



Linn Benton Lincoln
Early Intervention/Early Childhood
Special Education

Family Handbook

Updated Aug. 2024



Welcome!

In the Early Intervention/Early Childhood Special Education program, we believe that the family is central to a child's love, learning, and decision-making. Our goal is to honor and respect your hopes and dreams for your child through careful listening, professional recommendations, and thoughtful planning.

As a parent/caregiver, you are your child's best advocate and expert. Whenever program requirements and schedules permit, we will support your preferences and requests.

Please feel free to contact our office if you have any questions or would like to discuss your child's services. Our office hours are 8:00 AM to 4:00 PM, Monday through Friday.

We appreciate the opportunity to work with you and your child.

Sincerely,

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About Your Child's Services

EARLY INTERVENTION

Early Intervention (EI) services are available for children from birth to three years who have developmental delays in one or more of the following areas: cognitive, physical, communication, self-help and/or social skills. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay. Early Intervention services are provided year-round with scheduled breaks.

The focus of Oregon's Early Intervention program is to build your family's capacity to meet the special needs of your child. Most interventions are provided within everyday routines, activities and places within your child's natural environment. An EI Specialist will visit your home to work with you and your child on their goals. The EI Specialist will also share strategies and teach family members or caregivers through demonstration and coaching.

WHEN YOUR CHILD TURNS THREE

At three years of age a child may be eligible for **Early Childhood Special Education (ECSE)**. ECSE provides services for children between the ages of three years to kindergarten age who continue to have a developmental delay or who are identified with a disability in a specific category (examples are autism, speech-language impairment, hearing impairment, etc.).

If your child is in the Early Intervention program, the transition process begins between nine months and 90 days prior to your child's third birthday. Your Service Coordinator will talk with you about the ECSE evaluation process and possible future placement options. These may include community preschool, an ECSE classroom or articulation group.

The ECSE evaluation will be scheduled up to three months prior to your child's third birthday. Eligibility for ECSE services will be determined by the ECSE evaluation team and you. If your child qualifies for ECSE services, a transition IFSP meeting will be held to determine new goals, services and placement. A new Service Coordinator will be assigned. ECSE services will begin following your child's third birthday, or when the ECSE school year begins.

If your child is not eligible for ECSE, they cannot receive services from the ECSE Program. Early Intervention services end when your child turns three.

EARLY CHILDHOOD SPECIAL EDUCATION

Early Childhood Special Education (ECSE) provides services for children from three years to kindergarten age who qualify for services based on standardized assessment scores. Services provided are based on the unique needs of each child.

The focus of Oregon's Early Childhood Special Education program is on:

- Teaching your child needed skills in areas of developmental delay,
- Preparing your child for a school setting, and
- Incorporating intervention strategies into your child's school day.

Most ECSE services are provided in groups of children (community preschool classes, specialized preschool classrooms, skill groups, etc.). Skills are taught during activities such as circle time, table time, outdoor play, peer social interactions or snack time.

TRANSITION TO KINDERGARTEN

As your child approaches kindergarten age, you and the ECSE staff, along with the local school district meet to develop a transition plan.

The school district is not required to reestablish eligibility if your child already is eligible under one of the disability categories. If your child has ECSE eligibility that expires prior to or just after entrance to kindergarten, the ECSE program and school district will meet with you to plan an evaluation to determine eligibility for school age services. Both your child's eligibility determination and Individual Education Plan (IEP) must be completed before your child starts kindergarten.

A common question asked by parents is "Can my child stay in the ECSE program?" When a child is five years old by September first, they are eligible for kindergarten and the educational program is the responsibility of the local school district. Under Oregon law, your child is no longer eligible for ECSE services.

THE IFSP

Each child has an **Individualized Family Service Plan (IFSP)** that is developed by your child's service team. The service team consists of your family, your child's EI/ECSE Specialist and other therapists, specialists, or providers as needed to address your child's developmental and educational needs. Your child's community preschool provider will be a part of the team, if your child attends preschool. During the school year prior to your child's entrance to kindergarten, the school district will also be invited to attend meetings.

The IFSP describes the services that will be delivered to your child and your family over a one-year period. Your family or other team members can request a meeting to review and revise the IFSP as frequently as needed to ensure that your child is making the expected progress in the identified areas of development.

The IFSP process includes the following steps:

1. **Identify family priorities.** A discussion of family hopes, dreams and concerns for their child helps determine priorities for the year ahead.
2. **Identify areas of developmental need.** Using information gathered from family priorities, as well as information from recent assessments and other sources, the team will determine the needs to be addressed in the IFSP.
3. **Develop goals and objectives in each area of delay.** The goals and objectives are written to describe specific skills that your child will learn over the next year. Goals and objectives should be measurable and include the specific criteria the team will use to determine progress.
4. **Determine types and amounts of services needed.** The IFSP team will determine your child's services based on his/her goals and objectives. Service levels vary based on individual child needs, family priorities, eligibility, and EI/ECSE staff recommendations.
5. **Identify who will provide the service.** Typically, the EI/ECSE Specialist or Speech-Language Pathologist provides services to your child and family. At times, the team may include other specialists, such as an Occupational Therapist, a Physical Therapist, an Autism Specialist or others as needed.
6. **Determine placement (ECSE only).** The IFSP team will discuss options and determine where your child's goals and objectives can most effectively be addressed. Those options may include a community preschool or an ECSE class/group.

The IFSP team will also consider your child's individual needs. For example, some children need little or no support to participate in activities with peers, while others need more assistance or special modifications to the physical environment to facilitate their participation. While intervention strategies can be provided in most environments, there may be settings that are better suited to accommodate your child's services or interventions.

7. **Progress and Service Decisions:** Data is collected and reviewed on a systematic and regular basis during the service year in order to determine if a child is making progress. For children under the age of three, the team meets at six-month intervals to review the child's progress and to make changes as needed. For children ages three to five, progress is reviewed at the annual IFSP meeting and progress reports are sent home twice a year.

The IFSP team may decide to adjust your child's service levels based on the progress data by:

- **Increasing the frequency** of service. This usually happens when a child is not making progress in his/her current program;
 - **Decreasing the frequency** of service. This usually happens when a child is making significant progress and no longer needs services at the current levels;
 - **Increasing the duration** of service. This may happen when a child has adaptive equipment that needs adjustment/demonstration or when a child needs more time practicing new skills with an EI/ECSE Specialist;
 - **Decreasing the duration** of service. This may happen when a family learns how to use adaptive equipment, or when your child is learning quickly and needs less time practicing new skills with the EI/ECSE Specialist.
8. **Extended Year Services (ECSE only):** ECSE services are provided for the duration of a regular school year. Typically, this schedule meets the needs of most children. However, some children have significant difficulty remembering/retaining what was recently taught (regression) and in re-learning the forgotten skill (recoupment) following a break in service. These children may need services during breaks to maintain their skills (Extended Year Services- EYS).

The IFSP team will look at progress, regression and recoupment information to determine if your child requires Extended Year Services. As a parent/guardian, you are a very important part of that decision because you can share information about changes in your child's skills or behaviors after vacations and/or long illnesses. Be sure to share your observations with your child's IFSP team.

The purpose of Extended Year Services is to maintain skills, not to teach new skills. To maintain skills, a child may not need the same program during breaks that they have during the regular school year program. EYS services could range from providing materials and consultation so you can work with your child over breaks, to instructional programs provided directly by trained personnel. Specialists assigned to provide EYS may not be the same ones who were with your child throughout the service year.

If you have specific questions about extended school year, feel free to talk with your child's ECSE Service Coordinator.

Annual Notice to Parents/Guardians of Children in Early Intervention/Early Childhood Special Education (EI/ECSE) Programs

Looking at Records

You have the right to look at your child's records. The EI/ECSE program will not destroy any educational records if there is an outstanding request to review the records.

Disclosure of Records

Your written consent is needed to disclose personally identifiable information contained in your child's records, except where EI/ECSE policy permits disclosure without your consent. Your consent is not needed to disclose education records to another education program, such your local school district, when that program has requested records and when your child seeks to or is enrolled in or receives services from the program. The term "receives services from" includes, but is not limited to, an evaluation or re-evaluation for the purposes of determining whether a child has a disability. Transportation is also considered a service.

Disclosure of Directory Information

The EI/ECSE program considers the following information to be directory information: child's name, address, telephone number and date of birth. You have the right to refuse to let this EI/ECSE program disclose directory information about your child. Directory information may be disclosed without your consent unless we have your written refusal.

Retention of Records

The EI/ECSE program will retain your child's educational records for five years after the end of your child's participation in the EI/ECSE program. If there is no outstanding request to review your child's educational records, they will be maintained in a digital database until your child reaches age 21.

Records Policy

You can get a copy of the LBL ESD records policy (JO/IGBAB). You also have the right to obtain a list of the types and locations of records collected, maintained or used by the EI/ECSE program, and the name of the person designated by the program to be responsible for keeping and releasing records.

Correcting Records

You can request that your child's records be corrected if you think the records are inaccurate, misleading or otherwise violate your child or family's privacy rights.

Filing a Complaint

You can file a complaint with the US Department of Education under 34 CFR 99.64 concerning any alleged failure by this program to comply with the Family Educational Rights and Privacy Act (FERPA). Forms can be found at studentprivacy.ed.gov/file-a-complaint. Complaints can be directed to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave Avenue SW, Washington, DC 20202.

For Your Information

The Parent Rights for Early Intervention and Special Education Procedural Safeguards Notice includes more information about your rights relating to your child's educational records.

For a copy of the record policy or questions about your child's records, please contact your child's Service Coordinator or call our office at 541-704-4011

About the EI/ECSE Program

ABSENCES AND CANCELLATIONS

If you find that you must cancel a home visit, a meeting, or if your child cannot attend a class session *please call as soon as possible*. We have voicemail and you may leave a message if no one is available to take your call. If it is in regard to a meeting, please let us know with whom and where the meeting is taking place. You may also use Parent Square, our parent communication application to reach your child's service coordinator.

In general, specialists are not able to provide "make-up" activities for home visits or groups missed due to short illnesses, a family vacation or other reasons. If missed activities are due to prolonged or repeated illnesses of your child or a service provider, an alternate form of service can be provided. Each case is individual and should be discussed by the service team.

PERFUMES AND SCENTED PRODUCTS

Some children and staff are highly allergic to perfumes, scented lotions, hair products, etc. Please be considerate of the health of our staff, children and families and avoid wearing any perfumes or other scented products yourself or allowing your child to wear them.

MOVING DURING THE YEAR

If your family is planning to move we will gladly assist with the transition to a new site or a new service provider. Your child's Service Coordinator is the best person to talk with about your plans. If you are moving out of the Linn, Benton, Lincoln service area we will help with that transition as well.

WHEN YOUR CHILD IS ILL

In compliance with Oregon Law (ORS 433.260 and OAR 33-19-015) your child may not attend school or receive home visits if they are showing any of the following signs and symptoms of communicable disease:

Fever greater than 100°F	Child requires more care than staff can safely provide
Any rash, with or without fever	Diarrhea
Skin lesions that are “weepy” or pus-filled	Jaundice (yellow color to skin or eyes)
Colored drainage or redness of the eyes	Stiff neck and/or headache
Brown/green/yellow drainage from the nose	Unusual behavioral change such as tiredness
Vomiting	Symptoms or complaints that prevent child from participating in classroom activities
Diagnosed with an infection, such as strep throat, pink eye, or ear infection.	Difficulty breathing or shortness of breath

Your child may return to class or receive home visits when the following conditions are met:

- **Symptom-free for 24 hours** which includes:
 - No fever greater than 100°F (without the use of fever reducing medication)
 - No rash, clear or no drainage from eyes or nose
 - No open or draining skin lesions

Please do not send a sick child to school. If your child becomes ill at school, you will be contacted to come and pick your child up, as sick children cannot ride the bus home.

Be sure that we have current emergency contacts just in case we cannot reach you.

****If your child becomes ill during a home visit, the Specialist will need to leave your home. The visit will not be rescheduled.**

LICE AND BED BUGS

Treatment of head lice is a very common challenge. In the United States, head lice infestations are most common among preschool and elementary school-age children and their household members regardless of socioeconomic status and hygienic living conditions. Head lice are not known to cause disease. Research has shown that the survival of head lice when not on the head is usually less than one day, and the eggs can only hatch when incubated by body heat found near the scalp. Transmission occurs primarily through head-to-head contact and infrequently through indirect contact with shared personal belongings.

Please be vigilant and check your child's hair often. If you need suggestions for treatment or have repeated problems, please talk with your child's service coordinator. We may be able to help.

Not long ago, "sleep tight, don't let the bedbugs bite" was just a sweet rhyme parents said to their kids when tucking them into bed. Bed bugs do not transmit disease, but they can cause significant itchiness and sleeplessness. Usually, bed bugs will hide during the day and only come out to feed during the night. Unlike head lice, they do not live on a person. However, they can hitchhike from one place to another in clothing, backpacks, luggage, books, and other items.

Bedbugs infestation have affected even the cleanest hotels and homes and may be very difficult and expensive to control.

To help prevent the transmission of bed bugs between homes or between home and school please inform us if you have had bed bugs in your home. We may be able to help steer you to the resources you need to identify and eradicate the problem.

PROGRAM CLOSURES DUE TO WEATHER

The LBL EI/ECSE program may close due to poor weather or other emergencies. In those cases, all services are canceled. This includes home visits, evaluations, community preschool services, as well as groups or classes. Check the LBL website at www.lblesd.k12.or.us or FlashAlert to find information on program-wide closures. Notification will also be sent through our communication application, Parent Square.

EI:

Weather conditions may vary over the LBL service area. If the program is open in your location, home visit services may continue as scheduled. However, if travel conditions are unsafe, your home visit will be canceled. Your EI Specialist will call if services must be cancelled.

ECSE:

Your resident school district is responsible for bussing children to classes and for operating some of the buildings where classes are located. If your school district is closed or is late in starting, busses will not provide transportation to our program or to community preschool sites. If there is a late start and your child attends a morning class, that class will be canceled for the day. Announcement of school closure or delayed school opening due to snow, ice, or other emergency conditions may be broadcast by local news stations, local school district communication, FlashAlert, on the LBL website. - www.lblesd.k12.or.us, by your community preschool site, and/or through our communication application, Parent Square.

If your child attends a class outside your resident school district and the other school district or preschool closes, your child's class will be canceled. The same applies to late starts in the other district or location.

If school should be forced to close mid-day because of poor weather or other emergencies, school staff will make every attempt to contact families regarding the closure. In these cases, all services will be canceled including home visits, community preschool service, evaluations and classes. If your child attends class at one of our ECSE sites, please find the procedures for mid-day closures in the next section.

About School

PARTICIPATING IN CLASSES

To receive greatest benefit from their program, your child should attend regularly scheduled sessions. We realize that sometimes things come up that require a family to keep their child home from class, but frequent and consistent attendance gives you and your child the greatest benefit from educational programs.

If you find that the time a particular activity or meeting scheduled for you and your child is difficult to attend, please talk with your child's service coordinator. It is not always possible to make changes, especially if your child attends a particular group or community preschool session, but sometimes we can modify an activity, offer an alternative form of service, or provide a similar activity at a different time.

DRESSING FOR SCHOOL

In general, children should wear clothing that is comfortable and easy to clean. Kids will participate in a variety of activities, some of which may be "messy." As these experiences are wonderful for young children and can be hard on clothes, please feel free to dress your child in clothes that are easily washed, or can take a little extra wear and tear. We make every effort to use crayons, paint, markers, and other substances that are washable, but every so often something does unexpectedly stain or mark a child's clothing.

In addition, most groups will include activities in which your child will want to be able to move as freely as possible. Again, please keep this in mind when you are dressing your child for school.

We know that clothes for children can be expensive. If you find that you do not have enough clothes for your child, or have questions about what they should wear to class, please talk with your child's Service Coordinator. They may have suggestions and resources that can be of help.

NOTIFYING US WHEN YOUR CHILD IS ABSENT

If your child is sick or otherwise unable to attend school, please contact us as soon as possible. Please also notify the bus company, if your child requires this service. We will need to notify the bus company, so that the bus does not make an unnecessary trip to your home. For your child's safety, we may call to check on unexplained absences or absences longer than one week.

TRANSPORTING YOUR CHILD TO SCHOOL

We appreciate it when families can transport their child to and from class/group because it is what typically happens for young children attending preschool programs. It also fosters communication between family and teaching staff. If transportation is required to enable your child to attend class/group, the service must be written on the IFSP. It is the responsibility of the school district your child resides in to transport your child to and from school, if transportation is required for your child to access their special education services. If you receive transportation services, please review the bus transportation guidelines for your school district. Also, keep in mind that transportation may be affected by bad weather. You can find more about that in the previous section of the Handbook (About the EI/ECSE Program).

It is important for you to call the school if you are going to be late, either to pick up your child at the classroom site or from the bus. EI/ECSE staff and bus drivers both have busy schedules and are unable to keep your child for an extended period of time.

If you are not at home to meet your child, the bus driver will bring your child back to the school and we will try to reach the emergency contact person(s) you have identified for us. **If we cannot contact a responsible party to take your child within one hour of our calls, we will call the Department of Human Services to care for your child until you arrive.** This is very difficult for everyone so please do your best to be on time for the bus or to pick up your child.

EMERGENCY DRILLS AND CLOSURES (ECSE SITES)

Drills:

Fire and other emergency drills are scheduled on a regular basis at all ECSE program buildings. Fire drills, earthquake drills, emergency evacuation drills, and lock-down drills are practiced throughout the year.

During lock-down drills and some emergencies no one is allowed access to the building. This could delay your child's transportation to or from class. Notification of these delays may not be possible until the drill or emergency has concluded, as staff will be busy caring for children.

Mid-Day Closures:

If the ECSE school is closed mid-day due to weather or emergency situations, you will be notified by phone. Please keep your home, work and emergency phone numbers current with us so there will be no delay in reaching you.

If your child is transported to school on the bus, they will return home on the bus. If the emergency is such that your children cannot be safely transported by bus, they will be kept at school until the emergency has passed. In those cases, you (or an authorized adult) will be required to pick up your child once it is safe to do so. Please bring a government issued photo ID to ensure the safety of your child.

If you transport your child to and from school, you will be contacted to pick him or her up. Please come promptly when called. In the event that parents cannot be reached, your child will be kept at school until an authorized adult can come to the school. Please bring a photo ID to ensure the safety of your child.

SCHOOL EMERGENCY SHELTERS (ECSE SITES)

If there is an emergency where children must leave the ECSE school area, adults will escort them to an emergency facility partner site. Please ask the office for the site locations, if it is not listed below. Your child will be kept safe until you or another authorized adult can come to pick him or her up. For the safety of your child, please bring a government issued photo ID.

For Emergency Shelter in Lincoln County students will be escorted to:

- Taft High School (Lincoln City): 3780 Spyglass Ridge SE, Lincoln, OR 97367
- Newport Middle School (Newport): 825 NE 7th St, Newport, OR 97365

For Emergency Shelter in Benton and Linn County students will be escorted to:

- Linn Benton Lincoln Education Service District: 905 4th Avenue SE, Albany, OR 97321

FAMILY REUNIFICATION (ECSE SITES)

If there is an emergency that prevents a normal school dismissal, ECSE school administrators will decide if it is best to stage a reunification on the school campus or at an off-campus location. When you receive notification to pick up your child, write down the instructions you are given and be sure to bring government issued photo ID.

Resources for You and Your Family

COMMUNICATION IS KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like “don’t” because it is a short word for “do not” and he/she may not know what the “negation” of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands are for playing, eating, & hugging Use your words	You are using your words! Good for you!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say “all done” when finished eating	Great! You're using your spoon! What nice manners, you said “all done;” you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing your hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words	I like the way you used your words! Thanks for using your words!

Adapted from: Lentini, R. Vaughn, B.J., & Fox, L. (2008). Creating Teaching Tools for Young Children with Challenging Behavior. University of South Florida.

PYRAMID MODEL: EARLY CHILDHOOD POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (EC PBIS)

The EI/ECSE Program is committed to fostering social-emotional growth in children. We use the Pyramid Model- Early Childhood Positive Behavior Intervention and Supports to teach the key social-emotional skills children need for school success.

These skills are:

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

The Program uses the Pyramid Model to provide children with the environment and supports they need to develop positive social skills and emotional growth. Our staff is trained in Pyramid Model EC PBIS strategies and social skill instruction happens within play and routine activities.

We have three school expectations – **the 3B's**



We strive to create an environment where every child feels good about coming to school.

Our focus is teaching children what **TO DO!**

We teach expectations and routines as well as skills all children can use in place of challenging behaviors.

For children who have more significant behavioral challenges, targeted social emotional supports or more intensive interventions may be needed.

For more information visit:
www.challengingbehavior.org
www.vanderbilt.edu/csefel



THE LOCAL INTERAGENCY COORDINATING COUNCIL

The Local Interagency Coordinating Council (LICC) provides an opportunity for parents and staff from education, health and social services agencies to discuss issues of mutual interest and areas for cooperation and collaboration. The overall purpose of the LICC is to enhance the quality of services to children birth to five that qualify for early intervention/early childhood special education services and their families.

Parent participation is valued in all areas of our program. Parents are invited and encouraged to participate in the LICC meetings. Contact your Service Coordinator to get involved.

FAMILY-EI/ECSE STAFF PARTNERSHIPS

Communication:

Mutual respect and open communication are critical for a successful family-staff partnership. Each has information and skills that the other needs to be “successful”.

Assertiveness:

You know your child best and have valuable information to share about your child’s skills, needs and priorities. At the same time, professionals have expertise to share. Family members are not expected to know everything that it may have taken the professionals years to learn and may still be learning. Don’t hesitate – please ASK!

Professional Language:

Each profession has its own language. For families, this may be like traveling to a foreign country. Even common, everyday words may mean one thing to families and another to the professionals on the service team. At times, the teacher or specialist may try to avoid confusing the others by using terms they think will be understood. Keep asking questions. Ask the teacher or specialist to clarify what he/she means.

Making Sense of What Everyone is Telling You:

One of the most common complaints that families have is: “How am I expected to know what to do when I get opposite opinions from the people who are the experts?” Families should consider all the information, ask the professional with whom they’re most at ease with to help sort it out, and then decide what’s best for their child. It’s not easy, but it is well worth it.

To advocate successfully for your child, you need to listen carefully and gather as much information as you can. Know your parental rights. Read all records, pamphlets, etc. given to you. Ask lots of questions. Write your questions down as you think of them; do not rely on your memory. Be assertive but remain calm. We are here to help.

SPECIAL EDUCATION ACRONYMS AND ABBREVIATIONS

The following is a select list of acronyms and abbreviations commonly used in special education

Disability Related

ASD	Autism Spectrum Disorder
SLI	Speech Language Impairment
D/B	Deaf/Blindness
EBD	Emotional Behavior Disability
HI	Hearing Impaired
ID	Intellectual Disability
OI	Orthopedic Impairment
OHI	Other Health Impairment
LD	Learning Disability
TBI	Traumatic Brain Injury
VI	Vision Impairment
DD	Developmental Delay
DHH	Deaf or Hard of Hearing

Related Services

APE	Adaptive Physical Education
OT	Occupation Therapy or Therapist
PT	Physical therapy or Therapist
SLP	Speech/Language Pathologist
Aug Com	Augmentative Communication

IFSP/IEP Related

ADA	Americans with Disabilities Act
ECSE	Early Childhood Special Education (3 to kindergarten age)
EI	Early Intervention (Birth to age 3)
ESD	Education Service District
EYS	Extended Year Service (ECSE)
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program (Kindergarten to age 21)
IFSP	Individualized Family Service Plan (birth to kindergarten age)
LEA	Local Education Agency
LRE	Least Restrictive Environment

TAX EXEMPTION

The **Oregon Tax Code** provides for an **additional tax exemption** for parents of eligible children with disabilities in Oregon. The procedure for claiming an exemption will be explained in the Oregon Individual Income Tax Return and Instructions booklet.

A child qualifies if he or she meets ALL the following criteria:

1. Qualifies as a dependent for the current tax year;
2. Is eligible for Early Intervention, Early Childhood Special Education or receives special education as defined by the Oregon State Board of Education, **and**,
3. Is considered to have a disability as of Dec. 31 under the federal Individuals with Disabilities Education Act and related Oregon laws.
 - Eligible disabilities include: autism, visual impairment, intellectual disability, serious emotional behavior disturbance, traumatic brain injury, hearing impairment, orthopedic impairment, other health impairment, multiple disabilities, and deaf-blindness.
 - Learning Disability or Speech-Language Impairment alone does not qualify.

The tax booklet explains that a child must have an Individualized Family Service Plan (IFSP) and an eligibility statement for one of the disabilities listed above. If you need a copy of the IFSP cover sheet and a copy of your child's eligibility statement, please call the EI/ECSE office in your county. This documentation should be kept with your child's permanent health records –they do not need to be sent with the tax return.

EI/ECSE program staff are not tax experts and will not be able to answer specific questions related to this tax exemption. For advice or individual assistance in completing your tax form, consult a tax professional or the Department of Revenue at 1-800-356-4222.

HARASSMENT POLICY AND COMPLAINT PROCEDURES

Linn Benton Lincoln ESD is committed to providing a positive and productive learning and working environment. Sexual harassment or any other form of harassment will not be tolerated. LBL's harassment-related policies and associated administrative rules, which include our complaint procedure, can be found on the policy section of our agency website or at the following link: <https://www.lblesd.k12.or.us/policies/>. If you have any concerns or questions please contact your Program Coordinator or the Program Director.

Contact Us

Linn, Benton Lincoln Early Intervention/Early Childhood Special Education

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Dixie School & Crawfordsville (Benton and East Linn Counties)

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