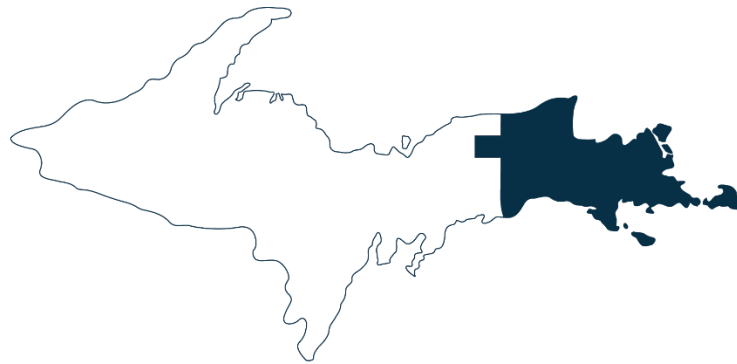

EASTERN UPPER PENINSULA PARENT ADVISORY COMMITTEE (PAC)

Parent Handbook

Special Education at a Glance



EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

315 Armory Place, Sault Ste. Marie, MI 49783

www.eupschools.org

Table of Contents

Notice of Nondiscrimination	3
Information Disclaimer	3
Introduction	4
Parent Advisory Committee.....	4
Family Matters Resource	4
Parent Participation	4
Surrogate Parent.....	5
Procedural Safeguards.....	5
What should I do if I don't understand my rights?	5
Resolving Problems.....	5
Initial Evaluation for Special Education	7
Consent is Needed for Evaluation.....	7
Why an Evaluation is Done	7
How an Evaluation is Done	7
IEP	8
Preparing for the IEP Meeting	8
Student involvement in the IEP	8
IEP Review.....	9
Quick Tips.....	9
Reevaluation Special Education Process.....	10
Disability Categories.....	11
Glossary.....	13
Frequently Used Abbreviations/Acronyms.....	21
Appendix A: Family Matters IEP Fact Sheet.....	0

Individualized Education Program (IEP).....	0
What’s in the IEP.....	0
When to do the IEP.....	0
The IEP Team.....	0
IEPS are Legal, Enforceable Documents.....	1
Including Your Child.....	1
Resources.....	1
Appendix B: Family Matters Procedural Safeguards Fact Sheet.....	5
Procedural Safeguards.....	5
How do the Procedural Safeguards Protect Parents?.....	5
Procedural Safeguards Notice.....	5
Key Information in the Procedural Safeguards Notice.....	5
Independent Educational Evaluation (IEE).....	5
Prior Written Notice and Parental Consent.....	5
Access to Education Records.....	5
Resolving Disagreements with the School.....	6
Child’s Educational Placement.....	6
Private Schools.....	6
Resources.....	6
My Personal Directory.....	9

Notice of Nondiscrimination

It is the policy of the Eastern Upper Peninsula Intermediate School District that no person, on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information or any other legally protected characteristic shall be discriminated against in employment, educational programs, activities or admissions. Questions or concerns regarding the nondiscrimination policies should be directed to ISD superintendents.

Information Disclaimer

The information provided in this handbook is only intended to be a general summary of information to the public. It is not intended to take the place of Federal or Michigan law and regulations. The Parent Advisory Committee (PAC) takes reasonable measures to ensure the quality of the information made available in this publication. However, the PAC makes no warranty, expressed or implied, nor assumes any liability or responsibility for the accuracy, correctness or completeness of any information that is available through this publication.

Introduction

This handbook was developed for parents of students with disabilities. It serves as one source of information about state and federal special education laws that have been written to protect the rights of students. Current state and federal laws now support our long-standing belief that all children can learn and are entitled to a program designed to result in meaningful benefit from a free and appropriate public education. These laws recognize that every individual is unique and different.

The special education process can be overwhelming, complicated, and challenging. This handbook can serve as an excellent reference guide to special education. If you would like additional information, please contact your Local School Agency (LEA) or Intermediate School District (ISD). The Michigan Department of Education can be contacted via website <https://www.michigan.gov/mde> or by calling the Special Education information line 1-888-320-8384.

In the State of Michigan, special education programs and services are available to all eligible children with disabilities from birth through age 26.

Parent Advisory Committee

The Parent Advisory Committee (PAC) is established through Michigan Law and consists of one parent representing each local school district within the Eastern Upper Peninsula Intermediate School District (EUPISD), and 6 EUPISD At Large representatives. Members of the committee are approved by the EUPISD Board of Education with recommendations from the local district.

PAC meetings are open for all parents to attend and are one of the best places to give suggestions to strengthen programs and services or get answers to questions you might have.

Family Matters Resource

The state of Michigan has developed a set of resources that are available on their website called “Family Matters” (https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739---.00.html). We will be referring to certain fact sheets throughout this document. These fact sheets are family friendly with clear information and connections to other resources.

Parent Participation

The Parent Advisory Committee (PAC) believes the best outcomes are achieved when parents, schools, and community work together. Parents are encouraged to be involved in many ways:

- Parents are key members in all decision-making meetings such as meetings that involve identification, evaluation, educational placement, reevaluation, and the appropriate education of their student.
- Parents give consent for initial evaluations and any reevaluation.

- Parents are required participants of their student’s Individualized Education Plan Team Meeting.
- Parents will receive regular reports on their student’s progress.
- Parents are encouraged to be involved in parent groups at the local level or at the ISD level through an advisory group called the Parent Advisory Committee (PAC). The Michigan Department of Education also involves parents in planning, implementing, and reviewing activities.

Surrogate Parent

A surrogate parent is a trained adult volunteer assigned by the ISD to act in place of a student’s parent when the parent cannot be identified, the parent cannot be located after reasonable efforts, the child is a ward of the state or the student is unaccompanied and homeless. For a child who is a ward of the state, the judge overseeing the student’s case may appoint a surrogate. A surrogate parent should be appointed not more than 30 days after the need is determined.

Procedural Safeguards

Procedural Safeguards

(https://www.michigan.gov/documents/mde/Procedural_Safeguards_Notice_550307_7.pdf) 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. Please request a paper copy of these Procedural Safeguards if you have not yet received them from your local school district. They can also be found on the Michigan.gov website. The Family Matters Fact Sheet for Procedural Safeguards can be found in Appendix B.

What should I do if I don’t understand my rights?

If you have any questions regarding the Procedural Safeguards Notice or do not understand your rights, please contact the administrator of your child’s school or the special education supervisor to request further explanation so that you do understand. If an interpreter is needed, the school will provide one.

Resolving Problems

Communication is the key to any successful program. Regular meetings with your child’s teacher(s) and team of school personnel can keep things running smoothly. It is essential that you become a part of your child’s team. If a problem does develop, try to work on it as soon as possible. Listen to what the other members of the team have to say and communicate your point of view calmly and clearly. Helpful steps to resolving problems are listed below:

To open communication, your first step may begin with scheduling a meeting with your child’s teacher(s) and/or therapists(s). Discuss concerns and brainstorm options for a solution. You

may even consider requesting a team meeting to try to explore options with additional team members.

If concerns are not resolved with the initial communication, there are a variety of meeting options available to schools and families including informal district level meetings, informal ISD supported meetings, facilitated meetings and mediation through the dispute resolution center.

In addition to meetings, there is a continuum of complaint options available including in-district complaints, EUPISD Special Education Problem Resolution Process, state complaints, and Office of Civil Rights Complaints.

The Independent Educational Evaluation (IEE) is an option available to parents when they disagree with the results of an educational evaluation. It is similar to getting a second opinion from an outside source. IEEs are provided at no cost to the parent and are completed by an individual(s) who is not employed by the school district. When the IEE is completed and the results are shared with the school district, the IEP team must consider the results when providing a free and appropriate public education for the student. However, the IEP team is not required to implement the results or recommendations.

Initial Evaluation for Special Education

An evaluation is the first step in the special education process. A child must have a full and individual first (or initial) evaluation to determine whether he or she has a disability and may be eligible to receive special education programs and/or services. Initials must follow a certain timeline.

Consent is Needed for Evaluation

The federal *Individuals with Disabilities Act* (IDEA) requires that the school makes you, as the parent, aware in writing (called “notice”) when the school wants to do an evaluation for your child. Parents can also request an evaluation, and they must put this request in writing. The school cannot do an evaluation until you agree in writing with a signature (called “informed consent”). Your consent is voluntary and you can withdraw consent at any time. The first time the school does an evaluation for special education is called the initial evaluation. The notice for an initial evaluation must also include information outlining your rights in a document called the “Procedural Safeguards”.

Why an Evaluation is Done

A special education evaluation is done to:

1. See if your child has a disability as defined by the IDEA or Michigan Administrative Rules for Special Education (MARSE). (Parents may be concerned about one disability, but districts must consider all suspected disabilities.)
2. Find information that helps define your child’s educational needs.
3. Provide information about appropriate educational programming for your child.

How an Evaluation is Done

A team of school professionals called a “multidisciplinary evaluation team” (MET) will:

- Assess your child according to your consent.
- Meet to review the information about your child.
- Make a recommendation about whether your child meets (eligibility) requirements for special education programs and/or services.

IEP

An “Individualized Education Program” means a written plan for a student with a disability that spells out the special education and related services the student will receive. The IEP is developed at a meeting that is scheduled at a mutually agreeable time. The written document is a record of the IEP Team meeting.

The IEP is reviewed at least once a year. See Appendix A for IEP Family Matters Fact Sheet

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:
 1. How to help the student be involved in and progress in the general curriculum, and
 2. How to meet each of the student’s other educational needs related to his/her disability.
- A statement of how the student’s progress toward the annual goals will be measured and how the parents will be regularly informed of that progress.
- A statement indicating special education programs/services and supplementary aids to be provided to the student, and any program modifications or supports needed.
- The projected starting date for services as well as the duration, anticipated frequency and location where programs and services will be delivered.
- An explanation of when the student will not participate with nondisabled children in the regular class or other activities.
- A statement of any modifications the student needs to take state and/or district-wide assessments.
- A statement of transition services recommended at age 14 but required at age 16. Transition services include aspects of adult life and often involve other agencies.

Preparing for the IEP Meeting

- Talk with your child’s teacher, the person who evaluated your child, and read your child’s evaluation report.
- Request and/or review a copy of your child’s IEP prior to the meeting.
- Write down your questions and concerns for the meeting.

Student involvement in the IEP

Students often provide valuable insights regarding their strengths and needs. When they are involved in determining their own goals and objectives, they may be more committed to achieving them. Students could be present at the IEP (if appropriate) or parents could gather the student’s input ahead of time. If the purpose of an IEPT meeting is transition planning, the student must be invited. The district must make sure the child’s preferences and interests are

considered in transition planning. Transition plans must be in place when the child is 16, or younger if determined appropriate by the IEP Team, and are updated annually as part of the IEP. 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.

IEP Review

The IEP must be reviewed annually at an IEPT meeting and revised as appropriate. If the child's needs change before the annual review, another IEP may be requested by contacting the administrator of your child's school. Changes to an IEP may be made either by the entire IEP Team at an IEPT meeting or, if the annual review is not due and changes are relatively minor, the parent and district may agree to amend the current IEP without a meeting.

Quick Tips

- To increase communication, maintain your own records regarding your child.
- Keep a copy of all correspondence (Letters, Emails, Phone calls).
- If you feel you need a support person, you are allowed to invite someone to the IEP meeting.
- The IEP meeting should be scheduled at a time and date that works for the team, including you.
- Reach out to EUPISD PAC members for support. Names and contact information can be found on the EUPISD website (<https://www.eupschools.org/Page/5117>).
- Understand that the school must provide FAPE (Free and Appropriate Public Education).
 - This includes:
 - Least restrictive environment: an environment in which your child is educated as much as possible in the general education classroom with peers that are not disabled.
 - Creation of an IEP.
 - Services that meet your child's specific needs.
 - Provide related services that are designed to provide meaningful benefit to your child.
 - Provide accommodation and modifications so your child can be in general education settings.
 - This DOES NOT include:
 - Provide services that are superior to what other students receive.
 - Provide programming based only on parents' requests.
 - Provide preferred treatment in belonging to clubs or participating in extracurriculars.

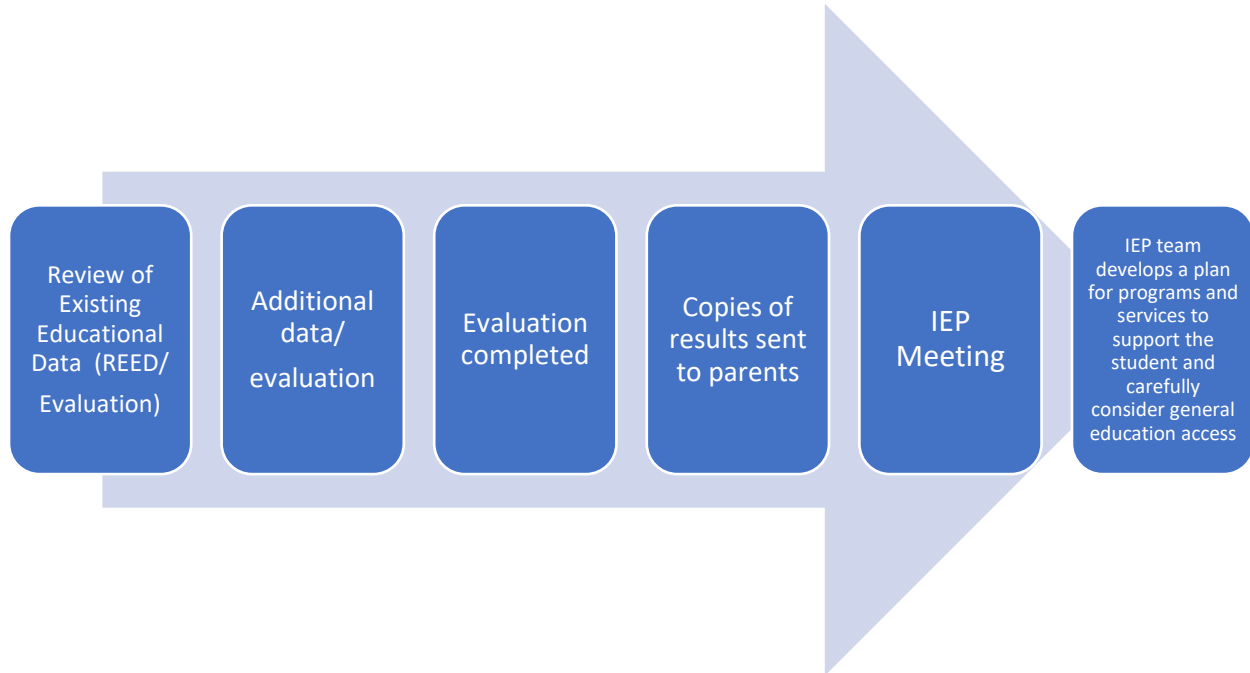
Reevaluation Special Education Process

A review of existing educational data (REED) needs to be conducted at least every 36 months to determine continued special education eligibility or a change in eligibility.

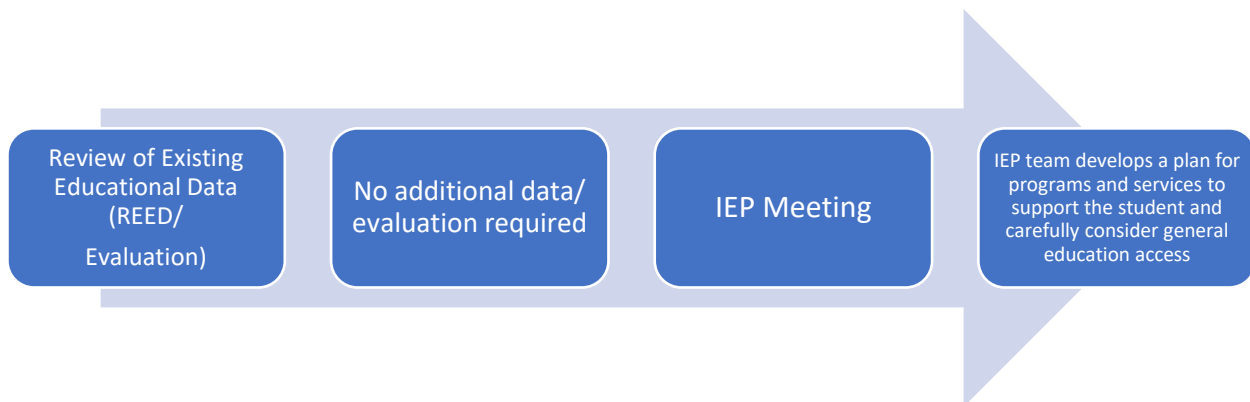
A REED Evaluation will determine if there is additional data or evaluation necessary. If so, an evaluation is completed and copies of results are sent to parents. An IEP meeting is scheduled. The IEP Team develops a plan for programs and services to support the student and carefully consider general education access.

If a REED Evaluation determines that no additional data or evaluation is necessary, an IEP meeting is scheduled. The IEP Team develops a plan for programs and services to support the student and carefully consider general education access.

A flowchart of the above process can be seen below.



OR



Disability Categories

The thirteen disability categories can be found in the MARSE (Michigan Administrative Rules for Special Education)

(https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf) . Michigan Alliance for Families provides additional information on each category, on their website under Eligibility Categories (<https://www.michiganallianceforfamilies.org/eligibility-categories/>).

MARSE R 340.1705 Cognitive Impairment

MARSE R 340.1706 Emotional Impairment

MARSE R 340.1707 Deaf or hard of hearing

MARSE R 340.1708 Visual impairment

MARSE R 340.1709 Physical Impairment

MARSE R 340.1709a Other Health Impairment

MARSE R 340.1710 Speech and Language Impairment

MARSE R 340.1711 Early Childhood Developmental Delay

MARSE R 340.1713 Specific Learning Disability

MARSE R 340.1714 Severe Multiple Impairment

MARSE R 340.1715 Autism Spectrum Disorder

MARSE R 340.1716 Traumatic Brain Injury

MARSE R 340.1717 Deaf blindness

Glossary

Accommodations Tools and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable access during instruction and assessment for students with disabilities. Accommodations are intended to reduce or eliminate the effects of a student's disability; they do not reduce the learning expectations. (See Modification).

Achievement Test A test that measures competency in a particular area of knowledge or skill.

Adaptive Behavior Practical, everyday skills required to function and meet environmental demands, including effectively and independently taking care of oneself and interacting with other people. Examples of adaptive skills that individuals use on a daily basis include those related to eating, dressing, expressing needs, taking care of personal possessions, making purchases, interacting with peers, controlling one's behavior, following a schedule and communicating with other people.

Age of Majority/Transfer of Rights When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

Americans with Disabilities Act (ADA) A federal law requiring accommodations/protections for people with disabilities in the community and workplace.

Ancillary Services See Related Services.

Annual Goals Statements in an IEP describing what the student can be expected to accomplish within a 12-month period. Goals are measurable and meaningful (based on need and reasonable, yet challenging).

Assessment Systematic method of obtaining information from tests or other sources; a broad term used to describe the gathering of information about what a student knows and can do in a particular area.

Assistive Technology Any service or device that is used to maintain or improve the functional capabilities of a child with a disability. Assistive technology needs are determined by the IEP Team.

Attention Deficit/Hyperactivity Disorder (ADD or ADHD) Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development and that interferes with developmentally appropriate social/academic functioning.

Auditory Discrimination Ability to detect differences in sounds; may be gross ability, such as detecting the differences between

the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of letters "m" and "n."

Behavior Intervention Plan (BIP) A plan for use in the school setting which includes measurable and positive ways to promote appropriate behavior. It is based on a functional behavior assessment (FBA).

Certified Occupational Therapy Assistant (COTA) A trained professional who works under the direction of the occupational therapist and may be responsible for services specified in an IEP.

Child Find Ongoing activities undertaken by states and local school districts to locate, identify and evaluate all children residing in the state who are suspected of having disabilities so that a free appropriate public education (FAPE) can be made available to them.

Child Study Team See Student Assistance Team.

Chronological Age Age determined by birth date.

Cognitive Ability Refers to general mental capability and involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

Complaint/State Complaint A written and signed allegation that a public agency is not in compliance with the IDEA and its implementing regulations, the Michigan Administrative Rules for Special Education (MARSE), the ISD Plan, an administrative law judge (ALJ) decision or Michigan's application for federal funds under the IDEA.

Consent Voluntary written permission from a parent for a district to conduct a proposed activity with a particular student. Before obtaining consent, the district must give written notice that explains the proposed activity to the parent.

Content Areas Academic subjects including reading, mathematics, science, social studies and writing. (Content areas can also include languages, art, music, theatre arts and other disciplines not typically assessed on statewide assessments.)

Content Standards Statements of the knowledge and skills that schools are expected to teach and students are expected to learn.

Continuum of Services The range of supports and services that must be provided by a school district to allow students with disabilities a free appropriate public education.

Course of Study Courses and educational experiences that align with the student's postsecondary vision (goals) leading to a diploma or alternate path of school completion.

Curriculum-Based Measurement (CBM) Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language.

Departmentalize A delivery system in which 2 or more special education teachers teach groups of students with disabilities by instructional content areas.

Differentiated Instruction An approach whereby teachers adjust curriculum and instruction to maximize the learning of all students; framework teachers can use to implement a variety of strategies.

Direct Instruction An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice and independent application.

Due Process A procedure guaranteed by federal law for resolving disputes regarding special education services.

Early Childhood Special Education (ECSE) Michigan Early Childhood Special Education services include special instruction and related services provided to young children, ages three through five, who qualify under the IDEA.

Early Intervention Services A comprehensive statewide program of services for infants and toddlers with disabilities, aged birth through age 2 years, and their families. Early intervention services include multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family as set out in an Individualized Family Service Plan (IFSP).

Early On Early On assists families with infants and toddlers from birth to 36 months of age who have a diagnosed disability or a delay in their development. This can include physical, mental, communication, adaptive, social or emotional development.

Eligibility The determination that a student is a child with a disability and needs special education.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Extended School Year (ESY) Services Special education and related services provided to a student with a disability beyond the normal school year in accordance with the student's IEP at no cost to the parents. The need for ESY Services is determined by the student's IEP Team according to federal and state requirements.

The Family Educational Rights and Privacy Act (FERPA) A federal law that protects the privacy of student education records.

Fine Motor Skills They involve the small muscles of the body that enable such functions as writing, grasping small objects and fastening clothing. They involve strength, control and dexterity.

Free Appropriate Public Education (FAPE) Special education and related services provided in conformity with an IEP to students with disabilities by the Local Education Agency (LEA) at no cost to the student's parents.

Functional Behavior Assessment (FBA) A problem-solving process used to identify the reasons for a specific behavior in order to help select interventions.

Functional Skills The skills needed for independent living, such as cooking, comparison shopping, working with or managing money, using public transportation and knowing how to be safe in the community.

General Education Curriculum The body of knowledge and range of skills that all students in the state are expected to master.

Graphic Organizers Text, diagram or other pictorial device that summarizes and illustrates interrelationships among concepts in a text. Graphic organizers are often known as maps, webs, graphs, charts, frames, etc.

Gross Motor Skills Refers to the large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting and throwing a ball. A person's gross motor skills depend on both muscle tone and strength.

Independent Educational Evaluation (IEE) An evaluation conducted at public expense by a qualified examiner who is not regularly employed by the school district.

Individual Initial Evaluation A variety of assessment tools and strategies used to gather relevant functional, developmental and academic information about a child, including information provided by the parents to determine whether a child has a disability. Such evaluation is focused on the child, and only that child, and is sufficiently comprehensive to identify all of the child's special education and related services needs.

Individualized Education Program (IEP) The written plan that details the special education and related services that must be provided to each eligible student. It must be reviewed and revised every year.

Individualized Education Program Team (IEPT) A group of individuals responsible for developing, reviewing or revising an IEP for a child with a disability. The group includes the parents, a representative of the school district, at least one general education teacher, at least one special education teacher or provider, a professional who can interpret any evaluation results, others who have knowledge or special expertise regarding the child if invited by the parent or school district and, whenever appropriate, the student.

Individualized Family Service Plan (IFSP) A written plan for providing early intervention services to an eligible child and to the child's family.

Individuals with Disabilities Education Act (IDEA) The federal law that guarantees all children with disabilities access to a free and appropriate public education.

Intervention A change in the instruction of a student in the area of difficulty to improve learning and achieve adequate progress.

Least Restrictive Environment (LRE) To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved in the general ed setting with the use of supplementary aids and services.

Local Education Agency (LEA) The school district or public school academy (charter school) that is directly responsible for providing special education services.

Mediation A confidential, voluntary process that allows parties to resolve disputes. The impartial mediator's role is to facilitate discussion and help parties reach an agreement — not to recommend solutions or take positions or sides.

Modification A change in curriculum or instruction that substantially alters the requirements of the class or the content standards and benchmarks.

Modified Achievement Standard An expectation of performance that is challenging for eligible students, but may be less difficult than a grade-level achievement standard. Modified achievement standards must be aligned with a state's academic content standards for the grade in which a student is enrolled.

Multidisciplinary Evaluation Team (MET) A group of professionals that conducts an evaluation of a student suspected of having a disability.

Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI) A comprehensive, multi-step process that closely monitors how the student is responding to different types of services and instruction.

Nonstandard Accommodation An accommodation that changes the construct being measured on a state assessment and, thus, results in an invalid test score.

Notice/Prior Written Notice Written information a district gives the parent to explain an action it wants to take, or is refusing to take, with a student who has a disability or is suspected of having a disability. Notice provides the reason/s the district is proposing or refusing an activity related to special education eligibility, evaluation, educational placement or provision of a free appropriate public education (FAPE).

Office of Civil Rights (OCR) An agency within the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. OCR investigates allegations of discrimination based upon disability.

Occupational Therapist (OT) A trained professional that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Orientation & Mobility Specialist(O&M) A trained professional who evaluates, treats and/or makes recommendations to allow eligible students with visual impairments to travel safely and efficiently through their environments under varying conditions. Their services may include direct instruction in travel skills for independent movement appropriate in the school and/or community.

Parent The parent, guardian, foster or surrogate parent; may include grandparent or stepparent with whom a child lives.

Parent Advisory Committee (PAC) for Special Education The PAC consists of parents of children with disabilities and attempts to maintain membership of at least one parent from each local school district within the ISD. The PAC may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the Intermediate School District.

Physical Therapist (PT) A trained professional who assists, treats and/or makes recommendations to improve or maintain a student's level of functioning within the school environment. Physical therapists make recommendations for orthotics, range of motion exercises, positioning and mobility.

Physical Therapy Assistant (PTA) A trained professional who works under the direction of physical therapists and is responsible for services recommended by physical therapists.

Postsecondary After graduation from high school or completion of special education in a public school.

Present Level of Academic Achievement and Functional Performance (PLAAFP) Statements in the IEP that provide academic and functional performance data, an overview of factors impacting the student and descriptions of how the child's disability affects involvement and progress in the general education curriculum (participation in appropriate activities for preschool children). All other IEP components are developed based on information in the PLAAFP.

Prior Written Notice A written notice that the school must provide to the parents of a student with a disability within a reasonable time if they wish to evaluate the student, determine whether the student is eligible for special education services, change the student's evaluation

or educational placement or educational plan (IEP) or refuse the parents' request to evaluate their child or change their child's educational plan (IEP) or placement.

Progress Monitoring A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.

Public Expense When the district pays for a service and not the parent such as in an Independent Educational Evaluation.

Related Services Special education services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, OT, PT, Speech, and School Social Work.

Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) A comprehensive, multi-step process that closely monitors how the student is responding to different types of services and instruction.

School Psychologist A trained professional who assists in the identification of needs regarding behavioral, social, emotional and educational functioning of individuals.

School Social Worker (SSW) A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs including social, emotional, behavioral and adaptive needs and provides intervention services.

Section 504 A section of the Rehabilitation Act of 1973, which prohibits discrimination of people with disabilities by any entity that accepts federal funds.

Self-Advocacy The development of specific skills and understandings that enable children and adults to explain their specific disabilities to others and cope positively with the attitudes of peers, parents, teachers and employers.

Short-Term Objectives Intermediate steps between the student's present level of performance and an annual goal in the IEP.

Special Education Specially designed instruction and/or adaptations at no cost to parents to address the unique needs that result from a child's disability and to ensure access to the curriculum.

Speech-Language Pathologist (SLP) A trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development as well as disorders of language, voice, articulation and fluency.

Standard Accommodation An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of

achievement he or she actually possesses. It does not change the construct being measured and, therefore, yields valid scores on state assessments.

Standardized Tests Test that are uniformly developed, administered and scored. Standardized tests are norm-referenced (designed to compare a child's scores to scores achieved by children the same age who have taken the same test).

Student Assistance Team A team of educators and parents that meets to support the needs of students with academic, social or behavioral concerns. The focus of the team is to provide support to classroom teachers to implement interventions, accommodations and modifications so that students can be successful in general education.

Summary of Performance A summary of the student's academic achievement and functional performance that includes recommendations to assist the student in meeting his or her postsecondary goals.

Supplementary Aids and Services Aids, services and other supports provided in regular education classes or other education- related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Teacher Consultant (TC) A certified special education teacher who provides support services to children with disabilities and/or provides consultation to the regular classroom teacher.

Transition Services A coordinated set of activities that promote movement from school to post school activities. Transition services are determined by the IEP Team beginning at age 16 or earlier and are based on student needs and vision, taking into account the student's strengths, preferences, and interests.

Vocational Rehabilitation Agency A publicly funded state agency that provides direct and indirect services to youth with disabilities as they transition from school to work.

Frequently Used Abbreviations/Acronyms

AT: Assistive Technology

BAA: Bureau of Assessment and Accountability

BIP: Behavior Intervention Plan

CCEE: Common Core Essential Elements

CCSS: Common Core State Standards

CEC: Council for Exceptional Children

CEN: Center for Educational Networking

CEP: Center for Educational Performance and Information

CI: Cognitive Impairment

CMH: Community Mental Health

COTA: Certified Occupational Therapy Assistant

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

DRM: Disability Rights Michigan

ECDD: Early Childhood Developmental Delay

EI: Emotional Impairment

ELA: English Language Arts

ELPA: English Language Proficiency Assessment

EO: Early On

EOT&TA: Early On Training and Technical Assistance

ESA: Educational Service Agency

ESEA: Elementary and Secondary Education Act

ELL: English Language Learner

ESL: English as a Second Language

ESY: Extended School Year

FAPE: Free Appropriate Public Education

FBA: Functional Behavior Assessment

FERPA: Family Educational Rights and Privacy Act

FFY: Federal Fiscal Year

FI: Functional Independence (used in describing state assessments)

FM: Focused Monitoring

FTE: Full Time Equivalent

HI: Hearing Impairment

IDA: Infant/Toddler Developmental Assessment

IDEA: Individuals with Disabilities Education Act

IEE: Independent Educational Evaluation

IEP: Individualized Education Program

IEPT: Individualized Education Program Team

IFSP: Individualized Family Service Plan

IQ: Intelligence Quotient

ISD: Intermediate School District

K-12: Kindergarten through Grade 12

LEA: Local Education Agency

LICC: Local Interagency Coordinating Council

LRE: Least Restrictive Environment

MARSE: Michigan Administrative Rules for Special Education

MDE: Michigan Department of Education

M-STEP: Michigan Student Test of Educational Progress

MEAS: Michigan Educational Assessment System

MET: Multidisciplinary Evaluation Team

MI-Access: Michigan alternative assessment

MiMTSS: Michigan MultiTiered System of Support Initiative

MICI: Mild Cognitive Impairment

MOCI: Moderate Cognitive Impairment

MRS: Michigan Rehabilitative Services

MSD: Michigan School for the Deaf

MSDS: Michigan Student Data System

MSEMP: Michigan Special Education Mediation Program

OCR: Office of Civil Rights

OHI: Other Health Impairment

O&M: Orientation and Mobility

OSE: Office of Special Education

OSEP: Office of Special Education Programs (federal)

OT: Occupational Therapy

P: Participation (used in describing state assessments)

PAC: Parent Advisory Committee

Part B: Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

Part C: Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C.

PBS: Positive Behavior Support

PDD: Pervasive Developmental Delay

PECS: Picture Exchange Communication System

PI: Physical Impairment

PLAAFP: Present Level of Academic Achievement and Functional Performance

PODD: Pragmatic Organized Dynamic Display (communication tool)

PSA: Public School Academy/Charter School

PT: Physical Therapy or Physical Therapist

REED: Review of Existing Evaluation Data

SBE: State Board of Education

SEA: State Education Agency

SEAC: Special Education Advisory Committee

SI: School Improvement

SICC: State Interagency Coordinating Council

SLD: Specific Learning Disability

SLI: Speech and Language Impairment

SPP: State Performance Plan

SSW: School Social Worker

START: Statewide Autism Resources and Training

SWIS: School Wide Information System

SXI: Severe Multiple Impairment

TA: Technical Assistance

TBI: Traumatic Brain Injury

TC: Teacher Consultant

UDL: Universal Design for Learning

USED: United States Department of Education

VI: Visual Impairment

Appendix A: Family Matters IEP Fact Sheet

Individualized Education Program (IEP)

The IEP is a written document created for each student in a public school who receives special education programs and services. There are three basic reasons for IEP:

1. To identify the students' needs,
2. to set goals that are important and possible for the student, and
3. to put services in writing that a school district will provide for a student.

The following was adapted from the Parent Center Hub (<https://www.parentcenterhub.org/iep-overview/>).

What's in the IEP

The *Individuals with Disabilities Education Act* (IDEA) requires certain information to be in the IEP. IEP forms can look different, but must include:

1. Present levels of academic achievement and functional performance (PLAAFP), which is information on how your child is doing in school and how his or her disability may affect progress in the general education curriculum.
2. Yearly goals for your child that the IEP team thinks your child can meet in a year.
3. A description of how progress on yearly goals will be measured for your child.
4. Special education and related services (such as speech therapy), including supplementary (or additional) aids and services your child will get at school (also called accommodations).
5. Amount of time during the school day, if any, your child spends apart from his or her peers without disabilities.
6. Your child's participation in alternate state and district tests, or accommodations related to the state test.
7. The projected start date for the services and modifications for your child, and where, how often, and how long they are provided.

When to do the IEP

An initial IEP must be completed and notice provided within 30 school days after you provide consent for your child's evaluation. Your child's eligibility is determined at the initial IEP meeting, based on the results of the evaluation and other relevant information. However, the IEP meeting and notice of the offer of special education programs or services might not be on the same day.

The IEP must be reviewed annually to develop and/or revise the contents of your child's IEP. An IEP can happen more than once a year if revisions are needed.

The IEP Team

A team to support your child's IEP will be put into place. Required members of the IEP team include a general education teacher (if your child will participate in a general education setting), a special education teacher or service provider, a district representative, and someone who can interpret

evaluation results. Other district and school staff may also attend if appropriate. The team is different for each child depending on the child's needs.

As the parent, you are also a team member and must be invited to each IEP team meeting. The school must make a reasonable attempt to have a meeting when you can attend.

The IEP team may also include other people invited by you or the school, such as other family members, advocates, students, peers, or evaluators.

[IEPS are Legal, Enforceable Documents](#)

After an IEP becomes final, the school district is required to provide what is written in the IEP (the supports and services).

The school may prepare a draft of the IEP and share it before or during the meeting. Drafts are not considered enforceable documents.

You will need to provide signed consent before the school implements your child's first IEP. However, after that, the school does not need your signed consent again for future IEPs. Your signature is not needed to make an IEP final.

If you do not agree with the final IEP, work with the school to make changes. If you cannot reach an agreement, other options can be sought including mediation, filing a state complaint, filing a due process complaint (request for a hearing), or withdrawing (or revoking) consent for services.

[Including Your Child](#)

Often children begin taking part in the IEP process in high school when transition services are discussed. But your child can take part in the process at any age. The earlier your child is involved in educational planning, the more it helps him or her grow independence and self-advocacy. When your child is young, he or she may only be involved in the IEP for shorter periods, but this can be increased over time.

Resources

Michigan Alliance for Families Individualized Education Program

The Alliance IEP resources include a checklist and a webinar

<https://www.michiganallianceforfamilies.org/iep/>

Center for Parent Information and Resources (CPIR): The Short-and-Sweet IEP Overview

<https://www.parentcenterhub.org/iep-overview/>

Michigan Administrative Rules for Special Education (MARSE)

https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf

Michigan Department of Education: IEP Development Process

https://www.michigan.gov/mde/0,4615,7-140-6598_88186_88204---,00.html

Michigan Department of Education Family Matters

https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739-425428--,00.html

OSE Information Line: 1-888-320-8384

mde-ose@michigan.gov

A graphic of Appendix A can be found, below.



Individualized Education Program (IEP)

The IEP is a written document created for each student in a public school who receives special education programs and services. There are three basic reasons for the IEP: 1) to identify the student's needs, 2) to set goals that are important and possible for the student, and 3) to put services in writing that a school district will provide for a student.

The following was adapted from the [Parent Center Hub](#).

What's in the IEP?

The *Individuals with Disabilities Education Act* (IDEA) requires certain information be in the IEP. IEP forms can look different, but must include:

1. Present levels of academic achievement and functional performance (PLAAFP), which is information on how your child is doing in school and how his or her disability may affect progress in the general education curriculum.
2. Yearly goals for your child that the IEP team thinks your child can meet in a year.
3. A description of how progress on yearly goals will be measured for your child.
4. Special education and related services (such as speech therapy), including supplementary (or additional) aids and services your child will get at school (also called accommodations).
5. Amount of time during the school day, if any, your child spends apart from his or her peers without disabilities.
6. Your child's participation in alternate state and district tests, or accommodations related to the state test.
7. The projected start date for the services and modifications for your child, and where, how often, and how long they are provided.

When to do the IEP

An initial IEP must be completed and notice provided within 30 school days after you provide consent for your child's evaluation. Your child's eligibility is determined at the initial IEP meeting, based on the results of the evaluation and other relevant information. However, the IEP meeting and notice of the offer of special education programs or services might not be on the same day.

The IEP must be reviewed annually to develop and/or revise the contents for your child's IEP. An IEP can happen more than once a year if revisions are needed.

July 2018




1-888-320-8384
(OSE information line)


michigan.gov/
specialeducation-familymatters


mde-ose@
michigan.gov

Family Matters fact sheets are intended to enhance public understanding of Michigan's special education system and are not a substitute for official laws and regulations.



The IEP Team

A team to support your child's IEP will be put into place. Required members of the IEP team include a general education teacher (if your child will participate in a general education setting), a special education teacher or service provider, a district representative, and someone who can interpret evaluation results. Other district and school staff may also attend if appropriate. The team is different for each child depending on the child's needs.

As the parent, you are also a team member and must be invited to each IEP team meeting. The school must make a reasonable attempt to have a meeting when you can attend.

The IEP team may also include other people invited by you or the school, such as other family members, advocates, students, peers, or evaluators.

IEPs are legal, enforceable documents

After an IEP becomes final, the school district is required to provide what is written in the IEP (the supports and services).

The school may prepare a draft of the IEP and share it before or during the meeting. Drafts are not considered enforceable documents.

You will need to provide signed consent before the school implements your child's first IEP. However, after that, the school does not need your signed consent again for future IEPs. Your signature is not needed to make an IEP final.

If you do not agree with the final IEP, work with the school to make changes. If you cannot reach an agreement, other options can be sought including mediation, filing a state complaint, filing a due process complaint (request for a hearing), or withdrawing (or revoking) consent for services.

Including Your Child

Often children begin taking part in the IEP process in high school when transition services are discussed. But your child can take part in the process at any age. The earlier your child is involved in educational planning, the more it helps him or her grow independence and self-advocacy. When your child is young, he or she may only be involved in the IEP for shorter periods, but this can be increased over time.

Resources



[Michigan Alliance for Families:
Individualized Education Program](#)

The Alliance IEP resources include a checklist and a webinar.

- [Center for Parent Information and Resources \(CPIR\):
The Short-and-Sweet IEP Overview](#)
- [Michigan Administrative Rules for Special Education \(MARSE\)](#)
- [Michigan Department of Education: IEP Development Process](#)

Appendix B: Family Matters Procedural Safeguards Fact Sheet

Procedural Safeguards

The *Individuals with Disabilities Education Act* (IDEA) is a federal law for special education. The IDEA includes protections for parents and students. These protections are called the procedural safeguard. Schools must provide a document explaining all of the procedural safeguards to parents.

How do the Procedural Safeguards Protect Parents?

The school must keep parents informed. Schools must provide prior written notice to parents before taking many different actions. Some of these actions also require parent consent (<https://www.michiganallianceforfamilies.org/procedural-safeguards/>).

Parents have options if they disagree with a school decision. Parents may request mediation, file a state complaint, or request a due process hearing to resolve a disagreement. Parents may also request an independent educational evaluation (IEE) if they do not agree with the results of the school evaluation.

Personal information is kept confidential. Only people who need your information and child's records have access to it, unless you provide consent to share the information with others. Public reporting on special education never includes personally identifiable information.

Procedural Safeguards Notice

If you have questions regarding the procedural safeguards, ask your IEP team for additional information.

Parents must receive the Procedural Safeguards Notice:

- At least once a year.
- Upon a parent written request for evaluation.
- When a parent files his or her first state complaint and first due process complaint in a school year.
- When a student has a change of placement due to a violation of a student code of conduct.
- When requested by a parent.

Key Information in the Procedural Safeguards Notice

Independent Educational Evaluation (IEE)

If you disagree with the school's evaluation, you can request an evaluation to be done by a non-school professional. The district may have to pay for the evaluation in some cases.

Prior Written Notice and Parental Consent

Schools must give you written notice before many different actions, such as changing your child's identification, conducting evaluations, and changing educational placement. The notice must include the reason the school is taking the action or refusing the action. Some school actions, such as conducting an evaluation, require your consent. You are also able to withdraw consent by doing so in writing.

Access to Education Records

Only certain individuals have access to your child's educational records. You may review your child's records.

Resolving Disagreements with the School

You can file a state complaint (investigated by the Michigan Department of Education with involvement by the Intermediate School District) or a due process complaint (resolved by an administrative law judge) if you disagree with a school decision. You may bring civil action if you disagree with the result of a due process hearing. You may also request mediation at no cost to attempt to resolve disputes with the school.

Child's Educational Placement

Generally, your child's placement is determined by the individualized education program (IEP) team (of which you are a member). A school may choose to move your child into an interim alternative setting for disciplinary or safety reasons. The decision to move the child is a school decision and must follow certain procedures. However, the alternative setting that is selected is an IEP team decision. If your child's placement is the cause of a due process complaint, your child's placement will not change until after the proceedings (if at all) in most cases.

Private Schools

If your school district fails to provide your child with a free appropriate public education, you might be able to enroll your child in a private school at the school district's expense.

If you file a due process complaint, and the hearing officer agrees that the private school placement is appropriate, the district may be required to pay the private school tuition.

Resources

Michigan Alliance for Families Procedural Safeguards

<https://www.michiganallianceforfamilies.org/procedural-safeguards/>

Center for Parent Information and Resources (CPIR): Parental Rights Under IDEA

<https://www.parentcenterhub.org/parental-rights/>

Michigan Department of Education Procedural Safeguards Notice

https://www.michigan.gov/mde/0,4615,7-140-6598_88186_88205---,00.html

Special Education Mediation Services (SEMS): Michigan mediation program for dispute resolution

<https://mikids1st.org/>

Michigan Department of Education Family Matters

https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739-425428--,00.html

OSE Information Line: 1-888-320-8384

mde-ose@michigan.gov

A graphic of Appendix B can be found below.



Procedural Safeguards

The *Individuals with Disabilities Education Act* (IDEA) is a federal law for special education. The IDEA includes protections for parents and students. These protections are called the procedural safeguards. Schools must provide a document explaining all of the procedural safeguards to parents.

How do the Procedural Safeguards protect parents?

The school must keep parents informed.

Schools must provide prior written notice to parents before taking many different actions. [Some of these actions also require parent consent.](#)

Parents have options if they disagree with a school decision.

Parents may request mediation, file a state complaint, or request a due process hearing to resolve a disagreement. Parents may also request an independent educational evaluation (IEE) if they do not agree with the results of a school evaluation.

Personal information is kept confidential.

Only people who need your information and child's records have access to it, unless you provide consent to share the information with others. Public reporting on special education never includes personally identifiable information.

Procedural Safeguards Notice

If you have questions regarding the Procedural Safeguards, ask your IEP team for additional information.

Parents must receive the Procedural Safeguards Notice:

- At least once a year.
- Upon a parent written request for evaluation.
- When a parent files his or her first state complaint and first due process complaint in a school year.
- When a student has a change of placement due to a violation of a student code of conduct.
- When requested by a parent.



Key Information in the Procedural Safeguards Notice

Independent Educational Evaluation (IEE)

If you disagree with the school's evaluation, you can request an evaluation to be done by a non-school professional. The district may have to pay for the evaluation in some cases.

Prior Written Notice and Parental Consent

Schools must give you written notice before many different actions, such as changing your child's identification, conducting evaluations, and changing educational placement. The notice must include the reason the school is taking the action or refusing the action.

Some school actions, such as conducting an evaluation, require your consent. You are also able to withdraw consent by doing so in writing.

Access to Education Records

Only certain individuals have access to your child's educational records. You may review your child's records.

Resolving Disagreements With the School

You can file a state complaint (investigated by the Michigan Department of Education with involvement by the Intermediate School District) or a due process complaint (resolved by an administrative law judge) if you disagree with a school decision. You may bring civil action if you disagree with the result of a due process hearing. You may also request mediation at no cost to attempt to resolve disputes with the school.

Child's Educational Placement

Generally, your child's placement is determined by the individualized education program (IEP) team (of which you are a member).

A school may choose to move your child into an interim alternative setting for disciplinary or safety reasons. The decision to move the child is a school decision and must follow certain procedures. However, the alternative setting that is selected is an IEP team decision.

If your child's placement is the cause of a due process complaint, your child's placement will not change until after the proceedings (if at all) in most cases.

Private Schools

If your school district fails to provide your child with a free appropriate public education, you might be able to enroll your child in a private school at the school district's expense.

If you file a due process complaint, and the hearing officer agrees that the private school placement is appropriate, the district may be required to pay the private school tuition.

Resources

- [Center for Parent Information and Resources \(CPIR\): Parental Rights Under IDEA](#)
- [Michigan Department of Education Procedural Safeguards Notice](#)
- [Special Education Mediation Services \(SEMS\)](#)
Michigan mediation program for dispute resolution


Michigan Alliance for Families
information, support, and education

[Michigan Alliance for Families:
Procedural Safeguards](#)

My Personal Directory

Teacher:

Service Providers (OT, Speech, PT, etc.):

Resource Room Teacher

Principal:

Counselor:

Special Education Supervisor:

Advocate:

PAC Chairperson: