

## Section 19

### LEP Parents and CLD Students in the Special Education Process

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#### A. Definitions

1. *Culturally and Linguistically Diverse (CLD)* refers to students who have a language other than English who may or may not be participating in ESL services. The term also includes students who come from a home, community or school environment where another language has had a real and significant impact on the student’s development of English language proficiency. (Best Practices in the Special education Evaluation of Students who are Culturally and Linguistically Diverse (Alvarado, 2011).
2. *English as a Second Language (ESL)* refers to the Department and program that provides English language development instruction and supports to English learners.
3. *English Language Learner (ELL), English Learner (EL) and Emerging Bilingual (EB)* are used interchangeably to refer to students who are in the process of learning English as a second or additional language.
  4. *Interpretation* is oral. It involves listening to something spoken or reading something written in one language and interpreting it orally into another language a person can understand.

5. *Limited English Proficient (LEP)* parents are parents who do not understand English well enough to communicate in English. Student registration forms include fields for identifying the

student's home language and the "correspondence" language to be used when communicating with the student's parents. These fields are used to identify LEP parents.

*6. Most common languages other than English:* PPS currently identifies the following languages as the most common languages in PPS other than English: Spanish, Vietnamese, Chinese, Somali and Russian.

(a)

7. *Translation* is written. A written document in one language is re-written in another language a person can understand.

## B. Communicating with LEP Parents

### 1. Meeting Notices and other IEP Notices and Documents

a. Limited English proficient (LEP) parents must be given information that is necessary to their participation in the special education process in a language they can understand.

b. Written translations will be provided within a reasonable time. Generally, a written translation can be provided within 2-3 weeks of the request, depending on the length of the document. In urgent situations, a quicker turnaround is possible. Whenever a document is translated, an English and translated copy should be kept in the student's file.

c. If a written document is interpreted (rather than translated), the interpreter must sign and date the document before a copy is given to the parents. ("Interpreted into [language] by [name of interpreter] on [date].)

d. See following table for specific guidelines for translation and interpretation of special education documents.

### 2. Requesting and Using an Interpreter

a. The person facilitating the meeting is responsible for ensuring that an interpreter is available at all meetings with LEP parents.

b. Schedule interpreters through Translation and Interpretation Services at: <http://www.pps.net/Page/534> In the comments section, state that the interpreter needs to be familiar with IEP terminology. Schools may use other building resources for interpretation as long as those individuals have completed annual district interpreter training and met language standards.

- (b) The person facilitating the meeting must review terminology expected to be used with the interpreter before the meeting. See resources at the end of this document (Working with Interpreter, Technical Terms, Glossary with Spanish Translations).
  
- (c) Parents may decline school interpretation services and may bring someone to interpret for them. Meeting minutes should state if parents decline school-offered interpreter services or if they bring their own or a community-based interpreter to the meeting. (If parents decline the school's offer of an interpreter, staff may offer having an interpreter present or on stand-by in the event it becomes necessary given the technical nature of special education meetings.)

**Special Education Documents for LEP Parents**

<b>Type of Document</b>	<b>For Most Common Languages (other than English)</b>	<b>For other languages</b>
<b>Notice of Procedural Safeguards</b>	Use translated booklet (available from special education records clerks).	Use Summary at the end of this packet to review key information verbally with the parent, using an interpreter. Document in meeting minutes.
<b>Notice of Team Meeting</b>	Use translated form. Information on form may be entered in English since it is limited to names, places, dates. Best practice is to have an interpreter contact parent by phone to confirm parent understands information and to be sure the date/time works for the parent. Document phone call by interpreter on meeting notice form. Send English and translated form to parent.	Use English form and enter information in English. Have interpreter contact parent by phone to confirm parent understands information and to be sure the date/time works for the parent. Document phone call by interpreter on meeting notice form. Send English form to parent.
<b>Notice/Consent for Evaluation; Notice/Consent for Initial Placement; Prior Written Notice</b>	Enter information in English on English form. <u>If form is shared with parent at meeting</u> , have interpreter interpret form verbally and document on English form (name of interpreter/date/ language). Provide copy of English form with interpreter documentation and translated blank form to parent. If form is provided to parent <u>after a meeting</u> , enter information in English on English form, have contents translated in writing onto translated form, and send English and translated form to parent (or use interpreter to interpret form to parent by phone, document interpretation on form, and send English form to parent).	Enter information in English on English form. <u>If form is shared with parent at meeting</u> , have interpreter interpret form verbally and document on English form (name of interpreter/date/ language). Provide copy of English form with interpreter documentation and translated blank form to parent. If form is provided to parent <u>after a meeting</u> , enter information in English on English form, have form and contents translated in writing and send English and translated form to parent (or have interpreter interpret form and document interpretation on notice and send to parent).
<b>IEPs, evaluation reports and other special education documents</b>	Have interpreter interpret documents orally at meeting and document in meeting minutes. Provide copy of English documents to parents with copy of meeting minutes. Contact Special Education Program Administrator to respond to requests for written translations.	Have interpreter interpret documents orally and document in meeting minutes. Provide copy of English documents to parents with copy of meeting minutes. Contact Special Education Program Administrator to respond to requests for written translations.
<b>Notice of Transfer of Special Education Rights (at 18)</b>	Use translated form. Enter names in English.	Use interpreter to orally interpret document to parent. Document on notice and send to parent. OR get written translation of form.

ODE IEP and other special education forms – translations:  
<http://www.pps.net/Page/600>  
 scroll down to “Translated Documents> IEP Forms” This will take you to the ODE website.

## B. Special Education Procedures for ELL Students

### 1. CLD Pre-Referral Process/Building Screening Committee (Initial Evaluation)

Before any special education evaluation of a culturally and linguistically diverse (CLD) student, the school level team (i.e. Student Intervention Team) completes a pre-referral packet. This information is used to collect and analyze data to inform intervention, assessment and support for CLD students across all tiers of support. This process helps ensure that all necessary cultural and linguistic factors have been considered in all states of instruction, intervention, and assessment before a special education referral is considered.

ESL Pre-referral Process: <http://www.pps.net/Page/1715> Scroll down to ESL/SpED

### 2. Evaluation Planning Meeting for CLD students and Evaluation Process

- (a) If the decision is made to refer a CLD student for a special education evaluation, the special education team holds an evaluation planning meeting. If the student is participating in ESL, the ESL teacher is invited to participate in this meeting.
  - (b) The team decides what evaluation is necessary to determine whether the student is eligible and the student's educational needs.
  - (c) **Tests must be administered** in a manner necessary to ensure full comprehension including use of any modifications and alterations necessary to reduce barriers to performance, while documenting approach to tasks, errors in responding, and behavior during testing. Any modifications in test administration must be documented in the evaluation report. Scores must be analyzed both quantitatively and qualitatively to confirm and validate results. (Ortiz, 2014).
  - (d) Evaluators must review the cultural and language characteristics associated with the student's cultural/language background before engaging in the assessment process.
- (e) Evaluations may include, as needed:
  - Review of all data in pre-referral packet, including reviewing all culturally and linguistically appropriate interventions and response to interventions as compared with CLD similar peers.
  - Observation of student in classroom and, if student participates, ESL setting and compare with CLD similar peers (by school psychologist, learning center teacher, and/or speech-language pathologist).

- File review (by school psychologist, learning center teacher, and/or speech-language pathologist), including progress in general education and ESL program
- Parent, student and teacher interviews (by school psychologist and/or learning center teacher). An interpreter is provided for the parent and student interviews if needed. The person conducting the interview is responsible for arranging for an interpreter and reviewing terminology to be used with interpreter before the interview.
  - [Link to Best Practices for Interviewing CLD parents and students](#)
- Cognitive testing (by school psychologist): Cognitive testing for any reason should be conducted using the Cultural-Language Test Classification (C-LTC) and Culture-Language Interpretive Matrix (C-LIM). For more information, see PPS manual Guidance for Identification of [Specific Learning Disabilities – Pattern of Strengths and Weaknesses](#).
- Academic assessment – Information about student academic performance is collected from the ESL teacher, classroom teacher and parents, including progress monitoring data, State assessment results, and classroom work samples, compared to CLD similar peers. Standardized academic assessments are conducted. Results are used to describe current academic performance in language of instruction. Language acquisition issues will always be considered in interpreting these results.
- Autism Rating Scales and other Behavior Rating Scales – For LEP parents, the parent questionnaire is provided in Spanish, if available, or an interpreter is used to provide a verbal translation of the items. The child’s culture and language must be considered in interpreting results.
- Vision and hearing screenings
- Language/communication:
  - Developmental history and parent interview are critical components of an evaluation when language disability is suspected for a CLD student. (A language disorder must be present in both languages for a EB student to be considered eligible for a Communication Disorder.)
  - Language samples conducted in home language(s) and English using an interpreter as needed for the home language(s).

- Speech samples collected in home language(s) and English. Phonological/articulation differences between in home language and English, as well as dialect differences, must be considered when analyzing English articulation and determining disability
- Use of dynamic assessment and other criterion tests to assess language skills.
- Standardized assessments results are generally de-emphasized unless administered and interpreted in a nonstandardized way (e.g. accepting as correct answers in either language with interpreter present). Document any nonstandard administration in student evaluation report.

4.

3.

4.

**5. Evaluation Results & Eligibility Meeting & IEP meeting**

1. The evaluation results, eligibility and IEP meetings may be combined into one meeting, but it may take more than one meeting to complete this process. Meetings with translators take longer to complete.
2. The ESL teacher is invited to participate in these meetings for ELL students.
3. The team must consider the impact of the student's language and culture in evaluating assessment results and in decision-making. The information in the pre-referral packet is essential to ensuring that a student is not found disabled if the basis for the student's learning or behavior issues are due to language acquisition or cultural or environmental factors.
4. Families should be encouraged to continue to speak their home language with the student.
5. CLD families may need additional encouragement to ask questions and express concerns. Staff should check in frequently for understanding and agreement or disagreement.

## Working with Interpreters

### 1. Scheduling the meeting:

- Allow extra time.
- Include necessary participants and limit others.

### 2. Preparing the interpreter for the meeting:

- Let interpreter know what you will be discussing and review any technical terms that will be discussed at the meeting (see attached sample list for reference).
- Provide the interpreter with any helpful background on the family's language and culture if the interpreter has not worked with this family before.
- Remind the interpreter to ask participants to slow down, repeat, clarify or take turns as needed. Ask the interpreter to let you know if unfamiliar words are causing a problem.
- Familiarize the interpreter with confidentiality rules. ("Remember that everything we discuss at this meeting is confidential. That means that you cannot share any of this information with anyone else when this meeting is over.")
- Be sure the interpreter knows that the expectation is that the interpreter will interpret what is said and not add personal comments.

### 3. At the meeting:

- Look and speak directly to the parent, not the interpreter.
- Try to use simple sentence construction, go slow, and avoid jargon.
- Pause after every 2-3 sentences to allow the interpreter to interpret.
- Do not allow side conversations. One person should speak at a time.
- Allow time for thinking and reflection – do not rush through the process.

### 4. After the meeting

- Debrief with the interpreter.

- Provide feedback to Translation and Interpretation Services (TIS) regarding performance of interpreter.

## Special Education Technical Terms

### Introductions

Special education program administrator  
Autism specialist  
Learning center teacher  
Focus class teacher  
Speech-language therapist  
Physical therapist  
Occupational therapist  
School nurse  
Adaptive physical education teacher  
Feeding team

### Procedural safeguards terms

Notice of Procedural Safeguards  
Prior Written Notice  
Parent consent  
Mediation  
Revocation of consent  
Parent-district agreement

### Evaluation/Eligibility terms

Evaluation report  
Reevaluation  
Review existing information  
Statement of eligibility  
Autism spectrum disorder  
Asperger's syndrome  
Communication disorder (articulation, voice, fluency, language)  
Deafblindness  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Orthopedic impairment  
Other health impairment  
Specific learning disability  
Traumatic brain injury  
Vision impairment  
Assistive technology

### Behavior/Discipline terms

Functional behavior assessment  
Behavior Intervention/Support Plan  
Manifestation determination  
Safety plan  
Physical restraint/seclusion  
Suspension'  
Expulsion  
Delayed expulsion  
Safety plan

### IEP terms

District representative  
Present level of performance  
Extended School year (ESY)  
State assessment/OAKS  
Goal/objective  
Special education service  
Related service  
Assistive technology  
Accommodations/modifications  
Supports for Personnel  
Extent of Non-Participation in General Education Settings  
Least restrictive environment  
Adult assistance/paraeducator  
Social skills  
Communication skills

### Transition terms

Transition evaluation  
Post-secondary outcomes  
Course of study  
Transfer of rights  
Community Transition Program  
Modified diploma  
Extended diploma  
Certificate of attendance

<http://www.ode.state.or.us/search/page/?=293>

Acronyms Commonly Used in Special Education:

## Glossary of Special Education Terms with Spanish Translations

### A

**Accommodations/acomodaciones** are changes in how a test is administered that do not substantially alter what the test measures and may include changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge.

**Achievement test/prueba de logro** is a test that measures competency in a particular area of knowledge or skill. The test measures mastery or acquisition of skills.

**Adaptive physical education/educación física adaptive** describes physical education that has been modified or adapted to meet the needs and disabilities of exceptional youngsters.

**Assessment/evaluación** is a systematic method of obtaining information from tests or other sources. Procedures are used to determine child's eligibility, identify the child's strengths and needs. The assessment also describes the services the child needs to meet these needs. (See also evaluations)

**Assistive technology (AT)/tecnología auxiliar** is an item a child needs to increase, maintain or improve how the child does in school. AT includes low-tech and high-tech items, from a calculator to a computer. AT also can mean services a child needs to help in choosing, getting, or using the item.

**Attention deficit disorder (ADD)/déficit de atención** describes a condition in which a child exhibits signs of developmentally inappropriate hyperactivity, impulsivity and inattention.

**Audiology/audiología** is the science or study of hearing. It is a related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

**Autism/autism** is a developmental disability that affects communication and social interaction, adversely affecting educational performance, and is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences.

### B

**Basic skills/destrezas básicas** are skills in subjects like reading, writing, spelling, and mathematics.

**Behavior disorder, problema de conducta** are behaviors over a long period of time that deviate significantly from socially acceptable norms for the child's age and situation.

**Behavioral Intervention Plan (BIP)/plan de intervención para la conducta** is a plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others.

### C

**Cognitive/cognoscitivo o cognitivo** is a term that describes the process that people use for remembering, reasoning, problem-solving, understanding, evaluating and using judgment.

**Cognitive Disability**/*discapacidad cognoscitiva/cognitive* is a significant delay in measured intelligence, adaptive functioning, and academic functioning.

**Confidentiality**/*confidencialidad* is the process of keeping private information private.

**Consent**/*consentimiento o permiso* is when the parent tells the school in writing that the parent understands and agrees to what the school plans to do. The consent form says the parent understands that consent is voluntary and that the parent can revoke consent at any time before the school does what it plans to do. Parents can revoke the consent, but it does not cancel what the school has already done.

**Controlled substance**/*substancia controlada* means a drug or other substance identified under schedules I, II, III, IV, or V of the Controlled Substances Act. It does not include a substance that is legally possessed or used under the supervision of a licensed health care provider.

**Counseling services**/*servicios de consejería* is a related service and includes services provided by social workers, psychologists, guidance counselors, or other qualified personnel.

**Cumulative file**/*archivo cumulative* is the general file maintained by the school. The parent has right to inspect the file and have copies of any information contained in it.

## D

**Delayed language**/*atraso del lenguaje* is a language disorder in which there is a noticeable delay in the development of vocabulary and grammar that is necessary for expressing and understanding thoughts and ideas.

**Delayed speech**/*atraso del habla* is the failure of speech to develop at the expected age.

**Disability**/*discapacidad* is one of 14 specific primary terms included in IDEA under the lead definition of "child with a disability." These federal terms and definitions guide how states define disability and who is eligible for a free appropriate public education under special education law.

**Distractibility**/*distractibilidad* is when attention is drawn too frequently to unimportant or irrelevant external stimuli.

## E

**Early intervention (EI/ECSE)**/*intervención temprana* is special education and related services provided to children under age of 5.

**Education records**/*archivos de educación* are all records about the student that are maintained by an educational agency or institution.

**Emotional disturbance (ED)**/*disturbios emocionales y del comportamiento* describes a disability category under IDEA; includes depression, schizophrenia; adversely affects educational performance.

**ESY**/*Año Escolar Extendido* means extended school year services.

**Evaluation**/*evaluación* is a way of collecting information about a student's strengths, interests and needs (including tests, observation, and parental input.) A professional gathers information about a child to decide if the child qualifies for special education or the kind and amount of services the child needs.

**Evaluation Report**/*Reporte sobre la evaluación* is when the IEP team gathers all evaluation information about a child who is being evaluated. They work together to write a final report about the evaluation.

## F

**FERPA (Family Educational Rights and Privacy Act)** is a statute describing confidentiality and access to education records.

**FAPE (Free appropriate public education)/Educación Pública Gratuita y Apropiada** is the right to special education and related services provided in conformity with an IEP, without charge, that meet standards of the state education agency.

## G

**General curriculum/ currículo general** is the curriculum provided to children without disabilities in regular education classrooms from kindergarten through high school.

**Gross motor/motor(a) grueso(a)** is movement that requires balance, coordination and large muscle activity.

## H

**Hearing impairment/impedimento de escucha** is a reduction in hearing that affects a person's educational, academic or social performance. It is a disability category under IDEA; and describes a permanent or fluctuating impairment in hearing that adversely affects educational performance.

## I

**IDEA** The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)/*Acta de Educación para Individuos con Discapacidades* is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

**IEE/ Evaluación Educacional Independiente (or IEE)** is an independent education evaluation done by qualified people who are not district employees. If the parents do not agree with the evaluation and testing done by the school district, they can request that the school pay for an IEE.

**IEP (Individualized Education Program)/Plan de Educación Individualizado** (or IEP) is the individualized educational program developed by the child's IEP team which includes the child's present level of academic achievement and functional performance, the annual goals, and specifies the special education and related services which the child will receive.

**IFSP ( An Individualized Family Service Plan)/Plan de Servicio Familiar Individualizado** documents and guides the early intervention process for children from birth up to kindergarten.

**Illegal drug/Droga/substancia ilegal** is a controlled substance. It does not include substances that are legally possessed or used under the supervision of a licensed healthcare professional.

**Impairment/impedimento** is something that someone lacks. It can be a physical or mental, condition. It can be acquired during the course of a life or can be congenital (born with).

**Impulsivity/impulsividad** is acting or speaking too quickly (on impulse) without first thinking about the consequences.

## L

**Language delay/atraso del lenguaje** is when the normal rate of language development is interrupted, but developmental sequence remains intact.

**LRE (Least restrictive environment)/ambiente menos restrictivo** describes the most typical environment possible for instruction, treatment and/or living. It is a requirement to educate special needs children with children who are not disabled (to the maximum extent possible.)

**LEA** Local education agency or school district/ *agencia de educación local*

**LEA (district) representative/representante LEA** is a person on the IEP Team who has knowledge about, and can commit, the school's resources so that the child receives the IEP services. All IEP meetings must have a district representative.

## **M**

**Manifestation determination review/determinación de la manifestación** is the meeting to determine if a child's behavior was caused by their disability. The hearing occurs when the child with a disability engages in behavior or breaks a rule or code of conduct that applies to nondisabled children and the school proposes to remove the child.

**Mental retardation/retardo** mental is the disability category under IDEA which refers to significantly sub-average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance. [now called intellectual disability- see cognitive impairment]

**Modifications/modificaciones** are substantial changes in what the student is expected to demonstrate and includes changes in instructional level, content, and performance criteria. It may also include changes in test form or format and/or alternate assessments.

## **N**

**Native language//lengua native** is the language normally used by the child's parents.

## **O**

**Occupational therapy/terapia ocupacional** is a related service which focuses on the development of adaptive, physical or functional skills that will help an individual function in their daily living.

**Orientation and mobility services/servicios de orientación y movilidad** is a related service; and includes services to visually impaired students that enable students to move safely at home, school, and community

**Orthopedic impairment (OI)/impedimento ortopédico** is a disability category under IDEA; orthopedic impairment that adversely affects child's educational performance.

**Other health impairment (OHI)/otro impedimento de salud**, Disability category under IDEA; refers to limited strength, vitality or alertness due to chronic or acute health problems that adversely affects educational performance.

## **P**

**Parent /padre o madre** is the term for the parent, guardian, or surrogate parent and may include a grandparent, step-parent, or foster parent with whom a child lives.

**Physical therapy/terapia física** is a related service and includes therapy to remediate gross motor skills.

**Prior written notice/noticia previa por escrito** is the required written notice to parents when the school proposes to initiate or change (or refuses to initiate or change) the identification, evaluation, or educational placement of the child.

**Procedural safeguards notice/noticia sobre garantías procesales** is the requirement that schools provide full easily understood explanations of procedural safeguards that describe the parent's right to an independent educational evaluation, the right to examine records, and to request mediation and/or due process.

**Psychological services/servicios psicológicos** is a related service and includes administering psychological and educational tests, interpreting test results, and interpreting child behavior related to learning.

## R

**Receptive language/lenguaje receptivo** is language that is spoken or written by others and received by an individual. The receptive language skills would include what a person understands from reading and listening.

**Related services/servicios relacionados** are services that are necessary for a child to benefit from special education and include speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early identification and assessment, counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training.

## S

**School health services/servicios de salud en la escuela** is a related service provided by a qualified school nurse or other qualified person.

**Special education/educación especial** is special instruction designed to meet the unique needs of a child with a disability. The services are provided at no cost to the parents. The services can be provided in many different settings.

**Specific learning disability (SLD)/Discapacidad de aprendizaje específica** is a disability category under IDEA and includes disorders that affect the ability to understand or use spoken or written language. It may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations.

**Speech-language pathology services/Servicios de patología de habla y lenguaje** is a special education or related service and includes identification and diagnosis of speech or language impairments and speech or language therapy.

**Speech or language impairment/impedimento del habla o lenguaje** is a disability category under IDEA and includes communication disorders, language impairments, voice impairments that adversely educational performance.

**Standardized test/prueba standard** is a norm-referenced test that compares a child's performance with the performance of a large group of similar children (usually children who are the same age).

**Summary of Performance /resumen sobre el rendimiento** is a document that the school district may complete for a child who will be graduating or aging out of eligibility for special education at 21. It is usually provided in the final year of a student's high school education. The Summary of Performance includes a summary of the child's current level academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals. This information is intended to help the student access postsecondary education or employment.

**Supplementary aids and services/servicios y apoyos suplementarios** means aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

## T

**Transition services/servicios de transición** describes the services that prepare a child for life after high school. Transition planning is a required part of every child's IEP starting at age 16.

**Transportation/transportación** is a related service about travel and includes specialized equipment (i.e., special or adapted buses, lifts, and ramps) if required to provide special transportation for a child with a disability.

**Traumatic brain injury (TBI) /lesión cerebral traumática** is disability category under IDEA and includes acquired injury caused by external physical force and open or closed head injuries that result in impairments. The term does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma.

**V**

**Visual impairment (VI) including blindness/impedimento visual incluyendo ceguera** is a disability category under IDEA; impaired vision that adversely affects educational performance.

**Vocational program/programa vocacional o de empleo** is a planned program of instruction, courses, services or activities designed to meet an occupational objective.

**W**

**Weapon/arma** means a “dangerous weapon” as defined in the United States Code.

**X, Y, Z**

*Adapted from Interpreter Manual for Special Education Mediations (Wisconsin Special Education Mediation System, (2009) posted at:*

[http://www.wsems.us/pdf/Interpreter\\_Manual.pdf](http://www.wsems.us/pdf/Interpreter_Manual.pdf)

## Summary of Parent Rights in Special Education

***Note to IEP Case Manager:** For Limited English Proficient (LEP) parents who speak/read Spanish, Vietnamese, Chinese, Somali or Russian, give the parent a copy of the **Notice of Procedural Safeguards** in that language and review highlights using an interpreter. For LEP parents whose home language is another language, give the parent an English copy of the Notice of Procedural Safeguards and use this summary to review the highlights of the Procedural Safeguards manual with the parent using an interpreter. Document interpretation of Notice of Procedural Safeguards in meeting minutes.*

This document is a summary of parent rights in special education. You have the right to receive this information in a language that you understand. **You may ask for more information about any of these topics in a language that you understand.**

### Notice of Procedural Safeguards

You have the right to a copy of the Notice of Procedural Safeguards once a year and at certain other times.

### IEP Meetings

You have the right to participate in developing an educational plan for your child (called an Individualized Education Program or IEP). You are an important part of the team that makes decisions about your child's education. You have the right to share information and give your opinion at any team meeting or any time you think it will help your child's education. The team decides the kind and amount of services your child needs and where the services will be provided.

### Notice

You have the right to be given written information about the school district's actions about your child's special education needs. The notice must explain what the school decided to do or refused to do and why those decisions were made. This information will help you provide informed consent, where required. This notice must be given to you in a language that you understand.

### Consent

You have certain consent rights. The school must get your written consent before evaluating your child and before providing special education services for the first time to your child. There are some exceptions to consent for evaluation. The school must give you information in a language you understand before asking for your consent.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

### Revoking Consent

If you gave consent for special education and now you do not want your child to have special education any more, you may revoke (cancel) your consent, but you must do so in writing.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, the school district must give you written notice and then stop providing these services.

### Independent Educational Evaluation

If you disagree with an evaluation completed by the school district, you have the right to have your child evaluated by someone who does not work for the school district. The school will give you names of qualified people who can do the evaluations and the rules that apply for when the school district will pay for the evaluation.

### Transfer of Rights

When your child turns 18, special education rights transfer to your adult child unless your child has a court-appointed guardian. *(For more information...p.8 bottom-9)*

### Educational Records

You have the right to review your child's school records without a long delay, before an IEP meeting or a hearing, and within 45 days.

You may ask for an explanation of anything that you do not understand in your child's records.

You have the right to ask that your child's records be corrected if you think the record is not correct or violates your child's privacy.

You have the right to expect that your school district will keep your child's educational records confidential.

You have the right to consent to release information about your child. Your consent is not needed in some circumstances.

You have the right to ask the school district to destroy your child's educational information when it is no longer needed.

You can ask the school district what kinds of records it keeps and where those records are located.

### Mediation

Mediation is a free service. The mediator does not work for the school district. You (and the school district) have the right to ask for mediation to resolve a disagreement about your child's special education program. You (and the school district) have the right to refuse mediation. If you and the district agree to mediation, an interpreter will be provided if you need an interpreter to participate in the process. If the mediation results in an agreement, the agreement will be written and signed by the parties and must be followed. Mediation discussions are confidential. *(For more information...p.14-15 middle)*

### Hearing and Complaint Procedures

In addition to mediation, you have the right to use the state complaint process or request a due process hearing to resolve disagreements with the school district. These options have different rules and procedures.

The Oregon Department of Education (ODE) has model forms to help you file a due process hearing and a State complaint. You are not required to use these model forms. You can use ODE's model forms or another appropriate form or document, so long as it includes the required information for filing a due process hearing request or a state complaint.

A complaint must be filed within one year of the date of the problem. A complaint must be completed in 60 days unless more time is needed for a specific reason.

A hearing must be filed within two years of the date of the problem. Before you file a complaint or a hearing request, you should talk with your child's teacher, principal or a special education administrator.

Except in special circumstances, if you request a hearing, your child "stays put" in the current educational placement until the process is completed unless you and the district agree to a different placement.

Hearing and complaint decisions may be appealed but specific timelines apply. If you win the case, the court may decide that the school district must pay your attorney fees, if you have an attorney. There are many more rules about hearings, complaints, attorney fees and timelines.

#### School Discipline

Your child can be disciplined at school if a nondisabled student would be disciplined for the same behavior. You have the right to specific procedures and protections if the school takes certain disciplinary actions towards your child.

Your child cannot be expelled for behavior that is caused by your child's disability or caused by the child's IEP not being implemented. This rule also applies to multiple suspensions that are a "pattern". However, your child may be removed for up to 45 school days for drugs or weapons or for seriously hurting another person.

If your child is removed from school for more than 10 school days in a school year for breaking school rules, your child must be given educational services.

If your child is not yet eligible for special education but the school knew that your child had a disability, you may ask for these discipline protections.

#### Parentally-Placed Private School Children

If the school offered your child a free appropriate public education and you decided to enroll your child in a private school, the public school will not pay for the private school. The school district where the private school is located may provide some services through a private school service plan. If you disagree with the school district's offer of special education and request a hearing, and the administrative law judge decides that the school district did not make a free appropriate public education available, then the district may have to pay for the private placement if it is an appropriate placement. You must first give notice to the school district before you put your child in a private school.

Interpreted by \_\_\_\_\_  
(Name of Interpreter) (date) (language)

English text	Spanish Translation
<p><b><u>Introductions</u></b>            Adaptive physical education teacher            Autism specialist            Feeding team            Focus class teacher            Learning Center teacher            Occupational therapist            Physical therapist            School nurse            Special Education program administrator            Speech-language therapist</p>	<p><b><u>Presentaciones</u></b>            Maestro de educación física adaptiva            Especialista en autismo            Equipo de alimentación            Maestro de clases de enfoque            Maestro del centro de aprendizaje            Terapista/terapeuta ocupacional            Terapista físico            Enfermera de la escuela            Administrador programa de educación especial            Terapista de la lengua (lenguaje)</p>
<p><b><u>Procedural safeguards terms</u></b>            Confidentiality            Consent            Education records            Individuals with Disabilities Education Act            Independent educational evaluation (IEE)            Mediation            Native language            Notice of Procedural Safeguards            Parent-district agreement            Prior Written Notice            Revocation of consent</p>	<p><b><u>Términos de garantías de procedimiento</u></b>            Confidencialidad            Consentimiento o permiso            Archivos de educación            Discapacidades            Evaluación Educacional Independiente (IEE)            Mediación            Lengua nativa            Noticia sobre garantías procesales            (or aviso de garantías de procedimiento)            Noticia previa por escrito            Revocación de consentimiento</p>
<p><b><u>Evaluation/Eligibility terms</u></b>            Achievement test            Asperger’s syndrome            Assessment            Assistive technology            Attention deficit disorder            Autism spectrum disorder            Cognitive            Communication disorder            Deafblindness            Delayed language            Delayed speech            Disability            Distractibility            Emotional disturbance            Evaluation            Evaluation report            Hearing impairment            Impulsivity</p>	<p><b><u>Evaluación/Términos de Elegibilidad</u></b>            Prueba de logro            Síndrome de Asperger            Evaluación            Tecnología para asistir            Déficit de atención            Autismo            Cognoscitivo o cognitivo            Desorden de la comunicación            Sordera cieguera            Atraso del lenguaje            Atraso del habla            Discapacidad            Distracción            Disturbios emocionales y del comportamiento            Evaluación            Reporte sobre la evaluación            Impedimento del oído            Impulsividad</p>

<p>Intellectual disability          Orthopedic impairment          Receptive language          Reevaluation          Review existing information          Specific learning disability          Standardize test          Statement of eligibility          Traumatic brain injury          Vision impairment</p> <p><b><u>Behavior/Discipline terms</u></b>          Behavior Intervention/Support plan          Delayed expulsion          Expulsion          Functional behavior assessment          Illegal drug          Manifestation determination          Physical restraint/seclusion          Safety plan          Suspension          Weapon</p> <p><b><u>IEP terms</u></b>          Accommodation/modifications          Adaptive physical education          Adult assistance          Assistive technology          Communication skills          Counseling services          District representative          Extended school year (ESY)          Extent of Non-participation in general education settings          Free Appropriate Public Education          General Curriculum          Goal/objective          Gross motor - motor          Individualize education program (IEP)          Least restrictive environment          Occupational therapy (OT)          Orientation and mobility services          Physical therapy (PT)          Present level of performance          Related service          School health services</p>	<p>Discapacidad intelectual          Impedimento ortopédico          Lenguaje receptivo          Reevaluación          Revisión/repaso de los datos al presente          Discapacidad aprendizaje específica          Prueba estándar          Declaración de elegibilidad          Lesión cerebral traumática          Impedimento visual</p> <p><b><u>Conducta/Términos de Disciplina</u></b>          Plan de intervención para la conducta          Expulsión postergada          Expulsión          Evaluación de la Conducta Funcional          Droga/substancia ilegal          Determinación de la manifestación          Restricción física/reclusión          Plan de seguridad          Suspensión          Arma</p> <p><b><u>Términos del IEP (Plan de educación Individualizada)</u></b>          Acomodaciones/modificaciones          Educación física adaptiva          Asistencia adulta/educador asistente          Tecnología auxiliar          Destrezas de comunicación          Servicios de consejería          Representante del distrito          Año Escolar Extendido          Extensión de No Participación en ámbitos de educación general          Educación Pública Gratuita y Apropiaada          Currículo general          Meta/objetivo          Motor(a) grueso(a)          Programa de educación individualizada (IEP)          Ambiente menos restrictivo          Terapia ocupacional          Servicios de orientación y movilidad          Terapia física          Presente nivel de funcionamiento          Servicios relacionados          Servicios de salud en la escuela</p>
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<p>Social Emotional Social skills Special education Speech-language pathology services State Assessment/OAKS Supports for personnel Supplementary aids and services Transportation</p> <p><b><u>Transition terms</u></b> Certificate of attendance Community Transition Program Course of study Extended diploma Modified diploma Post-secondary outcomes Summary of performance Transfer of rights Transition evaluation Transition services</p>	<p>Social-emocional Habilidades de socialización Educación especial Servicios de patología de habla y lenguaje Evaluación del estado/OAKS Apoyo para el personal Servicios y apoyos suplementarios Transportación</p> <p><b><u>Términos de transición</u></b> Certificado de asistencia Programa de Transición de la Comunidad Curso de estudios Diploma Extendido Diploma Modificado Resultados post secundarios Resumen sobre el rendimiento Transferencia de derechos Evaluación de Transición Services de transición</p>
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English text	Vietnamese text
<p><b><u>Introductions</u></b> Adaptive physical education teacher Autism specialist Feeding team Focus class teacher Learning Center teacher Occupational therapist Physical therapist School nurse Special Education program administrator Speech-language therapist</p> <p><b><u>Procedural safeguards terms</u></b> Confidentiality Consent Education records Individuals with Disabilities Education Act Independent educational evaluation (IEE)</p> <p>Mediation Native language Notice of Procedural Safeguards</p>	<p><b><u>Giới thiệu</u></b> Giáo viên giáo dục thể dục thích nghi Chuyên viên tâm lý tự kỷ Nhóm bồi dưỡng Giáo viên lớp chuyên Giáo viên Trung Tâm Học Tập Trị liệu hồi phục chức năng thực dụng Vật lý trị liệu Y tá trường học Giám hiệu Chương trình Giáo Dục Đặc Biệt Phát âm ngữ trị liệu</p> <p><b><u>Các thuật ngữ về thủ tục bảo vệ</u></b> Bảo mật Ưng thuận Hồ sơ giáo dục Đạo luật Giáo dục dành cho Người Khuyết Tật Thẩm định giáo dục độc lập (IEE)</p> <p>Hòa giải Ngôn ngữ gốc Thông báo về Thủ Tục Bảo Vệ</p>

<p>Parent-district agreement Prior Written Notice Revocation of consent</p> <p><b><u>Evaluation/Eligibility terms</u></b></p> <p>Achievement test Asperger’s syndrome Assessment Assistive technology Attention deficit disorder Autism spectrum disorder Cognitive Communication disorder Deafblindness Delayed language Delayed speech Disability Distractibility Emotional disturbance Evaluation Evaluation report Hearing impairment Impulsivity Intellectual disability Orthopedic impairment Receptive language Reevaluation Review existing information Specific learning disability Standardize test Statement of eligibility Traumatic brain injury Vision impairment</p> <p><b><u>Behavior/Discipline terms</u></b></p> <p>Behavior Intervention/Support plan Delayed expulsion Expulsion Functional behavior assessment Illegal drug Manifestation determination Physical restraint/seclusion Safety plan Suspension Weapon</p>	<p>Thảo Thuận Phụ Huynh-Học Khu Văn Bản Thông Báo Trước Hủy bỏ sự thỏa thuận</p> <p><b><u>Các thuật ngữ về Đánh Giá/HỘI ĐỦ ĐIỀU KIỆN</u></b></p> <p>Thành tích bài thi Hội chứng thiếu năng trí tuệ Khảo Sát Trợ Giúp Kỹ Thuật Rối loạn thiếu tập trung Rối loạn tự kỷ Nhận thức Rối loạn giao tiếp Khiếm thích và khiếm thị Chậm phát triển ngôn ngữ Chậm nói Khuyết tật Dễ phân tâm Rối loạn cảm xúc Đánh giá Báo cáo đánh giá Thính giác kém Tăng động Khuyết tật tri thức Chỉnh hình khiếm khuyết Tiếp thu ngôn ngữ Tái Thẩm Định Xem xét lại thông tin hiện có Khuyết tật cụ thể trong học tập Tiêu chuẩn hóa kỳ thi Tình trạng hội đủ điều kiện Chấn thương tổn hại não bộ Thị giác kém</p> <p><b><u>Các thuật ngữ về Hạnh Kiểm/Kỷ Luật</u></b></p> <p>Kế hoạch Can thiệp/Hỗ trợ Hạnh Kiểm Tạm ngừng việc đuổi học Đuổi học Đánh giá chức năng hạnh kiểm Thuốc bắt hợp pháp Biểu thị xác định Dùng sức mạnh để ngăn giữ/cách ly Kế hoạch an toàn Đuổi học tạm có thời hạn Vũ khí</p>
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<p><b><u>IEP terms</u></b>  Accommodation/modifications  Adaptive physical education  Adult assistance  Assistive technology  Communication skills  Counseling services  District representative  Extended school year (ESY)  Extent of Non-participation in general education settings  Free Appropriate Public Education  General Curriculum  Goal/objective  Gross motor - motor  Individualize education program (IEP)  Least restrictive environment  Occupational therapy (OT)  Orientation and mobility services  Physical therapy (PT)  Present level of performance  Related service  School health services  Social Emotional  Social skills  Special education  Speech-language pathology services  State Assessment/OAKS  Supports for personnel  Supplementary aids and services  Transportation</p>	<p><b><u>Các thuật ngữ về IEP</u></b>  Thích nghi/tu chỉnh  Giáo dục thể dục thích nghi  Sự giúp đỡ người trưởng thành  Kỹ thuật hỗ trợ  Các kỹ năng giao tiếp  Các dịch vụ tư vấn  Đại diện học khu  Niên học nói rộng (ESY)  Phạm vi không tham gia trong các ấn định của giáo dục phổ thông  Giáo dục Công cộng Thích hợp miễn phí  Chương trình học tổng quát  Mục đích/mục tiêu  Vận động cơ bắp - Cơ vận động  Chương trình giáo dục cá nhân (IEP)  Môi trường ít hạn chế  Trị liệu hồi phục chức năng (OT)  Các hướng dẫn về định hướng và thay đổi  Vật lý trị liệu (PT)  Trình độ thể hiện hiện tại  Dịch vụ liên quan  Các dịch vụ sức khỏe học đường  Cảm xúc giao tế  Nghệ thuật xã giao  Giáo dục đặc biệt  Các dịch vụ về bệnh lý phát âm  Khảo Sát Tiểu Bang/OAKS  Các hỗ trợ nhân sự  Những sự giúp đỡ và những dịch vụ bổ sung  Chuyên chở</p>
<p><b><u>Transition terms</u></b>  Certificate of attendance  Community Transition Program  Course of study  Extended diploma  Modified diploma  Post-secondary outcomes  Summary of performance  Transfer of rights  Transition evaluation  Transition services</p>	<p><b><u>Các thuật ngữ về chuyển tiếp</u></b>  Chứng chỉ hiện diện  Chương trình Chuyển Tiếp Cộng Đồng  Môn học  Văn bằng nói rộng  Văn bằng điều chỉnh  Kết quả của sau bậc trung học  Sơ lược thành tích  Chuyển nhượng các quyền  Đánh giá chuyển tiếp  Các dịch vụ chuyển tiếp</p>

English text	Chinese Translation
<p><b><u>Introductions</u></b> Adaptive physical education teacher Autism specialist Feeding team Focus class teacher Learning Center teacher Occupational therapist Physical therapist School nurse Special Education program administrator Speech-language therapist</p>	<p><b><u>简介</u></b> 适应性体育教师 自闭症专家 膳食小组 有学习侧重点的班级老师 学习中心老师 职业治疗师 物理治疗师 学校护士 特殊教育项目管理员</p>
<p><b><u>Procedural safeguards terms</u></b> Confidentiality Consent Education records Individuals with Disabilities Education Act Independent educational evaluation (IEE)</p>	<p><b><u>程序保障名词</u></b> 保密 同意或许可 教育记录 残疾人教育法 独立教育评估(IEE)</p>
<p>Mediation Native language Notice of Procedural Safeguards Parent-district agreement Prior Written Notice Revocation of consent</p>	<p>调解 母语 程序保障通知 家长—学区协议 事先书面通知 同意撤销</p>
<p><b><u>Evaluation/Eligibility terms</u></b> Achievement test Asperger’s syndrome Assessment Assistive technology Attention deficit disorder Autism spectrum disorder Cognitive Communication disorder Deafblindness Delayed language Delayed speech Disability Distractibility Emotional disturbance Evaluation Evaluation report Hearing impairment Impulsivity</p>	<p><b><u>评估/资格名词</u></b> 成绩测试 阿斯伯格综合症 评定 辅助技术 注意力缺陷障碍 自闭症系列障碍 认知 沟通障碍 耳聋失明 延迟的语言能力 延迟的讲话能力 残疾 分心 情绪困扰 评定 评价报告</p>

Intellectual disability	听力受损
Orthopedic impairment	冲动
Receptive language	智力残障
Reevaluation	骨科受损
Review existing information	接受性语言
Specific learning disability	重新评估
Standardize test	审查现有的信息
Statement of eligibility	具体的学习障碍
Traumatic brain injury	标准化测试
Vision impairment	合格声明
<b><u>Behavior/Discipline terms</u></b>	创伤性脑损伤
Behavior Intervention/Support plan	视力障碍
Delayed expulsion	行为/纪律名词
Expulsion	行为干预/支持计划
Functional behavior assessment	延迟驱逐
Illegal drug	驱逐
Manifestation determination	功能性行为评估
Physical restraint/seclusion	非法毒品
Safety plan	表现判定
Suspension	身体限制/隔离
Weapon	安全计划
<b><u>IEP terms</u></b>	暂停
Accommodation/modifications	武器
Adaptive physical education	<b><u>IEP名词</u></b>
Adult assistance	迁就/修改
Assistive technology	适应性体育
Communication skills	成人助理
Counseling services	辅助技术
District representative	勾通技巧
Extended school year (ESY)	辅导服务
Extent of Non-participation in general education settings	学区代表
Free Appropriate Public Education	延长的学年(ESY)
General Curriculum	一般情况非参与程度
Goal/objective	教育设置
Gross motor - motor	免费适当的公立教育
Individualize education program (IEP)	一般课程
Least restrictive environment	目标/意图
Occupational therapy (OT)	运动技能—运动
Orientation and mobility services	个性化教育计划(IEP)
Physical therapy (PT)	最低限制的环境
Present level of performance	职业治疗(OT)
Related service	方向和移动服务

<p>School health services Social Emotional Social skills</p> <p>Special education Speech-language pathology services State Assessment/OAKS Supports for personnel Supplementary aids and services Transportation</p> <p><b><u>Transition terms</u></b> Certificate of attendance Community Transition Program Course of study Extended diploma Modified diploma Post-secondary outcomes Summary of performance Transfer of rights Transition evaluation Transition services</p>	<p>物理疗法(PT) 目前表现水平 相关服务 学校卫生健康服务 社交情绪 社交技巧 特殊教育 口语—语言病理服务 州测试/OAKS 支持人员 补充帮助和服务 交通</p> <p><u>过渡性名词</u> 出席证明 社区过渡项目 学习的课程 扩展的文凭 修改的文凭 第二学历结果 业绩总结 权利转让 过渡评估 过渡服务</p>
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English text	Russian Translation
<p><b><u>Introductions</u></b> Adaptive physical education teacher Autism specialist Feeding team Focus class teacher Learning Center teacher Occupational therapist Physical therapist School nurse Special Education program administrator Speech-language therapist</p>	<p><b><u>Знакомство</u></b> Учитель адаптивной физкультуры Специалист по аутизму Команда по кормлению Учитель основного класса Учитель Учебного центра Реабилитолог (окупациональный терапевт) Физиотерапевт Школьная медсестра Администратор программы специального обучения Логопед</p>
<p><b><u>Procedural safeguards terms</u></b> Confidentiality</p>	<p><b><u>Термины процедурных гарантий</u></b> Конфиденциальность</p>

<p>Consent Education records Individuals with Disabilities Education Act Independent educational evaluation (IEE) Mediation Native language Notice of Procedural Safeguards Parent-district agreement Prior Written Notice Revocation of consent</p> <p><b><u>Evaluation/Eligibility terms</u></b></p> <p>Achievement test Asperger’s syndrome Assessment Assistive technology Attention deficit disorder Autism spectrum disorder Cognitive Communication disorder Deafness Blindness Delayed language Delayed speech Disability Distractibility Emotional disturbance Evaluation Evaluation report Hearing impairment Impulsivity Intellectual disability Orthopedic impairment Receptive language Reevaluation Review existing information Specific learning disability Standardize test Statement of eligibility Traumatic brain injury Vision impairment</p> <p><b><u>Behavior/Discipline terms</u></b></p> <p>Behavior Intervention/Support plan Delayed expulsion Expulsion</p>	<p>Согласие (разрешение) Школьные записи Положение «о Лицах с отклонениями» Независимая оценка образования (ИЕЕ) Медиация Родной язык Уведомление о Процедурных Гарантиях Договор между родителями и школьным округом Предварительное письменное уведомление Отмена согласия (разрешения)</p> <p><b><u>Термины оценки/выявления на программу</u></b></p> <p>Тест успеваемости Синдром Аспергера Оценка Вспомогательная технология Синдром дефицита внимания Синдром спектра аутизма Когнитивный Коммуникативное расстройство Глухота Слепота Замедленное развитие языка Замедленное развитие речи Инвалидность Неспособность сосредоточиться Эмоциональное отклонение Оценка Отчёт об оценке Нарушение слуха Импульсивность Интеллектуальное отклонение Ортопедическое отклонение Рецептивный язык Повторная оценка Обзор имеющейся информации Конкретное отклонение в обучении Стандартный тест Подтверждение права на программу Серьёзная мозговая травма Слабое зрение</p> <p><b><u>Термины поведения/дисциплины</u></b></p> <p>Вмешательство с поведением/план поддержки Отсрочка с исключением из школы Исключение из школы</p>
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<p>Functional behavior assessment Illegal drug Manifestation determination Physical restraint/seclusion Safety plan Suspension Weapon</p> <p><b><u>IEP terms</u></b> Accommodation/modifications Adaptive physical education Adult assistance Assistive technology Communication skills Counseling services District representative Extended school year (ESY) Extent of Non-participation in general education settings Free Appropriate Public Education General Curriculum Goal/objective Gross motor - motor Individualize education program (IEP) Least restrictive environment Occupational therapy (OT) Orientation and mobility services Physical therapy (PT) Present level of performance Related service School health services Social Emotional Social skills Special education Speech-language pathology services State Assessment/OAKS Supports for personnel Supplementary aids and services Transportation</p> <p><b><u>Transition terms</u></b> Certificate of attendance Community Transition Program Course of study Extended diploma</p>	<p>Оценка функционального поведения Наркотик Определение влияния отклонения Физическое ограничение/изоляция План безопасности Отстранение от занятий Оружие</p> <p><b><u>Термины IEP</u></b> Приспособления/модификации Адаптивная физкультура Помощь взрослых Вспомогательная технология Навыки общения Услуги психолога-консультанта Представитель школьного округа Расширенный учебный год Степень не-участия в общей учебной обстановке</p> <p>Бесплатное соответствующее государственное образование Общая учебная программа Цель/задача Крупная моторика-мелкая моторика Индивидуальная программа обучения Наименее сковывающая атмосфера Оккупационная терапия (ОТ) Ориентация и услуги передвижения Физическая терапия Настоящий уровень деятельности Подобные услуги Школьные медицинские услуги Социально-эмоциональный Социальные навыки Специальное обучение Услуги логопеда Тест в рамках штата/ OAKS Поддержка педагогов Вспомогательные приспособления и услуги Транспорт</p> <p><b><u>Термины «перехода»</u></b> Сертификат о посещаемости Программа перехода к жизни в общине Курс обучения Расширенный диплом</p>
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<p>Modified diploma Post-secondary outcomes Summary of performance Transfer of rights Transition evaluation Transition services</p>	<p>Модифицированный диплом Результаты после обучения в школе Обзор успеваемости Передача прав Оценка готовности к переходу Услуги при переходе</p>
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English text	Somali Translation
<p><b><u>Introductions</u></b> Adaptive physical education teacher Autism specialist Feeding team Focus class teacher Learning Center teacher Occupational therapist Physical therapist School nurse Special Education program administrator Speech-language therapist</p>	<p><b><u>Horudhac</u></b> Macalinka waxbarashadda dhismaha jirka Khusuusi tawaxudka ah Koox quudin Macalinka fasal khaas ah Macalinka Xarun Barasho Mihnadda dawaynta itaaldaradda Dawayeeyaha Itaaldaradda Jirka Kalkaalisadda Dugsiga Maamulka Waxbarashadda Gaadhka ah Daweeyaha Khalalka Hadalka</p>
<p><b><u>Procedural safeguards terms</u></b> Confidentiality Consent Education records Individuals with Disabilities Education Act Independent educational evaluation (IEE)</p>	<p><b><u>Afgaradka Talaabooyinka Illaaleynta</u></b> Qarsoodi Ogolaasho Diwaanka waxbarasho Qanuunka Itaaldaradda waxbarashadda Qiimeyn Waxbarasho oo madaxbanaan</p>
<p>Mediation Native language Notice of Procedural Safeguards</p>	<p>Dhexdhexaadin Afka Hooyo Wargelinta Talaabooyinka Illaahaynta</p>
<p>Parent-district agreement Prior Written Notice Revocation of consent</p>	<p>Heeshiiska Waalidka-Degmadda Wargelin Qoraal ee Xili hore Ka laabashadda ogolaashaha</p>
<p><b><u>Evaluation/Eligibility terms</u></b> Achievement test Asperger’s syndrome Assessment Assistive technology Attention deficit disorder Autism spectrum disorder</p>	<p><b><u>Afgaradka Qiimeynta/Mudnaanta.</u></b> Imtixaanka Najaxa Xaalada Isberger Qiimeyn Caawinta tiknoolajiyadda Khalal xagga dhelirtirnaanta Khalal xaga Qarow maalmeed</p>

<p>Cognitive Communication disorder Deaf blindness Delayed language Delayed speech Disability Distractibility Emotional disturbance Evaluation Evaluation report Hearing impairment Impulsivity Intellectual disability Orthopedic impairment Receptive language Reevaluation Review existing information Specific learning disability Standardize test Statement of eligibility Traumatic brain injury Vision impairment</p> <p><b><u>Behavior/Discipline terms</u></b> Behavior Intervention/Support plan Delayed expulsion Expulsion Functional behavior assessment Illegal drug Manifestation determination Physical restraint/seclusion Safety plan Suspension Weapon</p> <p><b><u>IEP terms</u></b> Accommodation/modifications Adaptive physical education Adult assistance Assistive technology Communication skills Counseling services District representative Extended school year (ESY) Extent of Non-participation in general education settings</p>	<p>Garashadda Khalal xaga wadaxidhiidhka ah Maqal iyo arag la'aan Dibdhac xagga luqadda ah Dibdhac xagga hadalka ah Itaaldaro Maahsanaan Khalal xagga caadifadda ah Qiimeyn Warbixin qiimeyn Italdaro xagga maqalka ah Xeyraan Itaaldaro xagga garaadka ah Duwanaansho xagga xubnaha ah Degdeg u aqbala luqdda Dib-u-qiimeyn Dib-u-eegida macluumaad hore Itaaldaro xagga barashadda ah oo khaas ah Imtixaanka guud Warbixinta mudnaanta Dhaawac xagga maskaxda ah Itaaldaro xagga araga ah</p> <p><b><u>Afgaradka Dabciga/Anshaxa</u></b> Qorshaha caawinaad/Wax ka qabshadda dabciga Dib dhigga eryidda Eryidda Qiimeyn cilmiyeysan oo xagga dabciga ah Darooqo aan sharci ahayn Soo saaridda warbixin Teedida shakhsiyadeed/takooid Qorsho badbaado Cayrin Hub</p> <p><b><u>Afgaradka IEP</u></b> Balanqabasho/wax ka bedelid Jimicsiga jidhka ee tilmaaman Caawiye dad wawayn Caawinta tiknoolajiyadda Xirfadda wada xidhiidhka Adeegyadda la talinta Matalaha degmadda Sanad dugsiyeedkii oo la kordhiyey Kodhinta in aan laga qayb qaadan sida guud Salxidhka waxbarashadda</p>
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<p>Free Appropriate Public Education          General Curriculum          Goal/objective          Gross motor - motor          Individualize education program (IEP)          Least restrictive environment          Occupational therapy (OT)          Orientation and mobility services          Physical therapy (PT)          Present level of performance          Related service          School health services          Social Emotional          Social skills          Special education          Speech-language pathology services          State Assessment/OAKS          Supports for personnel          Supplementary aids and services          Transportation</p> <p><b><u>Transition terms</u></b>          Certificate of attendance          Community Transition Program          Course of study          Extended diploma          Modified diploma          Post-secondary outcomes          Summary of performance          Transfer of rights          Transition evaluation          Transition services</p>	<p>Waxbarashadda Guud ee u haboom          Manhajka guud          Ujeedo/hadaf          Gaadiidka guud – gaadid          Barnaamijka Wabarasho ee Khusuusiga ah          Bii’adda ugu xayiraadda yar          Daweyn          Adeegyadda wacyigelinta iyo guurguurka          Dhaqan celiyaha xubnaha          Heerka imika ee gudashadda          Adeegyadda la xidhiidha          Adeegyadda caafimaad ee dugsiga          Caadifadda bulshadeed          Xirfadda bulshadeed          Waxbarashadda gaadhka ah          Adeegyadda dhaqancelinta hadalka-luqadda          Qiimeynta gobolka/OAKS          Caawinta howlwadeenadda          Adeegyadda iyo caawinta dheeriga ah          Gaadiidka</p> <p><b><u>Afgaradka Xaaladaha kala guudhka</u></b>          Shahaadada xaadiridda          Barnaamijka Gudubka Bulashadda          Maadada daraasadda          Shahaadada waqtigeed la kordhiyey          Shahaadada la cadiley          Maxsuulka Dugsiga Sare ka dib          Warbixin kooban ee gudashadda          Xuquuqda bedelka          Qiimeeynta gudubka          Adeegyadda gudubka</p>
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