and special education.

**Low-incidence disability:** A state-defined disability that qualifies for certain extra funding; includes visual and/or hearing impairments.

**Mainstreaming:** A term referring to the time during which a special education student participates in chronologically age-appropriate regular education activities, either academic or non-academic (e.g., math and reading or lunch, recess and art).

**Mediation:** A meeting of parents and school district personnel aimed at reaching an agreement regarding the child’s educational program. This is also a part of the fair hearing process with the regional center.

**Medical Therapy Unit (MTU):** Also called Medical Therapy Program (MTP). The unit providing assessment and remediation services by occupational therapists, physical therapists and adaptive physical education teachers to children who have fine and gross motor problems that are interfering with their educational process. Offered through California Children Services (CCS).

**Medi-Cal:** California's public program that pays for health and long term care services for low-income Californians, as well as others with very high medical expenses. Medi-Cal offers two types of coverage: Fee for Service and Managed Care. Eligibility rules apply. Also known as Medicaid.

**Medi-Cal Waivers:** These waivers allow some children with special needs, whose parents are over income limits, to qualify for Medi-Cal benefits. Waivers are administered by the Department of Developmental Services (DDS) or by the In-Home Operations division of Medi-Cal. Eligibility rules apply.

**Multidisciplinary:** The involvement of two or more disciplines or professions in the provision of services.

**Multiple Disabilities:** A disability; having two or more disabilities (such as intellectual disability-blindness or intellectual disability-orthopedic impairment, etc.)

**Multidisciplinary Team:** Under state law, refers to the involvement of two or more disciplines or professions, and the parent or guardian, in the provision of integrated and coordinated services, including evaluation, assessment and IFSP development.

**Natural Environments:** Early intervention services provided in the natural environment to the maximum extent appropriate, including home and community settings in which the infant or toddler without disabilities participate.
Non-public school (NPS): A private placement under contract with the district and certified by the state, to service pupils with disabilities whose needs cannot be served by the special education programs offered within the SFUSD.

Objectives: The steps to be accomplished to reach the child's goal(s). Objectives serve as a guide for planning and carrying out learning activities.

Occupational therapy (OT): Therapy; to assist the child with severe balance and coordination problems, perceptual motor deficits, and difficulty in the performance of daily living skills; given when assessment shows that motor and perceptual difficulties interfere with classroom performance.

Office of Special Education Programs (OSEP): Special education office of the US Department of Education.

Orthopedic impairment: severe orthopedic impairment that adversely affects a child’s educational performance; a disability involving the neuromuscular skeletal system that affects the ability to move, as in paralysis or cerebral palsy.

Orientation and mobility (O&M): A related service; a child with visual impairments is trained to know where his/her body is in space and to move through space.

Other health impairment (OHI): A disability; having a chronic or acute health problem which affects learning in school.

Part C: The part of the Individuals with Disabilities Education Act (IDEA) that mandates and regulates early intervention services for infants and toddlers ages birth to three.

Parent counseling: A related service; parents receive help and support in understanding the special needs of their child.

Parent Rights: An entitlement granted under law such as the right to appeal or the right to full access.

Parent training: A related service; parents receive specific training in skills required to implement their child's IEP

Payor of last resort: A term used to describe a situation where funds are not to be used to satisfy a financial commitment for services that would be otherwise paid for from another public or private source. For example, funds for early intervention may only be used for early intervention services that an eligible child needs but is not currently entitled to under any other federal, state, local or private source.

Perceptual motor skills: The ability to perceive a situation, evaluate it, and make a judgment about what action to take (e.g., copying shapes or crossing a street).

Physical therapy (PT): A related service; therapy to remedy mobility and gait and to modify strength, balance, tone and posture; given when assessment shows a discrepancy between gross motor performance and other educational skills.

Placement: The classroom, program and/or therapy that is selected for a student with special needs.

Preschool: Public or private educational programs for children ages 3 to 5.

Program Placement: The educational setting or site for delivery of special education services; placement is included in the IEP and occurs after the IEP is written.

Public Agency: An agency, office or organization that is supported by public funds and serves the community at large.

Psychological services: A related service; includes psychological testing and psychological counseling for parents and children.

Referral: A recommendation for assessment to determine if a specialized service is required and at what level.

Related services: Transportation and developmental, corrective and other support services that a child with disabilities requires in order to benefit from education. Examples are speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services, interpreters for the hearing impaired, and medical services for diagnostic and evaluation purposes.
Regional Centers: Mandated by the Lanterman Act to provide case management services, coordinate purchase of services, and provide access to services in the community for persons with developmental disabilities. These centers are unique to California.

Resource Specialist Program (RSP): Students who can participate in regular education may also receive special education instruction in the RSP. These students can receive services within the classroom, or can be "pulled out" of the regular education classroom for special assistance during specific periods of the day or week and are taught by credentialed teachers with resource specialist authorization.

Reverse mainstreaming: When non-disabled children go to a special education classroom to play and learn with children who are disabled.

San Francisco Unified School District: Also known as SFUSD.

Section 504: Part of the federal Rehabilitation Act that prohibits discrimination in the education of children and youth with disabilities; vocational education; college and other post-secondary programs; employment; health, welfare and other social programs; and other programs and activities that receive federal funds

Service Coordination: Activities carried out by a service coordinator/case manager to assist and enable a child and his/her family to receive services.

Severe cognitive disability (SCD): A disability; having a moderate delay in the ability to learn and to function independently in the everyday environment; a moderate delay is defined as a rate of development and learning 25-50 of what is expected of a child the same age.

Severe Disorder of Language (SDL): A disability; difficulty understanding language or using language to the extent that it interferes with language. Also a disability category containing the currently used labels of severe disorder of language, hearing handicapped, and language delay.

Severely disabled (SD): A general disability category containing the currently used labels of mentally handicapped, handicapped, emotionally disturbed, autistic, and multi-handicapped.

Special day class: Special education service setting comprised entirely of special education students.

Special Education (SPED): Instruction or education that is required to meet the needs of children with special needs that cannot be supplied through modification in the regular education program.

Special Education Intake Unit (SEIU): The intake center within Special Education Services which processes the referrals and conducts the assessments of children referred for special education services.

Special Education Local Plan Area (SELPA): The county office from which some special education services are funded; SFUSD is both a local school district and the county office for San Francisco.

Special needs: Children with disabilities who require special adaptations made to their instruction or environment in order to learn.

Specific learning disabilities (SLD): A disability; a neurological disorder that selectively interferes with the development, integration and/or demonstration of verbal and/or non-verbal abilities.

Speech or Language Impairment: a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment.

Speech therapy: A related service; helps children learn to speak and use language; speech therapy is given by a speech pathologist or a speech and language therapist.

State Department of Education: Also referred to as SDE in federal law.

Student success team (SST): A regular education process designed to make preliminary modifications within the regular education program of a student not succeeding in class. Each SST is to meet on a weekly basis.
Timeline: Time limit.

Transition: A time in a person's life when she/he moves from one educational program to another (for example, from an infant program to preschool, or from high school to work.)

Transition Plan: A part of the IFSP which is done when a child is 2.6 years old. It is developed by the families, regional center service coordinator, public school personnel, and other members of the multi-agency team. The Transition Plan includes specific steps to help families and their children through the process.

Traumatic Brain Injury (TBI): an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both. Does not apply to congenital, degenerative, or birth trauma injuries.

Travel training: Training to enable a student to be independent on public transportation.

Vision services: A related service; instruction that helps children with visual impairments to maximize their visual abilities.

Visual motor skills: The ability to adjust movement based on what is seen; includes eye-hand coordination (activities such as cutting and handwriting) as well as gross motor skills (like kicking and throwing).

Visual impairment (VI): A disability; a vision loss affecting the ability to learn in school.

Vocational education (Voc Ed): Education beginning at middle school through age 21 in which special education students participate in an adequately and appropriately supportive work model that may include off-site job training.