



PSD Integrated Services

# PARENT HANDBOOK

Created by SEAC



Updated May 2025

Visit our website at <https://www.psdschools.org/programs-services/students-disabilities>



# Table of Contents

1	Welcome
2	Meet the Leadership Team
3	Feeder Zones
4	Vision, Purpose & Goals
5	What is Special Education?
5	Qualifying for Special Education
6	Next Steps
7	Once Your Child Qualifies for Special Education
8	The Special Education Process
9	Disability Categories
11	Rtl and SLD Identification
12	Continuum of Services
12	Graduation Pathways
13	PSD Special Education Programming
14	The IEP Team and Roles
15	Accommodations and Modifications
16	The Collaborative Process
17	Types of Meetings
18	Helpful Hints from Parents to Parents
19	IEP Meetings – Ideas for Parents
20	Parent Concern Flowchart
21	Acronyms and Definitions
26	Glossary of Terms

# Welcome

Welcome to the Integrated Services Parent Handbook! The Integrated Services Department is responsible for all special education services in Poudre School District.

The Integrated Services Leadership Team is organized by feeder zones. An Assistant Director of Integrated Services is assigned to each feeder zone while the Director of Integrated Services oversees the entire department. The Parent Liaison supports Integrated Services families. Meet the team on the next page!

This handbook was prepared by the Special Education Advisory Committee (**SEAC**) to help answer questions you may have regarding special education services in our district. The Special Education Advisory Committee is made up of parents, community partners, and PSD school staff. The purpose of SEAC is to represent students with disabilities and advise the Special Education Leadership Team on their behalf. If you would like to learn more about SEAC, please visit the SEAC webpage at <https://www.psdschools.org/community/community-committees/special-education-advisory-committee-seac>

We look forward to partnering with you to ensure that you and your student(s) have the best possible experience in PSD!

# Meet The Leadership Team



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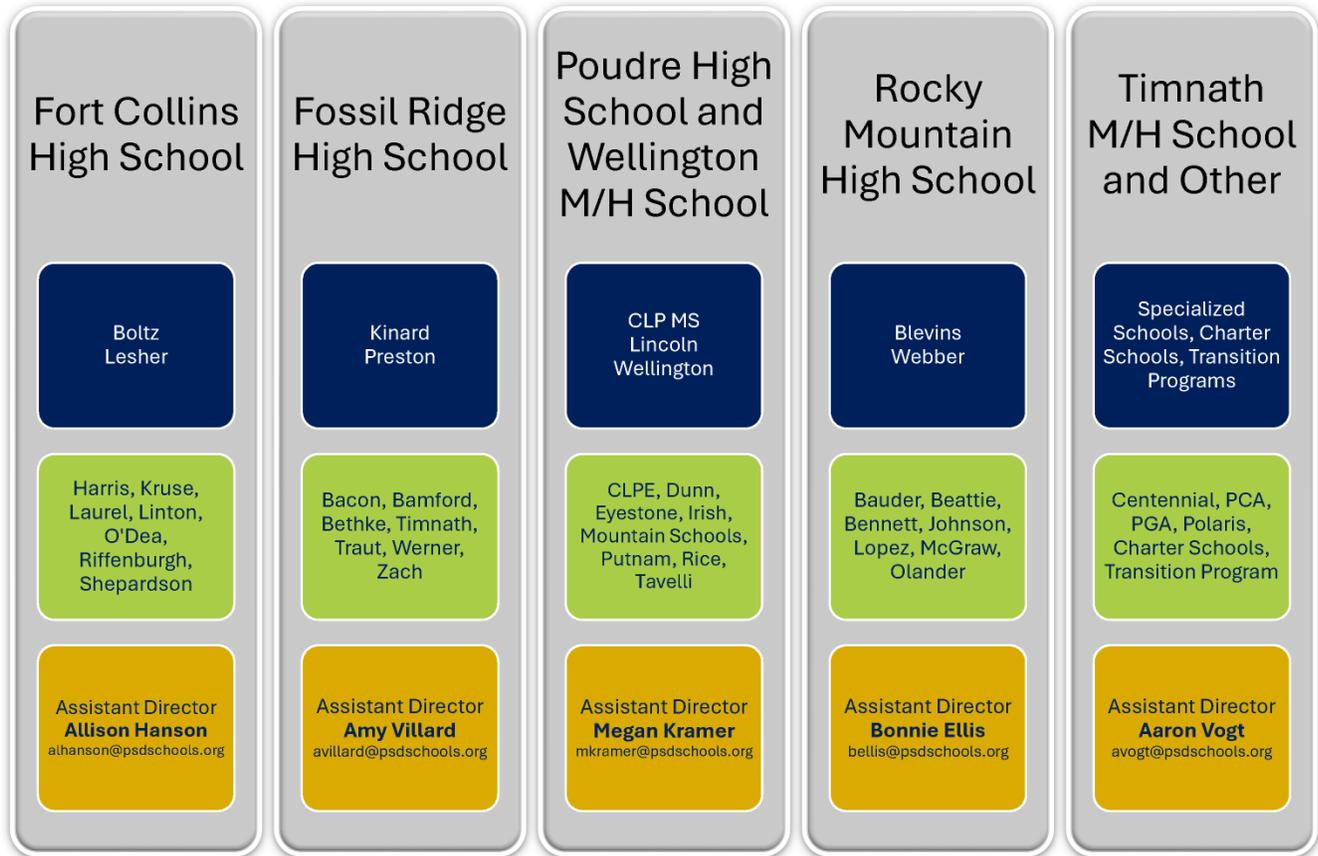
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# Feeder Zones

## PSD Integrated Services Feeder Zones



# Integrated Services

## Vision, Purpose, and Goals

### Vision

- Integrated Services partners to increase student achievement and realize meaningful outcomes.

### Purpose

- To develop an educational partnership between home, school, and the community that seeks to ensure a quality education for students with disabilities to become productive, contributing members of society.

### Goals

- We will support students by serving their needs in a collaborative environment.
- We will provide students opportunities to pursue meaningful post school outcomes related to their strengths and interests.
- We will use research-based instructional strategies to ensure student achievement.

# What is Special Education?

Special.Education.is.a.SERVICE.not.a.place

Every student in Poudre School District is a general education student first! Students with disabilities are supported by special education, which is specially designed instruction to help them reach their full potential by meeting their unique needs.

The Individuals with Disabilities Act (IDEA) is the nation's special education law. It protects the rights of students with disabilities and the rights of their parents. Although IDEA has been amended over the years, the four key purposes have remained essentially the same:

- 1) To ensure that all children with disabilities have available to them a free, appropriate public education (FAPE) that emphasizes special education and related services designed to meet their particular needs.
- 2) To ensure that the rights of children with disabilities and their parents are protected.
- 3) To assist states and localities to provide for the education of all children with disabilities.
- 4) To assess and ensure the effectiveness of efforts to education children with disabilities.

## Qualifying for Special Education

If someone suspects a disability, they can request a student be evaluated for special education services. We are obligated under Child Find to consider the request.

Child Find is a federal requirement under the Individuals with Disabilities Education Act (IDEA) that identifies, locates, and evaluates children who may need special education services

The request can come from a teacher or other staff member

The request can come from the parent/guardian

# Next Steps

The school team will determine next steps based on multiple data points and the suspected disability

If the suspected disability is a Specific Learning Disability (SLD) or Serious Emotional Disability (SED), school teams are required to use the student's response to scientific, research-based intervention and complete Response to Intervention (Rti) cycles prior to determining eligibility

The team will determine what areas will be evaluated based upon data and the area of suspected disability

Parents must sign consent before an evaluation can begin

Evaluations must be completed within 60 days of signing consent

The team will come together to review the evaluation results and to determine if the student qualifies for special education services

The team must follow the eligibility criterion as determined by the Colorado Department of Education

# Once Your Student Qualifies for Special Education

Parents/Guardians sign consent to initiate services

The team develops an Individual Education Program (IEP) and determines:

Goals and/or Objectives

Accommodations and/or Modifications

Services/Delivery Methods/Minutes

Least Restrictive Environment (LRE)

Programming

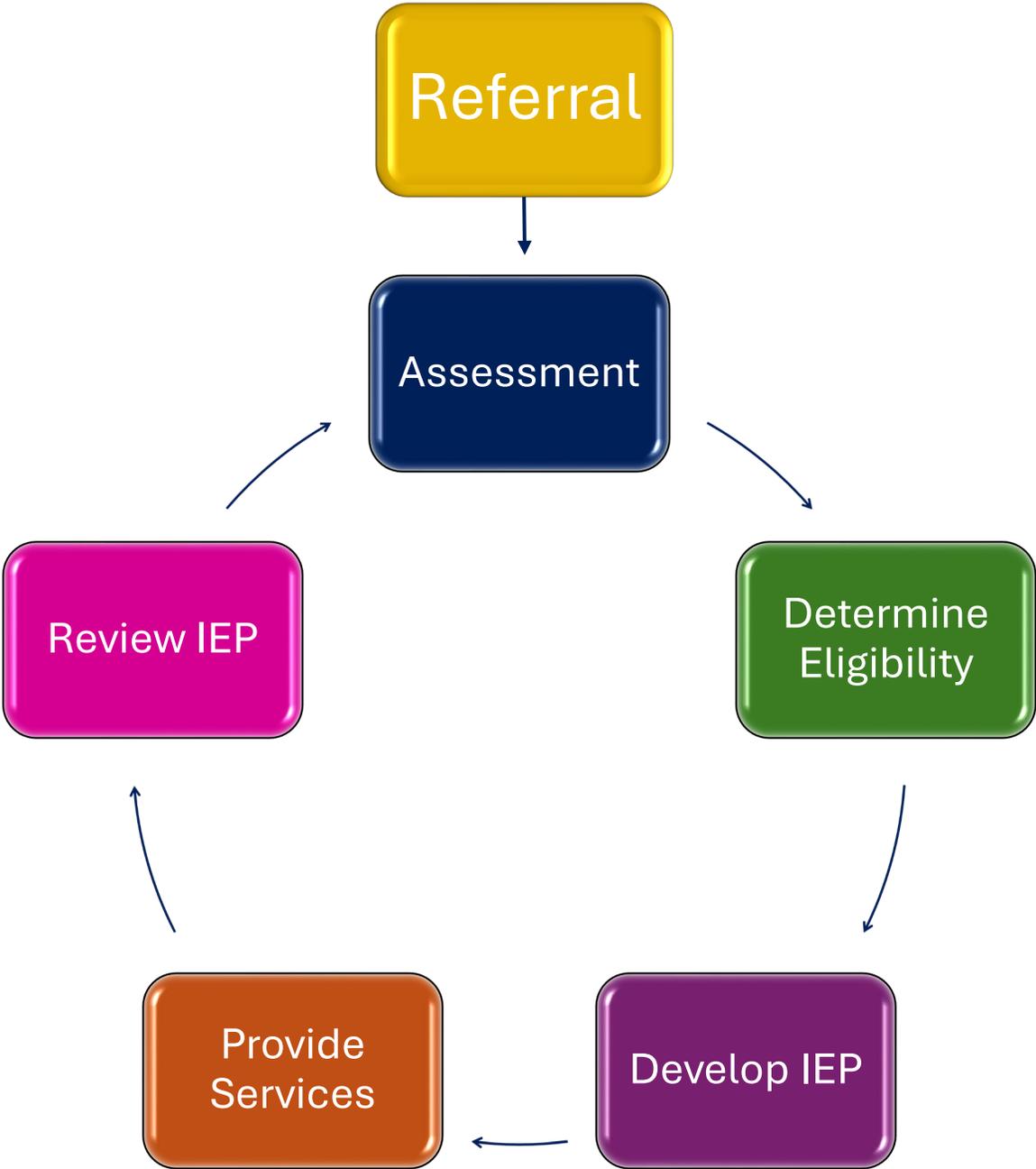
The school will provide special education and related (if indicated) services

The school will monitor the student's progress on IEP goals and provide the parents/guardians with regular progress monitoring reports

The team will review the student's IEP at least once per year

The team will re-evaluate the student at least once every three years

# The Special Education Process



For parent-specific information regarding the IEP process, check out the Parent Resources page on the Colorado Department of Education (CDE) website linked [HERE](#). For special education issues, practices and resources, click [HERE](#).

# Disability Categories

In the State of Colorado, a student qualifies for special education services by meeting the criteria in one or more of the following disability categories. The disability must prevent the child from receiving reasonable educational benefit from general education alone. (Click [HERE](#) to link to CDE)

## Autism Spectrum Disorder

A child with an Autism Spectrum Disorder (ASD) has a developmental disability significantly affecting verbal and non-verbal 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.

## 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 the child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

## Developmental Delay

A child with a developmental delay shall be three through eight 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.

## Deaf and Hard of Hearing

A child with 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.

## 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 developmental 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 Disorder; 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 benefit from general education.

# Disability Categories (con't)

## 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

A child with an Other Health Impairment shall have 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 that prevents the child 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 benefit from general education.

## 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 to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of: visual impairment, including blindness; hearing impairment, including deafness; orthopedic impairment; intellectual disability; serious emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

## 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

A child with a 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 impairment adversely affects the child's ability to receive reasonable educational benefit from general education. A qualifying Traumatic Brain Injury is an open or closed head injury resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term "traumatic brain injury" under this rule does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

## Visual Impairment, including Blindness

A child with a Visual Impairment, Including Blindness, has an impairment in vision that, even with correction, adversely affects the child's educational performance and that requires specialized instruction. The term includes low vision, blindness, and/or progressive vision loss.

# Response to Intervention (RtI) and Specific Learning Disability (SLD) Identification

When considering if a student has a learning disability, school teams are required to use the student's response to scientific, research-based intervention and complete Response to Intervention (RtI) cycles prior to determining eligibility. A Specific Learning Disability may be considered only after implementation of an action plan and appropriate interventions have failed to show adequate progress.

The team must have a body of evidence and documentation of:

- Academic skill deficits
- Insufficient progress in response to intervention(s)
- Observation of the student's academic performance in the area of difficulty, including behavior related to the academic functioning
- Instructional strategies used
- Student centered data (progress monitoring)

There are 8 areas of focus that the special education team will look at when determining the specific needs of the student:

- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Written Expression
- Mathematical Calculation
- Mathematical Problem Solving
- Oral Expression
- Listening Comprehension

# Continuum of Services

Students in Poudre School District who are identified as having a disability under current federal and state guidelines will receive a free and appropriate education (FAPE) in the least restrictive environment (LRE). This means that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. This will include a continuum of services designed to meet each student's individual needs as defined in their IEP. Decisions about programming are an IEP team decision.

**Multi-Categorical Programs:** In Poudre School District, most students who are supported by special education can be served in their neighborhood school through our multi-categorical programs, which are available at every school. Students served through the multi-categorical program spend the majority of their day in general education. Services vary based on individual needs and according to the IEP. The multi-categorical programs serve students with a variety of disability categories including autism, specific learning disability, speech and language impairment, and affective needs.

**Center-Based Programs:** Poudre School District has center-based programs for Affective Needs, Autism, Deaf and Hard of Hearing, and Integrated Learning Supports (ILS), that are at specific schools. These programs serve students who need a variety of structure, support, and specialized education to be successful in school. Services include small and structured settings for academics, social skills, life skills, transition and close collaboration with community agencies and families. Students receive specialized instruction and supports throughout their day to meet their unique needs. All students should start by registering at their neighborhood school. If the IEP team determines that a student would best be served in a center-based program, the district will transport the student to that school if the program is not housed in the neighborhood school.

**Early Childhood Education:** ECE offers preschool programs for 3 and 4-year olds, including those who qualify for special education services, located in 20 district elementary schools. Learn more [HERE](#).

**Transition Pathways Academy:** Transition Pathways Academy is our 18-21-year old programming designed to help students with disabilities transition from high school to post-school life. Transition services, typically provided for students with an IEP ages 18-21, focus on preparing students for further education, employment and independent living. Learn more [HERE](#).

## Graduation Pathways

All students, regardless of disability, have access to graduation pathways and the opportunity to earn a standard high school diploma, including students who access instruction through alternate state standards (EEO – Extended Evidence Outcomes). The IEP team should review the PSD graduation policy with the student and family, discuss the student's growth and progress, and document the decision in the Prior Written Notice section of the IEP.

# PSD Special Education Programming

Eligibility for all programming is determined by the IEP Team based on student needs

## Affective Needs - Center-Based Program

- Elementary Schools: Bennett, Cache La Poudre, Kruse, Linton
- Middle Schools: Blevins, Cache La Poudre MS, Preston
- High Schools: Fort Collins, Fossil Ridge, Poudre, Rocky Mountain
- Program supports students with needs in the following areas: demonstrating expected behaviors, demonstrating appropriate and safe interactions with others, ability to self regulate, appropriate social skills, and dealing with the demands of the school environment
- Program provides specialized instruction to meet the variety of social/emotional needs of the student in the areas of academics, communication, social skills, emotional regulation, positive behavior strategies, and safety

## Autism - Center-Based Program

- Elementary Schools: Bacon, Bamford, Bauder, Dunn, Eyestone, Johnson (K-2), O'Dea, Shepardson, Zach (K-2)
- Middle Schools: Boltz, Preston, Webber, Wellington
- High Schools: Fort Collins, Fossil Ridge, Poudre, Rocky Mountain, Timnath, Wellington
- Program supports students who need extensive services based on engagement, peer interaction, behavioral challenges, language and communication, and academic challenges
- Program uses ABA-specific intervention strategies to address behavior, language, academic instruction, social skills, functional/life skills
- Program provides services along the LRE (Least Restrictive Environment) continuum, dependent on student needs

## Early Childhood

- Serves 3-5 year olds by application process
- Placement by district offerings and parent choice
- Early Childhood Programs located in 20 Elementary Schools: Bacon, Bauder, Bamford, Beattie, Bennett, CLPE, Eyestone, Harris, Irish, Johnson, Kruse, Laurel, Linton, Lopez, Olander, Putnam, Tavelli, Timnath, Traut, Werner

## Deaf and Hard of Hearing - Center-Based Program

- Schools: Elementary- McGraw, Middle-Webber, High-Rocky Mountain

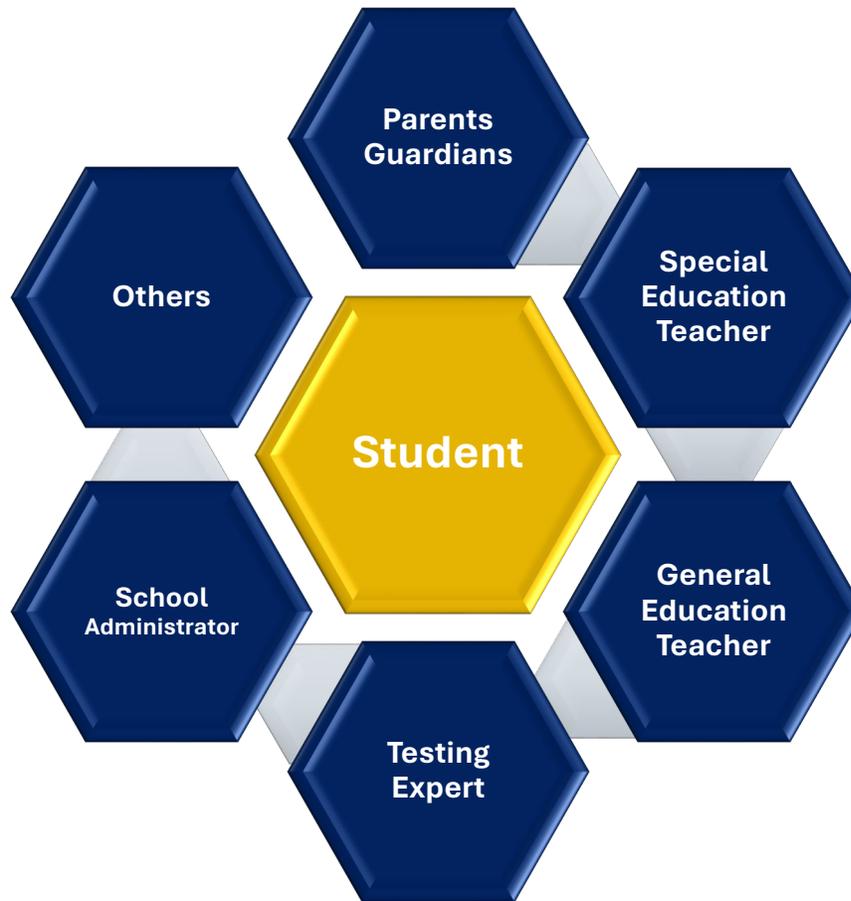
## Integrated Learning Support (ILS) - Center-Based Program

- Elementary Schools: Bethke, Laurel, Lopez, Olander, Putnam, Rice, Werner
- Middle Schools: Kinard, Leshner, Lincoln, Timnath, Webber, Wellington
- High Schools: Fort Collins, Fossil Ridge, Poudre, Rocky Mountain, Timnath, Wellington
- Program supports students who have significant needs in one or more of the following areas: communication, health, physical, safety, personal care, cognitive, and behavior
- Students are usually accessing alternate standards and assessments and need support throughout the day.

## Multi-Categorical - Available at All Schools

- Students supported through multi-categorical programs are served at neighborhood schools or school of choice school
- Students spend the majority of their day being educated with their non-disabled peers
- Services vary based on individual needs and are determined by the IEP
- Services are designed to meet student needs and student progress in academics, communication, social/emotional, behavioral, and functional skills

# The IEP Team and Roles



**THE STUDENT** is at the center of the IEP team. By age 14, but hopefully younger, they should be attending and participating in their IEP meetings to the maximum extent possible to share their hopes and dreams for the future, what they are good at or need help with, what works and doesn't work for them, and more.

**PARENTS/GUARDIANS** know their child best. Parents can share their child's history and culture, what they are good at and what they need help with, and the things that interest them. Parents can share what their child is like at home and in the community. They can inform the rest of the team about their ideas for what their child needs to learn and how they learn best. They can help develop goals and objectives and ask clarifying questions.

**SPECIAL EDUCATION TEACHERS** bring their expertise about teaching strategies and methods, curriculum modifications, supplementary aids and services, testing accommodations, goals and objectives, and other parts of individualized instruction.

**GENERAL EDUCATION TEACHERS** can share information about the general curriculum, what is being taught, the types of supplementary aids and services or accommodations that the student may need to be successful, strategies that have been effective or ineffective, student progress, and peer relationships.

**THE TESTING EXPERT** can interpret and explain evaluation results, including how they affect learning, so that appropriate goals and objectives can be created with effective teaching strategies. One or more people on the team may be in this role. A school psychologist may explain the results of cognitive, social/emotional, or behavioral assessments, a speech language pathologist may explain the results of a language assessment, and a reading specialist may explain the results of a reading evaluation.

**THE SCHOOL DISTRICT ADMINISTRATOR** provides overall expertise about school resources and usually has expertise in special education. The administrator must have the authority to commit resources and is responsible for ensuring that services in the IEP are provided as written and agreed upon. An IEP team member can fill more than one role, if they are qualified to do so, and often the special education teacher or school psychologist fills this role.

**OTHERS** The parents and the school can invite others with knowledge or expertise about the student. Parents may want to invite an advocate, a private therapist, or others who can speak to the student's strengths and needs. Parents can also invite someone to take notes during the meeting. Schools may invite a paraprofessional or special service providers if the student receives services such as speech/language, occupational therapy, or physical therapy. When students are transition age (14 years or older), outside agencies should be invited. Parental consent is required prior to inviting these agencies.

## Accommodations and Modifications

Accommodations and modifications help students learn and do their best work. Decisions about accommodations and modifications are made through the IEP process and based on individual student need.

**Accommodations** are changes in how a student learns. They remove barriers so students can learn the same content and meet the same academic standards as their peers. Examples of accommodations include flexible seating, seating near the teacher, extended time to do assignments and testing, small group testing, frequent breaks, use of sensory tools, teacher-provided notes from, and many more.

**Modifications** are changes in what a student learns. Some students may need an alternative curriculum to focus on more functional skills, such as what is available in the Integrated Learning Support (ILS) program. Students who are accessing an alternative curriculum are held to different standards than their same-age peers.

# The Collaborative Process of the IEP

Each member of the IEP team is equally important when making important educational decisions for a student. Parents have a unique and critically important perspective on their child’s learning style, strengths and needs. The school staff should make sure that parents feel welcome and comfortable when communicating with the school and at all meetings. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development and educational placement of their children. Parents and school personnel are equal partners in all steps during the team process.

The team should always work toward consensus. However, the school staff ultimately has the responsibility to ensure that the IEP includes the services the student needs. Schools are obligated by law to make a proposal to the parents. Parents have the right to disagree while looking for common goals and interests between a parent’s request and the school’s position. It is important that everyone listens carefully to all information and understands the major issues involved. The needs of the student need to remain central during discussing and developing the IEP. If agreement cannot be reached, the school district cannot delay in proposing the services it believes are the best services to ensure that the student receives an effective education. It is in the best interest of everyone on the IEP team to work collaboratively.

## Best Practices:

Parents should expect that:

- The evaluation report is sent home in advance of an eligibility meeting so that parents can review it and develop a list of questions and/or concerns.
- A draft IEP is sent home in advance of an IEP review meeting so that parents can review it and develop a list of questions and/or concerns.
- All team members are introduced and referred to in the same manner and by name, not role.
- A method of communication is established with parents to relay general education and special education information.

## Procedural Safeguards:

Procedural Safeguards refers to parent rights in special education. It is very important for parents to know their rights. You can find the Colorado Department of Education “A Guide to Parent Rights in Special Education” by going to <https://www.cde.state.co.us/cdesped/iep> or clicking on the links below:

- [Procedural Safeguards in English 2024](#)
- [Procedural Safeguards in Spanish 2024](#)
- [Procedural Safeguards in Arabic 2024](#)
- [Procedural Safeguards in Chinese 2024](#)
- [Procedural Safeguards in Vietnamese 2024](#)

# Types of Meetings

## Initial Eligibility Meeting

The Team, including parents, meet to present the results from the evaluation and together determine if the student qualifies for special education services. Parents should be notified of the meeting, in writing, early enough to ensure that they can attend.

## IEP Meeting

If found eligible, an IEP meeting is held to develop the student's individualized education program (IEP), which outlines specific education goals for a student receiving special education, and what educational services he or she will receive in order to help meet them. This can happen at the eligibility meeting or a separate meeting.

## Annual Review

This meeting is held once per year, and attended by the IEP team, to review the student's goals and update the IEP as appropriate.

## Reevaluation

A reevaluation meeting occurs at least once every three years. The student is reevaluated, with parental consent, and eligibility, placement, and services are determined at this meeting.

## Transition Meeting

The school team may meet with parents and the receiving school team when students change levels (from preschool to elementary, from elementary to middle school, from middle school to high school, and from high school to transition services) to discuss appropriate supports for students as they change schools.

Parents may request an IEP meeting at any time they feel it is needed; Parents must be offered their » Parental Rights and Procedural Safeguards « at each meeting;

# Helpful Hints from Parents to Parents

The following are tips on attending IEP meetings. You are an integral part of these meetings. You or the school may initiate an IEP meeting, which should be held at a time that is mutually convenient for both you and school staff.

- Check the information you already have about your child. Is there something you do not understand?
- Jot down questions to ask for clarification. List main concerns about your child and their schooling.
- You have the right to see all school records, files, and other materials that pertain to your child. You can request records by completing the [Online Student Records Request](#) or by contacting the PSD records department at <mailto:psdrecords@psdschools.org>.
- You may want to set up an informal meeting with the school to discuss the methods, purpose, and intended results to any assessment before it is actually given.
- “Two heads are better than one.” Bring your spouse, a friend who knows your child or is there simply to give you moral support, or someone who has valuable knowledge of your child’s educational needs.
- If you do not understand something that is said, ask to have it explained to you.
- Your child’s progress must be reviewed with you at an annual review meeting. You will receive a copy of the review.
- Expect progress reports from your child’s educational team as often as the school sends out report cards.
- Remember, you have the right to ask questions during any conference or at a later time or date.
- Remember that teachers and school personnel are people. Let them know you appreciate the work they do with your child
- Keep all of your child’s IEPs, progress reports and educational information in a folder or binder that you can easily refer to.

# IEP Meetings – Ideas for Parents

## Before.the.IEP.Meeting¿

- Review the current IEP document
- Review IEP goals and objectives and progress reports
- Complete the “[IEP Preparation Worksheet](#)”
- Decide on at least one or two specific outcomes you would like your child to achieve in the year.
- Review the Notice of Meeting
  - Are the date, time and place agreeable? If not, call the school and offer several alternatives.
  - Identify the purpose of the meeting. If you are unsure, call the school and ask for clarification.
- Decide whether to invite anyone to attend the IEP meeting with you and inform the school. You may invite anyone with knowledge or special expertise regarding your child.

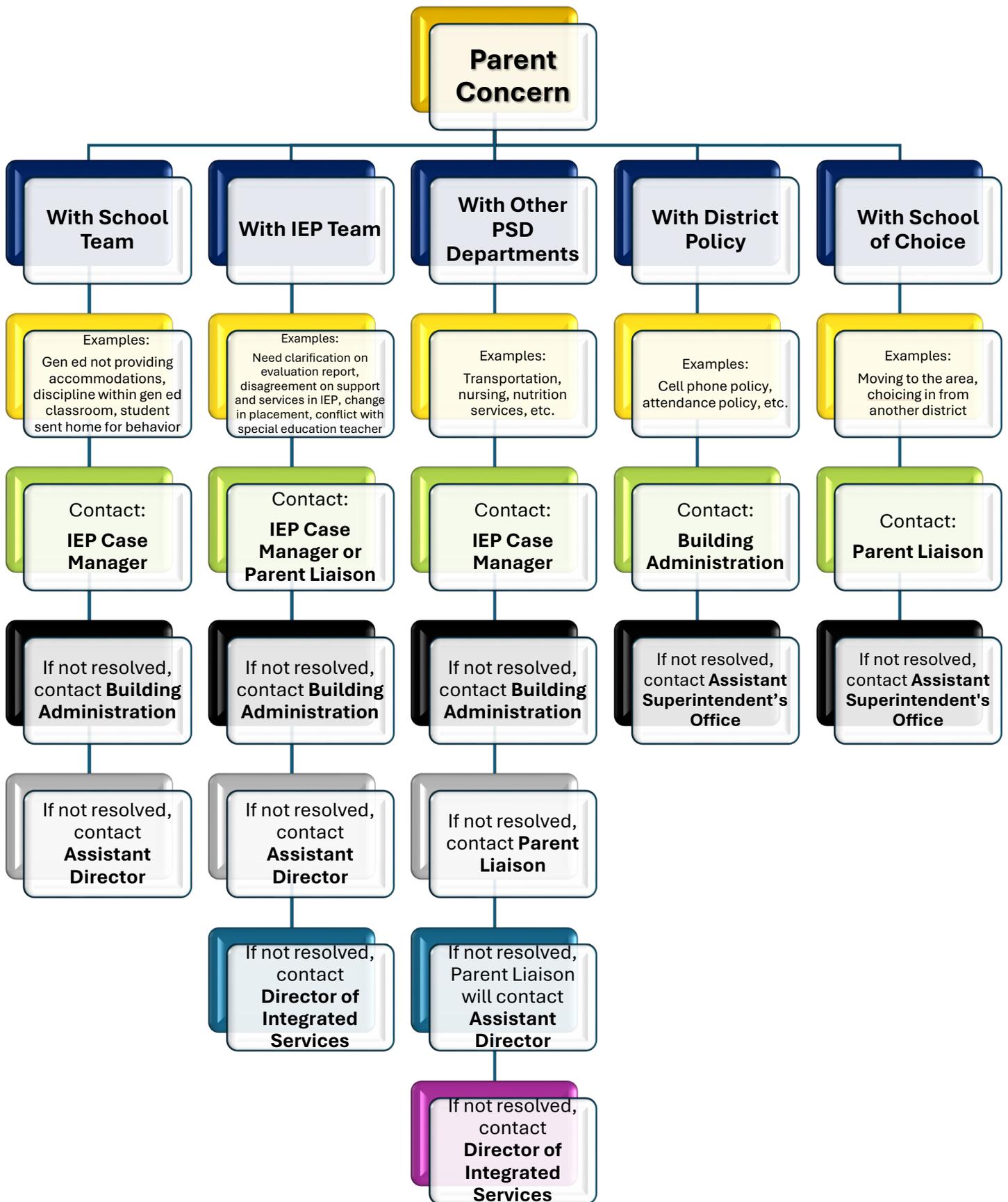
## During.the.IEP.Meeting¿

- Be on time.
- Make sure that you understand who is present and why.
- What are the proper issues for the IEP committee to address?
  - Eligibility
  - Changes to goals and objectives
  - Changes in related services: Assistive Technology, Speech/Language, OT/PT, Audiological, Nursing, Transportation
  - Changes in placement
  - Changes to the Behavior Intervention Plan (BIP)
- Practice active listening.
- Don't interrupt and expect the same courtesy.
- Remain calm. Take a short break if necessary.
- Read or listen to the review of the IEP documents. Make corrections as necessary.
- Obtain a copy of the IEP. The school must provide a copy at no cost to the parent.

## After.the.IEP.Meeting¿

- File the IEP documents in an accessible place.
- Acknowledge good work by school staff, if appropriate.
- Present a united and collaborative relationship with the school to your child.
- Share concerns as soon as they arise at the lowest level possible. If you are not satisfied with the result, meet with the next person up the chain of command. (See “Parent Concern Flowchart”)
- Be aware that you can request another meeting if needed.

# Parent Concern Flowchart



# Acronyms and Definitions

Acronym	Meaning	Definition
<b>2E</b>	Twice Exceptional	Refers to an individual who is both gifted and has learning differences.
<b>504 Plan</b>	Section 504 of the Rehabilitation Act of 1973 Plan	Section 504 of this federal law prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance. A 504 Plan includes accommodations that the student needs for equal access to instruction and assessment.
<b>ACE</b>	Alternative Cooperative Education	ACE provides work experience, related classroom instruction and vocational transition planning for high school students with special needs.
<b>ADA</b>	Americans with Disabilities Act	The ADA is a 1990 civil rights law that prohibits discrimination against individuals with disabilities in many areas of public life including jobs, schools, transportation, and many other public places.
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	ADHD is a biological, brain-based condition characterized by poor attention and distractibility and/or hyperactivity and impulsive behaviors.
<b>ASD</b>	Autism Spectrum Disorder	ASD refers to a developmental disability significantly affecting verbal and non-verbal social communication and social interaction, generally evidenced by the age of three.
<b>ASL</b>	American Sign Language	ASL is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face.
<b>AT</b>	Assistive Technology	Assistive Technology is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.
<b>BCBA</b>	Board Certified Behavior Analyst	A BCBA is a person with a certification in applied behavior analysis. Applied behavioral analysis (ABA) uses scientific and systematic processes to help influence an individual's behavior.

<b>BIP</b>	Behavior Intervention Plan	A BIP is a written plan to address challenging behaviors by identifying the problem behavior, its triggers, and its function, then teaching and reinforcing positive replacement behaviors.
<b>CDE</b>	Colorado Department of Education	The CDE provides leadership, resources, support, and accountability to the state's school districts, schools, teachers, and administrators to help them build capacity to meet the needs of Colorado's public school students.
<b>DD</b>	Developmental Disability	Developmental disabilities are conditions that are usually present at birth and can affect a child's growth and development and cause physical, learning, language, or behavior issues.
<b>DHH</b>	Deaf or Hard of Hearing	DHH is disability category in Colorado that involves a hearing impairment, including deafness.
<b>DVR</b>	Division of Vocational Rehabilitation	DVR is under the Colorado Department of Labor and Employment and assists people with disabilities to succeed at work and live independently.
<b>ECE</b>	Early Childhood Education	ECE involves the formal education and care of young children by non-family members in specialized settings before those children start elementary school.
<b>EEO</b>	Extended Evidence Outcomes	EEOs are alternate state academic achievement standards for students with the most significant cognitive disabilities (about 1% of students)
<b>ELD</b>	English Language Development	ELD is instruction for English language learners to master the English language through listening, speaking, reading, and writing.
<b>ESY</b>	Extended School Year	ESY is special education and related services provided to students with disabilities beyond the typical school year. Qualification for ESY is based on data that shows regression of skills after breaks.
<b>FAPE</b>	Free Appropriate Public Education	FAPE is a federal legal right for students with disabilities, mandated by the Individuals with Disabilities Act, that requires public schools to provide an education with necessary special education and related services at no cost to the parent.

<b>FBA</b>	Functional Behavior Assessment	An FBA is a process for gathering information about behaviors of concern to guide behavior interventions.
<b>ID</b>	Intellectual Disability	Intellectual disability is a term used when a person has certain limitations in mental functioning and in skills such as communicating, personal care, and social skills.
<b>IDD</b>	Intellectual and Developmental Disability	IDDs are differences that are usually present at birth and affect an individual's physical, intellectual, and/or emotional development. IDD is the term used to describe situations in which intellectual disability and other disabilities are present.
<b>IDEA</b>	Individuals with Disabilities Education Act	IDEA is a federal law that ensures educational services to eligible children with disabilities.
<b>IEP</b>	Individualized Education Program	An IEP is a legal document that clearly defines how a school plans to meet a child's unique educational needs that result from a disability.
<b>ITP</b>	Individual Transportation Plan	An ITP is a written plan detailing how a student will travel from home to school and back again in the way that is best and most safe for that student.
<b>LRE</b>	Least Restrictive Environment	LRE is a legal principle under IDEA that requires students with disabilities to be educated with their peers who do not have disabilities to the maximum extent appropriate for their needs.
<b>ML</b>	Multilingual Learner	Multilingual learners are students developing proficiency in multiple languages. This term recognizes the existing language abilities students bring to the classroom, rather than focusing on a perceived deficit in English proficiency.
<b>MTSS</b>	Multi-Tiered System of Supports	MTSS is a framework that ensures student success and growth by meeting their academic, social emotional, and behavioral needs through a problem-solving process for making decisions regarding intensity and type of intervention students need.
<b>OCR</b>	Office of Civil Rights	OCR is primarily focused on enforcing civil rights laws prohibiting schools from engaging in discrimination on the basis of race, color, national origin, sex, disability, age, or membership in patriotic youth organizations.

<b>OHI</b>	Other Health Impairment	OHI is a disability category in Colorado that includes students who have 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 that prevents the child from receiving reasonable educational benefit from general education.
<b>OT</b>	Occupational Therapy	Occupational therapy helps people develop, recover, or maintain the skills needed for daily living. School-based OT is a related service to special education when the unique skills of an OT are needed to support a child's access to specialized instruction.
<b>PT</b>	Physical Therapy	Physical therapy helps people improve movement and physical function. School-based PT is a related service to special education when the unique skills of a PT are needed to support a student's safe access and participation in the educational environment.
<b>PWN</b>	Prior Written Notice	A school district is required to give you notice in writing (called prior written notice or PWN) within a reasonable amount of time before it proposes or refuses to take certain actions. These actions include initiating or changing the identification, evaluation or educational placement of your child (services your child is receiving) or the provision of a free appropriate public education (FAPE) to your child.
<b>RBT</b>	Registered Behavior Technician	An RBT is a paraprofessional certified in behavior analysis who implements behavioral strategies under the supervision of a BCBA.
<b>RtI</b>	Response to Intervention	RtI is a multi-tiered framework that uses data-driven decision making to provide early, high-quality, and targeted academic and behavioral interventions to struggling learners within a general education setting. This often occurs prior to special education referral.

<b>SEAC</b>	Special Education Advisory Committee	SEAC is a district committee made up of parents, general education, special education, and community partners, that advises the special education leadership team to improve services for students with disabilities.
<b>SED</b>	Serious Emotional Disability	SED is a disability category in Colorado that includes students who have emotional or social functioning challenges that prevent them from receiving reasonable benefit from general education. In PSD, we call this category Affective Needs.
<b>SEL</b>	Social/Emotional Learning	SEL is a term for the way children acquire skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that help them succeed in school, work, and life.
<b>SLD</b>	Specific Learning Disability	SLD is a disability category in Colorado. It is an unexpected difficulty in learning basic academic skills. SLD can include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
<b>SLI</b>	Speech/Language Impairment	SLI is a disability category in Colorado that includes students who have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education.
<b>SLP</b>	Speech Language Pathologist	SLPs evaluate and provide intervention for students with speech, language, or communication difficulties.
<b>SSI</b>	Supplemental Security Income	SSI provides monthly payments to people with disabilities and older adults who have little or no income or resources.
<b>SWAAAC</b>	Statewide Augmentative Alternative Assistive Communication	SWAAAC is a team that provides assistive technology and augmentative/alternative communication support for students, parents, and school teams.
<b>TBI</b>	Traumatic Brain Injury	TBI is a disability category in Colorado that includes students who have 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 impairment adversely affects the child's ability to receive reasonable educational benefit from general education.

# Glossary of Terms

## (Not Previously Defined)

**Accommodations** – Techniques and materials that make learning easier and help students share what they know without changing the basic curriculum.

**Compliance Complaint** – a complaint filed with the state department of education or local school district by someone who believes an education law has been broken.

**Due Process** – a formal process for resolving disputes between parents and a school. It can involve a hearing or mediation.

**Evaluation** – a process used to learn about a student’s strengths and weaknesses for the purpose of educational planning.

**General Education** – regular classroom instruction.

**Informed Consent** – Written agreement stating parents have been informed about and understand the purpose and intent of special education evaluations and service decisions.

**Placement** – The educational setting in which the student receives special education services.

**Procedural Safeguards** – Legal requirements to help ensure that parents and students are treated fairly and equally in the special education decision-making process. Click [HERE](#) to access this document.

**Referral** – Written request for an evaluation to see if a child has a disability that could require special education services.

**Related Services** – These are additional services that a student with a disability receives (for example, occupational therapy or speech/language therapy) so they can meet their IEP goals.

**Transition Plan** – Part of the IEP that outlines transition services and goals that need to be met for the student to meet post-high school goals.