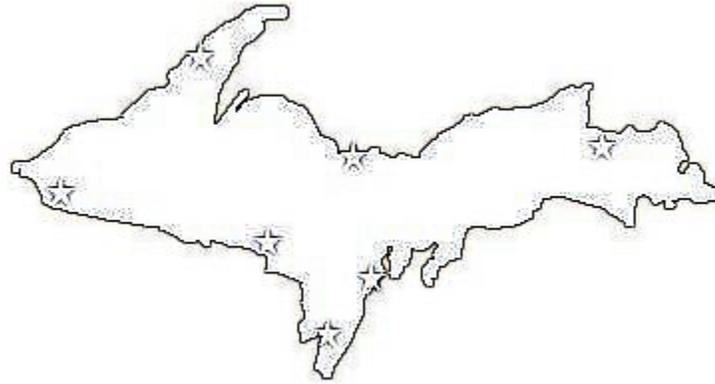


# **PARENT HANDBOOK**

## ***Special Education at a Glance***



**Copper Country ISD**  
(906) 482-4850  
[www.copperisd.org](http://www.copperisd.org)

**Delta-Schoolcraft ISD**  
(906) 786-9300  
[www.dsisd.net](http://www.dsisd.net)

**Dickinson-Iron ISD**  
(906) 779-2690  
[www.diisd.org](http://www.diisd.org)

**Eastern Upper Peninsula ISD**  
(906) 632-3373  
[www.eup.k12.mi.us](http://www.eup.k12.mi.us)

**Gogebic-Ontonagon ISD**  
(906) 575-3438  
[www.goisd.org](http://www.goisd.org)

**Marquette-Alger RESA**  
(906) 226-5100  
[www.maresa.org](http://www.maresa.org)

**Menominee County  
ISD (906) 863-5665**  
[www.mc-isd.org](http://www.mc-isd.org)

### **Notice of Nondiscrimination**

It is the policy of the Upper Peninsula's Intermediate School Districts 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 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 the full benefit of 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), intermediate school district (ISD), or regional educational service agency (RESA). 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.

We believe the best outcomes are achieved when parents, schools, and community work together.

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

## **Parent Participation**

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 reevaluations.
- 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 Parent Advisory Committee (PAC). The Michigan Department of Education also involves parents in planning, implementing, and reviewing activities.

## **Parent Advisory Committee**

The Parent Advisory Committee (PAC) is established through Michigan Law and is comprised of at least one parent representing each local school district within the Intermediate School District. Members of the committee are approved by the ISD school board of education with recommendations from the local district.

Parent Advisory Committee (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.

### **Surrogate Parent**

A surrogate parent is an adult volunteer assigned by the school 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 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.

### **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 Director of Special Education of your child's ISD and request further explanation so that you do understand. If an interpreter is needed, the school will provide one.

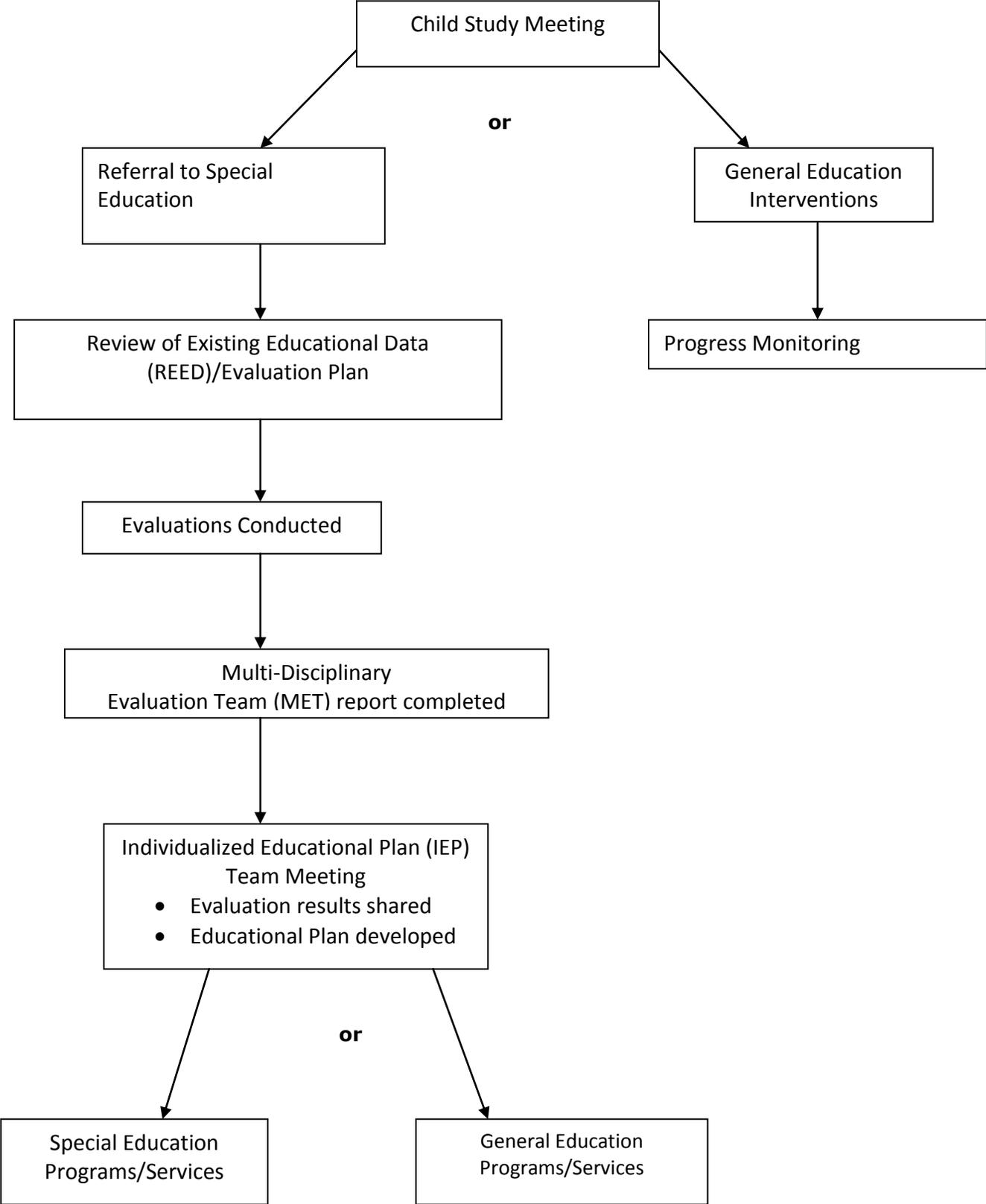
### **Resolving Problems**

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.

1. If there is a problem, your first step may begin with scheduling a meeting with your child's principal, teacher(s) and therapists(s). Talk to them first, identify the problem(s), discuss options and look for a solution.
2. The school or district teacher consultant, social worker, psychologist and/or other team members are the next set of people to get involved in trying to reach a solution.
3. The school principal can facilitate solutions if the previous two steps have not resolved the situation.
4. If the principal cannot resolve a problem to your satisfaction, you may contact the ISD Special Education Director or Compliance Monitor.
5. If all these steps have been tried and your child's IEP is not being implemented, you may request mediation or file a complaint with the Michigan Department of Education and your local ISD Monitor can support you in this process.

An initial special education evaluation is conducted to determine eligibility and a need for specialized instruction.

**Initial Special Education Evaluation Flowchart**



## **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.

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 IEPT meeting**

Obtain as much information as you can before the IEPT meeting. Talk with your child’s teacher, the person who evaluated your child and read your child’s evaluation report. Write down your questions and concerns for the meeting. If possible, both parents should attend.

Note: If you are having communication problems, maintain your own records regarding your child. Keep a copy of all letters that you send. If you make a telephone call, make a record of the call and follow it up with a letter.

## **Student involvement in the IEP**

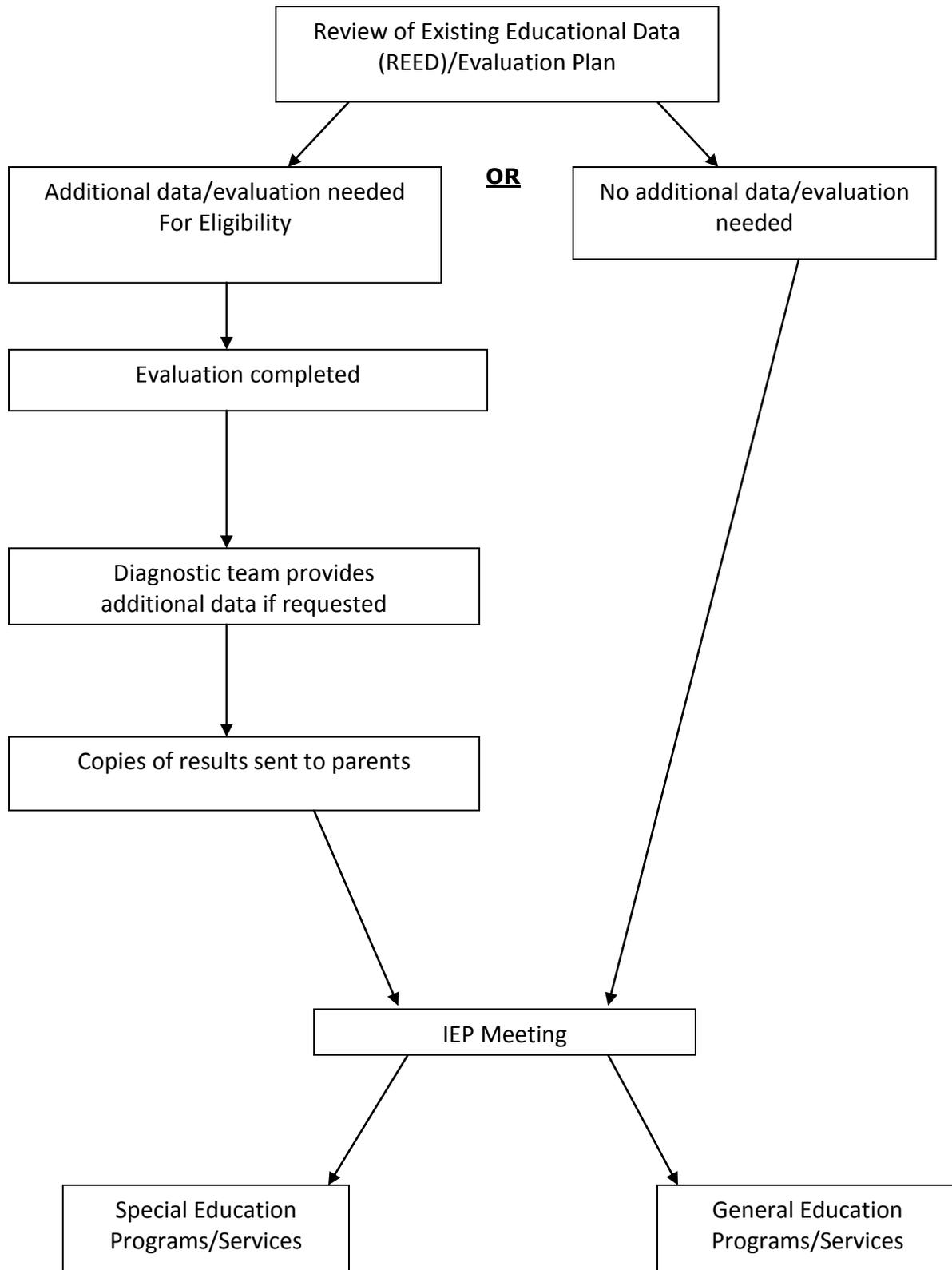
Students often provide valuable insights regarding their strengths and needs. When they are involved in determining their own goals and objectives, they may be more committed to achieving them. If the purpose of an IEPT meeting is transition planning, the student must be invited. The district must make 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, the parent and district may agree to amend the current IEP without a meeting.

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.

### Reevaluation Special Education Flowchart



## **Disability Categories**

There are 13 special education eligibility categories identified in the State of Michigan that interfere with and affect learning as defined in the Individuals with Disabilities in Education Act (2004), which are listed below. Refer to the Michigan Administrative Rules for Special Education for formalized definitions.

***Autism Spectrum Disorder (ASD)*** - Autism Spectrum is an eligibility category that is considered a lifelong developmental disability that adversely affects a child's educational performance in one or more of the following performance areas: academic, behavioral or social. Autism Spectrum Disorder is characterized by qualitative impairments in reciprocal social interactions, qualitative impairments in communication and restricted range of interest/repetitive behavior.

***Cognitive Impairment (CI)*** – Cognitive Impairment is an eligibility category with deficits in intellectual functioning and adaptive behavior skills such as: self-help skills, social skills, and independent living skills. Cognitive impairments occur from a mild to severe range.

***Deaf-Blindness*** – Deaf-Blindness is an eligibility category which includes hearing and visual impairments that cause severe communication, developmental, and adversely affects educational performance.

***Early Childhood Developmental Delay (ECDD)*** – Early Childhood Developmental Delay is an eligibility category for children age birth through seven who have a delay in one or more areas of development.

***Emotional Impairment (EI)*** – Emotional Impairment is an eligibility category consisting of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affects the child's education.

***Hearing Impairment (HI)*** – Hearing Impairment is an eligibility category consisting of a loss of hearing that negatively impacts educational performance.

***Other Health Impairment (OHI)*** – Other Health Impairment is an eligibility category consisting of limited strength, vitality, or alertness, that negatively impacts educational performance.

***Physical Impairment (PI)*** - Physical Impairment is an eligibility category consisting of a severe orthopedic condition that negatively impacts educational performance.

***Severe Multiple Impairment (SXI)*** – Severe Multiple Impairment is an eligibility category consisting of a cognitive impairment and one or more of the following impairments: hearing, vision, physical, or health impairment.

***Specific Learning Disability (SLD)*** – Specific Learning Disability is an eligibility category consisting of a lack of response to instruction and experience difficulty learning to read, write, or do math.

**Speech & Language Impairment (SLI)** – Speech and Language Impairment is an eligibility category consisting of difficulty in expressing themselves and/or understanding verbal language, and interferes with learning or social adjustment in school.

**Traumatic Brain Injury (TBI)** – Traumatic Brain Injury is an eligibility category consisting of an acquired injury to the brain caused by external physical force, resulting in a disability that adversely affects the child's educational performance.

**Visual Impairment (VI)** – Vision Impairment is an eligibility category consisting of a loss of vision that negatively impacts educational performance. This includes partial sight and 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.

**Adequate Yearly Progress (AYP)** A cornerstone of the federal No Child Left Behind Act (NCLB) of 2001. State assessments measure year-to-year student achievement; other indicators, such as the number of students who participate in the assessments and graduation rates for high schools, are also considered in the calculation of AYP.

**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 birthdate.

**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. Differentiated instruction might not be enough to allow some students to succeed.

**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.

**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.

**Full and 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.

**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.

**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.

**No Child Left Behind (NCLB)** A version of the Elementary and Secondary Education Act (ESEA) — the principal federal law affecting public education from kindergarten through high school in the United States.

**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 or RESA. 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)/Mult-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

AD(H)D	Attention Deficit (Hyperactivity) Disorder	MEAS	Michigan Educational Assessment System
ASD	Autism Spectrum Disorder	MET	Multidisciplinary Evaluation Team
AT	Assistive Technology	MI-AccessA	Michigan alternative assessment
AYP	Adequate Yearly Progress	MiBLSi	Michigan's Integrative Behavior and Learning Support Initiative
BAA	Bureau of Assessment and Accountability	MICI	Mild Cognitive Impairment
BIP	Behavior Intervention Plan	MI-TOP	Michigan Transition Outcomes Project
CCEE	Common Core Essential Elements	MITS	Michigan's Integrative Technology Supports
CCISD	Copper Country Intermediate School District	MME	Michigan Merit Exam
CCSS	Common Core State Standards	MOCI	Moderate Cognitive Impairment
CEC	Council for Exceptional Children	MPAS	Michigan Protection and Advocacy Service (MP&A)
CEN	Center for Educational Networking	MRS	Michigan Rehabilitative Services
CEPI	Center for Educational Performance and Information	MSD	Michigan School for the Deaf
CI	Cognitive Impairment	MSDS	Michigan Student Data System
CIMS	Continuous Improvement and Monitoring System	MSEMP	Michigan Special Education Mediation Program
CMH	Community Mental Health	NCLB	No Child Left Behind
COTA	Certified Occupational Therapy Assistant	OHI	Other Health Impairment
CP	Cerebral Palsy	O+M	Orientation and Mobility
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	OSE	Office of Special Education
ECDD	Early Childhood Developmental Delay	OSEP	Office of Special Education Programs (federal)
EGLCE	Extended Grade Level Content Expectations	OT	Occupational Therapy
EHSCE	Extended High School Content Expectations	P	Participation
EI	Emotional Impairment	PAC	Parent Advisory Committee
ELA	English Language Arts	Part B	Children and youth (ages 3-21) receive special education and related services under IDEA Part B.
ELPA	English Language Proficiency Assessment	Part C	Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C.
EO	Early On	PBS	Positive Behavior Support
EOT&TA	Early On Training and Technical Assistance	PDD	Pervasive Developmental Delay
ESA	Educational Service Agency	PECS	Picture Exchange Communication System
ESEA	Elementary and Secondary Education Act	PI	Physical Impairment
ELL	English Language Learner	PLAAFP	Present Level of Academic Achievement and Functional Performance
ESL	English as a Second Language	PSA	Public School Academy/Charter School
ESY	Extended School Year	PT	Physical Therapy or Physical Therapist
FAPE	Free Appropriate Public Education	REED	Review of Existing Evaluation Data
FBA	Functional Behavior Assessment	RESA	Regional Educational Service Agency
FERPA	Family Educational Rights and Privacy Act	SBE	State Board of Education
FFY	Federal Fiscal Year	SEA	State Education Agency
FI	Functional Independence	SEAC	Special Education Advisory Committee
FM	Focused Monitoring	SI	Supported Independence
FTE	Full Time Equivalent	SI	School Improvement
GLCE	Grade Level Content Expectation	SICC	State Interagency Coordinating Council
HI	Hearing Impairment	SLD	Specific Learning Disability
HSCE	High School Content Expectations	SLI	Speech and Language impairment
IDA	Infant/Toddler Development Assessment	SPP	State Performance Plan
IDEA	Individuals with Disabilities Education Act	SSW	School Social Worker
IEE	Independent Educational Evaluation	START	Statewide Autism Resources and Training
IEP	Individualized Education Program	SWIS	School Wide Information System
IEPT	Individualized Education Program Team	SXI	Severe Multiple Impairment
IFSP	Individualized Family Service Plan	TA	Technical Assistance
IQ	Intelligence Quotient	TBI	Traumatic Brain Injury
ISD	Intermediate School District	TC	Teacher Consultant
K-12	Kindergarten through Grade 12	UDL	Universal Design for Learning
LEA	Local Education Agency	USED	United States Department of Education
LICC	Local Interagency Coordinating Council	VI	Visual Impairment
LRE	Least Restrictive Environment		
MARSE	Michigan Administrative Rules for Special Education		
MDE	Michigan Department of Education		
MEAP	Michigan Educational Assessment Program		
MEAP-Access	A Michigan alternative assessment		

## **School Based Health Services Notice**

This notice is to inform you that Intermediate School Districts have become certified Medicaid providers licensed through the State of Michigan. The Medicaid Service Agency of the State of Michigan uses Federal Medicaid funds to reimburse schools for school-based health services. This means that schools can bill the School Based Health Services Fund through Medicaid for certain services and evaluations that are provided to special education children.

### **Medicaid Consent Notification:**

#### **Consent for Disclosure for Your Child's Personally Identifiable Information to the State Agency Responsible for Administering Your State's Public Benefits or Insurance Program:**

Under Federal law—the Family Educational Rights and Privacy Act (FERPA) and the confidentiality of information provisions in IDEA—your school district is required to obtain your written consent before disclosing personally identifiable information (such as your child's name, address, social security number, student number, IEP, or evaluation results) from your child's education records to a party other than your school district, with some exceptions. In this situation, your school district is required to obtain your consent before disclosing personally identifiable information that your school district may disclose (for example, records or information about the services that may be provided to your child), the purpose of the disclosure (for example, billing for special education and related services), and the agency to which your school district may disclose the information.

If you choose to provide consent and your child's personally identifiable information is disclosed to your State's public benefits or insurance program agency, you may request and receive from your school district a copy of the records your school district disclosed to that agency.

#### **Statement to Access Public Benefits or Insurance**

Your consent must include a statement specifying that you understand and agree that your school district may use your or your child's public benefits or insurance to pay for services under 34 CFR part 300, which are special education and related services under IDEA.

Both parts of this consent requirement apply to the school district that is responsible for serving your child under IDEA. If your child moves to a new school within the same school district, you would not be required to provide a new consent because the same school district is still responsible for serving your child under IDEA. But if you enroll your child in a new school in a new school district, the new school district that is responsible for serving your child under IDEA must obtain a new consent from you before it can bill your child's public benefits or insurance program for the first time. The consent you would provide to your child's new school district must include both parts of the consent as described above.

As noted above, your consent must be written, signed and dated. While there generally will be a paper form for you to fill out, you may provide your written consent in an electronic form, if your submission identifies and authenticates you as the individual providing the consent, includes an electronic signature and date, and your submission identifies and authenticates you as the individual providing the consent, includes an electronic signature and date, and your submission indicates that you approve the information contained in the consent.

#### **Previous Consent**

If you gave your consent in the past for your school district to access your or your child's public benefits or insurance to pay for special education and related services under IDEA, your school district is not required to obtain a new consent from you if the following two conditions are present:

1. There is no change in any of the following: the type of services to be provided to your child (for example, physical therapy or speech therapy); the amount of services to be provided to your child (for example, hours per week lasting for the school year); or the cost of the services (that is, the amount charged to the public benefits or insurance program); and
2. Your school district has on file the consent you previously provided. This previous consent must meet the requirements that were in effect under the prior IDEA regulations, and your school district will know what requirements applied under those prior regulations. An example of a previous consent your school district may have on file is a parental consent form you gave directly to another agency, such as the Michigan Medicaid Agency.

Even if your school district is not required to obtain a new consent from you, your school district still must provide you with this notification before it may continue to bill your or your child's public benefits or insurance program to pay for special education and related services under IDEA.

If your school district already has on file your consent to use your or your child's public benefits or insurance to pay for special education and related services under IDEA, your school district must request that you provide a new consent when there is a change in any of the following: the type (for example, physical or speech therapy), amount (for example, hours per week lasting for the school year), or cost of services (that is, the amount charged to the public benefits or insurance program.)

An example of a change in the type of services would be that your child would receive speech therapy in addition to physical therapy and therefore, the services billed to your public benefits or insurance program would be different. An example of a change in the amount of services would be if your child was previously receiving 3 hours per week of physical therapy and will now be receiving 2 hours per week. An example of a change in the cost of your child's services would occur if the amount billed to the public benefits or insurance program for a particular service increases or decreases.

If any of these changes occur, your school district must obtain from you a one-time consent, specifying that you understand and agree that your school district may access your or your child's public benefits or insurance program to pay for special education and related services under IDEA. Before you provide your school district the new, one-time consent, your school district must provide with this notification. Once you provide this one-time consent, you will not be required to provide your school district with any additional consent in order for it to access your or your child's public benefits or insurance program if your child's services change in the future. However, your school district must continue to provide you with this notification annually.

### **No Cost Provisions 34 CFR § 300.154(d)(2)(i)-(iii)**

The IDEA "no cost" protections regarding the use of public benefits or insurance agency are as follows:

1. Your school district may not require you to sign up for, or enroll in, a public benefits or insurance program in order for your child to receive FAPE. This means that your school district may not make your enrollment in a public benefits or insurance program a condition of providing your child the services it is required to provide your child under IDEA at no charge to you or your child.
2. Your school district may not require you to pay an out-of-pocket expense, such as the payment of a deductible or co-pay amount for filing a claim for services that your school district is otherwise required to provide your child without charge. For example, if your child's IEP includes speech therapy and Medicaid requires a \$25.00 co-pay or deductible payment for a session, you could not be charged the \$25.00. Your school district would not need to pay the cost of the co-pay or deductible in order to bill your or your child's public health (Medicaid) for the particular service.
3. Your school district may not use your or your child's public benefits or insurance program (Medicaid) is using those benefits or insurance would:
  - a. Decrease your available lifetime coverage or any other insured benefit, such as a decrease in your plan's allowable number of physical therapy sessions available to your child or a decrease in your plan's allowable number of sessions for mental health services;
  - b. Cause you to pay for services that would otherwise be covered by your public benefits or insurance program (Medicaid) because your child also requires those services outside of the time your child is in school;
  - c. Increase your premium or lead to the cancellation of your public health benefits or insurance program (Medicaid); or
  - d. Cause you to risk the loss of your or your child's eligibility for home and community-based waivers that are based on your total health-related expenditures.

### **Withdrawal of Consent**

If you provided your consent for your school district to disclose your child's personally identifiable information to the State agency that is responsible for administration your public benefits or insurance program (Medicaid), you have the right under 34 CFR part 99 (FERPA regulations) and 34 CFR part 300 (IDEA regulations) to withdraw that consent at any time.

If you do not want your school district to continue to bill your or your child's public benefits or insurance program (Medicaid) for special education and related services under IDEA, you would need to withdraw your consent to your school district's disclosure of your child's personally identifiable information to the agency in your State that is responsible for administering that program. The FERPA and IDEA regulations, however, do not contain procedures for withdrawal of consent to disclosure of your child's personally identifiable information. For the DSISD school districts, if you wish to withdraw your consent, you will need to submit your withdrawal request in writing.

### **What Your School District Must Do If You Withdraw Your Consent or Refuse to Provide Your Consent 34 CFR § 300.154(d)(2)(v)(D)**

Finally, without your consent, your school district cannot bill your or your child's public benefits or insurance program to pay for special education and related services that it is required to provide your child under IDEA at no charge to you or your child. If you withdraw your consent or refuse to provide consent to disclose personally identifiable information (for example, name, birth date), to a public benefits to deny your child the special education and related services s/he is otherwise entitle to receive under IDEA. Therefore, if you refuse to provide consent or withdraw consent, your school district has a continuing responsibility to ensure that your child is provided all of the required services necessary to receive an appropriate education at no charge to you or your child. We hope this information is helpful to you in making an informed decision regarding whether to allow your school district to use your or your child's public benefits or insurance program to pay for special education and related services under IDEA.

