

Parnassus
Preparatory
School

Special Education Parent Handbook



Classical Education for the Art of Life

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Parnassus Preparatory School Mission

The mission of Parnassus Preparatory School is to provide students with a classical education grounded in the classical Trivium that demands their best in intellectual achievement and character development.

Student Services Mission

The mission of the Parnassus Student Services Department is to promote student achievement, based on specifically identified needs, and to prepare scholars for success in their chosen paths.

Parnassus Preparatory School Student Services Faculty

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Special Education Teacher (School of Grammar)	Mr. Keil	keil@parnassusprep.com	253
Special Education Teacher (School of Grammar)	Mr. Moua	moua2@parnassusprep.com	245
Special Education Teacher (School of Logic)	Ms. Sjodin	sjodin@parnassusprep.com	214
Special Education Teacher (School of Logic)	Mr. Koenen	koenen@parnassusprep.com	252
Special Education Teacher (School of Rhetoric)	Mr. Langseth	langseth@parnassusprep.com	209
Speech/Language Clinician	Ms. Tebben	tebben@parnassusprep.com	254
Speech/Language Clinician	Ms. Sorlie	sorlie@parnassusprep.com	262
School Social Worker	Ms. Tupy	tupy@parnassusprep.com	297
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What is Special Education?

Under the Individuals with Disabilities Act (IDEA) students with disabilities are provided a free and appropriate public education, including special education and related services.

This includes specialized instruction to meet the unique needs of a student with a disability. The goal of special education is to remove barriers in order for students to access and participate in the general education curriculum.

In Minnesota, schools are required to serve eligible children from birth until age 21, or graduation from high school, whichever comes first. This is a topic for the student's Individualized Education Program (IEP) Team to discuss in planning transition from high school and will be discussed further in the Transition section of this handbook.

It is important to note that Special Education is not tutoring in the general education curriculum. It does not guarantee that students will pass classes or graduate from high school. It is not a cure for a disability.

Special Education services are provided by licensed personnel and include special teaching, materials and techniques. Parnassus Preparatory School assures students with special education needs have access to appropriate services in the following areas:

- | | |
|--|--|
|) Autism Spectrum Disorder (ASD) |) Developmental Cognitive Disability (DCD) |
|) Specific Learning Disability (SLD) |) Physical Impairment (PI) |
|) Deaf-Blindness |) Visual Impairment (VI) |
|) Speech or Language Impairment (S/L) |) Traumatic Brain Injury (TBI) |
|) Deaf and Hard of Hearing (DHH) |) Developmental Delay (DD) |
|) Emotional or Behavioral Disorder (EBD) |) Severe Multiple Impairment (SMI) |
|) Other Health Disabilities (OHD) | |

There are specific criteria that need to be met in order to qualify for special education. The current Minnesota criteria are available from the Minnesota Department of Education (MDE) here:

<http://education.state.mn.us/MDE/dse/sped/mon/prog/list/index.htm>

What are Related Services?

Related services are necessary for a student with a disability to benefit from special education and meet the goals in their Individualized Education Program (IEP). Related services can include transportation, speech-language pathology, audiology, physical and occupational therapy to name a few. These services may be direct or indirect. Direct services are provided directly to the student from a professional. Indirect services are provided to the teacher, parents or others that work with the student.

What is IDEA?

The Individuals with Disabilities Act (IDEA) is the federal special education law. Congress periodically revises and reauthorizes the IDEA statute, most recently in 2004. Upon review, there may be changes to the law. You should be aware of your rights under these regulations, as they will affect the placement of your child and curriculum in the school.

Children with disabilities are entitled to receive a free, appropriate public education (FAPE). There are procedural safeguards in place so each student receives an appropriated evaluation and an Individualized Education Program (IEP) that meets specific needs. Parent and student participation is encouraged and parents are important resources in developing these programs.

Your child should be education with his or her peers as closely as possible. You should only consider alternative programming when the needs of your child cannot be met within the regular school setting. This is referred to as the least restrictive environment (LRE).

Each state has special education laws. IDEA is the minimum, and some states offer more. In Minnesota, the Department of Education (MDE) is responsible for the rules and regulations affecting special education. More information about laws, regulations, and statutes is available on their website at <http://education.state.mn.us/MDE/index.html> . Their phone number is 651-582-5200.

What is a Referral?

Children may be eligible for special education services at birth. In these cases, your child's services are provided through your resident school district and county. Identification of school-age children is based on the child's performance in school.

Pre-referral: Before referring a child for an evaluation, the classroom teacher will plan strategies to see if his or her performance improves with simple changes in instruction, curriculum or environment. These are called "pre-referral interventions." At least two pre-referral interventions must be tried and documented. If your child's performance improves, an evaluation may not be needed. If problems continue, an evaluation will help identify more specific ways to help your child learn. Pre-referral interventions do not require parent permission.

Referral: When classroom interventions are not successful, the classroom teacher may make a referral to the Child Find Team to consider whether further evaluation is warranted. The referral is the starting point of the special education process. It is a written document requesting evaluation and can be made by a parent or guardian, a teacher, any member of the school district, a judicial officer, or a student (18 years or older, or an emancipated minor). A meeting may be held to voice concerns.

A parent may request an evaluation. To do this, submit a written request for evaluation to the school. One copy of the letter should go to the principal, one to the Director of Special Education and one should be kept for your files. This document should include the reason for referral and details describing your concerns.

A referral does not mean the student has a disability. It is the first step to determine if concerns are due to a disability. Once a referral has been made, the school district will invite you to an evaluation planning meeting. You will work with the school team to determine what areas will be evaluated. The evaluation cannot take place without your written consent. Once the school district receives consent, the evaluation must be completed within 30 school days.

What is an Evaluation?

About the Evaluation

When an evaluation is recommended, it means your child's team of teachers feels there is something interfering with your child's ability to learn. The teachers may not have identified any particular area of concern, but they would like to have a team of learning specialists review your child's records and make

recommendations to them about how to best work with your child or how an evaluation might be helpful.

The purpose of the evaluation is to determine if the student qualifies for special education. The evaluation should examine all areas of concern (suspected disability) and provide a detailed description of your child's educational needs. The evaluation may include formal tests, informal observations and evaluations. Evaluations may include reviewing educational and medical history. The evaluation will attempt to determine if factors related to a disability are affecting your child in school.

Teachers can refer a student to the Child Find Team without your authorization; however, no special education evaluation can take place without your written consent. The school district will invite you to an evaluation planning meeting to determine which areas will be assessed, what tests will be used and who will do the testing. A form requesting to evaluate your child will be sent to you for your signature with information about what areas will be assessed, who will do the evaluation and what tests they are going to administer.

The school district has 30 school days (not including holidays and weekends) to complete the evaluation. The time period is determined by state rules in order to provide schools with enough time to conduct an appropriate evaluation of your child's needs.

The following personnel may be involved in your child's evaluation: School Psychologist, Special Education Teacher, Speech/Language Pathologist, Occupational Therapist, School Nurse. The specialists involved will depend on the area(s) of concern regarding the student. There **MUST** be more than one test performed by more than one evaluator during the evaluation.

You must give your consent in writing before the evaluation can take place. Some questions you may want to ask the school staff:

-) Why do you want to do an evaluation?
-) What will we find out from the evaluation?
-) What will be done during the evaluation?
-) What will happen if I say no?
-) What if I would like a specific test?
-) What do I do if I disagree with the results?
-) What happens when the evaluation is done?

There are additional federally regulated steps when a specific learning disability is suspected. The district must have at least one team member, other than the student's teacher, complete a classroom observation of the student's academic performance. Parnassus Preparatory School uses a scientific-research based approach in combination with a discrepancy model in all areas k-12. For more information, reference the Minnesota Department of Education's (MDE) Specific Learning Disabilities Manual <http://education.state.mn.us/MDE/dse/sped/cat/sld/> or contact the Director of Special Education.

The results of an evaluation will be used as a guide to develop your child's educational program (IEP). If you disagree with any part of the evaluation, you need to resolve the issues before proceeding to the next step. See the section "What if I Disagree or Have Concerns with my Child's IEP?" for more information.

After the Evaluation

After the evaluation the case manager assigned to your child during the evaluation process will contact you. They will coordinate a date and time to discuss the results of the evaluation. Members of the

evaluation team along with at least one classroom teacher, and sometimes the student, may be present at this meeting. The student's participation is up to you; generally students attend beginning in middle school. Student participation is important and valuable when appropriate.

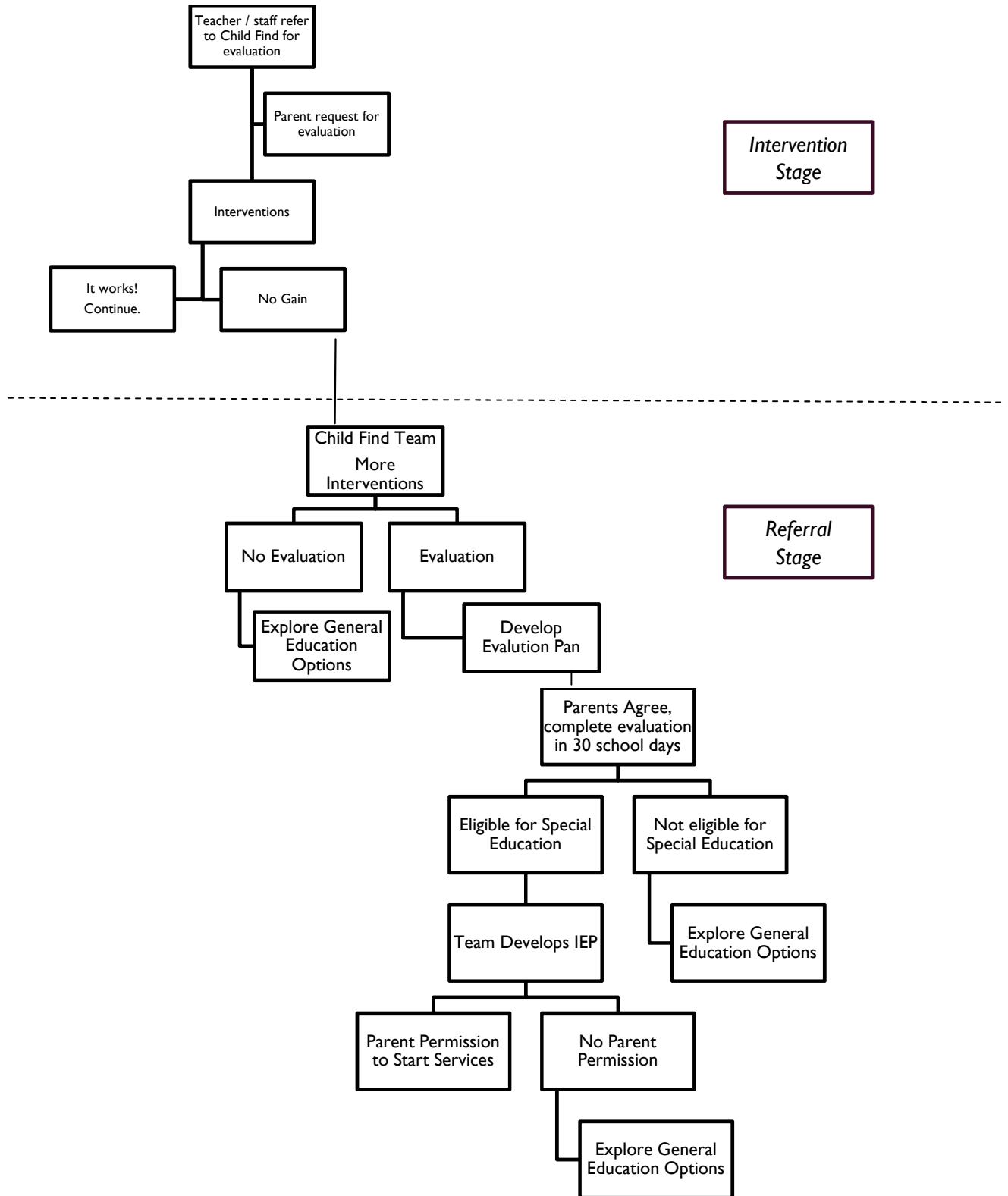
The results will be summarized in an Evaluation Report. A draft of the report will be provided to you at the meeting. It may be possible to get the report before the meeting. You will be able to have input into the final report.

You may also choose to have an independent evaluation done privately and at your own expense. The results of these evaluations must be considered by the school district. If you disagree with the evaluation done by the school, you may exercise your right to request an Independent Educational Evaluation (IEE). This is an evaluation provided by a mutually agree upon professional, not employed by the school system, at no cost to your family. The school district is required to give you several choices of qualified professionals who can perform the IEE from which you select who conducts the IEE. To request an IEE you must notify the Director of Special Education of your disagreement in writing.

If the child does not meet the specific requirements for special education, the team may override an eligibility decision. The team must document why the evaluation was not accurate. Documentation must include signatures of all team members.

MDE has issued a set of guidelines for schools to follow when evaluating children who may have special education needs. These guidelines or criteria indicate what kind of profile children need in order to qualify for special education in any given area. If a child qualifies for special education services, an IEP is developed by the team. If a child does not qualify for special education, there are a few options that may be available for support (See section "What is a 504 Plan?" for more information).

Special Education Referral and Evaluation Process



What are IEPs, ISFPs, and IIIPs?

Parents and students are involved in planning for the special education evaluation and the development of the special education program. The student's plan is formalized using a document called the Individual Family Service Plan (IFSP) for children in Early Childhood Special Education (birth through age 2) or an Individual Education Program (IEP) for school-age children. Families may also choose to use the Individual Interagency Intervention Plan (IIIP) for students from age 3 to 21.

The term IEP will be used throughout this document. Unless specified it is meant to include IFSP and IIIP. The forms are different, yet the process is the same.

Development of the IEP Team

The IEP requirements under federal law (IDEA) emphasize the importance of working cooperatively as a team. The Team is facilitated by the school district. The Team brings together parents, students, general educators, special educators, and administrators. Important educational decisions for students with disabilities are made with this approach. With the combined knowledge and resources of these individuals, students will be assured greater support and subsequent success. Under IDEA, the following people are required to be on the Team and at the meetings:

-) At least one parent
-) At least one general education teacher
-) Special education teacher
-) District representative (person who can assign district resources and is knowledgeable about the curriculum)
-) The student, if appropriate

There may be other Team members. Parents can bring anyone they wish to the IEP meetings. As a courtesy, advise the school district if you are bringing additional participants. The school will let you know whom they plan to have attend via the Team Meeting Notice that is sent. All people invited may not attend. The district can invite only persons with direct educational involvement with the student.

As a parent, you have a unique and critically importance perspective on your child's learning style, strengths, and needs. The school staff should ensure that you feel comfortable when communicating about your child. You have the right to be involved in ALL meetings that discuss the identification, evaluation, IEP development and educational placement of your child. The law ensures that you and school personnel are equal partners in all steps during the Team process.

Student participation is important and students are considered important members of the Team meetings. As students get older, they should become more and more active at Team meetings, and their interests and preferences should determine the direction for the identified goals and services in the IEP. Supporting active student participation in the Team process assists students in developing self-determination skills. Such skills are necessary in adult life. When students turn 17, school districts are required to advise students of their rights to attend Team meetings and the importance of the corresponding responsibilities. If the student does not attend the meeting, the district must take other steps to insure that the student's preferences and interests are considered. It is not mandatory for the student to attend. The decision is up to the student and his or her parents. The student should be encouraged to attend the IEP meetings when he or she reaches grade nine, or younger if appropriate.

What is the Role of the Team?

The Team process has five integrated steps. Under IDEA, the IEP process is a focal point for reaching improved outcomes for students with disabilities. This process must be carefully managed to insure

that the unique needs of the student are addressed. An appropriate evaluation, the development of the IEP, proper placement, and progress meetings to discuss goals and objectives are also critical.

Re-evaluation

A student who receives special education must have a re-evaluation at least every three years or more often if necessary. The purpose is to determine if your child still requires special education and related services. The Team may request additional testing. You may request that additional evaluation be done.

Development of IEP, IFSP and IIIP Documents

An Individual Education Program (IEP) is a legally binding contract detailing special education and related services to be provided for the student. Once the Team has determined that the student is eligible for special education services, the type of IEP is decided on and the document is developed. The three possible forms are an Individual Family Service Plan (IFSP), an Individual Education Program (IEP), or a Triple IEP (Individual Interagency Intervention Plan, IIIP).

IFSP is for an infant or toddler with a disability and the family, based on needs identified by a multidisciplinary Team that includes the parents. The IFSP should contain an assessment and program development, periodic review, content of the plan and parent consent. The development of the IFSP should be completed within 45 calendar days from the initial referral.

IEP is for a student ages 3 to 21. Services need to begin within 30 calendar days from the date the student was found eligible.

IIIP is available to children birth to age 21, or graduation from high school. This brings together all agencies (school, county, and medical) that provide services requiring signatures from all participants. It is available to all agencies on-line. The development of the IIIP must be completed within 30 school days from the completion of the evaluation.

A case manager will be determined. Contact the case manager if you have questions or concerns. Case managers can be any school personnel on your child's Team.

If the Team is in agreement on the IEP, services for the child should begin as soon as possible but not later than 30 calendar days. It is okay to disagree with the proposed plan, but this will affect when the child will start receiving services. (See section "What if I disagree or have concerns with my child's IEP?").

Before the meeting

Some things to think about before the meeting

-) What are the educational goals you have for your child, short and long term?
-) What concerns do you have?
-) What has and has not worked for child's learning process?
-) How does your child's disability affect his or her education? Learn all you can about your child's disability.
-) Request the evaluation results before the IEP meeting.
-) What are your child's strengths, interests and needs?
-) Consider involving your child, when appropriate.
-) Consider bringing someone with you, such as a friend, relative, spouse or advocate.
-) Consider having other professionals involved in your child's care (doctor, therapists, etc.).

During the meeting

-) Be a respectful listener.
-) Share your thoughts.

-) Ask questions; make sure you understand.
-) Remember the meeting is about your child.
-) If there is a completed IEP, take the document home to review. You have 14 calendar days to sign it.

After the meeting

-) Review your notes.
-) Clarify any concern.
-) If there were things that were agreed upon at the meeting, make sure they are in writing in the IEP.

Contents of the IEP

By law, there are certain things that an IEP must include about the student and the educational program designed to meet his or her needs. This information includes:

Present Levels of Academic Achievement and Functional Performance (PLAAFP): The IEP must state how the student is currently doing in school. This information comes from many sources and may include the evaluation of classroom tests and assignments, formal tests used to determine special education eligibility, and observations from staff, teachers and parents. The current performance includes how the student's disability affects his or her involvement and progress in the general education curriculum.

Goals and Objectives: These define the areas of focus for educational planning. Goals describe what the student is expected to accomplish with a year of writing the IEP. The goals must be measurable. You should let the Team know what goals are priorities for your family. Short-term objectives are the steps that help the student reach the goal. There should be at least two objectives for each goal.

Special Education and Related Services: This area lists all the services the district has agreed to provide. This is where direct and indirect services would be defined. Indirect Service means you child doesn't actually see that person, but someone on the Team receives consultative services in regards to the student. Direct service time is the time the child is personally involved with the specified professional. This area also defines what the services are, where they will occur, and the amount of time and frequency of the services.

Participation with Non-disabled Children (Least Restrictive Environment, LRE): The IEP must explain the extent (if any) that the student will not participate with non-disabled students in the general education classroom and other school activities.

Accommodations and modifications: Some students with disabilities may be able to participate in the general education classroom with the use of accommodations and modifications. An accommodation allows a student to do the same work as the other students with a change that allows them to be more successful. An example is taking a test in a quiet room rather than in the classroom. An accommodation does not change the rigor of the material.

A modification lowers the rigor of the material and changes what a test or assignment measures, as compared to the rest of the class. An example would be a student completing work on a portion of the material covered.

Includes Assistive Technology, Special Transportation, 1:1 Paraprofessional support, other supports for school personnel.

Participation in State and District-wide Tests: The IEP must state what accommodations or modifications are to be provided when a test is administered to the student. If the test is not appropriate to be given to a student, the IEP must state why and what alternative testing will be used.

Transition service needs: During the 9th grade year, the IEP must address courses, services, etc. necessary to help the student reach his or her post-high school goals. This may begin at a younger age, if appropriate. Transition needs must be addressed in each subsequent IEP.

Age of Majority: Beginning at least one year before the child reaches the age of majority (18 years old), the IEP must state that the student has been informed of any rights that will transfer to him or her at that time.

Measuring Progress: The IEP must state how progress will be measured and how the parents will be informed about the progress. Parents should be informed of progress at least as often as parents of children without disabilities. The IEP should specify how often and in what form progress will be communicated.

Program Placement Decisions

Once all the elements of the IEP are determined, including services and supports, a placement decision must be made. The first placement option considered for each student with a disability must be the general education classroom with the provision of needed aids and services. This is termed as the Least Restrictive Environment (LRE). The law requires that students not be placed outside of the general education classroom, unless their disability requires another setting. The Team must always consider the unique needs of the student before making the final placement determination.

While the goal is to have children taught in the parents' school of choice, this is not always possible. A student with specific needs will be placed in a program that best addresses their needs.

Monitoring IEP Progress

It is important to monitor the progress of your child. Take the IEP home and read it over, compare it to the last one and make sure you understand and agree with the goals and objectives. It is also important to review the amount of time that each specialist designates to serve your child. You **DO NOT** need to sign the IEP at the meeting. You have 14 calendar days to sign and return it. You can disagree with the IEP and state your concerns, which is your right as a parent. Put your disagreement in writing, contact the case manager. The district needs to respond to your concerns within 14 calendar days. You are the best advocate for your child. Ask questions.

Progress for students receiving special education services must occur as often as they do for non-disabled students. A parent may request reviews more often, if the situation warrants. If general education sends four report cards then a student receiving special education should receive four progress reports.

What is Assistive Technology?

Assistive technology provides devices and services to students with disabilities to increase their independence. IDEA requires that the IEP Team “consider” assistive technology for all students with an IEP. School districts must provide for assistive technology to ensure that the student receives a free and appropriate public education.

Assistive technology consists of devices and services that help to increase, maintain, or improve functional capabilities of a student with a disability. Assistive technology devices can range from low-tech pencil grips to high-tech computer systems. Assistive technology services may include:

-) Evaluation of the student’s needs.
-) Training and technical assistance for the student using the device.
-) Training and technical assistance for those involved with the students.
-) Device selection.
-) Aid in acquisition of the device.

The term “consideration” is not clearly defined in IDEA. Minnesota uses the SETT Framework (Student, Environment, Tasks, Tools) to aid IEP Teams. The goal of the framework is to guide the Team on how to work together when selecting assistive technology for a student with a disability. The Team collects data on the student in the following areas:

-) Students strengths, abilities and skills,
-) Environments in which the student functions,
-) General education curriculum needs to make IEP goals,
-) Information about devices and services to meet the goals.

Many devices may be tried and rejected before the device that benefits the student is found. When the essential assistive technology device is identified, it should be written into the student’s IEP. There may be more than one assistive technology device identified to help the student.

If the Team determines that more help is needed, an Assistive Technology Evaluation can be requested.

Educational Records

You have the right to look at your child’s school records. Talk to the school principal and ask to review the records. You may also want to follow up the request in writing. These records include all the information that is collected, maintained or used by staff. The district must let you review the records. Parnassus Preparatory School is to respond to your request in ten school days.

Your right to inspect and review records includes the right to an explanation of your child’s records. You may also request that others be able to inspect and review the records. You may also request copies of your student’s records. There may be a fee charged for the cost of copies. No fee can be charged for retrieving or searching for records.

The school district must keep a log of everyone that accesses your child’s records. This log must list the name of the person looking at the records, date of review, and the purpose of the review.

Parental consent is needed for records to be released to unauthorized persons or agencies. Records cannot be release to a medical agency without your consent.

If you feel there is information in your child’s records that is incorrect or misleading, you have the right to request that the information be moved or changed. If the district does not agree with your request, they will offer a meeting to resolve the differences. If all else fails and you and the district cannot come

to an agreement, you have the right to a hearing to challenge the district’s position. A hearing officer will make a decision. You can also add your information to what is in question in the student’s file.

Before any records regarding your child are destroyed, the district needs to inform you of its intent. This is communicated via school newsletters and district-wide mailings. You will not receive an individual letter.

What if I Have Questions about My Child’s IEP or Services?

We are a team and are working together to develop the best program to support your child’s development. Contact your student’s case manager with questions. If you have questions or concerns about the general education classroom, please be sure to include your student’s case manager in your communication.

What if I Disagree of Have Concerns with My Child’s IEP?

An IEP is a legally binding contract. Items agreed to at a Team meeting should be included in writing in this document. If services that are in writing in the IEP are not being administered, the school district is not in compliance. You should contact the case manager if the IEP is not being followed. If the case manager is not able to help, contact the Special Education Coordinator or school principal. If necessary, the Special Education Director should then be contacted. If all else fails, you can contact MDE at 651-582-8200. They will provide you with information on steps to address the non-compliance.

You have the right to disagree with the school decisions concerning IEPs, evaluations or educational placements for your child. It is not uncommon for difference to arise between members of the IEP Team. It is important to remember that everyone on the Team has the child’s best interests in mind and wants the student to be successful. With that said, there are many options available to help resolve differences. These options are available to you and the school district. It is important that you put your requests in writing and keep a copy for yourself

Resolving Disputes

When problems or misunderstanding arise, the first step is to meet as an IEP Team. Call your child’s case manager to discuss concerns. Very often misunderstandings can be straightened out. If this does not resolve the issues and you object to a proposed IEP, there are a few options for resolving disputes:

Option	Description	Who to Contact
Conciliation Conference	Conciliation must be offered to parents/guardians in they object to a proposed IEP as an attempt to resolve any disputes between the parties that are creating barriers to developing an appropriate IEP. Conciliation does not necessarily involve a neutral third party and does not require all IEP team members to be present.	The district must offer conciliation if a parent objects to a proposed IEP. Ask the case manager or a district administrator for conciliation or let them know you agree to conciliation once it is offered.
Mediation	A trained, neutral mediator assists the parties in resolving barriers to agreement. Mediation is voluntary. It can be useful when more than one meeting has been held and the dispute has not	Complete the Request for Mediation on the MDE website, contact: Pamela Hinze

	been resolved. A mediator is provided at no cost.	651-582-8518 pamela.hinze@state.mn
Facilitated IEP Meeting	The facilitator leads the team meeting to promote effective communication and to assist a team in developing an IEP. The facilitator keeps the team focused on the student, while addressing conflicts and disagreements that may arise during the meeting.	Complete the Request for Facilitated Team Meeting on the MDE website, contact: Pamela Hinze 651-582-8518 pamela.hinze@state.mn
Special Education Complaint	Parents, individuals, or organizations may file a signed, written complaint with MDE if they believe a district has violated federal or state special education requirements in providing Free and Appropriate Public Education (FAPE).	A copy of the complaint form can be found on the MDE website and submitted to: Special Education Dispute Resolution Supervisor Division of Compliance and Assistance 1500 Highway 36 West Roseville, MN 55113-4266 651-582-8459 (Questions only)
Due Process Hearing	A due process hearing may be requested when a parent and a school do not agree about the identification, evaluation, educational placement, or provision of a free and appropriate public education (FAPE) to a child with a disability.	A copy of the request for hearing form can be found on the MDE website and submitted to: MDE Division of Compliance and Assistance Due Process Hearing Coordinator 1500 Highway 36 West Roseville, MN 55113-4266 Phone: 651-582-8518

Extended School Year

School districts are required to provide extended school year services (ESY) to students if the IEP Team determines that the services are necessary during a break in instruction in order to provide a free appropriate education. The criteria to determine ESY eligibility should be reviewed yearly. A student qualifies for ESY if he or she meets any of the following criteria:

-) There will be a significant regression of skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break to recoup.
-) Services are necessary to attain and maintain self-sufficiency skills.
-) The IEP Team otherwise determines that ESY is necessary for the student.

The Team decides eligibility for ESY using information from prior observation of the student's regression and recoupment over breaks, either summer break or scheduled breaks in the school year. The Team may also look at the student's degree of impairment and rate of progress, among other things.

General Education Support

Flexible grouping

Tiered Reading, School of Grammar

Reading Intervention – pull-out support, School of Grammar

Math Intervention – pull-out support, School of Grammar

Reading Correctives - pull-out for 1L and 2L

Math Intervention - pull-out 1L

Math Intervention class, 3L

Math support available at lunch, School of Logic

504 Plan

Section 504 of the Rehabilitation Act is a civil rights law that protects individuals with a disability from discrimination for reasons related to their disability. A child with a disability or impairment does not automatically qualify for special education under IDEA. Section 504 does not ensure that a child with a disability will receive an IEP. If your child is evaluated and does not qualify for special education, yet still struggles and needs some help, a 504 plan may be needed.

A 504 Plan is provided to any student who has been diagnosed with a “handicapping condition” which significantly impacts the ability to perform a major life function and progress in school. The requirements for a student to qualify for a 504 Plan are somewhat less restrictive than special education criteria. A 504 is often utilized for students who are diagnosed with some form of physical, mental health, or medical condition, but otherwise do not meet eligibility criteria for special education services.

Statewide Testing for Students with IEPs

Minnesota measures students' progress through two different series of tests. They are the Minnesota Comprehensive Assessments (MCAs) and the Measures of Academic Progress (MAP). The MCAs are accountability tests to see how well schools are performing by comparing students to what they should know (academic standard) at a specific grade level. They are given in grades 3G, 1L, 2R and 3R. Data collected from these tests is used to compare groups of students over time. MAP tests are given multiple times per year in the elementary grades. They compare a student to himself or herself to look at individual student growth.

Students receiving special education services are including in these tests and it is up to the IEP Team to determine what is appropriate for students regarding these tests. If the IEP Team determines that the material has been taught and the student is capable of taking the test without any necessary accommodations, then the test will occur under standard conditions. The Team may decide that the

student would need accommodations for testing, which would then be implemented. An accommodation does not alter the rigor or reliability of the tests. Examples of allowable accommodations are in the areas of setting, time, presentation form, and response form.

All students must be included in the statewide accountability system. Exemptions are for very few students whose goals and objectives on their IEPs do not address the material that is on the MCAs. Some of the reasons for exemption may be:

-) Lack of ability to participate in the learning environment.
-) Lack of exposure to the material being tested.
-) Severe anxiety in testing situations, a reaction beyond normal levels of nervousness.

The MCAs are accountability tests that are required by the federal government. A student that is exempt from the MCAs needs to be evaluated using an alternative assessment (IDEA). Minnesota has developed an alternative assessment system that rates the student's progress in development academic skills or functional living skills.

All accommodations and exemptions associated with the MCAs should be written in the student's IEP.

Parnassus Preparatory School encourages ALL students to take the tests presented. The IEP Team determines when accommodations are appropriate.

Graduation Standards

Minnesota has adopted a set of standards that expect students to demonstrate through application. These standards are believed to be important to the education of all students in Minnesota – including students receiving special education services. Graduation standards are embedded in the curriculum (course offerings). All students are expected to meet graduation requirements. If students have accommodations or changes based on their disability, they should be written in the IEP.

Disciplining Students with Disabilities

There is nothing in IDEA that restricts schools from disciplining a student with a disability. School systems have the legal responsibility to provide a safe, violence-free environment including a code of conduct containing specific consequences for violating the code. School systems have the legal right and responsibility to discipline students and to ensure all students and parents are familiar with the discipline code. Some students may need specialized services to change disruptive or dangerous behavior and to prevent reoccurrences. Consequently it may be necessary to develop some goals to achieve proper behavior, which would then be included in the student's IEP.

Remember, students receiving special education services are subject to the same rules and codes of conduct as students without disabilities. The only difference is that the consequences for misbehavior by students receiving special education are decided on an individual basis (From the Office of Monitoring and Compliance).

The law states that schools consider strategies, including positive behavioral interventions, and supports to address the behavior that impedes learning. It is the responsibility of the IEP Team to review the discipline code and develop a behavior plan, if needed. Behavioral goals should be measurable, reviewed and modified as necessary. When students with disabilities develop a new pattern of

problematic behavior, an IEP meeting should be scheduled to determine if additional interventions or modifications are necessary and the team may consider a functional behavior assessment.

When disciplinary action rises to the suspension level, especially a five-day suspension or greater, the IEP Team needs to determine if the behavior is related to the disability in completing a manifestation determination. If it is not related to the student's disability, the consequences from the code of conduct will apply.

A manifestation determination establishes whether the inappropriate behavior is a result of the student's disability, which must be conducted:

-) At a parent's request,
-) If a student is suspended for five or more consecutive school days,
-) If the student is removed for 11 cumulative school days or more in a school year.

The IEP Team determines if the misconduct is related to the disability and if the current placement and services are appropriate.

When a suspension exceeds five consecutive days, the district must provide alternative educational services to students with IEPs.

A student receiving special education services may be placed in a 45-day interim placement by the school if a drug or weapons violation occurs. A team meeting will be conducted to complete a manifestation determination and discuss a functional behavioral assessment prior to the interim placement.

Functional Behavior Assessment

A Functional Behavior Assessment (FBA) is part of a comprehensive special education evaluation and a tool used by the IEP Team to:

-) Develop better, quantifiable goals and objectives for behavior and social skills.
-) Understand why behavior happens and why it does not happen.
-) Help improve the selection of what to teach, and how best to teach it.

A FBA allows behavior to be broken down into its components and allows the Team to:

-) Complete a clear description of the problem behaviors,
-) Identify the events, times, and situations that predict when the problem behavior will and will not occur,
-) Identify the consequences that maintain the problem behaviors; that is, what functions do the behaviors appear to serve for the student.
-) Develop one or more summary statements or hypotheses that describe the specific behaviors, identify where they occur, and identify the outcomes or reinforcers that maintain the behaviors in those situations.

Additionally, a positive behavior support plan is developed by the IEP Team utilizing the data collected in the FBA to maximize the effectiveness of any positive behavioral supports that can be implemented in a school setting.

An IEP Team must meet to develop a FBA (and full evaluation) in the following situations:

-) Parent request,
-) Student is suspended for 10 or more days in a school year,
-) Student is demonstrating challenging behavior or a new challenging behavior whereby the IEP team determines a FBA would be warranted to gather data on:
 - o Behavior that results in self-injury or injury to others,
 - o Behavior that causes damage to the physical environment
 - o Behavior that interferes with learning by the student or others,
 - o Behavior that socially isolates the student.
-) Student is undergoing an initial EBD assessment,
-) Student is undergoing a three year re-evaluation (EBD) and has not previously had a FBA,
-) Student is being referred to a more restrictive environment,
-) During development of a Behavior Intervention Plan for the student.

A Behavior Intervention Plan (BIP) may be developed after a FBA has been completed if the student demonstrates behaviors that may require procedures such as physical restraints to help maintain the student's and staff's safety or if a student needs time-outs/isolations. The BIP may also include a description of recommended interventions and consequences using a positive and proactive approach.

Transition

In Minnesota there are two laws that require school districts to prepare students with disabilities to progress and move from high school to community life and employment. The laws are IDEA and the Rehabilitation Act. There are two parts to transition: planning for a student's future and providing transition services.

Transition Planning

When a student receiving special education services reaches ninth grade, the IEP will incorporate the three transition areas. These areas are to help plan what skills the student will need to work on to prepare for life beyond high school. The three transition areas are:

1. Post-secondary education and training;
2. Employment;
3. Independent Living.

The student and the IEP Team will establish the "Present Levels of Academic Achievement and Functional Performance" and the "Educational Needs" in each of these three transition areas.

When the IEP Team determines a student has a transition need, it must be written into the IEP. These needs may include instruction, community participation, and/or independent living skills.

Transition Services

A student receiving special education services may need services outside the school district to help move from high school to adult life. Services focus on the student's needs, interests, higher education goals, employment, independent living, and community participation. Examples of transition services are: transportation, community links with other services, employment opportunities, etc. Transition services may be provided for younger students if the student is at risk for dropping out of school or if services could help with other educational needs.

Transfer of Parental Rights

When a student receiving special education services legally becomes an adult (in Minnesota the legal age is 18), the school district must notify the student and the student's parents or guardian that the parent rights and procedural safeguards will transfer to the student at the age of majority. This needs to occur one year before the student turns 18.

Conservatorship and Guardianship

A parent is considered a child's guardian until the age of 18. Once your child turns 18 he or she is considered an adult and the parent is no longer able to make decisions on the child's behalf. Legally, your child can make his or her own decisions and you may have no say in what decisions are made and will not be able to access school records. There are two options that parents may explore to determine what is best for their child: Conservatorship and Guardianship.

Both Conservatorship and Guardianship require a court hearing to establish the need for substitute decision making for an individual with a disability. Guardianship is the most restrictive limitation on personal decision making that a court can impose. All rights, including the right to vote, are taken away from the individual. The guardian established by the court is to act in the best interest of the individual.

Conservatorship is less restrictive and the individual is not considered incapacitated in all areas. A conservatorship can be customized to the needs of the individual.

The Minnesota Association for Guardianship and Conservatorship (MAGiC), may be helpful in answering questions and determining next steps. www.minnesotaguardsnshp.org

(The medical record is considered confidential at age 18; there are narrow exceptions to this rule. In some circumstances, where the student's cognitive ability is impaired, parents/guardians may consider conservatorship or guardianship.)

Government and County Assistance

What is TEFRA?

TEFRA (Tax Equity and Fiscal Responsibility Act of 1982, a federal law) provides Medical Assistance (MA) eligibility to children with disabilities who live with their families. This is an optional program for states. Any family has the right to determine their eligibility for TEFRA. If your child is found not to have a disability, you may appeal that decision.

Only the child's income and assets are counted when determining MA eligibility. Parent/guardian income and property are NOT counted. What does count is the level of care a child needs.

Minnesota law requires that some parents pay part of the cost of the MA benefits their children receive. Monthly fees are based on the family's federal adjusted gross income (before taxes) and household size. These fees are reassessed annually. Please note that the monthly fee is required, regardless of use.

How do I apply for TEFRA?

You can apply online at www.mnsure.org or call 651-431-2670 for assistance. The process may take several weeks for approval. If approved, Medical Assistance (MA) will pay for any co-pays not covered by your insurance company. A brochure detailing the items and limitations provided by MA will be given to you during the application process.

If the state has questions regarding your application, it may prolong the process. After MA is approved, you are eligible for Personal Care Attendant (PCA) / respite services. For Hennepin County, referrals for PCA should be directed to Social Services at 612-348-4111. An assessment will determine the number of hours of PCA/respite care that your child is eligible for. You can then contact an agency that provides these services. Waiting lists exist at these agencies; get on lists at many agencies. If you know someone that you would like to work with your child, that person can be hired by one of the agencies.

Third Party Billing

Minnesota law that requires schools to ask about your scholar's insurance coverage. The law helps schools receive more funding to serve scholars who have special needs. It allows schools to bill public and private insurance for health related services your child needs to benefit from special education. Health related services include supports such as physical therapy, occupational therapy, speech and language therapy, audiology services, personal care services, nursing, mental health services, special transportation, and assistive technology devices.

Parnassus Preparatory School will seek consent from parent/guardian of special education students who receive billable services in their Individual Education Plans. Consent must be obtained once and will remain in effect as long as the student is eligible for special education services, or until the parent/guardian revokes consent.

Developmental Disability Social Worker / Waivered Services

The Title XIX Home and Community-Based Services Program, also referred to as Waivered Services, is a means of funding services through state and federal government. The goal of Waivered Services is to give a family the necessary supports to keep the child living in the family home and community.

You must have a Developmental Disability Social Worker before you can apply for Waivered Services and other programs of services designed for children with disabilities and their families. Call to get information and forms sent to you. In Hennepin County call 612-348-4111.

Getting a Social Worker Assigned

A packet of forms to be completed will be sent to your home. This packet will include releases allowing information to be gathered from your child's school and doctors. If you already have copies of the items needed, you may send them in yourself. Information regarding the social history and daily living skills of your child will be requested.

Once all the information is received, it can take up to 4 months to get a social worker assigned. This timeline is dependent on the number of pending cases. You can make a request for a particular social worker. Attempts will be made to meet the request, but cannot be guaranteed.

When all is in place, you will receive confirmation that the intake process is complete. You will also receive the name and contact information for your social worker. The social worker will complete a screening of your child. At this interview, you should mention the services you are interested in (Waivered Services, In or Out of Home Respite, Family Support Grants). The social worker will fill out your applications at this visit.

Family Support Grants

These grants give a family up to \$3113.99 per year to help with certain expenses. The grant can be used for informal respite (example: paying family members for performing respite care) or needed medical equipment. In order to qualify for the Family Support Grant, a family must make less than \$100,008 per year.

Waivered Services

The Title XIX Home and Community-Based Services Program, also referred to as Waivered Services, is a means of funding services through state and federal government. It affords persons with developmental disabilities or related conditions and their families an opportunity to maximize their choices and independence.

The goal of the waiver program is to provide necessary services and supports that are meaningful to the person receiving the services. Waivered Services are uniquely developed based on a person's needs, and the services found in the community. Families, working with their social worker, determine what money would best be spend on for their child or family member. Some of the things the a waiver could be used for include:

-) Equipment needed for your child (i.e. swings, trampolines).
-) PCA / respite care.
-) Caregiver training and materials.
-) Environmental modifications (i.e. fences).
-) Specialist services – includes services that are not available through regular MA.

In or Out of Home Respite Care

In or out of home respite is designed to give parents some relief from the care of their special needs child.

A child must be approved and on TERFA / MA in order to qualify for Waivered Services.

The state can only authorize a certain number of waivers, which are dependent on the budget. It can take a long time to get a waiver. The Family Support Grant may be an option while you wait.

Resources

ARC Greater Twin Cities

2446 University Ave. W.
St. Paul, MN 55114-1740
Phone: 952-920-0855

Web: www.arcgreatertwincities.org

Email: info@arcgreatertwincities.org

Provides services across the lifespan to ensure people with disabilities have opportunities to choose how they live, learn, work and play. Arc is the consumer voice of children and adults with mental retardation and related developmental disabilities and their families, working hard on public policy issues at the local, state and national levels.

ARC Minnesota

800 Transfer Rd., Suite 7A
St. Paul, MN 55114-1422
Phone: 651-523-0823

Web: www.thearcofminnesota.org

Email: mail@arcmn.org

Arc Minnesota is a private, non-profit, statewide voluntary organization that is dedicated to ensuring the full participation in the communities of people with developmental disabilities and improving their lives and the lives of their families.

Autism Society of Minnesota (ausm)

2380 Wycliff St., Suite 102
St. Paul, MN 55114
Phone: 651-647-1083

Web: www.ausm.org

Email: info@ausm.org

Serving the needs of Minnesotans with autism and their families through advocacy, education and public awareness.

Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD)

Phone: 800-233-4050

Web: www.chadd.org

SW Metro ADHD Connection, Eden Prairie, www.chadd.net/503

CHADD is the nation's leading non-profit organization serving individuals with Attention Deficit Hyperactivity Disorder (ADHD). Through leadership, advocacy, research, education and support, CHADD provides information about ADHD to parents, educators, professionals, the media and the general public.

Children and Youth with Special Health Needs (CYSHN)

Minnesota Department of Health, Community and Family Health Division
P.O. Box 64882
St. Paul, MN 55164-0882
Phone: 651-201-3650

Web: www.health.state.mn.us/divs/cfh/program/cyshn/index.cfm

Email: health.cyhsn@state.mn.us

Children and Youth with Special Health Needs (CYSHN) works to achieve public health policies that will provide more positive health outcomes and better serve children and youth with special health needs and their families.

Courage Kenny Rehabilitation Institute

3915 Golden Valley Rd.

Minneapolis, MN 55422

Phone: 612-863-4200, 866-880-3550

Web: www.allinahealth.org/Courage-Kenny-Rehabilitation-Institute

Courage Kenny provides a full range of programs and services of rehabilitation, mental health, community living, vocational and recreational services. They offer services in client homes and at more than two dozen sites across the region, including clinics, schools and other community facilities. They also operate two permanent camp locations and several regional day camps.

Down Syndrome Association of Minnesota

668 Transfer Rd.

St. Paul, MN 55114

Phone: 612-863-4200, 800-511-3696

Web: www.dsamn.org

Email: dsamn@dsamn.org

The Down Syndrome Association of Minnesota is a non-profit organization dedicated to ensuring that all individuals with Down syndrome and their families receive the support necessary to participate in, contribute to and achieve the fulfillment of life in their community.

Epilepsy Foundation of Minnesota

1600 University Ave. W., Suite 300

St. Paul, MN 55104

Phone: 651-287-2300, 800-779-0777

Web: www.epilepsyfoundationmn.org

Email: hfisher@efmn.org

The Epilepsy Foundation of Minnesota is a non-profit organization focused on enhancing the quality of life of those affected by seizures.

Fraser Community Services

2400 West 64th Street

Minneapolis, MN 55423

Phone: 612-861-1688

Web: www.fraser.org

Email: fraser@fraser.org

Fraser is a non-profit organization serving children of all abilities and adults with special needs. Fraser provides services, information, recommendations, and support to families and individuals.

Institute on Community Integration, University of Minnesota

102 Pattee Hall, 150 Pillsbury Dr. SE

Minneapolis, MN 55455

Phone: 612-624-6300

Web: <http://ici.umn.edu>

Email: ici@umn.edu

Their mission is to improve community services and social supports available to individuals with developmental and other disabilities and their families, through the United States and abroad. This mission is fulfilled through research, professional training, technical assistance, and publishing activities.

Minnesota Association for Children's Mental Health

165 Western Ave.

St. Paul, MN 55102

Phone: 651-644-7333, 800-528-4511

Web: www.macmh.org

Email: info@macmh.org

The mission of the Minnesota Association for Children's Mental Health is to enhance the quality of life for children with emotional/behavioral disorders and their families.

Minnesota Brain Injury Alliance

2277 Highway 36 W, Suite 200

Roseville, MN 55113-3830

Phone: 612-378-2742

Web: www.braininjurymn.org

Email: info@braininjurymn.org

The Minnesota Brain Injury Alliance provides help, hope and a voice for Minnesotans who live with a permanent disability as a result of a brain injury.

Minnesota Department of Education

Special Education

1500 Highway 36 W

Roseville, MN 55113

Phone: 651-582-8616

Web: <http://education.state.mn.us/MDE/dse/sped/>

Email: med.special-ed@state.mn.us

A helpful website that includes the laws and rules regarding special education in Minnesota; lists disabilities and criteria, information for parents and students, and much more.

Minnesota Department of Human Services

DHS Mail Center

444 Lafayette Road N

St. Paul, MN 55155

Phone: 651-431-2000

Web: www.mn.gov/dhs/

Email: DHS.info@state.mn.us

The Minnesota Department of Human services provides health care, economic assistance and other services for people who do not have the resources to meet their basic needs.

Minnesota Office of the Ombudsman for Mental Health and Developmental Disabilities

121 7th Place E., Suite 420

St. Paul, MN 55101-2117

Phone: 651-296-3848

Web: www.mn.gov/omhdd

The Ombudsman for Mental Health and Developmental Disabilities assists with the following: Concerns or complaints about services, questions about rights, grievances, access to appropriate services, ideas for making services better, and general questions.

Minnesota Speech-Language-Hearing Association (MSHA)

1821 University Ave. W., Suite s256

St. Paul, MN 55104

Phone: 651-999-5350

Web: www.msha.net

Email: office@msha.net

The Minnesota Speech-Language-Hearing Association is a nonprofit organization with over 1000 members in the professions of speech-language pathology and audiology. The organization's goals are concerned with the prevention, assessment and treatment of communication disorders and the study of normal and disordered human communication.

Minnesota Spina Bifida Association

P.O. Box 29323

Minneapolis, MN 55429

Phone: 651-222-6395

Web: www.mnsba.org

Email: sbamn@hotmail.com

The mission of the Minnesota Spina Bifida Association is to promote the prevention of spina bifida and to enhance the lives of all affected.

Minnesota State Council on Disability

121 East 7th Place, Suite 107

St. Paul, MN 55101

Phone: 651-361-7800

Web: www.disability.state.mn.us

Email: council.disability@state.mn.us

The Minnesota Council on Disability (MCD) is a state agency providing leadership to empower and strengthen the rights of Minnesotans with disabilities. They collaborate with the public and private sectors as a policy, training and technical resource advisor.

Muscular Dystrophy Association

7401 Metro Blvd. #324

Edina, MN 55439

Phone: 952-832-5517

Web: www.mda.org

Email: mda@mdausa.org

MDA provides extensive services for those with neuromuscular diseases.

National Alliance for the Mentally Ill – Minnesota (NAMI-MN)

800 Transfer Rd. #31

St. Paul, MN 55114

Phone: 651-645-2948, 1-888-NAMI-helps

Web: www.namihelps.org

Email: namihelps@namimn.org

The National Alliance for the Mentally Ill (NAMI) is a nonprofit, self-help support and advocacy organization dedicated to better lives of people with mental illness.

National Dissemination Center for Children and Youth with Disabilities

1825 Connecticut Ave. NW

Washington, D.C. 20009

Phone: 1-800-695-0285

Web: www.nichcy.org

NICHCY is the national information center that provides information on disabilities and disability-related issues to families, educators and other professionals with a special focus on children and young adults.

National Federation of the Blind of Minnesota, Inc.

100 East 22nd St.

Minneapolis, MN 55404

Phone: 612-872-9363

Web: www.members.tcq.net/nfbmn

Email: jscanlan@blindinc.org

This organizations teaches the skills that people who are blind need to become independent and employable, such as Braille, home management, use of the white cane, technology use, etc.

PACER Center (Parent Advocacy Coalition for Educational Rights)

8161 Normandale Blvd.

Minneapolis, MN 55437

Phone: 952-838-9000

Web: www.pacer.org

PACER's mission is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

Social Security Administration

Office of Public Inquiries

1100 West High Rise

6401 Security Blvd.

Baltimore, MD 21235

Phone: 1-800-772-1213

Web: www.ssa.gov

The mission of the Social Security Administration is to promote the economic security of the nation's people through compassionate and vigilant leadership in shaping and managing America's Social Security programs.

Tourette Association of America, Minnesota Chapter

P.O. Box 27502

Minneapolis, MN 55427

Phone: 612-759-7112

Web: www.tourette.org/chapter/mn/

Email: TSAofMN@gmail.com

The TAA MNChapter supports the needs of individuals and families affected by Tourette Syndrome and Tic Disorders by raising public awareness and fostering social acceptance; advancing understanding, treatment and care; educating professionals; advocating for public policies; providing help, hope and a supportive community; and empowering our community.

United Cerebral Palsy of Minnesota, Inc.

200 University Ave. E

St. Paul, MN 55101

Phone: 651-265-7361

Web: www.ucpmn.org

Email: info@ucpmn.org

UCP is the leading source of information on cerebral palsy and is an advocate for the rights of persons with any disability. As one of the largest health charities in America, UCP's mission is to advance the independence, productivity and full citizenship of people with cerebral palsy and other disabilities.

U.S. Department of Education, Office of Special Programs

400 Maryland Ave. SW

Washington, D.C. 20202

Phone: 1-800-872-5327

Web: <https://www2.ed.gov/about/offices/list/osers/osep/index.html>

The Office of Special Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities from birth through age 21 by providing leadership and financial support to assist states and local districts.

Free or Low-Cost Legal Resources

This list is made available to parents in accordance with the Individuals with Disabilities Education Act (IDEA) and the Pupil Fair Dismissal Act (PFDA).³⁴ C.F.R. § 300.507(b) and Minn. Stat. § 121A.47. subd. 2(f)(1). This list provides information about free or low-cost legal assistance, advocacy services, and lawyer referral services. This list is not exhaustive. Please note: Parnassus Preparatory School is not endorsing or vouching for anyone on this list.

Legal Rights Center

1611 Park Avenue South

Minneapolis, MN 55404

Phone: 612-337-0030

Web: www.legalrightscenter.org

Minnesota Legal Aid

430 First Ave. N., Suite 300

Minneapolis, MN 55401-1780

Phone: 612-334-5970, 1-800-292-4150

Web: www.mylegalaid.org

University of Minnesota Special Education Law Clinic

190 Walter F. Mondale Hall

229 19th Avenue South

Minneapolis, MN 55455

Phone: 612-625-5515

Acronym	Explanation
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorders
AT	Assistive Technology
BVI	Blind/Visually Impaired
DAPE	Developmental Adaptive Physical Education
DB	Deaf-Blind
DCD	Developmental Cognitive Disabilities
DD	Developmental Delay
DHH	Deaf/Hard of Hearing
DHS	Department of Human Services
DSM	Diagnostic and Statistical Manual of Mental Disorders
EBD	Emotional and Behavioral Disorders
EC	Early Childhood
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education (Birth-5)
EEP	Emergency Evacuation Plan
EL	English Learner
ER	Evaluation Report
ESL	English as a Second Language
ESY	Extended School Year

FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
Federal Setting	Refers to the percentage of time a student spends in special education:
Federal Setting I	0-21 percent in special education
Federal Setting II	21-60 percent in special education
Federal Setting III	60 percent or more in special education
Federal Setting IV	separate special education site
Federal Setting V	public hospital, day treatment, correctional facility, etc.
FERPA	Family Educational Rights to Privacy Act (The Buckley Amendment)
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IIIP	Individual Interagency Intervention Plan
IQ	Intelligence Quotient
LRE	Least Restrictive Environment
MA	Medical Assistance
MCA	Minnesota Comprehensive Assessment
MDE	Minnesota Department of Education
OCR	Office for Civil Rights (U.S. Department of Education)
OHD	Other Health Disabilities
OSEP	Office of Special Education Programs, U.S. Department of Education
OSERS	Office of Special Education and Rehabilitation Services, U.S. Department of Education

OT	Occupational Therapist or Therapy
PACER	Parent Advocacy Coalition for Educational Rights Center
Part C	Infants and Toddlers with Disabilities Program
PBIS	Positive Behavioral Interventions and Supports
PCA	Personal Care Attendant
PD	Physical Disability
PE	Physical Education
PFDA	Pupil Fair Dismissal Act
PI	Physically Impaired
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PSEO	Postsecondary Enrollment Options
PT	Physical Therapy or Physical Therapist
SEAC	Special Education Advisory Council (local)
Section 504	A federal law that protects a student with an impairment that substantially limits one or more major life activities, regardless of whether the student receives special education services.
SL	Speech/Language
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SMI	Severely Multiply Impaired
SpEd or SPED	Special Education
SSA	Social Security Act; Social Security Administration
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
TBI	Traumatic Brain Injury

TDD	Telecommunication Devices for the Deaf
TSES	Total Special Education System
VI	Visually Impaired
VR	Vocational Rehabilitation