

Parent Information Handbook & Procedural Safeguards

Monroe County Intermediate School District

1101 S. Raisinville Road • Monroe, Michigan 48161
734.242.5799 • www.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.

<http://www.monroeisd.us/>

<http://www.monroeisd.us/departments/specialed/specialedparentresources/pac/>

<http://www.monroeisd.us/departments/specialed/>

Sincerely,

Michelle Brahaney
Assistant Superintendent for Special Education and Early Childhood Services
Monroe County Intermediate School District

Cynthia Dress
Monroe County ISD PAC President-2015/2016

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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 734-242-5799 ext. 1900
Website: airportschools.com

- **Bedford Public Schools**

Administrative Offices
1623 W. Sterns Road
Temperance, MI 48182

Special Education Southwest Regional Director
Shawna Landis 734-242-5799 ext. 1700
Website: bedford.k12.mi.us

- **Dundee Community Schools**

Administrative Offices
420 Ypsilanti Street
Dundee, MI 48131

Special Education Southwest Regional Director
Amy Hammons 734-242-5799 ext. 1900
Website: dundeecommunityschools.org

- **Ida Public Schools**

3145 Prairie Street
Ida, MI 48140

Special Education Southwest Regional Director
Shawna Landis 734-242-5799 ext. 1700
Website: edline.net/pages/Ida_Schools

- **Jefferson Schools**

2400 N. Dixie Highway
Monroe, MI 48162

Special Education North Regional Director
Amy Hammons 734-242-5799 ext. 1900
Website: jeffersonschools.org/pages/Jefferson_MI

- **Mason Consolidated Schools**

2400 Lakeside Road
Erie, MI 48133

Special Education East Regional Director
Renee Peterson 734-242-5799 ext. 1800
Website: eriemason.k12.mi.us

- **Monroe Public Schools**

1275 N. Macomb Street
Monroe, MI 48162

Special Education East Regional Director
Renee Peterson 734-242-5799 ext. 1800
Website: monroe.k12.mi.us

- **New Bedford Academy**

P.O. Box 286
Lambertville, MI 48144

Special Education Southwest Regional Director
Shawna Landis 734-242-5799 ext. 1700
Website: newbedfordacademy.net

- **Summerfield Schools**

17555 Ida West Road
Petersburg, MI 49270

Special Education Southwest Regional Director
Shawna Landis 734-242-5799 ext. 1700
Website: summerfield.k12.mi.us

- **Triumph Academy**

3000 Vivian Road
Monroe, MI 48162

Special Education North Region Regional Director
Amy Hammons 734-242-5799 ext. 1900
Website: www.heritageacademies.com

- **Whiteford Agricultural Schools**

6655 Consear Road
Ottawa Lake, MI 49267

Special Education Southwest Regional Director
Shawna Landis 734-242-5799 ext. 1700
Website: 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 answers 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 A 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 age birth through age 26 who has not graduated with a regular high school diploma and, as the result of a comprehensive evaluation;
- 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 the 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 supports 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 a current IEP are made through an addendum. 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 student's 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 age 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.

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

http://www.misd.k12.mi.us/downloads/medicaid/parental_consent_2013_20131028_075658_1.pdf

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 734-242-5799 ext. 1410.

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 additional services and supports. 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. <http://www.monroecisd.us/>

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:

<http://www.monroecisd.us/departments/specialed/compliance-issues/>

<http://msemp.cenmi.org/resolution-options>

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 the requirement 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

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

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).

SCHOOL-BASED MEDICAID

Medically necessary services already provided by schools may be billed under the school-based Medicaid 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.

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

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

http://www.misd.k12.mi.us/downloads/medicaid/parental_consent_2013_20131028_075658_1.pdf

Appendix B – Early Childhood

<http://www.misd.k12.mi.us/departments/specialed/specialedecse/>

Appendix C - Transition

<http://www.misd.k12.mi.us/departments/specialed/transition/>

Appendix D – Resources

The M.C.I.S.D. PAC provides this list of resources for your use, but does not endorse any organization or website.

ADVOCACY

Child Advocacy Network of Monroe County	734-241-0180
Citizens Alliance to Uphold Special Education (CAUSE)	517-886-9167
Consortium for Citizens with Disabilities (CCD)	202-783-2229; www.c-c-d.org/
The Council of Parent Attorneys and Advocates (COPAA)	www.copaa.org/find/index.php
Michigan Alliance for Families	800-552-4821 www.michiganallianceforfamilies.org
Michigan Protection and Advocacy Service (MPAS)	800-288-5923; www.mpas.org/
National Disability Rights Network	202-408-9514; www.ndrn.org
Parent Advocacy Coalition for Education & Rights	952-838-9000; www.pacer.org
Wrightslaw	www.wrightslaw.com

EDUCATION

Center for Educational Networking (CEN)/Newsline	888-320-8384; www.cenmi.org
Council for Exceptional Children (CEC)	888-232-7733; www.cec.sped.org/
Head Start	734-265-5000
Great Lakes Area Regional Resource Center (GLARRC)	614-447-0844 www.glarrc.org/index.cfm IDEA '97 www.ed.gov/offices/OSERS/IDEA/ IDEA
Monroe County Intermediate School District	734-242-5799; www.monroeisd.us
MCISD PAC	734-242-5799, ext. 4015
Michigan Alliance for Families	800-552-4821; michiganallianceforfamilies.org
Monroe County Library System	734-241-5770
State of Michigan Office of Special Education	517-373-0923
and Early Intervention Services (OSE/EIS)	www.michigan.gov.mde

EMPLOYMENT

Michigan Workforce Development Agency	www.michigan.gov/wda
Monroe County Employment & Training/Michigan Works!	734-240-7950 www.co.monroe.mi.us/government/departments_ offices/employment_and_training/

FINANCIAL RESOURCES

Michigan Department of Health & Human Services	www.michigan.gov/mdch/
Family Support Subsidy Program	517-241-5773

Appendix D – Resources

HEALTH

Family Independence Agency (FIA)	www.lmichigan.gov/fia
Michigan Department of Health & Human Services	www.mich.gov/mdch
MI Child	888-988-6300 www.mdch.state.mi.us/msa/mdch_msa/miindex.htm
Monroe County Community Mental Health	734-243-7340
Monroe County Health Department	734-240-7800
The National Organization for Rare Disorders (NORD)	203-744-0100; www.rarediseases.org/
United Way’s First Call for Help	2-1-1

HOUSING

Monroe Housing Commission	734-242-5880
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MEDIATION/LEGAL

Citizens Alliance to Uphold Special Education	517-886-9167; autismlink.com
Office for Civil Rights (OCR), Department of Education	800-421-3481; www.ed.gov/ocr/
Michigan Special Education Mediation Program	800-8RESOLVE; www.cenmi.org/msemp

ORGANIZATIONS AND SUPPORT GROUPS

The Arc Michigan	800-292-7851; www.arcmi.org/
Autism Society of Michigan (ASM)	800-223-6722 or 517-882-2800 https://www.autism-mi.org/
Children & Adults with Attention-Deficit/ Hyperactivity Disorders (CHADD)	800-233-4050; www.chadd.org/
Easter Seal Society of Michigan, Inc.	800-757-3257; www.easterseals.com/michigan/
Epilepsy Foundation of Michigan	800-377-6226 www.epilepsymichigan.org
LD Online	www.ldonline.org/
Learning Disabilities Association (LDA)	ldaamerica.org/
Learning Disabilities Association (LDA) of Michigan	idaofmichigan@gmail.com ldaofmichigan.org/
Mental Health Association in Michigan	248-473-3143; www.mha-mi.com/
Michigan Association for Children with emotional Disorders (MACED)	248-433-2200; www.michkids.org/
Michigan Association for Deaf, Hearing and Speech Services	517-487-0066 / 517-487-0202 (TTY)
Michigan Disability Rights Coalition	800-760-4600; www.copower.org/
Michigan Self-Help Clearinghouse	800-777-5556
MON-ARC of Monroe, Inc.	734-241-5881; www.monarcmonroe.org/
Special Olympics of Monroe County	734-755-4790; www.somi.org/area34/
United Cerebral Palsy of Michigan	517-203-1200; ucpmichigan.org/

Appendix D – Resources

TECHNOLOGY

- Abledata (Information on Assistive Technology)800-227-0216; www.abledata.com/
- Able Net.....800-322-0956; www.ablenetinc.com/
- Apple Computer - Special Needs[apple.com/education/special- education/](http://apple.com/education/special-education/)
- Michigan’s Assistive Technology Resource (MATR)800-247-7426; www.matr.org

TRAININGS AND CLASSES FOR PARENTS/ADULTS

- Michigan Protection and Advocacy (MPAS) Trainings800-288-5923; www.mpas.org/
- Partners In Policymakin.....www.partnersinpolicymaking.com

TRANSITION

- Rehabilitation Services (MDCD/RS).....michigan.gov/dhs/0,4562,7-124-5453_25392---,00.html
- Social Security Administration (SSA)800-772-1213; www.ssa.gov/

TRANSPORTATION

- Lake Erie Transit734-242-6672; www.lakeerietransit.com/
- Monroe County ISD.....734-242-5799; www.misd.k12.mi.us/

Appendix E - Special Education Acronyms

***This is a partial listing of some of the 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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OUR MISSION: The **Monroe County Intermediate School District** promotes educational excellence by serving in a visionary leadership role to collaborate and facilitate improvement of school programs and services. These efforts will be driven by pertinent research, continual assessment of needs, and coordination of community resources. As a result, county students will be prepared to live, learn, and work in an ever-changing world.



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. The following person has been designated to handle inquiries regarding the non-discrimination policies: Elizabeth J. Taylor, Assistant Superintendent for Human Resources and Legal Counsel, 1101 S. Raisinville Road, Monroe Michigan 48161; Telephone: 734.242.5799, ext. 1200.