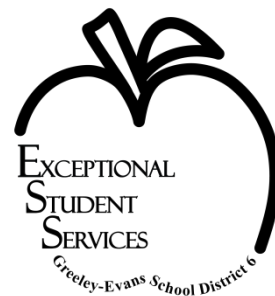
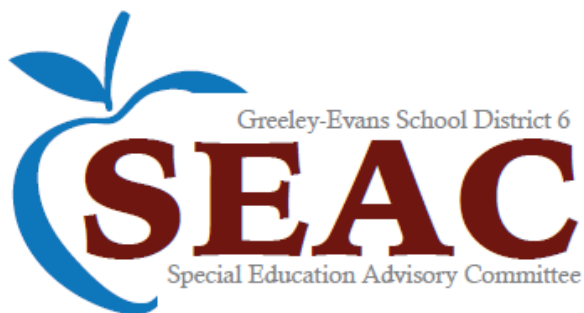




Exceptional Student Services (ESS) Parent Handbook

This handbook has been prepared by the Special Education Advisory Committee (SEAC) to help answer questions regarding Special Education services in our District.



Visit the ESS website at <http://www.greeleyschools.org/ESS>



Your ESS Contacts



Student Name: _____ School Name: _____

School Year: _____

Title	Name	Phone	Email
IEP Team Leader			
General Education Teacher			
Principal			
Speech & Language Pathologist			
Psychologist			
Occupational Therapist			
Physical Therapist			
Adaptive Psychical Education			
Audiologist			
Nurse			
ESS Coordinator			
Parent Liaison			

EXCEPTIONAL STUDENT SERVICES
1025 9th AVE
GREELEY, CO 80631
PHONE: 970-348-6103
WWW.GREELEYSCHOOLS.ORG/ESS

Welcome Parents and Guardians,

This handbook has been created to support you in understanding the special education process, services, and resources provided by Greeley-Evans School District 6. It provides information about special educational laws, assessments, Individualized Education Program (IEP) development, IEP meetings, and services as well as resources and definitions (including common acronyms) for special education. Greeley-Evans School District 6 is committed to creating partnerships with parents and guardians in the educations of their children to create the best outcomes possible.

The Exceptional Student Services (ESS) department is dedicated to meeting your child's unique educational needs while assisting you in understanding the special education process.

When you have questions or concerns, we encourage you to talk with your child's teacher, IEP Team Leader, and/or Principal. If you need additional assistance, please contact our Parent Liaison or our ESS administrative office at 970-348-6103.

Thank you for partnering with the ESS staff to improve outcomes for your child.

Sincerely,

Tom Gribble

***Director of Special Education
Greeley-Evans School District 6
1025 9th AVE
GREELEY CO, 80631
PHONE: 970-348-6103
FAX: 970-348-6232***



***As a Parent and caregiver of
your child you are always
the foremost lifetime expert
of your own child in any
room that you walk into.***



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District 6's Vision
Every student a learner.
Every student a graduate.
All students a success!



Circle of Support for Greeley-Evans School District 6



IEP Team Leaders

Special Education Teacher or Speech Therapist

General Education Teacher

-

Building Lead

Head Special Education Teacher or School Psychologist

Building Administrator

Principal, Vice Principal or Dean

Parent Liaison

970-348-6103

Special Education Coordinator

Early Childhood

970-475-1078

Elementary

970-348-6285 or 970-348-6245

Middle School/Charter Schools

970-348-6248

High School/Alternative Programs

970-348-6298

Special Education Director

970-348-6103

Please use the inside page of this handbook to fill out the contact information for your child's service providers.

What is Special Education?

The Individuals with Disabilities Education Act (IDEA) governs our decisions about students with disabilities. IDEA guarantees a free and appropriate education (FAPE) to eligible public school students with disabilities. However, just forty years ago, many students with disabilities were not able to receive a public education.

In 1975, Congress enacted Public Law 94-142 (the original version of IDEA) which began giving students with disabilities access to a free, public education. Over the years, many revisions have been made to the law with the most recent revisions of IDEA occurring in 2004. The Colorado Exceptional Children's Education Act has been updated to reflect the revisions in IDEA. If you have questions about IDEA, please ask your special educators, school psychologists, school administrators, or the Exceptional Student Services department. The following websites also provide information:

Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/index.html?src=oc>

Colorado Department of Education – Exceptional Student Services Unit:

<http://www.cde.state.co.us/cdesped/index.asp>

Council for Exceptional Children:


<http://www.cec.sped.org/>

US Department of Education

<http://idea.ed.gov/>

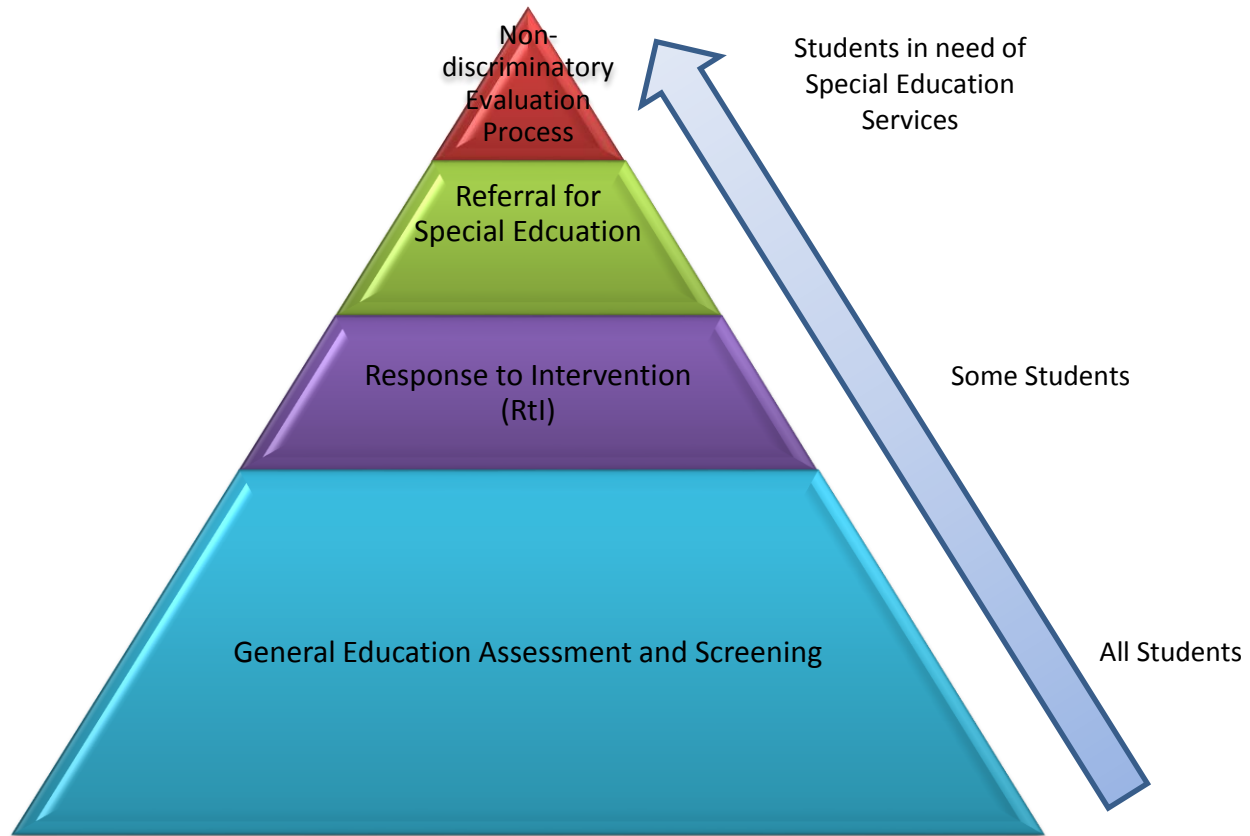
Greeley-Evans School District - Exceptional Student Services Department

<http://www.greeleyschool.sorg/ESS>



*Special Education is a
SERVICE,
Not a place*

Does My Child Need an Evaluation?



All students are part of the general education screening and assessment. At some point a teacher, you, or another caregiver may notice that your child is struggling with certain developmental milestones at school or at home.

Interventions in your child's school are then put in place as a Response to Intervention (RtI) to address this struggle. (RtI is also known as STAR in Greeley-Evans District 6. STAR stands for Student and Teacher Assistance and Response.) If your child continues to struggle after the interventions, the local school district can evaluate your child to see if they meet the eligibility criteria for special education services. You or the school can make this request.

Please note: If you or your child's school team suspects a disability, an evaluation must be completed to determine whether your child may be eligible as a student with a disability as defined by Colorado law.

Response to Intervention (RtI)

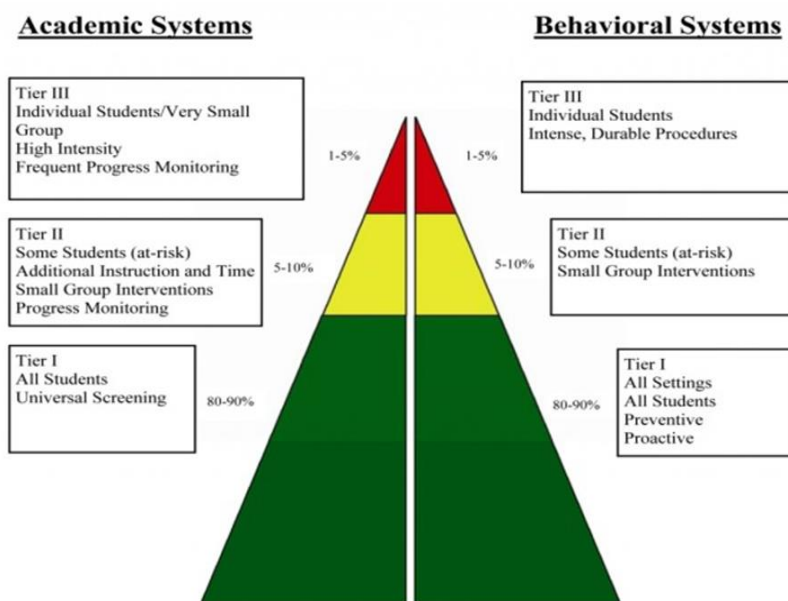
Response to intervention (RtI) is a recent addition to special education law. RtI is a process that schools use to help students who are struggling academically or behaviorally. The fundamental idea is for schools to identify students at risk for poor learning outcomes through reduced performance on class wide, school wide, or district wide tests. A student may also be identified through other means, for example teacher observation. After RtI identification, the school provides the student with research-based interventions while the student is still in the general education setting. During this time staff will monitor the student's progress, adjusting the nature or intensity, based upon the student's responsiveness and progress. The data generated and collected during the RtI process can also be useful in identifying students who have disabilities. When students "respond to the intervention" further evaluation may not be necessary.

RtI typically has three different levels of intensity.

Tier I: (Green) All students, all settings, preventative, proactive, universal screening

Tier II: (Yellow) Some students (at-risk), additional instruction and time, small group interventions, progress monitoring, intervention for a specific amount of time (generally six to eight weeks) to see if the student responds to the intervention - If the student responds to the research-based intervention, this indicates that perhaps his or her difficulties have resulted from previous inadequacies in instruction or in the curriculum.

Tier III: (Red) Individual students or very small group, high intensity instruction, frequent progress monitoring - If the student does not respond to interventions in this level, then he or she is likely to be referred for a full and individual evaluation under special education law.



Additional Information:

The Colorado Department of Education has adopted the use of the conceptual framework of a Multi-Tiered System of Supports (MTSS). An effective Response to Intervention (RtI) framework is a part of that comprehensive system of supports. See more at: <http://www.cde.state.co.us/rti#sthash.n64NdNJS.dpuf>

Response to Intervention - Colorado Department of Education: <http://www.cde.state.co.us/rti>

Special Education Process

Referral: A request that is made by a teacher, parent, doctor, or other outside agency to determine if a student needs special education services.

Evaluation: After written permission is received from the parent to test their child, the evaluation process begins. The assessments are done by a team of specialists and teachers to determine the student's current level of functioning. This team can include school psychologists, speech pathologists, occupational therapists, physical therapists, special education teachers, and the school nurse. There are many types of assessments that are used to determine if the student qualifies for special education services. They also help guide interventions that will be useful for the student. Parent input is an important part of the process.

Team Meeting: Once the evaluations are completed, a meeting is held with the parent and team who conducted the testing to discuss results and determine if the student qualifies for special education services. If the student is found to be in need of services, a specialized program is developed.

IEP Process: The Individual Education Program (IEP) describes the student's specialized program. It is a legal document that is tailor-made to suit the student's individual needs in order to increase achievement and success at school. The IEP provides a summary of the evaluations and your student's strengths. It also describes educational goals and methods for accomplishing them.

A parent's written permission is needed to begin special education services.

Instruction: Once an IEP is written, programs and activities are implemented at school (and possibly in the community and at home) to increase student results. Services are provided in their home schools and students participate in the regular education classes whenever possible (this is also known as the "Least Restrictive Environment" – LRE see page 24). Other placements are considered if more specialized instruction is needed by the student.

Annual Review: The parents meet with the educational team every year to review the IEP. Your student's IEP will be discussed as well as any changes to his/her specialized program. Additional meetings can be requested by parents or other members of the IEP team at any time.

Reevaluation: This meeting is held every three years to determine whether the student still requires special education services. New evaluations and testing are required for this meeting.

Your Collaborative Team

Many professionals are working collaboratively with parents and their children to promote the highest rate of learning. Below is list of individuals who may be part of the special education process.

General Education Teacher: The primary role is to provide academic curriculum in the general education classroom and to focus on the provisions of appropriate learning opportunities for all students. The General Education Teacher also provides specific information about daily emotional, social, and academic performance that reflects the progress of your student which then helps determine eligibility for special education services.

Special Education Teacher: The primary role is to provide services to your student to improve access to educational programing. The Special Education Teacher helps evaluate academic functioning and then designs, implements, and assesses educational programing to meet your student's special education needs.

School Psychologist: The primary responsibility is to administer and interpret psychological assessments to evaluate the potential of your student. Cognitive, social, emotional, and cultural assessments are used to help determine if any of these factors are affecting your student's progress at school. The School Psychologist may also work directly with the student, find resources, or act as a liaison with community agencies.

School Counselor: The responsibility of this provider is generally geared towards middle and high school students. This person provides group or individual counseling for skills such as interpersonal/coping skills, communicating more effectively, and improving your student's self-concept. This person may also be responsible for designing the academic schedule of middle and high school students.

Audiologist: The primary role is to determine if range and degree of hearing is adequate for optimal learning. If the student is determined to have a hearing impairment, the audiologist provides services to help teachers and parents manage hearing problems.

Occupational Therapist (OT): The primary role is to improve and develop meaningful fine motor skills for students by increasing small muscle functions used in dressing, feeding, writing, cutting, and overall coordination. This person may work with your student to help develop fine motor or perceptual motor skills. The OT may consult with teachers and parents to implement the interventions to improve the student's skills necessary for independent functioning in the school setting.

Physical Therapist (PT): The primary role is to provide specific interventions when the student's physical limitations, due to the large muscle functions (gross motor skills), interfere with their education. These limitations can affect standing, sitting, walking, and how well the student can access his/her educational environment. The PT may work directly with your student and/or assist teachers and parents by adapting equipment and developing activities to improve your student's muscle strength and normal movement abilities in the school setting.

Speech-Language Pathologist (SLP): The primary responsibilities include diagnosing and guiding interventions of communication disorders such as speech or language impairments. This person provides direct services individually or in a group setting to improve the student's language, speech, and communication skills. This person collaborates with teachers and parents to assist communication learning throughout the day.

Adaptive Physical Education Specialist: This person is an educationally trained professional who is able to assess individual students and develop, adapt and implement specialized physical education programs in the motor domain.

School Nurse: This person addresses health related issues which includes planning for emergencies, identifying and removing health-related barriers to education, and providing training to teachers. They may also dispense medications. This person works with the team to make sure the student's individual health needs are met.

Paraprofessionals: The primary role is to provide support to the teachers and other professionals. They support the team effort wherever needed and report student progress to the teachers.

Parent: The parent's primary educational role is to be the expert since he/she knows more information than anyone else regarding their child. The parent also plays an important role in decisions made about educational programming and goals.

Teacher of Hearing Impaired (Deaf & Hard of Hearing): The primary role is to provide evaluation and special programming for students who have an educationally-significant loss of hearing which affects the student's ability to communicate with others. The Teacher of Hearing Impaired provides direct services and/or consultation services to teachers and parents.

Teacher of Visually Impaired: This person provides evaluation and special programming for students who have significant vision impairment affecting their education. The Teacher of Visually Impaired may provide direct services and/or consultation services to teachers and parents.

School to Work Alliance Program (SWAP) Coordinator: This person supports employment-related assistance to youth and young adults ages 16-25 who may need support to find and maintain employment. SWAP is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR), and local school districts, and supported by the Colorado Department of Education (CDE). SWAP provides assistance that not only produces a desirable employment outcome (such as a career-path job), but also teaches appropriate job seeking and job retention skills that can be utilized throughout a lifetime.

Collaborative Team Goals:

- Together we will serve students based on needs as a collaborative team
- Together we will provide students with opportunities to pursue meaningful post-school outcomes related to strength and interest
- Together we will use research-based instructional strategies to support student achievement

What is an IEP?

The Individualized Education Program (IEP) is a plan that is developed by school personnel and the parent to prioritize and guide student success at school. The plan is reviewed at least yearly and identifies specialized services, addresses specific goals, and measures student progress (how the student is doing and making growth).

Types of IEP Meetings

The IEP meeting is held to determine what strategies will be utilized to meet the student's individual needs to increase success at school. The team discusses the student's strengths and weakness and if the student needs additional supports of related services (occupational therapy, speech/language, physical therapy, etc.). Types and pace of instruction will also be talked about and where this instruction will occur. Finally, measures will be established to monitor the student's progress. The parent always has the right to ask for updates on student progress.

Eligibility (Initial) Meeting: This is the initial meeting that occurs with parent and school personnel once a referral to special education is made and testing is complete. At this meeting, testing results are discussed and the team determines if the student qualifies for special education and related services. If the student qualifies, the parent and the school personnel develop the IEP by creating specific goals and strategies to increase student achievement.

Annual Review: This meeting occurs during the school year (within 12 months of the eligibility meeting or the previous Annual Review) to review student growth and progress and to discuss changes that need to be made to the IEP.

Additional Meeting: This meeting is in addition to the Annual Review and may be scheduled by the parent or school personnel on an as needed basis.

Reevaluation Eligibility Meeting: This meeting occurs every three years and is needed to determine if the student is still eligible for special education services. Prior to the meeting, permission is given from the parent so school personnel can retest or reevaluate the student and gather new information. At the meeting, the parent and team will determine if they still qualify and then develop new goals and services for the IEP.

Amendment: This occurs when *minor* changes need to be made to the IEP, but the changes can be made without holding a meeting provided the parents and school personnel agree to the changes. This process saves time for parents and school personnel. Amendments do not change the date of the Annual Review and the Annual Review will still be held as usual.

Parent Involvement Tips

Parent involvement is critical to student success, but sometimes it is hard to know where to begin. Below are a few ideas of how the parent can be involved.

- Make contact with your student's teacher at the beginning of the school year to discuss your student's interests
- Visit your student's classroom to learn more about the school and how your student acts in different settings
- Find ways to be involved all school year long by volunteering, attending the parent-teacher organization, going to special events at school and at district level, and/or joining a committee
- Schedule time at home to talk with your student about school, friendships, and teachers
- Work on projects and homework together
- Continue contact with the teacher throughout the year to discuss your student's needs, learning styles, successes, and any other changes (medication, etc.)
- Watch your student's behavior at home. What does your student like to do? Dislikes? What is your student good at? How does your student interact with others?
- Keep track of your student's medical history in one location. Include: date of birth, name and address of student's doctor, dates of entry into school, dates of evaluations, results of evaluations, treatments, etc.
- Create a binder for your student's educational information (IEP, progress reports, report cards, etc.)
- Seek out information to become an advocate for your student's needs

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

-Jane D. Hull

Parent Rights

- ✓ Parents have the right to request that their child be assessed for special education by the local public school district. Parents may also obtain evaluations from a private institution at their own expense.
- ✓ Parents have the right to give permission. School personnel are required to get written permission to assess and place your child in a specialized program. Parents have the right to be contacted prior to decisions being made about their child's educational program.
- ✓ Parents have the right to bring any person to an IEP meeting with knowledge about their child including friends, community-based provider, attorney, or any other support person
- ✓ Parents have the right to be a part of IEP development, participate in the IEP meeting, and have their opinions heard and noted.
- ✓ Parents have the right to review and receive copies of their child's educational records. These include grades, tests, or any public school report kept in their child's file.
- ✓ Parents have a right to privacy. Parent written permission is required before individuals outside the school district are allowed to access their child's special education records.
- ✓ Parents have the right to the least restrictive environment (LRE) where their child is provided services in a setting that promotes interaction with the general education population as much time as possible.
- ✓ Parents have the right to appeal decisions made about specific parts or all of the IEP, child placement, and/or eligibility.

For more information about parent rights:

CDE – Exceptional Student Services Unit

<http://www.cde.state.co.us/spedlaw/index.htm>

Office of Special Education and Rehabilitation Services (OSERS)

<http://www2.ed.gov/about/offices/list/osers/index.html>

Wright's Law

<http://www.wrightslaw.com/>

What To Expect To Be On Your Child's IEP Meeting Agenda...

Initial Eligibility and Reevaluation Meeting Agenda	Annual Individual Education Program Meeting Agenda
<p>Eligibility Determination</p> <ul style="list-style-type: none"> • Introductions, purpose and format of the meeting • Procedural Safeguards, Rights, and Responsibilities • Evaluation Report Discussion • Parent Input • Determination of Disability <p>*** Stop here if your child is not eligible***</p> <p>IEP Meeting</p> <ul style="list-style-type: none"> • Prior Written Notice and consent for Initial Provision of Special Education and related services • Medicaid Eligibility • Signatures of participants for attendance only • Present Levels of Academic Performance and Functional Performance • Determination of Special Factors – Any Required Plans • Determination of Post-School Goals and Transition Needs • Annual Goals and Objectives • Accommodations and modifications, Extended School Year services, State Assessments • Determination of Service Delivery • Determination of Placement In the Least Restrictive Environment <p>Consent for Initial Placement in Special Education</p> <ul style="list-style-type: none"> • Prior Written Notice of Special Education Action 	<p>IEP Meeting</p> <ul style="list-style-type: none"> • Introductions, purpose and format of the meeting • Procedural Safeguards, Rights, and Responsibilities • Medicaid Eligibility • Signatures of participants for attendance only • Parent Input • Present Levels of Academic Performance and Functional Performance • Determination of Special Factors – Any Required Plans • Determination of Post-School Goals and Transition Needs • Annual Goals and Objectives • Accommodations and modifications, Extended School Year services, State Assessments • Determination of Service Delivery • Determination of Placement In the Least Restrictive Environment • Prior Written Notice of Special Education Action • Further Questions

Tips for Successful IEP Meetings

Many parents feel overwhelmed at IEP meetings. A significant amount of information is given to the parent and the time goes by quickly. It is important to remember that the school personnel want parent input as parent involvement and participation is crucial to your child's success. The parent is the expert!

Before the Meeting:

- Prepare a list of questions and ideas to share with school personnel about your child
- Consider how your child's strengths can be built upon
- Make a list of goals based on your child's educational needs
- Ask to be informed of testing results before the meeting
- Develop an understanding of roles of the members of the IEP team
- Review your child's current IEP
- Look at the notice of meeting to see who is going to attend the meeting
- Decide if bringing a trusted person is necessary. This person can be a friend, relative, community-based service provider, or other caregiver. This person can provide additional support and is another set of ears to hear what is discussed.

During the Meeting:

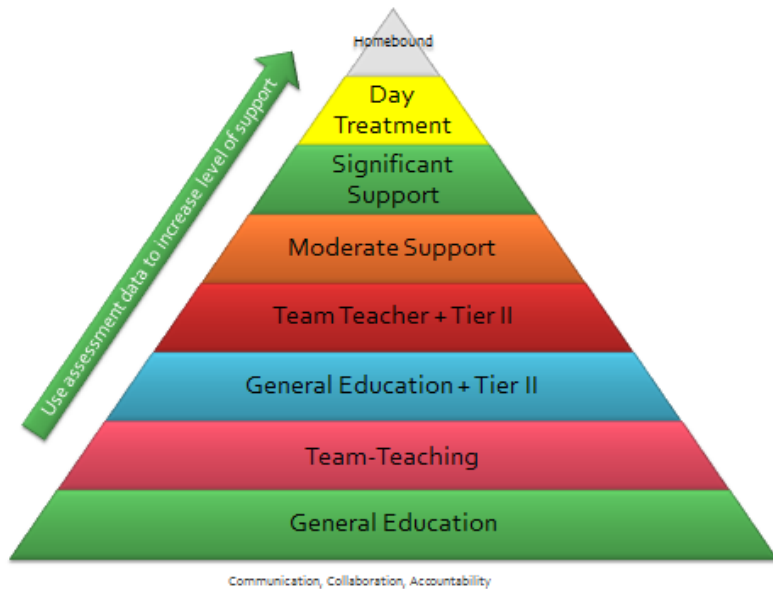
- Take notes
- Ask questions and clarification about terms used in the meeting
- Ask for a continuance if time runs out before all questions have been answered
- Read/listen to the IEP documents
- Keep focused on your child's needs
- Ask for a copy of the IEP to take home and review
- Involve your child when appropriate

After the Meeting:

- Review the IEP and make sure all of it is understood. If not, call and ask for clarification. (The parent can always ask for clarification on any part of the IEP)
- Request another meeting if necessary
- File the IEP in an accessible, safe place
- Talk with your child about what was discussed at the meeting
- Work with school personnel as a part of the IEP team and stay focused on your child's goals

Continuum of Services

Special education services are provided along a continuum of services and placement options. According to state and federal law, services must be provided in the least restrictive environment (LRE) which requires schools to educate students with disabilities alongside students without disabilities to the maximum extent possible. The IEP team determines student LRE on an individual basis to ensure that a student with a disability is served in a setting where he/she can be educated successfully.



Greeley-Evans District 6 Educational Settings

Greeley-Evans District 6 provides options for the continuum of services to meet individual student needs in the least restrictive educational setting. Most students with disabilities are able to receive the appropriate level of service while attending their home school. However, there are situations when specialized programming is required to meet the required level of support and is not available at the student's home school. Below are descriptions of Greeley-Evans District 6 service options for students:

Home School (Neighborhood)

Services are provided in the student's neighborhood school with varying degrees of support from special education providers both inside and outside the general education classroom.

Specialized Program

In some situations it is not reasonable to provide services in the general education classroom. If this happens, the required level of support may not be available in the student's neighborhood school. If the IEP team determines that the student requires a change of placement to best meet student needs, transportation will be provided by the school district.

Other Instructional Settings

Examples include: temporary services in the hospital, home, or community.

Eligibility for Special Education Services

Students with disabilities are individuals from ages 3-21 who are unable to receive reasonable benefit from general education due to one or more of the following conditions:

Autism Spectrum Disorders: A child with an Autism Spectrum Disorder (ASD) is a child with a developmental disability significantly affecting verbal and non-verbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.

Hearing Impairment (including deafness): A child with a hearing impairment, including deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education.

Serious Emotional Disability: A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education.

Intellectual Disability: A child with an Intellectual Disability shall have reduced general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which prevents the child from receiving reasonable educational benefit from general education.

Multiple Disabilities: A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an intellectual disability. The other areas of impairment include: Orthopedic Impairment, Visual Impairment including Blindness, Hearing Impairment including Deafness, Speech or Language Impairment, Serious Emotional Disability, Autism Spectrum Disorders, Traumatic Brain Injury, or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable educational benefit from general education.

Orthopedic Impairment: A child with an Orthopedic Impairment has a severe neurological/muscular/skeletal abnormality that impedes mobility, which prevents the child from receiving reasonable educational benefit from general education.

Other Health Impairment (OHI): Other Health Impaired (OHI) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to a chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.

Specific Learning Disability: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech or Language Impairment: A child with a Speech or Language Impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education.

Traumatic Brain Injury (TBI): A child with Traumatic Brain Injury (TBI) is a child with an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which adversely affects the child's ability to receive reasonable educational benefit from general education.

Visual Impairment (including blindness): A child with a Visual Impairment, including Blindness, shall have a deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education.

Deaf-Blindness: A child with Deaf-Blindness has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that he/she is prevented from receiving reasonable educational benefit from general education.

Developmental Delay: A child with a developmental delay shall be 3-8 years of age and who is experiencing developmental delays in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive, which prevents the child from receiving reasonable educational benefit from general education.

Additional information about disability categories and eligibility can be found at:

Colorado Department of Education (CDE)
Exceptional Student Services Unit
201 East Colfax Avenue
Denver, Colorado 80203-1799
CDE Main Phone: 303-866-6600
<http://www.cde.state.co.us/>

Early Intervention Services

Child Find is a process used to identify children 0-5 years of age that may be experiencing developmental delays. These delays may be in the following areas: social-emotional, behavioral, communication, motor, cognitive, academic, and/or play skills. Greeley-Evans provides screening services for referred children and evaluations for children that are suspected of having a developmental delay.

Children ages 3-5 found to meet state eligibility criteria for a developmental delay or disability are able to attend a state and federally mandated preschool special education program. Eligible children are entitled to a free and appropriate education (FAPE) in the least restrictive environment (LRE) at no cost to the parent.

For additional information, please contact the following:

Child Find Office: 970-475-1079

District 6 Early Childhood Center: 970-475-1077

Special Education Advisory Committee (SEAC)

SEAC is comprised of district staff, parents, and community members whose purpose is to advocate and advice on special education issues in the school district. SEAC's goal is to improve special education services and the quality of life for students. SEAC meets monthly. A current meeting schedule can be found at: www.greeleyschools.org/ess

Please consider joining a meeting to see what it is all about!

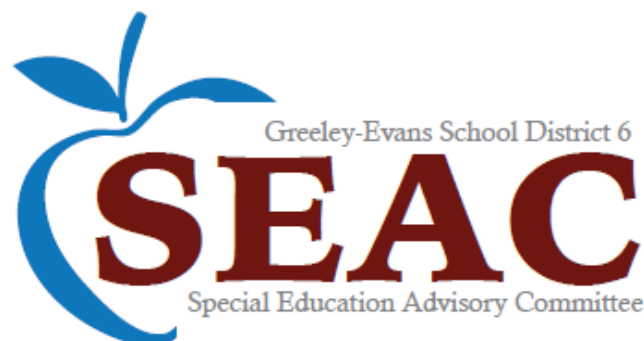
Vision:

All learners are respected and challenged with high expectations, their needs are met, and student aspirations for success are fulfilled.

Mission:

Our Mission is to actively represent children/youth with Disabilities and impact decisions made on their behalf to enhance the quality of educational services.

For more information, contact the Parent Liaison: 970-348-6103



18-21 Transition Services

Transition is a time when a student is preparing to leave school and go into the adult community. All students face choices about continued education, careers, independent living, and their social life. Transition can create unique challenges for students with disabilities because of potential need for additional support. Transition support is provided by Greeley-Evans District 6 so students can achieve personal success through maximum independence and self-advocacy.

According to IDEA, “Transition Services” means a coordinated set of outcome oriented activities for a child with a disability that promotes movement from school to post-school activities. This is based on the individual child’s needs utilizing his/her strengths, interests, and preferences. Transition services can include:

- Instruction
- Related services
- Community experiences
- Development of employment
- Development of other post-school adult living objectives
- Acquisition of daily living skills (if needed)
- Functional vocational evaluation (if needed)

To make the transition experience as successful as possible, it is important for parents and school personnel to work together to:

- Create goals related to life after high school and create a long-range plan to get there
- Link students (and families) to needed post-school services and supports prior to exiting the public school system
- Design the high school experience to ensure student learns skills to achieve his/her post high-school goals

For more information, go to CDE’s Exceptional Services Unit:

<http://www.cde.state.co.us/cdesped/Transition.asp>

Dispute Resolution Options

If you have concerns about your son or daughter's special education services, it is advisable, before seeking remedies outside of your local school system, to contact the **DIRECTOR OF SPECIAL EDUCATION** at 970-348-6103. If that does not resolve your concerns, the following options through the Colorado Department of Education may assist you in resolving disagreement(s) you may have with the school and/or school district:

	Mediation	State Complaints	Due Process (Non-Expedited) Complaints
Who can file?	Parents or the Administrative Unit (AU) may request but the other party must voluntarily agree to mediate the dispute.	Any individual or organization.	Parents or the AU.
For what issues?	Disputes concerning matters protected under the Individuals with Disabilities Education Act (IDEA) or the Exceptional Children's Educational Act (ECEA).	Any alleged IDEA or ECEA violation that occurred not more than one year prior to the date of a properly filed complaint.	Any alleged IDEA or ECEA violation that occurred within the past two years concerning the identification, evaluation or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE).
Cost?	Free to the parties. The department pays for the Mediator's services.	No filing fees. Each party must pay for any attorney fees and costs that they incur.	No filing fees. Each party must pay for any attorney fees and costs that they incur.
Who decides?	The parties control the outcome.	The State Complaints Officer (SCO).	The Administrative Law Judge (ALJ).
What happens?	An impartial Mediator is assigned to assist the parties in resolving their dispute. The Mediator helps the parties to express their views and positions but remains neutral and does not take the side of either party.	A party files a state complaint and documentation. The other party then files a response; The complaining party can then file a reply to the response. The assigned SCO conducts an investigation, including interviews and review of the relevant documentation.	A party files a due process complaint and documentation. An ALJ is assigned. The AU must conduct a resolution meeting. Any unresolved issues are heard by the ALJ. At the hearing, each party: presents evidence, gives testimony, and cross examines witnesses.
Timeline	Mediations must be scheduled in a timely manner. Typically, mediations are completed within 30 calendar days of a mediation request.	A written decision is issued within 60 calendar days after a properly filed complaint was received by the SCO and the AU.	The AU must convene a resolution meeting within 15 days of a properly filed complaint. The resolution period may continue for up to 30 days. If no resolution is reached, a hearing must be conducted and a decision made within 45 days.
Outcome & Remedies	To be enforceable, any agreements reached must be reduced to a written settlement agreement and signed by both parties during the mediation. As to unresolved disputes, a party may file a state and/or due process complaint.	The SCO issues a written decision. If the SCO determines that IDEA violations require remedies, the SCO enters orders that must be taken to correct the violations, including, but not limited to: a corrective action plan, compensatory services, reconvening of the IEP meeting, etc. If the SCO determines that no IDEA violations occurred, no remedies are ordered.	The ALJ issues a written decision. If the ALJ determines that IDEA violations require remedies, the ALJ enters orders that must be taken to correct the violations, including, but not limited to: compensatory services, reconvening of the IEP meeting, etc. If the ALJ determines that no IDEA violations occurred, no remedies are ordered.
Appeal	If a party alleges that a settlement agreement has been breached, that party may seek enforcement of the agreement in state or federal court.	The SCO's decision cannot be appealed but either party may file a due process complaint on the same issue(s).	The ALJ's decision may be appealed in state or federal district court within 90 days of the date of the decision.

Acronyms

In Alphabetical Order:

ACLD	Association for Children with Learning Disabilities is a non-profit agency that serves the needs of individuals with developmental disabilities and their families.
ADA	Americans with Disabilities Act gives civil rights protections to individuals with disabilities. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications.
ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder symptoms usually begin in childhood and continue into adulthood. Symptoms, such as hyperactivity, impulsiveness, and inattentiveness, can cause difficulty at home, school, work, or in relationships.
ASA	Autism Society of America is a resource for families, advocates, and individuals with autism.
ASL	American Sign Language is a visual language used predominantly in the United States and in many parts of Canada.
AT	Assistive Technology is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.
ARC	Association for People with Intellectual and Developmental Disabilities promotes the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community throughout their lifetimes.
ASD	Autism Spectrum Disorder means a developmental disability that significantly affects verbal and nonverbal social communication, social interaction, engagement in repetitive activities and stereotyped movements, and resistance to environmental changes or changes in daily routines which prevents the child from receiving reasonable educational benefit from general education.
BIP	Behavior Intervention Plan is a plan that is based on the results of a functional behavioral assessment (FBA). It includes a description of the problem behavior, hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
CBA	Curriculum-Based Assessments are designed to provide diagnostic information related to specific content or skill areas and can be formative or summative.
CBM	Curriculum-Based Measurements are used to monitor student progress.
CDE	Colorado Department of Education supports the advancement and improvement of the state's education system to prepare all learners for success. CDE's goals are related to student achievement, educator effectiveness, school/district performance, and state agency operations – all aimed at preparing students for success after high school.
CEC	Council for Exceptional Children is a professional association that works to improve the educational success of children and youth with disabilities.
CLD	Culturally Linguistically Diverse is an educational term used by the U.S. Department of Education to define students enrolled in education programs who are either non-English proficient (NEP) or limited-English proficient (LEP). The term is also used to identify students from homes and communities where English is not the primary language of communication. These students speak a variety of languages and come

	from diverse social, cultural, and economic backgrounds.
CPI	Crisis Prevention Intervention aims to reduce the intensity of an individual's emotional, mental, physical and behavioral reactions to a crisis, and then helps the individual return to their level of functioning before the crisis. The best intervention is prevention.
CSDB	Colorado School for the Deaf and Blind is a K-12 residential school serving students and their families who are deaf, blind, or both.
CSEAC	Colorado Special Education Advisory Committee is a state level committee mandated by federal and state law. Members are interested in the quality of education received by children/youth with disabilities. The committee includes parents of and individuals with disabilities, educational service providers, administrators and representatives from a variety of related agencies. Participation is statewide and representative of diverse disabilities.
DD	Developmental Disabilities means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development for children birth to nine.
DHH	Deaf and Hard of Hearing means deficiencies in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.
DVR	Division of Vocational Rehabilitation assists persons with disabilities ages 18-65 to succeed at work and to live independently. It is a program that provides individualized vocational rehabilitation and supportive services to assist eligible individuals with disabilities to get and keep jobs compatible with their skills and abilities.
ECSE	Early Childhood Special Education programs provide supports and services to infants, toddlers and preschool children with disabilities and their families.
ELL	English Language Learner is a learner of the English language who may benefit from various types of language support programs.
ESS	Exceptional Student Services, also called special education, supports students with exceptional educational needs due to a disability.
ESY	Extended School Year are services designed to support a student with a disability who has evidenced substantial regression and recoupment issues or experienced predictive factors. ESY is designed to maintain the academic, social/behavioral, communication, or other skills that the student has learned as part of the Individualized Education Program (IEP).
FAPE	Free Appropriate Public Education requires that children with disabilities receive support free of charge as is provided to non-disabled students. It also provides access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible.
FBA	Functional Behavior Assessment is a comprehensive and individualized strategy to identify the purpose or function of a student's problem behavior(s).
FERPA	Family Educational Rights and Privacy Act is federal legislation in the United States that protects the privacy of students' personally identifiable information. The act

	applies to all educational institutions that receive federal funds. FERPA states that parents of students under 18, or eligible students (students over 18, or those who have matriculated to an educational institution above high school) be allowed to view and propose amendments to their educational records. The act also mandates that schools must obtain written permission from parents or eligible students in order to release a student's personally identifiable information.
GT	Gifted and Talented means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities.
HCP	Health Care Plan is for students with chronic and complex healthcare needs who require specialized care at school to help ensure their health and safety. An Individual Health Plan may be developed by the school nurse to specifically address your child's medical needs in the school setting.
HI	Hearing Impaired means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."
IDEA	Individuals with Disabilities Education Act is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.
IEE	Independent Educational Evaluation is an evaluation of a child for the purposes of determining a special education program that is performed by personnel outside the school system.
IEP	Individualized Education Program is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability. The IEP, the team that develops it, and what it must contain are governed by Part B of the Individuals with Disabilities Education Act (IDEA) and amendments to it.
IFSP	Individualized Family Service Plan is both a process and a document intended to assist families and professionals in a community in their combined efforts to meet the developmental needs of a young child from birth to age three with special needs.
LEA	Local Education Agency is a government agency which supervises the provision of instruction or educational services to members of the community. People may also use the term "school district" to refer to a local education agency.
LRE	Least Restrictive Environment is where the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
OHI	Other Health Impairment means a disability caused by disease, condition, disorder,

	or injury that substantially affects strength, vitality, or alertness. To be identified with another health impairment, the student's condition must cause a substantial impact on his educational performance.
OI	Orthopedic Impairment means a severe neurological/muscular/skeletal abnormality that impedes mobility which prevents the child from receiving reasonable educational benefit from general education.
OSEP	Office of Special Education Programs is part of the United States Department of Education that is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.
OSERS	Offices of Special Education Rehabilitative Services is part of the United States Department of Education that supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities and supports research to improve the lives of individuals with disabilities.
OT	Occupational Therapy works with student to improve visual motor, visual perception, gross motor, fine motor, self-help, and other skills that can affect school performance.
PBA	Phonics Benchmark Assessment is used to diagnose a student's ability to apply phonics and phonics-related skills when decoding single-syllable and multisyllabic words.
PBIS	Positive Behavioral Interventions and Supports is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes.
PT	Physical Therapy/Physical Therapist is one of the related services used to provide to support the student's individualized education program (IEP). Physical Therapists assist students in accessing school environments to benefit their education.
RtI	Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs. RtI school-based teams identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. If students do not respond to the interventions, the information is used to help identify students with learning disabilities or other disabilities.
SEAC	Special Education Advisory Committee provides parents and community representatives a way to communicate with the school system that serves their child with special needs. The group collaborates with the District staff to improve special education services and the quality of life for your children.
SED	Serious Emotional Disability involves emotional or social functioning which prevents the child from receiving reasonable benefit from general education.
SLD	Significant Learning Disability describes specific kinds of learning difficulties in reading, writing, listening, oral language, and math which impacts a person's education.
SLI	Speech Language Impairment means a communicative disorder which prevents the student from receiving reasonable educational benefit from general education.
SLP	Speech Language Pathologists are professionals who assess and service students with speech, language, and communication disabilities.
SPED	Special Education is instruction that is specifically designed to meet the needs of a child with a disability.
SWAAAC	State Wide Augmentative Alternative Assistive Communication provides

	multidisciplinary Assistive Technology services to enable students with disabilities equivalent access to the curriculum and full participation in their education and classroom.
SWAP	School to Work Alliance Program is a collaborative effort between Colorado Department of Education, the Division of Vocational Rehabilitation, and local school districts/BOCES/BOCS to provide year-round services including counseling and guidance, job development, job placement, on-the-job training and job-site support to assist young people with disabilities to become employed and self-sufficient. To qualify for SWAP youth are 16-25 years old, have mild to moderate employment needs, and have been identified as having a disability.
TBI	Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.
VI	Visually Impaired, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Resources

Community recourses are available for families. The resources include how to access services for the following:

- Career/Employment
- Counseling/Therapy/Medical
- Education
- Family/Parenting/Advocacy
- Residential/Independent Living

These and other resources are available at the Greeley-Evans District 6 Exceptional Student Services website. Please go to the following link for the complete listing under the Resources link.

<http://www.greeleyschools.org/ess>