

DUFUR SCHOOL DISTRICT #29

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GUIDE TO THE
SPECIAL EDUCATION
PROCESS



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I. PREREFERRAL

The Student Success Team (SST) for general education students is intended as a primary way in which general education teachers or specialists can assist a student who is at risk for school problems within the general education environment. SST assistance is not intended to replace traditional methods or resources for helping students to function effectively in school. Rather, they exist primarily to focus on particular student problems using available resources within the general education environment.

The primary purposes of the SST team are to identify students in need and then plan appropriate intervention for those students within the general education setting; to identify the responsibilities of building staff who participate in the planning, application and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the SST plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and finally to provide professional development to general education staff members who either refer students to the SST or who assist in providing the intervention and referral services.

An SST team is a resource used by schools to intervene with student problems, prior to Special Education Action.

THE STUDENT SUCCESS TEAM PROCESS (SST)

The Student Success Team process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic and/or emotional progress in the regular education setting. The team or committee collects and evaluates relevant data in order to determine or identify specific barriers to student performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to alleviate the concerns. Student monitoring continues throughout this process by the identified individuals in the action plan. This process is ongoing, in that, it continues to identify and evaluate problems, solutions and progress within the student's academic setting.

SST PHASES

1. Request for Assistance
2. Information Collection
3. Parent/Guardian Notification and Participation
4. Problem Solve
5. Develop SST Action Plan
6. Support, Monitor and Continue the Process
7. Problem resolved or referral to Special Education Team

If the SST process exhausts all of the available school based regular education interventions with minimal success, often, the student is referred to the Special Education Team for a comprehensive evaluation in order to gather additional information as well as to determine if the student is eligible for special education and related services. The recommendation for a Special Education evaluation could come directly from the SST team or from the parent at any time during the process.

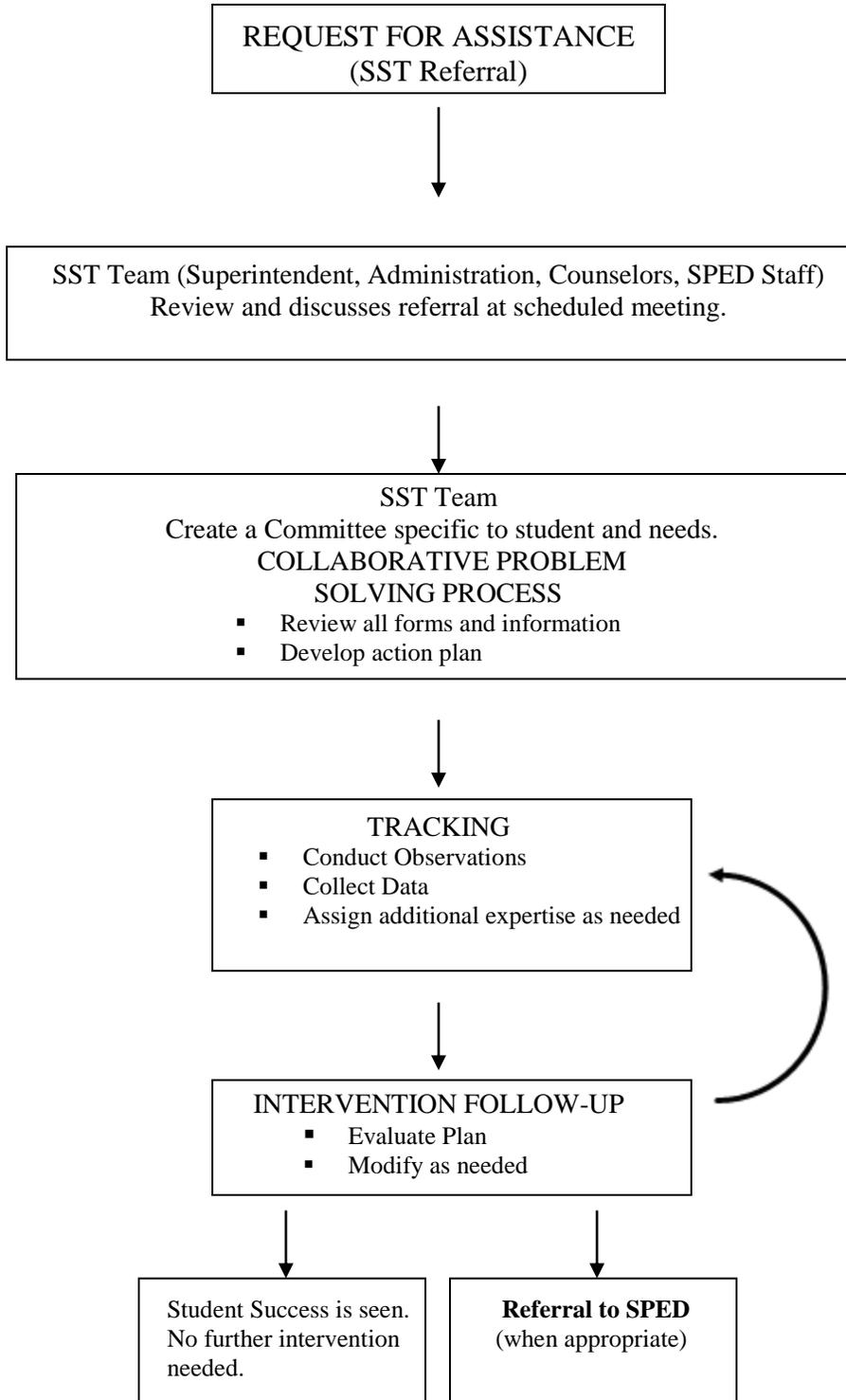
WHAT INTERVENTION IS AND IS NOT

The term intervention is used when teachers and other school personnel study and creatively problem solve educational issues that place a student at risk for school failure. Using a team approach that also significantly involves parents, each school carefully considers the needs of students who are identified “at risk” for learning, behavior, and health problems. After careful consideration, strategies are put in place to work with the student and effectively address the issues at hand.

Intervention is a process. Plans are often revisited and modified. In most cases, however, a successful intervention plan which is created and shaped over a period of time proves to be a powerful method tool for the at-risk student. If successful, it is preferable to special education referral which requires a student to have an identified disability and undergo an evaluation.

In some cases, intervention is not successful and a referral for special education is deemed necessary. In these cases, the prior period of intervention is valuable. Prior interventions will illustrate that a referral is appropriate (as required by law) and help inform the IEP team about strategies that have or have not produced success when it comes time to develop the written IEP. Intervention is not merely a waiting process or a “red tape” step for special education. It is a vital part of creating student success.

INTERVENTION FLOW CHART



II. REFERRAL TO SPECIAL EDUCATION DEPARTMENT (SPED)

WHAT IS A REFERRAL?

A referral is the first step in the special education process. It is a formal written request that a student be evaluated by SPED. This will determine whether a student is eligible for special education and related services or by the speech/language specialist to determine whether a student is eligible for speech services.

WHO CAN REFER?

Students may be referred to SPED or for a speech evaluation by instructional staff, school administration, parents and/or community agencies. Parents should submit their written request to the teacher, principal, Superintendent, or director of special services. School staff should submit the written request to the Special Education Director or building administrator.

WHEN SHOULD A STUDENT BE REFERRED?

Generally, students who present with academic and/or behavioral difficulties are first brought to the attention of the Student Success Team (SST). This committee will take the appropriate steps to help create interventions to address educational difficulties in the general education classroom. Interventions in the general education classroom should be attempted prior to a SPED or speech referral.

When interventions in the general education classroom are not appropriate for the student or when interventions are not effective, the student will be referred to SPED or speech/language specialist for evaluation.

ONCE A STUDENT IS REFERRED, WHAT HAPPENS NEXT?

Once a referral is received, the parents will be invited to a Multi-Disciplinary Team meeting (MDT). **This should take place within 10 days of the written referral.**

Based on a review of available information about the student's educational progress, a decision will be made at this meeting whether a SPED or speech evaluation is warranted. If an evaluation is warranted, the nature and scope of the SPED or speech evaluation will be discussed. **A written consent to assess the student will be done at this point, including a classroom observation which must be a part of all Eligibilities and re-evaluations.**

If it appears that the problem can be alleviated with interventions in the general education program and the student has not participated in the SST process, there may be a decision not to conduct an evaluation, but to refer the student to the SST Committee for development of interventions, suggestions for other interventions for the parent to pursue,

or pursue a 504 Plan. If the student is already in the SST process and an evaluation is not warranted, the SST plan can continue or be adjusted as needed.

REFERRAL TIMELINES

Once a written referral for SPED is submitted and dated by the staff member or administrator who receives the referral. This provides a start date for the first timeline.

The SPED team will convene a Multi-Disciplinary Team (MDT) meeting within 10 days from the date on the referral.

The parent and referring teacher will meet with the SPED Team at this time to review the student's needs and jointly determine if an evaluation should occur.

Meeting attendees will sign an attendance/notes sheet.

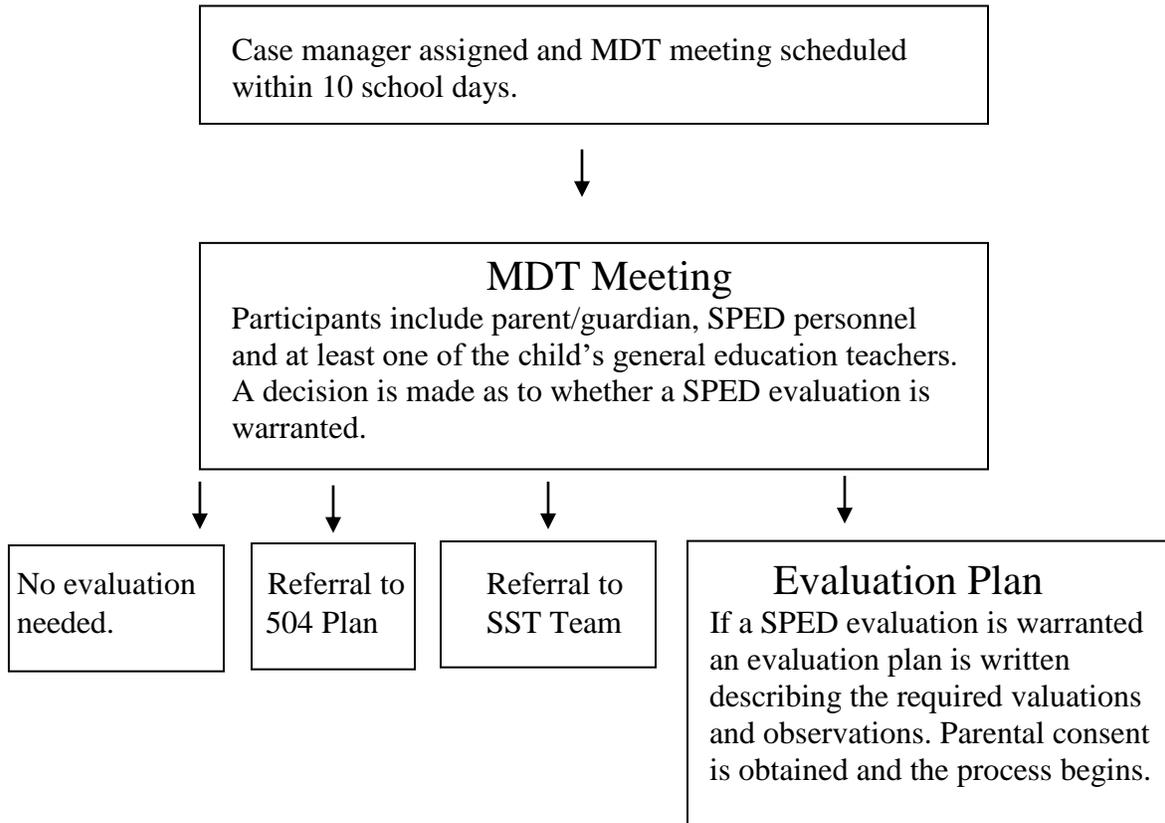
If there is an agreement to perform an evaluation, a written plan for the evaluation is developed at the meeting, describing the nature and scope of the evaluation. Written consent for an evaluation is required by the parent/guardian. This consent for evaluation can be provided at the conclusion of the meeting or the parent may take additional time before providing written consent.

Evaluations can only begin after the parent has provided written consent. The district has sixty (60) days from the time written consent is signed to complete the entire evaluation process.

*** Note: IDEA may alter this timeline***

Parents will receive **written notice** of the results of this meeting within 10 days.

REFERRAL TO SPED FLOW CHART



III. EVALUATION AND ELIGIBILITY

MULTI-DISCIPLINARY TEAM MEETING

The Multi-Disciplinary Team (MDT) meeting concludes the referral process to SPED. If the decision is made at the MDT meeting that an evaluation is warranted and signed parental consent is obtained, the individual evaluations of the student will commence. The comprehensive diagnostic evaluations are provided at no cost to the parent and completed in the student's native language when appropriate or when necessary. They are completed by certified professionals who will explain the results of their testing.

1. Eligibility for Special Education:
The evaluation shall include assessments conducted by the school district or by an outside agency if the school district chooses to do so. Other information that is provided by team members will also be used in determining eligibility.
2. Eligibility for Speech/Language Services:
The evaluation may include an assessment of receptive language, expressive language, voice, fluency and articulation. A hearing screening may also take place if determined at the MDT meeting. Again evaluations may be conducted by the school district or practitioners contracted by the school district.

The evaluations recommended by the school district are deemed to be in the student's best interest; however, **the parent has the right to refuse consent or withdraw consent at any time.** If the school district disagrees with this action, it may invoke a due process hearing.

ELIGIBILITY MEETING

Upon completion of the evaluations, an eligibility meeting will be scheduled to determine whether the student is eligible for special education and related services or speech language services. The case manager or evaluator will review evaluation results and answer all questions. The case manager will discuss the rationale for determination of eligibility or non-eligibility.

Meeting attendees will be asked to sign the meeting notes as well as the eligibility forms stating whether or not the team found the student eligible for services or not.

Parents will receive written notice of the results of this meeting within 10 school days.

Eligibility for special education meeting participants: Parent, general education teacher, student (where appropriate), SPED staff, case manager, school administration, and other school district personnel when appropriate.

RECOMMENDATIONS

ELIGIBILITY FOR SPECIAL EDUCATION

In developing recommendations, the SPED Team, parent, and any others present will discuss the evaluations and any other pertinent information on the student. The first decision is whether the student possesses an educational disability that adversely affects educational performance and requires special education and related services. There are 13 categories for special education eligibility under IDEA: Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment (including Blindness).

If the SPED Team determines that the student exhibits an educational disability, a determination must be made as to the least restrictive educational setting in which the student can receive educational benefit from special education services. In order to accomplish this task, there are a variety of placements to consider. These placements range in levels of restriction, including class size, student-teacher ratio, and degree of inclusion. The progression of services is as follows:

- General Education with Supplementary Aides/Services
- Resource Center/Support
- Special Class – In District
- Online/Tutor Services
- Out of District Placement

ELIGIBILITY FOR SPEECH/LANGUAGE SERVICES

In developing recommendations, the speech/language specialist, parent, and any others present will discuss the evaluations and any other pertinent information on the student. Eligibility requires a disorder of articulation, receptive language, expressive language, voice or fluency that adversely affects educational performance and requires speech/language services.

IV. IEP MEETING

Once a student has been found eligible for special education and related services or speech/language services, an individual IEP meeting must be held. This meeting is required before any special education services can commence. The purpose of the meeting is to determine the student's current educational status and develop a program designed to meet the student's unique needs. **This meeting may be held immediately after the eligibility meeting or within 30 school days of the eligibility meeting.**

The student's present levels of educational performance will be discussed, including how the child's disability affects involvement and progress in the general education curriculum. This discussion will include the results of the initial or most recent evaluation and, as appropriate, consider the student's performance on any general statewide or district assessment. The sources of information including evaluation data, teacher reports, classroom observations, and other relevant information will be listed. The strengths of the student and the concerns of the parent will also be stated as well as the interests and preferences of the student, if age 16 and older post school interests and goals will also be addressed.

If the IEP team determines that the student needs a particular device or service, the IEP must include a statement to that effect in the appropriate section. These needs may include behavioral, communication, language, hearing, and vision and may additionally require assistive technology.

Beginning at age 16, a transition plan for the student's future will begin to be developed. A statement will be written about the student's interests and preferences and post secondary plans.

At age 16, the IEP will list the multi-year plan for promoting movement from school to the student's desired post-school outcomes.

At least three years before the student's 18th birthday, a statement advising both parent and student of the transfer of rights at age 18 will be included in the IEP.

Annual measurable goals may be developed that are related to the common core curriculum standards through the general education curriculum unless otherwise required according to the student's educational needs. Method of progress reporting will be addressed and take place quarterly at minimum.

The IEP will explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities and determine whether the student needs an extended school year (ESY) program.

Participation in district and state assessment will be addressed; and, if necessary, modifications and or accommodations will be developed. Beginning at age 14, the IEP team will discuss the State and local graduation requirements that the student will be expected to meet for graduation. If the student is exempted from meeting any of the graduation requirements, that all students are expected to meet, or if any of the requirements are modified, this is addressed with a rationale.

Special education services are listed by instructional area, duration of service time, location of service and the service provider is noted. The same goes for related services listed.

The least restrictive environment (LRE) is typically the student's neighborhood/local school. This is always considered first for placement, however, the IEP may be delivered in another public school district or a state approved school for special education students if that is considered the LRE for that particular student.

Three (3) forms will be signed by all attendees of the IEP meeting at the conclusion of this meeting. The notes page, cover page of the IEP and the placement determination page.

A copy of complete IEP with written notice will be sent to parents within 10 school days of the conclusion of the IEP meeting.

V. ISSUES AFTER PLACEMENT

REEVALUATION

A reevaluation will be conducted within three years of the student's prior eligibility meeting at which time the IEP team will discuss whether formal testing is warranted or if there is sufficient available information to continue the eligibility without formal testing.

If testing is not warranted, **with written parental consent**, the IEP team may proceed to the eligibility meeting.

If testing is warranted, an evaluation plan is developed, **written parental consent is obtained** and the evaluations/observations performed. Upon completion of the evaluations, an eligibility meeting will be scheduled to determine whether the student continues to be eligible for special education and related services or speech language services.

TRANSITION SERVICES

Transition services are those activities that are designed to assist the student from school to post-school activities. This may include preparation for postsecondary education, vocational training, employment skills, continuing and adult education, independent living, or community participation. Transition services include the instruction, related services, community experiences, and development of employment or other adult learning objectives sufficient to assist the student with becoming an independent and lifelong learner. Transition services commence at age 16, or younger, if deemed appropriate by the IEP team.

GRADUATION REQUIREMENTS

Specific graduation requirements are discussed in the IEP of a disabled student commencing at age 14. The graduation requirements are reviewed annually at the IEP meeting, and if the disabled student is exempted from any local and/or state high school graduation requirements, the rationale for that as well as the alternate proficiencies which are required will be documented as well as the type of certificate the student will be receiving.

VI. TRANSFER/EXITING STUDENTS

TRANSFER STUDENTS

In-State Transfers

Complete IEP Amendment:

1. Accepting IEP
2. Note any changes taking place

Amended IEP Must contain the following filled out completely:

- *Cover Page
- *Services
- *Accommodations
- *LRE
- *All other sections can be filled in with “see IEP from (prior school), dated (m/d/y)”, or “For amendment purposes only”.

Out-of-State Transfers

1. Complete IEP Amendment:

Do the same process as you would for an In-State Transfer.

- Student must be receiving services while the team completes new Eligibility Report.

2. Complete Eligibility report

- We do not accept out of state Eligibility Reports. Testing done in other state may be used to complete our Eligibility report in full.

3. Complete a current IEP following the Eligibility Meeting.

EXITING STUDENTS

Withdraw/Drop Out/Moved/Etc.: Complete Written Notice for Discontinuation of Services, put original in cumulative file, send copy to address listed for legal guardian, enter exit information in SEAS and deactivate student.

No Longer Eligible for SPED services:

- Complete Written Notice for Discontinuation of Services AND Full Eligibility Report.
- You DO NOT need to test, but you should list prior assessment scores, OAKS, grades, etc. in the assessment section of the Eligibility Report.
- Note that the student no longer has an adverse effect and does not require specialized instruction.
- Enter exit date, reason code and de-activate student in SEAS.

VII. FREQUENTLY ASKED QUESTIONS

- 1. Question: I get confused by all the meetings. Can you explain the different types of meetings that occur before and after classification/qualification?**

Answer:

SST Meeting: The SST process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic and/or emotional progress in the general education setting. The team or committee collects and evaluates relevant data in order to determine or identify specific barriers to student performance.

MDT Meeting: This meeting provides the opportunity for the school and/or parents to convey concerns related to the student's educational progress. The full SPED Team is in attendance and will determine if an evaluation is warranted. If an evaluation is warranted, the MDT will develop an evaluation plan and present it to the parents for their consent. If the parents consent to the plan, the school district has 60 days to complete the assessments, determine the child's eligibility, and 30 days after eligibility to have the child placed in a program.

Eligibility Meeting: At this meeting, the case manager presents the findings from the completed assessments, reviews the student's eligibility status, and if eligible, develops appropriate programming for the student in collaboration with the IEP team.

IEP Meeting: In this meeting, the IEP team reviews the student's progress in the current program and then plans for future programming based on the information presented.

- 2. Question: At what point is my child considered classified/Qualified?**

Answer: After the eligibility meeting is held that deems the student eligible for special education and related services.

- 3. Question: Does my child have to be Classified/Qualified to have speech/language services?**

Answer: Yes, either as eligible for special education and related services or as eligible for speech/language services.

4. Question: Should my child have goals and objectives for in-class support programs?

Answer: No. Goals and objectives are for replacement and related services programming and in-class support follows the general education curriculum.

5. Question: I would like my child evaluated for special education eligibility by an outside agency. Can this be done?

Answer: Parents are entitled to an independent evaluation of their child at no cost **if they are in disagreement with the evaluation provided by the district.** The independent evaluation would occur, however, after the district has conducted its own evaluation. Districts maintain a list of agencies that provide independent evaluations. It is important that the district evaluate your child since it is in the best position to observe classes, speak to teachers and be knowledgeable of curriculum delivery in the child's school. The evaluation process also helps the district become more knowledgeable of your child's needs and puts the district in a better position to assist teachers and therapists who may be working with your child in the future.

6. Question: I have had a private evaluator assess my child and several recommendations are made in the evaluator's report. Will these be accepted by the district?

Answer: The district must consider the findings of any evaluation provided by the parents of a student receiving special education or undergoing consideration for services. In some cases, the entire report may be accepted, in other cases a portion of the report, and in some instances the district may not accept the findings of a report. The district should provide you with its determination in this regard and the reasons for its determination.

7. Question: My child is receiving private services outside the school day and is responding well to the methodology that is used in this program. Will the school district adopt this methodology if I request it?

Answer: The fact that your child is responding to a particular strategy or method is important information of which the IEP team should be aware. To the degree possible, the district staff may wish to implement strategies that the parent identifies as productive for the child. The ability to adopt a particular method may be limited in many instances by factors such as environmental conditions (some methods that are successful in a non-school setting do not transfer to a classroom setting), specific training requirements, or a lack of supportive scientific research. For these reasons, districts are given the responsibility of choosing the method which they view to be most appropriate. However, particular methodologies are not a required component of an IEP.

8. Question: What do I do if I just want occupational therapy?

Answer: Occupational therapy is a related service and is only required to be provided if a student is determined as eligible for special education and then found to be in need of occupational therapy, as determined by the IEP team based upon an occupational therapy evaluation.

9. Question: When is a child eligible for Extended School Year (ESY) services?

Answer: The IEP team determines eligibility for ESY services by reviewing several factors. One factor to be considered includes the regression/recoupment analysis which considers the amount of regression a student experiences as a result of an interruption in educational services over the course of the summer with the amount of time required to regain the prior level of skill upon the student's return to school in the fall. The IEP team may also consider other factors such as the nature and severity of the student's disability.

10. Question: What are related services?

Answer: Related services are services that are provided to help classified/qualified students benefit from special education. The services are specified in the student's IEP and are provided in conjunction with the special education program. Many times the related services to a special education program are provided in the classroom setting. Some examples of related services include:

1. counseling services
2. occupational therapy
3. speech/language services

11. Question: Who has access to pupil records?

Answer: The parent, adult student or their designated representative has access to inspect and review the contents of the pupil's records kept by the school district. The school district's certified staff that has educational responsibility for the student has access to the pupil records. Certified educational staff employed by approved private schools, outside clinics and agencies that the district employs and who has educational responsibility for the student also have access to the pupil records. Secretaries and clerical staff have limited access, under the supervision of certified staff, to access the pupil records so that they can enter or record data and conduct routine clerical tasks. Additionally, the district must obtain consent from the parent or adult student before releasing the pupil's records to a person or organization that is not otherwise authorized to see them.

VIII. GLOSSARY

Accommodations: Techniques and materials that allow disabled individuals to complete school or work with greater ease and effectiveness. Examples include spellcheckers, tape recorders, and expanded time for completing assignments.

Alternative Assessment: An alternative to conventional means of assessing achievement; usually means using something other than a paper and pencil test, such as oral testing or work sample review.

Assistive Technology (AT): Any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Auditory Discrimination: The ability to recognize, compare, and differentiate the discrete sounds in words.

Auditory Memory: The ability to remember something heard some time in the past (long-term auditory memory); the ability to recall something heard very recently (short-term auditory memory).

Behavior Modification: A technique intended to alter behavior by positive reinforcement (rewarding desirable actions) and extinguishing undesirable actions.

Behavioral Intervention Plan (BIP): The term can be generally defined as a component of a child's IEP that describes positive behavioral interventions and other strategies that the district must implement to prevent and control unacceptable behaviors.

Cognitive Ability: Cognitive, intellectual or innate ability tests measure identifiable skills related to learning or potential. Cognitive ability is often broken down into components such as verbal skills, non-verbal skills, processing speed and/or working memory.

Compensatory Strategies: Ways in which a student is taught to manage his or her learning problems, by manipulating and emphasizing strengths as a way to work around skills and/or abilities which may be limited.

Decoding: The process of acquiring meaning from spoken, written, or printed symbols used in receptive language.

Developmental Delay: Failure to meet expected developmental milestones in one or more of the following areas: physical, social, emotional, intellectual, speech and language and/or adaptive development. Developmental delay is usually a diagnosis made by a doctor based on strict guidelines.

Direct Instruction: A method for teaching that provides consistent interaction between students and the teacher.

Discrimination: The process of differentiating between and/or among separate stimuli when either visually or auditorially.

Due Process: A defined procedure to settle a dispute between the parent and the school.

Dyslexia: A language processing disorder characterized by a difficulty in reading experienced by students who otherwise possess the intelligence and motivation considered necessary for accurate and fluent reading.

Educational Evaluation: An assessment of a student based on multiple tests, analysis of class work, classroom observation, and teacher input intended to determine levels of achievement in certain academic areas, as well as the student's learning style and perceptual abilities.

Encoding: spelling

Expressive Language: Communication through speech, writing, and/or gestures.

Extended School Year: Extended school year services during the summer months is considered and discussed at the annual IEP review meeting. Special education and related services that are provided to a student with a disability beyond the normal school year would have to be in accordance with the student's IEP.

Fine Motor Skills: The use of small muscles to complete precise tasks such as writing, drawing, buttoning, opening jars, and assembling puzzles.

Functional Behavior Assessment: A process to determine which behaviors are limiting educational progress; to design interventions that decrease target behaviors; and to promote appropriate behavior(s) through positive behavioral supports.

General Education: An educational program which follows the regular education classes and offerings that follow the core curriculum content standards.

Gross Motor Skills: The use of large muscles for activities involving strength and balance, such as walking, running and climbing.

IEP Team: The group of individuals who are responsible for the development, review and revision of the student's individualized education program.

In Class Support: Programs taught with the regular classroom teacher and the special education teacher; the student has to meet the regular education curriculum requirements for the grade or subject being taught; there will be modification to the instructional strategies or testing procedures which should be listed in the student's IEP.

Inclusion: The practice of placing a student who has special education needs into general education classrooms for a least part of the student's educational program.

Individualized Education Plan (IEP): The written educational program designed for each classified student, incorporating certain information such as educational goals (long-term and short-term), the duration of the program, and provisions for evaluating the program's effectiveness and the student's performance.

Learning Styles: The ways in which a student best understands and retains learning, e.g., vision, hearing, movement, kinesthetic, or a combination. Learning style-specific approaches to assessment or instruction emphasize the variations in temperament, attitude, and preferred reflective/impulsive, or verbal/spatial dimensions.

Least Restrictive Environment (LRE): To the maximum extent appropriate, students with disabilities are educated with students who are not disabled and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Mainstreaming: The practice of placing a student who has special education needs into regular education classrooms for at least part of the student's educational program.

Manifestation Determination: In connection with the discipline of students with disabilities, a determination whether or not the misconduct at issue was either a manifestation of the disability, the result of an inappropriate placement or neither.

Neurological Evaluation: An examination that specifically focuses on mental status, cranial nerves, motor functions, deep tendon reflexes, sensation and gait abilities; when used more in a psychiatric context, also refers to an examination of an individual's thinking ability.

Pre-Referral Process: A procedure in which staff members and parents develop intervention strategies to assist a student who is having difficulty in learning, behavior or socialization to function in the regular education classroom.

Psychiatric Evaluation: An evaluation designed to diagnose any number of emotional, behavioral, or developmental disorders. An evaluation of a child or adolescent is made based on behaviors present and in relation to physical, genetic, environmental, social, cognitive (thinking), emotional, and educational components that may be affected as a result of the behaviors presented.

Related Services: Services that are provided to help classified students to benefit from special education. The services are specified in the student's IEP and are provided in conjunction with the special education program. Some examples of related services include: counseling services, occupational therapy, physical therapy, parent training, social work, speech/language services, transportation.

Section 504: A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Self Contained Programs: Taught by the special education teacher, this is considered a special class program that serves students with similar educational needs; instruction is usually provided with an alternative curriculum based upon the nature or severity of the student's disability and in accordance with the student's IEP goals and objectives.

Standardized Test (Norm Referenced Test): Are designed to give a common measure of students' performance. Since the same test is given to large numbers of students throughout the country, a common yardstick or "standard" of measure can be derived to give evaluators a picture of the skills and abilities of students.

Supported Instruction: The support of a student's education in the general education class by a paraprofessional.

Transition: A coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

Traumatic Brain Injury: The physical damage to brain tissue or structure that occurs before, during, or after birth that is verified by EEG, MRI, CAT, or a similar examination rather than by observation or performance.

Vocational Assessment: Assessment to determine the eligibility and appropriate programming for students receiving vocational education, including assessment of skills, aptitudes, interests, work ethic and social skills, aptitudes, interests, work ethic and social skills.