

Parent Information Handbook & Procedural Safeguards

Monroe County Intermediate School District

1101 S. Raisinville Road • Monroe, Michigan 48161
734.322-2600 • monroeisd.us



A joint effort of the Monroe County Intermediate School District & the MCISD Parent Advisory Committee



Dear Parents,

Thank you for the opportunity to work with you and your child. This handbook has been designed to help answer questions that you have regarding special education. It is important to us that we provide accurate information in a transparent manner. This handbook is designed to guide you through the special education process and provide resources that may be valuable. This document has been collaboratively developed between the PAC and the MCISD and we hope it will prove useful to you. Please visit our website for more information about the PAC and special education or contact us if you have any questions.

Monroe County ISD: www.monroeisd.us/

Parent Advisory Committee (PAC): monroeisd.us/departments/specialed/specialedparentresources/pac/

Special Education Overview: monroeisd.us/departments/specialed/

Sincerely,

Rachel A. Kopke, Ph.D., CCC-SLP
Assistant Superintendent for Special Education and Early Childhood Services
Monroe County Intermediate School District

Amanda Althouse
Monroe County ISD PAC Chairperson

The Monroe County Intermediate School District does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, height, weight, marital status or familial status in its programs, activities or in employment. For inquiries regarding the non-discrimination policies, contact Human Resources and Legal Counsel, 1101 S. Raisinville Road, Monroe Michigan 48161; Telephone: 734.322.2640.

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Local School District Contacts

Airport Community Schools

Wagar Middle School 11270 Grafton Road
Carleton, MI 48117
Special Education North Regional Director
Amy Hammons 734-342-8590
airportschools.com

Bedford Public Schools

Administrative Offices
1623 W. Sterns Road Temperance, MI 48182
Special Education Southwest Regional Director
Shawna Landis 734-342-8560
bedford.k12.mi.us

Dundee Community Schools

Administrative Offices
420 Ypsilanti Street
Dundee, MI 48131
Special Education Supervisor
Laurel Rosen-Weatherford 734-342-8435
dundeecommunityschools.org

Horizon Science Academy New Bedford

6315 Secor Rd.
Lambertville, MI 48144
Special Education Director
Shawna Landis 734-342-8560
hsanewbedford.org

Ida Public Schools

3145 Prairie Street
Ida, MI 48140
Special Education Supervisor
Chelsea Iffland 734-342-8535
idaschools.org

Jefferson Schools

2400 N. Dixie Highway
Monroe, MI 48162
Special Education Supervisor
Rayann Turner 734-342-8540
jeffersonschools.org

Mason Consolidated Schools

2400 Lakeside Road
Erie, MI 48133
Special Education East Regional Director
Melissa Morton 734-342-8565
eriemason.k12.mi.us

Monroe County ISD

Educational & Transition Centers

1101 S. Raisinville Rd.
Monroe, MI 48161
Special Education Director
Sarah Yu 734-342-8418
monroeisd.us

MCISD Early Childhood Special Education

1101 S. Raisinville Rd.
Monroe, MI 48161
Early Childhood Special Education Director
Katie Bourbina 734-342-8640
monroeisd.us

Monroe Public Schools

1275 N. Macomb Street
Special Education East Regional Director
Melissa Morton 734-342-8565
Special Education Supervisor
Emily Mast 734-342-8565
Monroe, MI 48162
monroe.k12.mi.us

Summerfield Schools

17555 Ida West Road
Petersburg, MI 49270
Special Education Supervisor
Laurel Rosen-Weatherford 734-342-8435
summerfield.k12.mi.us

Triumph Academy

3000 Vivian Road
Monroe, MI 48162
Special Education North Region Regional Director
Amy Hammons 734-342-8590
nhaschools.com/schools/triump-academy/en

Whiteford Agricultural School

6655 Consear Road
Ottawa Lake, MI 49267
Special Education Supervisor
Chelsea Iffland 734-342-8535
whiteford.k12.mi.us

Special Education

WHAT IS SPECIAL EDUCATION?

Special Education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

WHY DOES MY CHILD NEED AN EVALUATION?

An evaluation helps answer these questions:

- Does the child have the characteristics of a disability or specific disability?
- How is the child currently performing in school?
- What are the child's educational needs?
- Does the child need special education and related services?
- What additions or modifications, if any, are needed to enable the child to meet annual goals in the Individualized Education Program (IEP) and participate, as appropriate, in the general curriculum?

WHAT ARE THE STEPS IN THE EVALUATION PROCESS?

Before a child is evaluated for the first time, the school must notify the parent and describe any evaluation the school proposes to conduct. The parent must give informed consent for the child to be evaluated. The process involves gathering and reviewing existing information regarding the child by an IEP Team. This includes consideration of current classroom assessments, observations, and information provided by parents and school staff.

HOW IS A CHILD EVALUATED FOR THE PRESENCE OF DISABILITY?

The testing is completed individually in the child's native language. Standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel.

WHO DECIDES IF A CHILD IS ELIGIBLE FOR SERVICES?

After the evaluation, the IEP Team, consisting of qualified professionals, the parent, and the child, whenever appropriate, will decide if the child is eligible for special education service(s).

WHO IS A "CHILD WITH A DISABILITY?"

- Any child aged birth through age 26 who has not graduated with a regular high school diploma and, as the result of a comprehensive evaluation;
- They have the characteristics of a specific disability as defined in the Michigan Administrative Rules for Special Education (see the Special Education Disability Areas listed on page 6 of this book) and needs special education and related services because of that disability.

WHAT HAPPENS AFTER A CHILD/ STUDENT IS FOUND ELIGIBLE FOR SPECIAL EDUCATION PROGRAMS AND/OR SERVICES?

Another role of the IEP Team is to develop the student's Individualized Education Program (IEP) or Individualized Family Services Plan (IFSP). As stated earlier, the IEP Team is comprised of parents, school professionals, and the student, whenever appropriate. After the IEP is developed, the student begins to receive special education and related services as described in the IEP Team report.

Special Education

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

An IEP is a written plan for a student with a disability that outlines the special education and related services the student will receive. The IEP is developed at a meeting that is scheduled at a mutually agreed upon time. The written document is a record of the IEP Team meeting. The IEP is reviewed and revised at least once a year.

WHAT IS INCLUDED IN THE IEP?

The requirements include:

- A statement of the student's Present Level of Academic Achievement and Functional Performance
- A statement of measurable annual goals and short-term objectives that address:
 - How to help the student be involved in and make progress in the general curriculum (or appropriate activities, for preschool children)
 - How the student's progress toward the annual goals will be measured
 - How the parents will be regularly informed of that progress
- A statement of how special education programs/services and supplementary aids will be provided to the student, and any accommodation, modifications or other support for the school personnel
- The projected starting date for service(s) as well as the duration, anticipated frequency, and location of where programs and services will be delivered
- An explanation of the student's Least Restrictive Environment (LRE)
- A statement of any accommodations the student will need to take the state - and/or district-wide assessment tests: if the IEP Team determines that the test is not appropriate for the student, a different assessment will be used
- A statement of transition services is required by age 16 and may be considered by age 13.

Minor changes to the current IEP are made through an amendment if the parent is in agreement that an IEP team meeting is not necessary and a copy of the changes are provided to the parent. Minor changes include, but are not limited to:

- Adding, modifying, or deleting instructional goals and objectives
- Modifying the amount of time in the current program
- Adding, modifying, or deleting related services or provisions related to supplementing aids/services assessment, or transportation.

WHAT IS LEAST RESTRICTIVE ENVIRONMENT (LRE)?

LRE looks at the setting in which the student receives an education. The law presumes that students with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting.

Attending special classes or separate schools or removing students with disabilities from the general education classroom occurs only when the nature or severity of the disability prevents the student from achieving satisfactory progress, even when supplementary aids and services are used.

WHAT IS A "FREE APPROPRIATE PUBLIC EDUCATION" (FAPE)?

FAPE means that education and related services are provided at public expense, under public supervision and direction, and without charge. The services provided must meet the standards of the Department of Education for all students and be designed to meet the students' IEP goals and short-term objectives.

HOW DOES A PARENT PARTICIPATE IN THE DECISION-MAKING PROCESS?

Parents are encouraged to be meaningfully involved by providing input about their child in a variety of ways:

- Parents are equal members in decision-making meetings such as meetings that determine the identification, evaluation, educational placement, reporting of progress toward goals, Review of Existing Educational Data (REED), and the appropriate education of the student.
- Parents give consent for initial evaluations, initial placements and reevaluations.

CAN THE STUDENT BE INVOLVED IN THE IEP?

Students often provide valuable insight regarding their strengths and needs. When they are involved in determining their own goals and objectives, they are more committed to achieving them. When appropriate, each student has the option to be a part of the IEP Team process. Students can participate in their own annual transition planning by age 16, or younger as appropriate. Students who are aged 17 are notified that their rights will be transferred to them upon reaching the age of majority (18). At age 18, both the student and parents are notified that the rights are transferred to the student, unless other legal decisions have been made.

WHAT ARE PROCEDURAL SAFEGUARDS?

Procedural safeguards are legal safeguards that protect the rights of students with disabilities and their parents. They provide the information that parents need to make decisions about their student's education. They explain the procedures used to resolve disagreements between parties. The Procedural Safeguards in this book are from state rules and federal regulations. Sometimes they are difficult to understand. If you have any questions regarding them, please contact the MCISD, your local school district, or sources listed in this handbook.

[MDE Procedural Safeguards](#) are available in multiple languages.

If you are unable to access the link to **Procedural Safeguards**, please contact the Special Education Secretary for the Assistant Superintendent for Special Education and Early Childhood Services at 734-342-8511.

WHAT TRANSPORTATION SERVICE DOES A DISTRICT PROVIDE FOR STUDENTS WITH AN IEP?

The same transportation services available to general education students are available to students with IEPs. In addition, specialized transportation services are provided by school districts if the IEP Team determines that the student needs services to receive a Free Appropriate Public Education (FAPE). The school district's responsibilities related to transportation include furnishing any specialized services documented on a student's IEP (such as a lift bus or safety harness) and following appropriate safety, medical, and traffic rules and procedures.

WHAT ARE MY RESPONSIBILITIES RELATED TO TRANSPORTATION OF MY CHILD WITH AN IEP?

It is important for parents/guardians to read transportation policies and procedures provided by their district or transportation office and to discuss those policies with your son/daughter, when possible. Besides reinforcing safety rules, it is the responsibility of parents to assist their child to the bus if he/she cannot travel independently between the residence and the bus due to physical problems, immature development, or inaccessibility of the residence. Teamwork, communication, and cooperation between parents and schools are important to achieve safe transportation of students.

WHAT IF I HAVE A CONCERN ABOUT MY CHILD'S SPECIAL EDUCATION SERVICES?

For most students and families, standard Home-School Communication Methods such as progress reports, daily logs, e-mail, phone calls, IEP meetings and conferences provide ample and effective opportunity to address concerns that may arise. In some instances, however, other strategies may be necessary. You may choose to contact your child's teacher or ancillary staff in writing or by email if you believe your child needs different or added services and support. A parent can, at any time, request an IEP meeting using a dated letter or email. There is no requirement to wait for the scheduled annual review.

If you still have a concern or need to bring additional attention to your concern, contact the Special Education Supervisor or Director for your district or the school principal by phone, email, or dated written correspondence. You may choose to request a facilitated IEP Team meeting using a dated request form, email or a phone call to the program supervisor or regional director. monroeisd.us/about/contactinfo/empdirectory/

For those occasions when a more prescribed means of addressing a concern might be needed, there are several options for families. You may choose to request a facilitated IEP Team meeting using a dated request form, email or a phone call to the program supervisor or regional director. The trained facilitators are neutral, and this service is free to families. A second option is to request the use of a local resolution process through a dated letter or email. Resolution processes are also free to families. A third option would be to request mediation using a dated request form, email or phone call. This process is free, and a signed mediation agreement is enforceable in court.

RESOLUTION SESSION

The purpose of a resolution session is for parents to discuss their concerns with district staff so that the parties have an opportunity to resolve the dispute. The district shall convene a meeting with the parents and the relevant member(s) of the IEP Team who have specific knowledge of the facts identified in the complaint. The meeting shall: (1) occur within 15 calendar days of receiving notice of the parent's complaint; (2) include a representative of the agency who has decision-making authority on behalf of the agency; (3) not include an attorney of the district unless the parent is accompanied by an attorney; (4) be a meeting where the parents of the child discuss their complaint.

Learn more about **The Special Education Problem Solving Process** here:

www.monroeisd.us/departments/specialed/compliance-issues/

Special Education Mediation Services (SEMS): [MDE Dispute Resolution](#)

WHAT FORMAL WAYS EXIST TO RESOLVE DISPUTES OR MAKE A COMPLAINT?

Dispute resolution is available whenever a dispute arises with respect to Special Education. It includes, but is not limited to mediation, state complaint, due process complaint, and as part of the due process complaint procedures, a resolution session.

MEDIATION (page 15 of the MDE Procedural Safeguards Notice)

The MDE has established procedures to make mediation available to allow you and the school district to resolve disagreements including matters arising prior to the filing of a state complaint or a due process complaint. Thus, mediation is available to resolve disputes whether or not you have filed a due process complaint to request a due process hearing.

STATE COMPLAINTS and DUE PROCESS COMPLAINTS (page 17 of the MDE Procedural Safeguards Notice)

There are separate procedures for state complaints and for due process complaints and hearings. Any individual or organization may file a state complaint alleging a violation of the requirements of IDEA by a school district, the MDE, or any other public agency. Only a parent or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of a FAPE to the child. Staff of the MDE generally must resolve a state complaint within a 60-calendar-day timeline, unless the timeline is properly extended. An Administrative Law Judge (ALJ) must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar days after the end of the resolution period (described on page 24 of the MDE Procedural Safeguards Notice), the ALJ may grant a specific extension of the timeline at your request or the school district's request. The state complaint and due process complaint, resolution and hearing procedures are described more fully in the MDE Procedural Safeguards.

PROCEDURAL SAFEGUARDS NOTICE

The Individuals with Disabilities Education Act (IDEA) requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of these procedural safeguards must be given to parents only one time per school year, except that a copy must also be given to the parents under additional circumstances: (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)] This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement at private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (consent), §§300.502 through 300.503, §§300.505 through 300.518, and §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F).

MEDICAID SCHOOL SERVICES PROGRAM

Medically necessary services already provided by schools may be billed under Medicaid School Services Program. Enrollment by a school district for billing to Medicaid is not expected to result in any change in your child's program or services elsewhere. Districts are responsible for obtaining parent consent prior to initiating billing the Medicaid school-based program. Following initial consent, please see the Medicaid Annual Notification for further information at monroeisd.us/downloads/medicaid/medicaid_parental_notification_.pdf:

MEDICAID ANNUAL NOTIFICATION REGARDING PARENTAL CONSENT

Background:

Since 1993, the State of Michigan has participated in a Federal program called Medicaid School-Based Services. The program assists school districts by providing partial reimbursement for medically related services listed on a student's Individualized Educational Program (IEP) or Individualized Family Service Plan (IFSP). Although this partial reimbursement is available only for students who are Medicaid eligible, services are provided to **all** students with disabilities regardless of their Medicaid eligibility status.

The Michigan School-Based Services program is under the direction of the Michigan Department of Community Health.

In 2013, the regulations about Medicaid parental consent for School-Based Services changed. Prior to accessing a child's public benefits or insurance for the first time, and annually thereafter, school districts must provide parents/guardians with written notification. So, what does all this mean?

Effective October 1, 2019, School Based Services expanded to include general education students with mental or behavioral health needs. The program that includes general education students is called Caring for Students (C4S). Together, the program is now referred to as School Services Program (SSP).

Is there a cost to you?

NO - Services are provided to students while they are at school at NO cost to the parent/guardian.

Will School Services Medicaid claiming impact your family's Medicaid benefits?

NO - The School Services program does NOT impact a family's Medicaid services, funds, or limits. Michigan operates the School Services program differently than the family's Medicaid program. The School Services program does not affect your family's Medicaid benefits in any way.

What type of services does the School Services program cover?

- Evaluations
- Speech & Language
- Occupational Therapy
- Physical Therapy
- Psychological/Social Work
- Orientation & Mobility
- Assistive Technology Services
- Nursing
- Case Management
- Personal Care
- Special Ed Transportation

What type of information about your child will be shared?

In order to submit claims for School Services reimbursement, the following types of records may be required: first name, last name, middle name, address, date of birth, student ID, Medicaid ID, disability, service dates and the types of services delivered.

Who will see this information?

Information about your child's School Services may be shared with the Michigan Medicaid agency and its affiliates for the purpose of verifying Medicaid eligibility and submitting claims.

What if you change your mind?

You have the right to withdraw consent to disclose your child's personally identifiable information to the Michigan Medicaid agency and its affiliates at any time.

Will your consent or refusal affect your child's services?

NO - Regardless of whether you have Medicaid coverage or not (and whether you provide consent or not) the school district will still provide services to your child pursuant to their plan of care (IEP, IFSP, Behavior Plan, Individualized Health Plan, Medical Management Plan, or other).

What if you have questions?

Please call your school district's Special Education department with questions or concerns, or to obtain a copy of the parental consent form.

NOTICE OF NONDISCRIMINATION POLICY

Monroe County ISD does not discriminate on the basis of sex, race, color, national origin, religion, height, weight, marital status, sexual orientation (subject to the limits of applicable law), age, genetic information, or disability in its programs, services, activities or employment opportunities. Inquiries related to employment discrimination should be directed to the Assistant Superintendent of Human Resources and Legal Counsel 734-242-5799, 1101 S. Raisinville Rd. Monroe, MI 48161.

SPECIAL EDUCATION DISABILITY AREAS

Each district must provide or contract for appropriate Special Education programs and/or services for students identified as having:

- Autism Spectrum Disorder
- Cognitive Impairment
- Deaf-Blindness
- Early Childhood Developmental Delay
- Emotional Impairment
- Hearing Impairment
- Other Health Impairment
- Physical Impairment
- Severe Multiple Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Appendix Content

Appendix A – [Procedural Safeguards \(MDE\) & Medicaid Notification](#)

(for Procedural Safeguards in Arabic, Spanish or American Sign Language (ASL))

Appendix B – [Early Childhood Services](#)

Appendix C – [Transition](#)

Appendix D – [Resources](#)

Appendix E – [Special Education Acronyms](#)

Appendix F – [Special Education Terms and Definitions](#)

Appendix A – Procedural Safeguard & Medicaid Notification

www.michigan.gov/mde/0,4615,7-140-6530_6598_36168-188305--,00.html

monroeisd.us/downloads/medicaid/medicaid_parental_notification_.pdf

Appendix B – Early Childhood

www.monroeisd.us/departments/specialedecse/

Appendix C- Transition

www.monroeisd.us/departments/specialed/transition/

Appendix D – Resources

The MCISD PAC provides this list of resources for your use but does not endorse any organization or website.

ADVOCACY

- Child Advocacy Network of Monroe County
canofmonroecounty.com/
- Consortium for Citizens with Disabilities (CCD)
c-c-d.org/index.php
- The Council of Parent Attorneys and Advocates (COPAA)
copaa.org/
- Disability Rights Network
drmich.org/
- Michigan Alliance for Families
michiganallianceforfamilies.org
- National Disability Rights Network
ndrn.org
- Parent Advocacy Coalition for Education & Rights
pacer.org
- Wrightslaw
wrightslaw.com/

EDUCATION

- Center for Educational Networking (CEN)/Newsline
f2fmichigan.org/resource/center-for-educational-networking/
- Council for Exceptional Children (CEC)
exceptionalchildren.org/
- Head Start
monroeisd.us/departments/specialedcse/educational-opportunities/
- Monroe County Intermediate School District
monroeisd.us/
- MCISD PAC
monroeisd.us/departments/specialed/specialedparentresources/pac/
- Michigan Alliance for Families
michiganallianceforfamilies.org/
- Monroe County Library System
mymcls.com/
- State of Michigan Office of Special Education
michigan.gov/mde/services/special-education/about-ose

EMPLOYMENT

- Michigan Workforce Development Agency
michigan.gov/leo/bureaus-agencies/wd
- SEMCA/Michigan Works
semcamiworks.org/

FINANCIAL RESOURCES

- Michigan Department of Health & Human Services
michigan.gov/mdhhs
- Family Support Subsidy Program
michigan.gov/mdhhs/keep-mi-healthy/mentalhealth/mentalhealth/childrenandfamilies/fssp

Appendix D – Resources

HEALTH

Michigan Department of Health & Human Services.....	michigan.gov/mdhhs
MI Child	micase.state.mi.us/micaseapp/public/home.html
Monroe County Community Mental Health.....	monroecmha.org/
Monroe County Health Department.....	co.monroe.mi.us/255/Health-Department
The National Organization for Rare Disorders (NORD)	rarediseases.org/
United Way’s First Call for Help	2-1-1
Mental Health Services...	monroeisd.us/departments/mental-health-support-services/

HOUSING

Monroe Housing Commission	monroehousing.org/
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ORGANIZATIONS AND SUPPORT GROUPS

The Arc Michigan	800-292-7851; arcmi.org
Association for Children's Mental Health	517 372-4016, acmh-mi.org/
Autism Society of Michigan (ASM)	517-882-2800; autism-mi.org
Children & Adults with Attention-Deficit (CHADD)	301-306-7070; chadd.org
Hyperactivity Disorders	
Easter Seal Society of Michigan, Inc.	800-757-3257; easterseals.com/michigan
Epilepsy Foundation of Michigan	800-377-6226; epilepsymichigan.org
LD Online.....	ldonline.org
Learning Disabilities Association (LDA)	412-341-1515; ldaamerica.org
Learning Disabilities Association (LDA) of Michigan	616-284-1650; ldaofmichigan@gmail.com , ldaofmichigan.org
Mental Health Association in Michigan	517-898-3907; mha-mi.com
Michigan Association for Deaf, Hearing and Speech Services	800-968-7327 / 517-487-0202 (TTY)
Michigan Disability Rights Coalition.....	800-578-1269; mymdrc.org/
Michigan Self-Help Clearinghouse	800-777-5556
MON-ARC of Monroe, Inc.....	734-241-5881; monarcofmonroe.org
Special Olympics of Monroe County	734-636-0271; somi.org/area34
United Cerebral Palsy of Michigan	517-203-1200; ucp.org

Appendix E- Special Education Acronyms

***This is a partial listing of some acronyms
with which you may come into contact during your child's education.***

ADA	Americans with Disabilities Act	LEA	Local Education Agency
AD(H)D	Attention Deficit (Hyperactivity) Disorder	LRE	Least Restrictive Environment
AG	Annual Goal	MAPS	McGill Action Planning System/ Making Action Plans
ALJ	Administrative Law Judge	MCISD	Monroe County Intermediate School District
AS	Asperger's Syndrome	MDE	Michigan Department of Education
ASD	Autism Spectrum Disorder	MET	Multidisciplinary Evaluation Team
BIP	Behavior Intervention Plan	OHI	Other Health Impairment
CBE	Community Based Education	O&M	Orientation and Mobility
CI	Cognitive Impairment	OSE/EIS	Office of Special Education and Early Intervention Services
COACH	Creating Options and Accommodations for Children	OT	Occupational Therapist
CP	Cerebral Palsy	PAC	Parent Advisory Committee
DD	Developmental Disability/Delay	PECS	Picture Exchange Communication System
ECDD	Early Childhood Developmental Delay	PI	Physical Impairment
EI	Emotional Impairment	PT	Physical Therapist
ESY	Extended School Year	SEAC	State Special Education Advisory Committee
FAPE	Free Appropriate Public Education FBA Functional Behavioral Assessment	SLI	Speech and Language Impairment
FERPA	Family Educational Rights & Privacy Act	SOAHR	State Office of Administrative Hearings and Rules
FTE	Full Time Equivalency	SSW	School Social Worker
HI	Hearing Impairment	STIO	Short Term Instructional Objective
IDEA	Individuals with Disabilities Education Act	SXI	Severe Multiple Impairment
IEE	Independent Education Evaluation	TBI	Traumatic Brain Injury
IEP	Individualized Education Program	TC	Teacher Consultant
IEPT	Individualized Education Program Team	TSLI	Teacher of Speech and Language Impairment
IFSP	Individualized Family Service Plan	VI	Visual Impairment
ISD	Intermediate School District		
SLD	Specific Learning Disability		

Appendix F- Special Education Terms and Definitions

Ancillary and Other Related Services: Services specially designed to meet the unique needs of persons with disabilities to age 26, including the following: audiological, medical, psychiatric, psychological, speech and language, or educational evaluation; occupational, physical, recreational, music, art, or other therapy; accommodations and modifications; assistive technology devices and services; mobility and orientation services; transportation; school psychological, school social work, and instruction provided by special education teachers designed to assist regular education students who are homebound, hospitalized, or place in juvenile detention facilities.

Annual Goals: A set of general statements, which represent expected achievement over a year's time for persons with disabilities enrolled in special education programs and services.

Assistive Technology Devices and Services: Items that increase, maintain, or improve functional capabilities of students with disabilities, or services that help staff use these items.

Behavior Intervention Plan (BIP): A plan developed by a team to address situations when behavior problems interfere with learning.

Certificate of Completion: A certificate awarded to a student at the completion of a secondary special education program signifying the achievement of IEP goals.

Complaint: A specific written and signed allegation by an agency, private individual, or organization that there is an unresolved violation, misinterpretation or misapplication of the law, the State or ISD Plans, an individualized education plan, or hearing officer or court decision.

Comprehensive Evaluation: A series of assessments and observations, formal and informal, conducted for the purpose of determining eligibility for special education and related services and for determining the current level of educational performance.

Comprehensive Re-evaluation (also known as “3-year re-evaluation”): A three-year review of students' special needs, progress, and current level of educational performance.

Consent: An agreement in writing to carry out an activity after being fully informed in one's native language of all information relevant to the activity.

Departmentalize: A delivery system in which two or more special education teachers group special education students by instructional content areas.

Disability, Person With: A person determined by an individualized educational planning team (IEPT) or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the disability (autistic; emotionally impaired; hearing impaired; cognitively impaired; physically and otherwise health impaired; early childhood developmentally delayed; severely multiply impaired; specific learning disability; speech and language impaired; and visually impaired) and who, because of the disability, needs special education supports.

Dissenting Report: A written report that is attached to an IEP, which provides a perspective other than the consensus perspective.

Education Records: Confidential written information about a student with a disability; record is stored in a central location.

Appendix F- Special Education Terms and Definition

Evaluation Review: An IEP team meeting to decide questions related to evaluations.

Free Appropriate Public Education (FAPE): The requirement is federal law that each student with a disability must receive a publicly funded education that is individually designed to meet that student's unique needs.

Functional Behavior Assessment: An assessment of the factors that affect a student's behavior, typically including a review of the environment and the student's needs.

Inclusion: The placement of a student with a disability in a regular classroom with his/her peers, and with the supports necessary for his/her educational experiences. A plan is designed to meet his/her individual needs.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner(s) who is not employed by the public agency responsible for education of the student. A contracted agent for the purpose of conducting an independent evaluation is not considered an employee of the public agency.

Individuals with Disabilities Education Act (IDEA): The federal law that sets national standards for educating students with disabilities.

Individualized Education Plan (IEP): A plan developed by an individualized educational planning team. The individualized education plan shall be reviewed annually.

Individualized Education Planning Team (IEP Team): Persons appointed and invited (including parents) by the superintendent or designee to determine a student's eligibility for special education and, if eligible and in need of special education, to develop an individualized education plan. The IEP team also addresses decisions related to additional evaluations or re-evaluations, as well as student discipline.

Individualized Family Service Plan (IFSP): A plan of service developed by a team for a student with a disability between the ages of 0 and 3; emphasized interagency collaboration.

Least Restrictive Environment (LRE): The requirement that each student with disabilities be educated as much as possible with non-disabled peers.

Manifestation Determination Review (MDR): An IEP team meeting to address the relationship between behavior problems and disability.

Mediation: A process to help parents and school districts resolve disagreements.

Mobility and Orientation: Support to help a student with a visual impairment move in a school-related environment.

Multidisciplinary Evaluation Team: A minimum of two persons who are responsible for evaluating students suspected of having a disability.

Course of Study: Instruction in the general education curriculum approved personal curriculum, or alternate curriculum, leading to graduation with a high school diploma or certificate of completion.

Appendix F- Special Education Terms and Definitions

Parent: The mother, father, surrogate, or legally designated guardian of the person with a disability. Parent also means the affected person with a disability when the person reaches the age of 18 years, if a legal guardian has not been appointed by appropriate court proceedings.

Parent Advisory Committee (PAC): A committee made up of parents of students with disabilities from each local educational agency within the Intermediate School District, appointed by the ISD Board. The PAC is responsible for participating in the development of the ISD Plan and advising the ISD Board on matters relating to special education.

Positive Behavioral Interventions & Support (PBIS): PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Procedural Safeguards (also known as “Rights” or “Due Process”): Regulations designed to protect students with disabilities.

Public Expense: The public agency either pays for the full cost of the evaluation, program, or services, including transportation and room and board, or ensures that such is provided at no cost to the parent.

Resource Room: A special education classroom setting.

Short-Term Instructional Objectives (STIO): Objectives written in measurable terms that relate to the annual goals and represent expected achievement over several weeks or months, but not more than one year.

Special Education: Specially designed instruction, at no cost to the parents, to meet the unique educational needs of the special education students; designed to develop the maximum potential of the special education student. All of the following are included in the definition of special education:

1. Special education classroom instruction
2. Instruction in physical education
3. Instructional services such as preprimary, teacher consultant, speech and language, homebound and hospitalized, and juvenile detention facilities
4. Ancillary and other related services such as occupational, physical, recreational, music, art or other therapy, mobility and orientation, school psychological and school social work services.

Special Education Advisory Committee: A committee appointed by the State Board of Education to advise the State Board of Education on matters relating to the delivery of special education.

Teacher Consultant: A certified teacher with teacher consultant approval who provides instructional support to students with disabilities. Instructional services are supportive of a general or special education teacher.

Transition: A set of decisions which an IEP team can make to prepare students with disabilities for life after school; emphasizes interagency collaboration.

Monroe County Intermediate School District

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