



SPECIAL EDUCATION PARENT HANDBOOK

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Introduction

The Special Education Advisory Committee (SEAC) and the San Juan Board of Cooperative Educational Services (BOCES) have developed this handbook to assist parents with the special education process. Through this handbook you can learn what to expect as the process develops and what you can do to help your child. There are many different resources available to you, your child and your family.

Many of our policies and procedures are dependent on regulations that come from the Federal and state government. This handbook will be updated periodically to reflect any changes. Please contact your child's special education teacher, school psychologist, school social worker, speech therapist, or the Director of Exceptional Education if you have any questions or comments.

Definition Of SEAC (Special Education Advisory Committee)

SEAC is a committee of parents, educators, and community members who are interested in the education of students with disabilities. The purpose of the Advisory Committee is to assist parents, school districts, the Director of Exceptional Education and the San Juan Board of Cooperative Educational Services in developing quality education programs for students with disabilities, in conjunction with current trends in special education and applicable state and federal law.

Definition of BOCES (San Juan Board of Cooperative Educational Services)

The BOCES serves as the Administrative Unit for special education to the member school districts: Bayfield, Durango, Ignacio, Pagosa Springs and Silverton. The purpose of the BOCES is to consolidate financial and personnel resources to make services more affordable for each member school district.

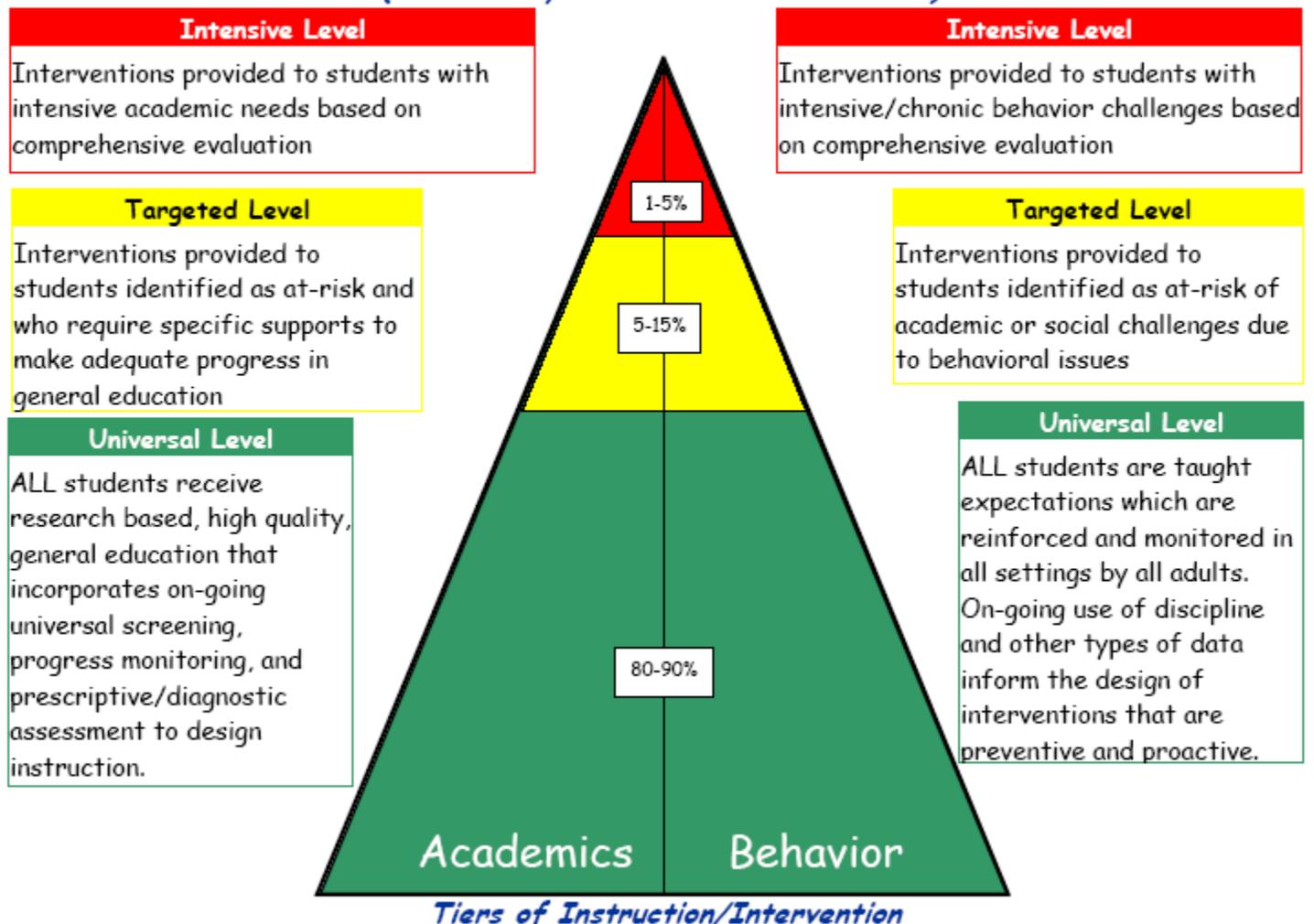
The Administrative Unit advocates and supports individuals with disabilities, and oversees financial and personnel records. The BOCES provides many services to the member school districts. These services include: special education record keeping, psychological consultation, speech and language services, audiological services, occupational therapy, physical therapy, and SEAC school social work services. Special education teachers and programs are provided by the school districts themselves.

Definition of Special Education

At the BOCES, special education services are provided under the category of "exceptional student services." Special education means individualized designed instruction, services, or programs provided at no cost to families to meet the unique needs of students with identified disabilities. Special education services and programs may be provided individually to a student or in a group with other students with similar education needs, within the general education classroom, at home, or in a residential setting. After a thorough evaluation process, each school's special education team makes recommendations about special education eligibility and appropriate special education services and programs. These are described in detail in a written plan for each child known as an Individualized Education Plan (IEP).

Overall Process of Special Education

Response to Intervention (Colorado System for Student Success)



The Colorado RTI Initiative offers the following definition and core principles of RTI (revised 7/06) which SJBOCES incorporates in its RTI process:

Response to Intervention is a well-integrated system that connects general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students' academic, social-emotional, and behavioral needs. A continuum of intervention tiers with increasing levels of intensity and duration is central to RTI. Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

The overarching purpose of RTI implementation is to improve educational outcomes for ALL students and is reflective of the following underlying principles.

Response to Intervention uses the quality of student responses to empirically-supported interventions as the basis for decisions about needed services. Targets and goals for instruction or intervention are described, such as accelerated academic growth or increased positive social interactions. Interventions with empirical support are introduced and are

monitored with frequent measurement of children's performance as well as adherence to the intervention. Children who do not adequately respond to the intervention receive a more intensified or stronger intervention, with measurement and problem solving continuing as needed until an intervention is found that is effective. This may include, but does not necessitate, special education identification.

Our response to intervention model is organized by *tiers* of services beginning with school- and class-wide (Tier 1), 'embedded' or small group interventions for 'non-responding' children (Tier 2, traditionally referred to as remedial), and intensive and individualized problem solving (Tier 3). Ideally, tiers are *added* as necessary. Screening and problem solving begins in Tier 1, and if that proves to be insufficient, Tier 2 interventions are integrated into a child's day. If goals are not met with Tiers 1 and 2 services, Tier 3 planning occurs which may include all tiers simultaneously. For each tier, teams systematically evaluate interventions that may progressively increase (or decrease) in intensity, and they make data-based service delivery decisions from results.

Evaluation

The child is assessed either formally or informally by special education personnel in the areas of education, social and emotional, cognitive, physical health, communication and when appropriate life skills/transition. Progress monitoring and RTI data collected after permission to assess is given may also be used as a part of the evaluation.

Individual Education Plan (IEP) Meeting

The team including the parent, and child if appropriate, meet to share information and review the evaluation results. A child's educational needs are determined, and if the child meets the federal and state qualifying criteria, an IEP can be developed. By definition an IEP is a written summary of a child's strengths, concerns, and educational needs. The IEP is designed to set goals which will meet the child's educational needs. The information contained in the IEP assists with the placement of the child within general education and special education. Written parental permission is required for program placement.

Program placement could include support in general education classrooms, pull-out services in a special education classroom, center-based program placement, and consultation with a special education teacher.

Annual Review

The child's IEP is reviewed annually to review progress, current goals and objectives, and develop new goals and objectives. This meeting involves: parents, the special education teacher, general education teacher, the student (where appropriate), and other personnel involved with the child's educational program that has pertinent information to share.

Triennial Review

A triennial review occurs once every three years. Formal and informal assessments may be used to determine a student's continued eligibility for special education services. These evaluations are discussed and changes to placement and/or programming are made if deemed necessary. This meeting involves parents, the special education teacher, general education teacher, the student (where appropriate), the school psychologist and other personnel involved with the child's educational program that have pertinent information to share.

Meeting Notification

Parents are given sufficient notice in writing prior to the annual/triennial review by the BOCES.

Moving to another District

Every district offers special education services. If you move within the same school district, your child's IEP will be transferred to the new school. If you move to a new school district or Board of Cooperative Educational Services region, a written request is needed for the BOCES to transfer your child's records to the new school district in which your child is enrolled. It is important to notify the new school that your child has an IEP. If a formal written request for your child's cumulative records and/or special education records is not received from the new school district, your child will have to be reported to the Department of Education as a student not enrolled in school. You may call our records office, (970) 247-3261, x 103, with the name and location of the new school and we will solicit a records request if necessary.

Parent Signatures

Parent signatures are required for Permission for Initial Evaluation for Special Education, as well as on the Initial IEP. After the initial IEP is completed and signed, parent signatures are only required for Permission for Re-evaluation for Triennial Reviews or for additionally requested assessments. Once the initial IEP is signed, educational decisions other than giving permission for assessment are made by the IEP team, of which the parent is a part. If a parent disagrees with decisions made by the IEP team, the parent should inform the Director of Special Education in writing within 10 school days of the IEP meeting, detailing the areas of disagreement.

The Least Restrictive Environment

A range of service options is available to meet the needs of each student. The term "least restrictive environment" refers to the setting determined by the IEP team to give the child as much contact as possible with typical age-appropriate peers while meeting the child's unique educational needs.

Students often receive services in more than one setting. For example, a student may spend part of their day in a general education classroom and part of the day in a special education classroom. Some of the different service options that are available to meet student needs include direct service in the general education classroom, pull out services by a specialist, small group support in a resource classroom, or support in a center-based classroom. As a student's needs change, different educational environments may be appropriate.

Transition Planning

Transition within the special education system focuses on the entrance of children from one program or service delivery mode into another. Transition planning also refers to the services provided to students to explore the opportunities and resources necessary for a variety of options after high school. Transitions can be an emotional time as families and children learn about new roles, systems, professionals and expectations. Successful transitions require collaboration and communication from a variety of interdisciplinary team, utilization of technology and the awareness of and access to community resources.

Part C to B

Part C refers to the section of IDEIA that covers supports and services for children birth through three years of age. Children age 0 to 3 receive services through an Individual Family Service Plan (IFSP), and those services are provided by San Juan Kids at San Juan Basin Health Department. When a child turns 2 years 9 months of age, he or she can be re-evaluated by San Juan BOCES Child Find team to determine eligibility of continued special

education services. If eligible, the child will receive services with an IEP from San Juan BOCES through Part B, which is the section of IDEIA that covers supports and services for school-age children 3-21 years of age. The Child Find brochure is available in the Appendix. The focus of services provided through an IFSP is to support the development of a young child by serving the child and the child's family. When a child transitions to Part B and an IEP, the focus of services are on supporting the academic progress of the child so that the child receives reasonable benefit from general education.

Preschool

The second transition occurs when your child moves from preschool to kindergarten. A Transition IEP meeting will occur to make needed changes and arrangements.

Elementary, Middle School and High School

As the student moves through the educational system they will change grade levels and schools. With each change there is an adjustment for the student and family. It is imperative in transition practices that the student becomes independent, a self-advocate and active participant in their transition process.

Post High School Transition

The purpose of transition services from high school to post high school is that the student will successfully move from school to post-school activities.

Each student's transition plan should address the following:

- Employment (including supported employment)
- Post-secondary education
- Vocational training
- Continuing and adult education
- Adult services
- Independent living and daily living skills
- Community participation

Many colleges and universities currently require a recent (within the last three years) DSM-IV diagnosis in order for students to receive accommodations and modifications. In some cases, these will be available in the student's special education records. However, due to the recent changes in IDEIA and in requirements for the identification of disabilities for students K-12, many students with IEPs will graduate from high school without this current assessment. Counselors or special education staff can assist you in finding private evaluators who can provide any required assessment.

Extended School Year (ESY) Services

Extended school year (ESY) services were established by a history of litigation that supports all children's rights to a free and appropriate public education. For some children with special needs that may include a program in excess of the traditional 180-day school year. Any student receiving special education services can be considered for extended school year services.

ESY services are provided when regression during extended breaks from school is so severe that a student is unable to recoup the losses in a reasonable period of time and/or the student would be unable to attain the planned educational goals. ESY services are also appropriate when the areas of learning are crucial to the attainment of self-sufficiency and independence

for the student. It is the responsibility of the individualized education program (IEP) team to determine the need for ESY services, to develop appropriate goals and objectives, and to identify the nature and duration of the service.

Understanding 504

Section 504 is a federal statute designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance. In accordance with Section 504, a qualified student with a physical or mental impairment that substantially limits one or more major life activities shall not, on the basis of that disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any program or activity offered by his/her public school.

When does a student qualify under Section 504?

The decision whether or not a student qualifies under Section 504 is made on a case-by-case basis. A screening committee at your child's school, headed by the 504 coordinator, reviews the child's individual profile to determine whether there is a physical or mental impairment that substantially limits a major life activity. Things that are considered include the nature and severity of the impairment, its duration or expected duration and the long term impact of the impairment on the child's opportunity to equally access and benefit from programs and activities offered in school. A 504 plan typically qualifies a student for accommodations and modifications necessary to allow that student access the general education curriculum, but individualized services are not generally provided under a 504 plan.

If a child is not eligible for special education services, is a referral for a 504 automatically made?

Decisions regarding referral for 504 are made on a case by case basis. Some students who do not qualify for special education services can be considered for services under 504. If it is suspected that a child may qualify under 504, a referral to the school's 504 coordinator should be made.

Overview Of Rights Of Parents

1. Free Appropriate Public Education- Each child has the right to free and appropriate (as outlined in the IEP) education.
2. Written Notice to Parents- Within a reasonable amount of time, parents must receive notice of all special education meetings and must also receive notices if the school is planning to change or refuse the child's special education program.
3. Parent Consent- Parents must give their written permission in order for a child to be evaluated, reevaluated and placed in Special Education.
4. Independent Educational Evaluation- If a parent does not agree with the evaluation results the school provides, they have the right to an evaluation conducted by a person not associated with the school district.
5. Student Records- Parents have the right to request and to see all records associated with their child. If a parent disagrees with anything in the records, they can request that it be changed or removed. Such requests will be reviewed.
6. Educational Surrogate Parents- Every child has the right to a parent advocate, and in the event that the child's parent cannot advocate for them, an educational surrogate parent will be assigned to the child.
7. Mediation-If a parent does not agree with any part of the special education process, they can request a mediator who is a neutral person not associated with the school district who can help resolve any differences.
8. Transfer of Rights at Age of Majority- When a student becomes 21 years of age or is emancipated, all special education rights are transferred from the parent to the student.
9. Impartial Due Process Hearing- If differences of opinion cannot be resolved between the school and the parent, the parent has the right to request a due process hearing. The hearing must be conducted by an impartial hearing officer.
10. Change of Placement for Disciplinary Removal- A change in educational placement occurs if a child is removed for more than 10 consecutive days or if their behavior causes a consistency of removal that accumulates to more than 10 days. A Manifestation Determination meeting must be held if a student is excluded from school for more than 10 cumulative days during a school year. A change in placement through an IEP meeting starts the 10 cumulative day count over again.

Educational Rights of Parents - <http://www.sjboces.org/safeguards.htm>

Helpful Hints For Parents

You, the parent, are the foremost expert on your child. You know your child better than anyone else. Don't be hesitant to share that knowledge. What you know about your child is very important information. In fact, it is your responsibility to make sure that the IEP team understands your child's strengths and weaknesses from your perspective. No questions or concerns are too trivial.

Be Prepared for Meetings

- Meetings are important. Prepare for them by writing a list of questions, concerns, highlights and/or information that you feel the school personnel should know about your child and take the list with you.

Prioritize Your Child's Needs

- Make a list of what your child really needs and another list of those things it would be nice to have. Then gather the evidence you have to support these needs and wants. The IEP process is a team process, and the more evidence you have to support your child's needs, the more likely that you will be taken seriously.

Build Good Relationships

- A meeting at school may be stressful especially when your child is having a problem. There are two things to keep in mind. First, even though you are going to meet with people who are part of your child's educational team, remember that you are more of an expert about your child than anyone else. Second, remember that your child's education is one of the most important factors in your child's life. If your child is having difficulty in school, frequent communication with teachers and other school professionals is very important.

Be Informed

- When you don't understand something, ask for clarification. The more you understand the more you can contribute. You may request to review all evaluations, test scores, reports, baseline data, etc. prior to the IEP meeting. You may make this request upon receiving notice of the meeting.

Be an Advocate

- Good communication is the key to success. When you feel that teachers and school personnel are doing a good job, compliment them. Likewise, when you have concerns, share them. You can do this informally through a call, note or email. If the issue is not being resolved, discuss this directly with the person involved. If you still feel that the desired outcome is not reached, go to the building administrator. Working together as a team and keeping the lines of communication open will be in the best interest of your child.
- Bring your child's voice to the meeting. Talk to your child prior to and after the meeting. If appropriate tell him/her what was discussed including any information that he/she is mature enough to understand. Be sure to talk about any changes or new plans at school. Students are encouraged to attend IEP meetings. As a parent you know best when it would be appropriate.

Use Support Systems

- Sometimes meetings can be complex and stressful. You may invite whomever you wish to meetings about your child. That person may be a spouse, family member, friend

or advocate. Sometimes meetings can bring about various emotions. Many parents have found it helpful to have a support person at the meeting. Resources are available (see RESOURCES page). At any time during the IEP meeting, you can request a break, conference with a team member, and/or request that the team reconvene the meeting at a later date.

Below is a list of possible questions to ask as your child moves through the process of referral, identification and service.

When your child is first referred

How is my child doing in his/her various classes?
What is the specific problem?
What changes can be/have been made in the classroom?
What can I do to help?
Can I see the progress monitoring results of the interventions that have been implemented?

When you are preparing to attend an IEP meeting

What do I want my child to learn from school?
What are my child's biggest challenges?
What are my child's strengths and weaknesses?
What can I do to help at school/home?
What should I avoid doing? What will not help?
What about my child is important for the teacher/other staff to know?

At an IEP meeting

What are my child's strengths and weaknesses?
What does my child need to succeed in school?
What are my child's goals and how are they related to my child's needs?
How will these goals be measured?
How will we know when these goals are reached?
Will my child be taking a standardized test? What accommodations will be made?
Who will be working with my child? What will they do exactly?
When will we meet again to review the IEP?
How can I (we) integrate the activities from school to home?
Does my child qualify for extended school year (ESY)?
Ask for contact information for one person who will have direct contact with your child.

In planning for your child's future (transition)

What are my child's vocational plans?
What kind of vocational training is available?
What community resources are available?
What other needs does my child have to get ready for independent living?

Advocacy

Very often parents want support when making important decision about their children. An advocate is a person who assists you by giving you advice on laws and procedures or by speaking or listening on your behalf. Parents have often used advocates during IEP meetings and have found them to be beneficial and supportive. The advocate for special education is the Director of Exceptional Education at San Juan BOCES. The Director of Exceptional Education can be contacted at 247-3261. In addition, the School Social Worker can be an advocate for you and your child. A school social worker can prepare you for the IEP meeting and attend the meeting with you.

The following organizations provide information regarding advocacy and other services for children and families with special needs. They may be helpful to you.

The Legal Center for People with Disabilities and Older People

<http://www.thelegalcenter.org>

The Arc of Colorado

“Advocating for people with developmental disabilities for over 50 years”

<http://thearcofco.org>

Family Voices

“Speaking on behalf of children and youth with special health care needs”

<http://familyvoices.org>

Parent to Parent of Colorado

<http://www.p2p-co.org/>

Empower Colorado

“Education Movement: Parent Offering Wisdom, Encouragement and Resources”

<http://empowercolorado.com>

1-866-213-4631

PEAK Parent Center

“Helping Parents Help Children”

<http://www.peakparent.org>

Appendix A

Definitions/Types of Disabilities

There are many different kinds of disabilities that can interfere with a child's performance in school. Depending on the type and intensity of your child's needs the team may decide that your child has a qualifying disability according to the Exceptional Children's Education Act. Listed below are the disabilities that qualify a child to receive special education services.

Preschool

A preschool child is three through five years of age and by reason of one or more of the following conditions, is unable to receive reasonable benefit from general education: physical impairment, vision impairment, hearing impairment, significant limited intellectual capacity, emotional disability, perceptual, or communicative disability or speech/language disability.

Vision Disability

A child with a vision disability shall have a deficiency in visual acuity and/or visual field and/or visual performance where, even with the use of lenses or corrective devices, she/he is prevented from receiving reasonable benefit from general education.

Autism

A child with a physical disability in the area of Autism has "a developmental disability significantly affecting verbal and non-verbal communication and social interaction generally evident before age three that adversely affects a child's educational performance."

Specific Learning Disability (previously called Perceptual/Communicative Disorder)

A student with a specific learning disability has average or above average ability, but has a disorder in one or more of the basic learning processes. In addition, this disorder must significantly affect the student's progress in school. In general, specific learning disabilities interfere with a student's ability to think, read, use language, perform mathematics, spell or write. Not all students who have difficulty in school have a specific learning disability.

Significant Identifiable Emotional Disability (SIED)

A child with a significant identifiable emotional disability shall have emotional or social functioning which prevents the child from receiving reasonable benefit from general education.

Hearing Disability

The student with a hearing impairment has a deficiency in corrected hearing. The impairment seriously affects the student's ability to communicate with others. Even with the help of amplification, the student requires extra assistance in order to communicate, function, and learn.

Physical Disability

A child with a physical disability shall have a sustained illness or disabling physical condition which prevents the child from receiving reasonable educational benefit from general education. A sustained illness means a prolonged, abnormal condition requiring continued monitoring characterized by limited strength, vitality or alertness due to chronic or acute health problems. A disabling condition means a severe physical impairment. Conditions such as, but not limited to, traumatic brain injury, attention deficit disorder, and cerebral palsy may qualify as a physical disability if they prevent a child from receiving reasonable educational benefit from general

education. Medical certification is required. The existence of a physical disability or illness does not, in and of itself, necessitate an IEP, if the child is able to receive reasonable educational benefit from general education.

Significant Limited Intellectual Capacity (SLIC)

A child with a significant limited intellectual capacity shall have reduced general intellectual functioning and reduced adaptive skills which prevent the child from receiving reasonable benefit from general education.

Speech/Language Disability

A child with a speech/language disability shall have a communication disorder which prevents the child from receiving reasonable educational benefit from general education. A speech and language disability may affect articulation, receptive and expressive language or voice and fluency.

Multiple Disabilities

A child with multiple disabilities shall have two or more areas of significant impairment including one of which shall be cognitive impairment except in some cases of deaf-blindness. Cognitive impairment shall mean significant limited intellectual capacity. The other areas of significant impairment include physical, visual, hearing, communicative or emotional. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of needs which prevents the child from receiving reasonable educational benefit from general education. The definition of impairment shall be the same as that for each of the single disabilities.

Appendix B

Glossary of Terms

This is a list of terms and their definitions frequently used by school professionals and others. There could be other definitions used by other professionals or agencies. Ask a team member for clarification if you do not understand any words or terms used in conversations regarding your child.

ACCOMMODATIONS are changes made in the environment to help the student to be successful in the educational setting; for example, providing an interpreter, a quiet testing room, pencil grips, slant boards, assistive technology or arranging special seating, etc.

ADAPTIVE P.E. modified physical education.

ADAPTIVE BEHAVIOR a student's behavior as related to his/her ability to care for self, function within the home and community and his/her social development.

AFFECTIVE feelings or emotions.

APHASIA inability to express oneself through speech, writing, or signs; or inability to understand spoken or written language.

APRAXIA difficulty performing speech motor movements in the absence of any paralysis.

ATAXIA difficulty with coordinating muscles in voluntary movement that may be caused by damage to the brain of the spinal cord.

ATTENTION DEFICIT DISORDER WITH HYPERACTIVITY DISORDER (ADHD) medical diagnosis based on symptoms and behaviors that may involve distractibility, hyperactivity, poor social relations and impulsivity.

ATTENTION DEFICIT DISORDER (ADD) medical diagnosis based on symptoms and behaviors that may involve distractibility and learning disabilities.

AUDITORY PROCESSING ability to use the ear and brain to make sense out of what was heard.

CENTERBASE program with a specially endorsed teacher that services students with moderate to severe emotional, cognitive, developmental and/or physical challenges whose needs cannot be met within their home school setting. This program may be outside of your child's home school/district.

EXPRESSIVE LANGUAGE how a child uses language to communicate him/herself verbally and in writing.

EXTENDED SCHOOL YEAR (ESY) summer services for a select number of students who meet the criteria.

EYE-HAND COORDINATION ability of the eyes and the hands to work together in a productive way.

FINE MOTOR use of small muscles for such tasks as writing, speech, eye movement, etc.

FUNCTIONAL BEHAVIORAL ASSESSMENT should be done when behavioral concerns are noted. It can be in the form of observations, and/or discussions with teachers and parents, supplemented with formal assessment measures. The intent is to develop an effective behavior plan to manage behavior and teach new behaviors.

GROSS MOTOR large muscle activity. It is the coordination of large muscles in a purposeful manner such as walking and jumping.

Cross lateral (cross pattern) – ability to move different parts of the opposite sides of the body together or in different sequences (skipping). A highly integrated movement.

Bilateral – ability to move both sides of the body at the same time (jumping)

Unilateral – ability to move one side of the body without moving the other (hopping)

HEARING ACUITY ability to hear sounds at different frequencies and volumes.

IDEA 2004 The 2004 reauthorization of the original Individuals with Disabilities Education Improvement Act.

I.E.P. (INDIVIDUAL EDUCATION PLAN) a comprehensive plan outlining the student's present level of functioning, needs, classroom accommodations and modifications, long-term goals, short-term objectives, services to be provided and when and where services will take place.

INTELLIGENCE QUOTIENT (I.Q.) a statistic indicating how one's mental ability compares with others of the same age.

LEAST RESTRICTIVE ENVIRONMENT (LRE) based on federal legislation which each state must assure that "to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature of severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily."

LIFE SKILLS development of skills necessary to participate as independently as possible in everyday living, e.g. socialization, communication and self-help skills.

MANIFESTATION DETERMINATION HEARING a meeting which is held if a student in special education is suspended up to 10 days or considered for expulsions. A hearing is to be held to determine whether or not the behavior was related to the child's disability. Such a hearing needs to take place within 10 days of the disciplinary action. It involves exploring the child's disability, the IEP and the misconduct. See procedural rights under discipline.

MEDIATION an informal process for school personnel and parent(s) to resolve IEP disputes. An impartial mediator will be assigned by the Colorado Department of Education at no cost to either party.

MODIFICATIONS substantial changes as to what a student is expected to learn and demonstrate. Modifications include changes in the instructional level, content or performance level.

MOTOR PLANNING ability to conceive of, organize, sequence and carry out an unfamiliar and complex body movement in a coordinated manner.

MOTOR SKILLS muscular activities such as holding a pencil/marker, walking, moving within the classroom, etc.

NONDISCRIMINATORY TESTING assurance that special education placement will be provided on the basis of evaluation; that the materials and procedures will be appropriate for such purposes; and no single test or procedure will be used as the sole criterion for placement.

ORAL MOTOR movement of muscles involved with the process of speech.

PERCEPTION ability of the brain to correctly interpret the stimuli (information) it receives.

SPECIFIC LEARNING DISABILITY (SLD) (previously called **PERCEPTUAL COMMUNICATIVE DISABILITY**, or **PC**) a disability in one or more of the processes involved in understanding or in using verbal or written language. This disorder may be manifested by difficulty with listening, understanding, thinking, speaking, reading, writing, or doing mathematical calculations not related to a sensory condition. This condition should not be confused with difficulties resulting from the environmental, cultural or economic sources. This is also referred to as a learning disabled in some states other than Colorado.

PERCEPTUAL MOTOR PROCESSING sensation and perception of information and the production of a motor output; for example, the ability to copy information from the board into a notebook.

PERSEVERATION difficulty in shifting from one task to another, getting stuck on the previous task.

PHYSICAL DISABILITY a sustained illness or disabling physical condition. A sustained illness means a prolonged, abnormal physical condition requiring continued monitoring characterized by limited strength, vitality, or alertness due to chronic or acute health problems. A disabling physical condition means a severe physical impairment. Conditions such as, but not limited to, traumatic brain injury, autism, attention deficit disorder and cerebral palsy may qualify as a physical disability.

PSYCHOLOGICAL EVALUATION an assessment to determine the level of functioning through the use of individually administered tests in three areas: cognitive, affective and perceptual motor processing.

READINESS possession of physical, mental, and emotional preparedness for a given learning activity.

RESOURCE – services provided by qualified special education staff in their home school to address student needs that are identified in the IEP. Resource services can be provided in the general education classroom or in the Resource room (often called ‘pull out’ services), and in small group or one on one. When appropriate, Resource support can also be provided by a paraprofessional who is supervised by the Resource teacher.

RECEPTIVE LANGUAGE understanding language which may be spoken, written or through gestures.

RESPONSE TO INTERVENTION (RTI) strategies implemented within regular education prior to a student receiving a special education referral.

SENSORY INTEGRATION assimilation and organization of all sensory input for functional use (visual, auditory, tactile, smell, and taste).

SIGNIFICANT IDENTIFIABLE EMOTIONAL DISABILITY (SIED) -- a disability in which the child's emotional or social functioning prevents the child from receiving reasonable benefit from general education.

SENSORY MOTOR relationship between sensation and movement.

SIGNIFICANT LIMITED INTELLECTUAL CAPACITY(SLIC) disabling condition characterized by limited cognitive reasoning skills (70 and below I.Q.) and delayed adaptive behavior skills.

SOCIALIZATION ability to communicate and interact appropriately with others.

SPECIAL EDUCATION services designed to meet the individual needs of children who are determined to be eligible.

SURROGATE PARENT used when the administrative unit cannot identify the parent(s) or the whereabouts of the parent (s) cannot be determined or the child is a ward of the state (parental rights have been terminated). In such cases the administrative unit would assign an individual to act as the surrogate of the parents(s). CDE provides guidelines and training for surrogate parents.

TACTILE experiencing through touch.

TACTILE DISCRIMINATION ability to identify and match objects by touching and feeling.

TRANSITION in the school system can refer to movement within the school day, between schools, or from school to post-school activities.

TRAUMATIC BRAIN INJURY (TBI) acquired injury to the brain caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment.

TRIENNIAL REVIEW held every three years, after a child has been placed in a special education program. The IEP team determines if further testing is needed to review eligibility for special education services. Permission from the parent(s) is obtained and testing is performed. An IEP meeting is then held to consider the updated information, address eligibility and develop a program if the child continues to qualify for services.

VISUAL ACUITY ability to see forms and letters clearly from a certain distance. This is an objective, exact measurement.

VISUAL DISCRIMINATION Adeptness at perceiving likeness and difference in geometrical figures, pictures, and word elements.

VISUAL MOTOR dealing with visual reception and motor expression areas plus inter-sensory integration.

VISUAL PERCEPTION identification, organization and interpretation of visual data through the eye.

VOCALIZATION movement of the lips, tongue, or vocal parts.

WISC initials which stand for the Wechsler Intelligence Scale for Children, a measure of intellectual functioning. This test provides a verbal, I.Q., a performance I.Q., and a total indication of these subscale scores – Full scale I.Q.

WORD ATTACK SKILLS analysis of an unfamiliar word into known elements for the purpose of identification.

Appendix C

Commonly Used Acronyms

ADA: American with Disabilities Act
ADD/ADHD: Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
AE: Age equivalent
APE: Adaptive Physical Education
ASD: Autism Spectrum Disorder
ASL: American Sign Language
AT: Assistive Technology
BOCES/BOCS: Board of Cooperative (Educational) Services
BOE: Board of Education
CB: Center based program
CDE: Colorado Department of Education
CST: Child Study Team
DD: Developmental Disability
ED: Emotional Disturbance
ECSE: Early Childhood Special Education
FAPE: Free and Appropriate Public Education
FERPA: Family Educational Rights and Privacy Act
HI/HOH: Hearing Impaired/Hard of Hearing
IDEA: Individual with Disabilities Act
IDEIA: Individuals with Disabilities Improvement Act (new)
IEP: Individual Education Plan
IH: Impartial Hearing
IQ: Intelligence Quotient
LEA: Local education agency
LD: Learning disabled
LRE: Least restrictive Environment
MH: Multiply Handicapped
MR: Mentally Retarded
OHI: Other Health Impaired
OT: Occupational Therapy
PC/PCD: Perceptual/Communicative (Disorder); now called Specific Learning Disability (SLD)
PDD/NOS: Pervasive Developmental Disorder/Not otherwise Specified
PI: Physical Impairment
PLC: Professional Learning Communities
PT: Physical Therapy
RTI: Response to Intervention
S/L: Speech/Language Pathologist
SLD: Specific Learning Disability (was called Perceptual/Communicative Disorder, or PC)
SLIC: Significantly Limited Intellectual Capacity
STO(s): Short Term Objective(s)
TBI: Traumatic Brain Injury
TDD: Telecommunication Devices for the Deaf
VI: Visual Impairment
VR: Vocational Rehabilitations

Additional Information

Links:

Parent Rights - <http://www.sjboces.org/safeguards.htm>

Child Find Brochure - <http://www.sjboces.org/earlychildhood.htm>

Assistive Technology Brochure - <http://www.sjboces.org/at.htm>

School Social Work Community Resource Guide - <http://www.sjboces.org/community.htm>

Final Note from the San Juan Board of Cooperative Educational Services (BOCES) Special Education Advisory Committee (SEAC)

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