

# Integrated Services Parent Handbook

2018-2019

This handbook has been prepared by the Special Education Advisory Committee (SEAC) to help answer questions you might have regarding special education services in our district.



Visit our website at <http://www.psdschools.org/department/integrated-services>

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Dear Parents,

When parents become aware of their child's need for special education they step into a world of services, specialized teaching methods, laws, and educational jargon. This handbook was prepared to help families understand more about special education services in the Poudre School District (PSD). It contains information about special education laws, referral, assessment, Individual Education Plan (IEP) development, IEP meetings, and also contains suggestions and resources for families. Poudre School District values parents as partners in the education of their children.

Students, parents, teachers, paraprofessionals, administrators and others each play a role in your child's education. Parents and professional collaboration provides the opportunity to share information about a student's individual needs and helps with educational goal setting. The Integrated Services Department is responsible for the delivery of services defined in your child's Individual Education Plan (IEP). Some of the professionals that may be involved in the definition of these services are the general education teacher, the special education teacher, speech/language specialist, school psychologist, nurse, occupational therapist, and/or physical therapist.

In addition to opportunities for parent and professional partnerships at school, there is also the Special Education Advisory Committee (SEAC) which brings together parents, professionals, and community members interested in collaborative efforts that support and assist PSD in providing the best education for all students. SEAC meets monthly during the school year and offers informational speakers, and provides a forum for networking among parents and professionals addressing issues of concern to the special education community.

We will make every effort to meet your student's needs and assist you in understanding the special education process. Please know that the Integrated Services Department is dedicated to meeting the unique needs of your child.

When you have questions or concerns, we encourage you to talk first with your student's teacher and/or principal. If you need further assistance or clarification, then please do contact our Parent Liaison at (970) 490-3225 or our administrative office at (970) 490-3233. At all times, we strive to keep the communication lines open.

Sincerely,

Sarah Belleau  
Director of Integrated Services

The Poudre School District is committed to the policy that no otherwise qualified person shall be denied access to, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under, any District program or activity on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, veteran status, age or disability. District compliance with this policy shall be the responsibility of, and reports and complaints of discrimination based on these protected classifications should be directed to: For District students and community members: Director of Student Services, 1630 South Stover Street, Fort Collins, Colorado 80525, phone: 970-490-3033; For District employees: Executive Director of Human Resources, 2407 La Porte Avenue, Fort Collins, Colorado 80521, phone: 970-490-3620.

## **Integrated Services Vision, Purpose, and Goals**

### **Vision**

Integrated Services...partnering 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?

**A Brief History:** The special education programs of today are the direct result of key federal laws that have been passed in the last 40 years. In the 1960s, advocates for children with disabilities wanted the federal government to provide leadership and funding to ensure a free appropriate public education (FAPE) to children with disabilities. In 1966, Congress established the Bureau for Education of the Handicapped. A number of initiatives also earmarked small amounts of federal funds for serving children with disabilities. During this time parents pursued state laws that would require local education agencies to offer special education services to students with disabilities. Although such laws were passed, many children with disabilities remained unserved or underserved by public schools. In 1975, Congress enacted Public Law 94-142. It required that all students with disabilities receive FAPE and provided a funding mechanism to help defray the costs of special education programs. Today this law is known as IDEA 2004 (Individuals with Disabilities Education Act).

IDEA 2004 includes broad mandates for the provision of services to all children with disabilities. Although provisions have been added or amended in order to expand or improve the quality of services, the four purposes of IDEA have remained essentially the same:

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

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

### The Special Education Process

1. **Referral:** When a parent or teacher is concerned about a student's progress a referral may be made to the school's Student Success Team (SST). This is not a special education process. The purpose of the SST is to provide a system of ongoing support to those who have concerns about a student. The SST team will gather available information, review records, and then try strategies which may be immediately beneficial to the student. This process is called Response to Intervention or RtI. (Please see following page on RtI). A special education referral is initiated only after implementation of an action plan and appropriate interventions have failed to show adequate progress.

A parent may make a direct referral for special education assessment at any time. When this occurs, the special education multidisciplinary team at the student's school of attendance must formally consider the referral. The team will consider the educational relevance and determine if there is sufficient supporting data to move forward with a formal special education evaluation. Assessment must cover all areas of concern. The team then considers the educational impact. The question to be answered is, "Is there a disability that is preventing the student from accessing the general education curriculum?"

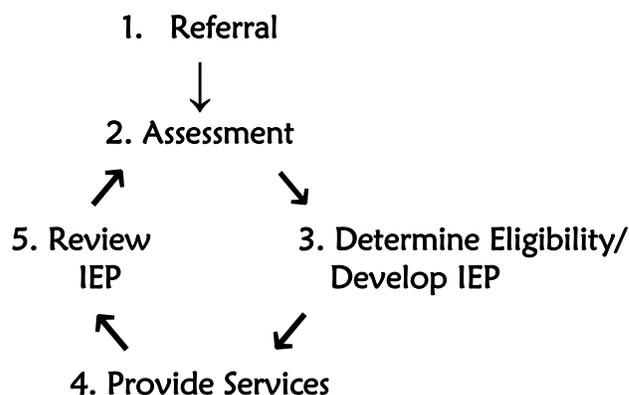
2. **Evaluation or Assessment:** Individual evaluations are given to your child after receiving your written permission. The assessments are conducted by special education personnel and you, as a parent, in the areas of health, communication, academic functioning, psychological, social, motor, and life- skills, using both formal and informal tests. The results of these assessments will help in determining eligibility for special education services and assist in educational planning. In addition, you may choose to have an independent assessment done. If you desire an independent evaluation, please call the Director of Special Education to determine the appropriate referral agencies, and the possibility of district payment.
3. **Initial Meeting:** An initial meeting is held to determine if a student is eligible for special education services. Parents, special education personnel, teachers, administrators, student (when appropriate), and other involved persons participate in a conference reviewing the assessment results and sharing pertinent information. If the student is found to be in need of special services, a program is developed. A parent’s written permission is required to initiate special education services.

**Individual Education Program (IEP)**

Every student with a disability receiving Special Education or related services must have an Individualized Education Program (IEP). This is an education plan tailor-made to suit the student’s individual needs to be successful in school. If the staffing team decides that a student is not eligible for services through special education, recommendations will be made to parents and teachers regarding various ways to help the student.

4. **Provision of Services:** The special education team will recommend the types of special education services that might be most appropriate to meet the educational needs of your child. Students are served in their home schools and participate in regular education classes whenever possible, this is also known as “Least Restrictive Environment” (LRE). Other options are considered if a student needs a more specialized placement.
5. **Review:** The IEP is reviewed once a year or more often if necessary. At least once every three years, a Triennial IEP meeting is held to determine continued eligibility for special education. Assessments are part of the re-determination process.

**In summary:**



## Disability Categories

In the state of Colorado a child 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.

**Speech/Language Disability:** a communicative disorder which prevents the child from receiving reasonable educational benefit from general education alone.

**Specific Learning Disability (SLD):** 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, write, spell, or do mathematical calculations.

**Intellectual Disability:** a child with 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.

**Serious Emotional Disability:** emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education alone.

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

**Hearing Impairment, Including Deafness:** 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.

**Visual Impairment, Including Blindness:** deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education.

**Orthopedic Impairment:** severe neurological/muscular/skeletal abnormality that impedes mobility, which prevents the child from receiving reasonable educational benefit from general education alone.

**Other Health Impairment:** 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 which prevents the child from receiving reasonable educational benefit from general education alone.

**Traumatic Brain Injury (TBI):** 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 prevents the child from receiving reasonable educational benefit from general education alone.

**Autism Spectrum Disorder:** a developmental disability significantly affecting verbal and nonverbal social communication, social interaction, engagement in repetitive activities and stereotyped movements, and resistance to environmental changes or changes in daily routines which prevents the child from receiving reasonable educational benefit.

**Deaf-Blindness:** concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that they cannot be accommodated in solely for children with deafness or children with blindness.

**Multiply Disabilities:** two or more areas of significant impairment, one of which shall be Intellectual Disability. 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; Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of needs which prevent the child from receiving reasonable educational benefit.

**Developmental Delay:** children younger than 9 years of age with physical, cognitive, communication, social/emotional, or adaptive delays across settings.

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

A major change has occurred in the way special education multidisciplinary teams identify students with learning disabilities. In the past, when teams considered students to have a learning disability, the team needed to prove a discrepancy between the student's ability and achievement. This was accomplished by looking at the discrepancy between the student's scores on normed tests and typical scores. This has been labeled the "wait to fail" model because a student needed to fall significantly behind before special education services could be considered.

The discrepancy model is no longer used as sole method for identifying students with a learning disability. Current law states that after August 15, 2009, a team must consider a student's response to scientifically based interventions offered first by general education as an essential part of a full and individual evaluation for special education services. This aligns with a national and state school reform effort called Response to Intervention (RTI). A special education referral is initiated only after implementation of an action plan and appropriate interventions have failed to show adequate progress.

There are 8 areas of focus that the special education team will look at when determining the specific needs of students. Those 8 areas are: Written Expression, Listening Comprehension, Math Calculation, Oral Expression, Math Problem solving, Reading Comprehension, Reading Fluency, and Basic Reading. If a student is not making adequate achievement or progress in any one of these areas despite instructional intervention a team will meet to determine the possibility of specific learning disability (SLD).

### **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 will include a continuum of services designed to meet each student's individual needs as defined in their IEP.

**Free Appropriate Public Education (FAPE):** FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge. FAPE must meet all standards and guidelines set forth in current state and federal legislation. Services are provided in conformity with an individualized education program. [ECEA 2.19]

**Least Restrictive Environment (LRE):** To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general educational classes with the use of supplementary aids and services cannot be achieved satisfactorily. [ECEA 2.29]

The Integrated Services Department will work to ensure that students with disabilities are educated in the least restrictive environment (LRE). Decisions about individualized programming will be driven by each student's unique needs. In many cases, the home school has or can arrange programming for

students who have mild to moderated needs. Students with extensive needs may attend programs housed outside their home school.

Poudre School District has established the following supports and services based on the needs of individual students:

**Mild to Moderate Needs/Multi-Categorical:** Most students with mild to moderate needs can be served in their home school. These are students who spent the majority of their day being educated with their typical peers. Services vary based on individual student needs and are determined by parent input and a multidisciplinary team.

Services are designed to support and help students be successful and make progress in their academic setting. Independent living, vocational, and self-care skills can also be included depending on the needs of the student.

**Extensive Needs:** Some students may need more extensive services. The extensive 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 family. Students will receive specialized instruction and supports throughout their day to meet their unique needs. Extensive needs programs are housed throughout the district and spread within feeder zones (please see zone chart included in this handbook). A student may need to attend a school outside of his or her home school to receive extensive needs services.

Student's individual needs will determine what extensive program they will attend. The IEP team (parents, students, general educators and special educators), Integrated Services Coach and/or Coordinator will be involved in making program placement decisions. All extensive needs program placements are under the direction of Integrated Services Administration.

## **Accommodations and Modifications**

Two primary purposes of Special Education:

### **1. CURRICULUM MODIFICATION**

**“Curriculum” is the CONTENT, “WHAT” is taught:** For most children receiving special education support, CORE ACADEMIC curriculum based on state standards is used but with accommodations based on the child's individual needs. For some children, an ALTERNATIVE curriculum is indicated to acquire more functional skills, such as what is available in the Integrated Learning Support (ILS) program, or ADDITIONAL curriculums may be taught, such as a social skills curriculum for children with social/behavioral challenges. The decision to adjust curriculum to be more relevant to a child's abilities or needs is done on an individual basis through the IEP process.

## **2. INSTRUCTIONAL ACCOMMODATIONS**

**“Instruction” is the “HOW” of teaching/measuring a student’s progress:** In typical general education classes, instruction is delivered primarily in larger groups, with some small groupings for certain activities, cooperative learning peer groups, etc. A student’s progress is tracked through tests developed at elementary sites, through district Level Tests, the state assessment and/or by using nationally developed tests in certain grades. Work samples, observation, and data collection are also used.

Special educators and related service providers consider unique instructional accommodations/strategies a child may require, such as small group instruction, frequent practice and repetition, use of different materials, reduction of sensory information, etc. They also consider accommodations needed to measure a student’s progress. These may include accommodations in timing/scheduling, setting, format/equipment, presentation of directions, or recording/response accommodations. For example, a student with difficulty reading may need to take a test orally; another student may need additional time or may be exempted from large-class testing. The decision to use a particular accommodation with a student is made on an individual basis through the IEP process.

### **Working Together: The Collaborative Process of the IEP**

The Individuals with Disabilities Education Act (IDEA) emphasizes the importance of working cooperatively as an IEP team. The team includes: parents, students, general educators, special educators, and related service providers. Each member 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 interest 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 Team to work collaboratively.

#### **Good Practices:**

- Send home evaluation material in advance asking parents to develop a list of questions and/or concerns.
- Contact parents in advance of the meeting to talk about their concerns.
- Introduce and refer to all team members in the same manner and by name not role.
- Establish methods for communication of general education and special education information with parents.

## What are the Rights of Children under IDEA?

Many parents, educators and other concerned citizens worked with Congress for the passage of the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Education Act (ECEA).

**A Free Appropriate Public Education (FAPE):** In Colorado, every child who is eligible for Special Education is guaranteed a public education at no cost to his/her parents. This public education must be appropriate to the needs of the child.

**Least Restrictive Environment (LRE):** All children with disabilities must be educated in the least restrictive environment. This means that they must receive instruction in the most "normal" setting possible while still meeting their educational needs.

**Individual Education Program (IEP):** Every child receiving Special Education or related services must have an Individualized Education Program. This is an educational plan tailor-made to address the child's individual learning priorities. Assessments must be administered in the child's native language, and test instruments may not contain cultural, racial, or ethnic bias. Valid and reliable tests that allow a student to demonstrate actual abilities are required. Parents are welcome to contribute outside evaluation information.

**Extended School Year (ESY):** ESY Services are intended to meet the needs of Special Education students who may lose previously taught skills (regression) and/or may take an unusually long period of time to regain those skills (recoupment). ESY is not intended to function as traditional summer school. It is not intended for learning new skills and it is not a way to make up absences. ESY is to ensure that FAPE, (Free Appropriate Public Education), remains in effect by helping students maintain the skills they learned during the school year.

**Confidentiality:** All information in a student's Special Education file is viewed as protected information and will not be shared inappropriately or without consent of parents.

**What if There is a Problem?** There may be times while your child is receiving special education support that you have a serious concern about something that is happening or not happening at school. The Poudre School District will make every effort to work with you to resolve specific concerns you may have. While your legal rights are described in the *Parent and Child Rights in Special Education* handbook, we encourage you to approach the problem in one of the following ways first. It is best for all involved (especially the student) to make every effort to resolve issues at the lowest level possible.

1. Talk to the teacher or service provider in person, on the telephone or write a note.
2. If the teacher or service provider can't help you, contact the principal of the school.
3. Ask for a meeting with one or more of the people suggested in #2 above.
4. You may contact the Integrated Services district office to speak with the Parent Liaison or the Integrated Services Coordinator of your child's school.
5. If the above suggestions do not resolve the problem, contact the Director of Integrated Services.

**Mediation:** You might disagree with the Special Education testing, services or placement for your child. You can try to resolve your disagreements by requesting mediation, which is a free service. A mediator is a neutral person not employed by the school district who assists you and the school in resolving differences. You may also request a due process hearing. Please have the school explain the process before you make a final decision.

### **Helpful Hints from Parents to Parents**

Following are tips on attending meetings to discuss your child's individual education program (IEP). You are an integral part of these meetings. You or the school may initiate a conference, which should be held at a time mutually convenient for both you and school personnel.

- 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 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 done.
- "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 progress reports.
- 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 your child's IEPs, progress reports and educational information in a folder or binder you can easily refer to.

## **Ideas for Parents: Before, During and After an IEP meeting**

### **Before:**

1. Review the current IEP document.
2. Review IEP goals and objectives and progress reports.
3. Decide on at least one or two specific outcomes you would like your child to achieve in the next school year.
4. Review the Notice of the IEP meeting.
  - A. Are the date, time and place agreeable? If not, call the school and offer several alternatives.
  - B. Identify the purpose of the meeting. If you are unsure, call the school and ask for clarification.
5. 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:**

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

### **After:**

1. File the IEP documents in an accessible place
2. Acknowledge good work by school staff.
3. Present a united and collaborative relationship with the school to your child.
4. 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.
5. Be aware that you can request another meeting if needed.

## Initial IEP Meeting Agenda

Eligibility Determination	<ol style="list-style-type: none"> <li>1. Introductions, purpose and format of the meeting</li> <li>2. Procedural Safeguards, Rights and Responsibilities</li> <li>3. Evaluation Report Discussion</li> <li>4. Determination of Disability (Stop here if student is not eligible)</li> </ol>
IEP Meeting	<ol style="list-style-type: none"> <li>1. Prior Notice and Consent for Initial Provision of Special Education and Related Services</li> <li>2. Procedural Safeguards, Rights and Responsibilities (if IEP meeting is separate from the Eligibility meeting)</li> <li>3. Review of the Cover Page (Enrollment and Dates)</li> <li>4. Signatures of Participants</li> <li>5. Present Levels of Academic Achievement and Functional Performance</li> <li>6. Determination of Special Factors               <ol style="list-style-type: none"> <li>a. Required plans</li> </ol> </li> <li>7. Determination of Post-School Goals and Transition Needs</li> <li>8. Annual Goals and Objectives</li> <li>9. Accommodations and Modifications, ESY, State Assessments</li> <li>10. Determination of Service Delivery</li> <li>11. Determination of Placement in the LRE</li> </ol>
Consent for Services	<ol style="list-style-type: none"> <li>1. Prior Written Notice of Special Education Action</li> </ol>

## Annual Review IEP Meeting Agenda

IEP Meeting	<ol style="list-style-type: none"> <li>1. Introductions, Purpose of the Meeting</li> <li>2. Procedural Safeguards, Rights and Responsibilities</li> <li>3. Review of the Cover Page (Enrollment and Dates)</li> <li>4. Signatures of Participants</li> <li>5. Present Levels of Academic Achievement and Functional Performance (including annual Transition Assessment if age appropriate)</li> <li>6. Determination of Special Factors             <ol style="list-style-type: none"> <li>a. Required plans</li> </ol> </li> <li>7. Determination of Post-School Goals and Transition Needs</li> <li>8. Annual Goals and Objectives</li> <li>9. Accommodations and Modifications, ESY, State Assessments</li> <li>10. Determination of Service Delivery</li> <li>11. Determination of Placement in the LRE</li> </ol>
Consent for Services	<ol style="list-style-type: none"> <li>1. Prior Notice of Special Education Action</li> </ol>

## Triennial IEP Meeting Agenda

Eligibility Determination	<ol style="list-style-type: none"> <li>1. Introductions, purpose and format of the meeting</li> <li>2. Procedural Safeguards, Rights and Responsibilities</li> <li>3. Evaluation Report Discussion (if determined appropriate by the team)</li> <li>4. Determination of Disability (Stop here if student is not eligible)</li> </ol>
IEP Meeting	<ol style="list-style-type: none"> <li>1. Review of the Cover Page (Enrollment and Dates)</li> <li>2. Signatures of Participants</li> <li>3. Present Levels of Academic Achievement and Functional Performance (including annual Transition Assessment information if age appropriate)</li> <li>4. Determination of Special Factors               <ol style="list-style-type: none"> <li>a. Required plans</li> </ol> </li> <li>5. Determination of Post-School Goals and Transition Needs</li> <li>6. Annual Goals and Objectives</li> <li>7. Accommodations and Modifications, ESY, State Assessments</li> <li>8. Determination of Service Delivery</li> <li>9. Determination of Placement in the LRE</li> </ol>
Consent for Services	<ol style="list-style-type: none"> <li>1. Prior Notice of Special Education Action</li> </ol>

## Community Resources

### Assistive Technology

The Assistive Technology Resource Center (ATRC), 970-491-6258

Through the Department of Occupational Therapy, Colorado State University.

SWAAAC (State-wide Augmentative, Alternative and Adaptive Communications), 970-490-3233

Team of Poudre School District – This team consults with school teams related to communication needs of students, including assistive technology. Talk with your child’s special education teacher if you are interested contacting a SWAAAC representative.

### Child Care

Respite Care, Inc., Fort Collins 970-484-1511

Provides facility-based short-term care for children with developmental disabilities 0 - 21 years seven days a week, 24 hours a day.

Early Childhood Council, 970-377-3388

Referral & Resource Program provides information on openings in licensed home and center-based care. Can provide information based on area of town as well as providers with training in special needs

**Parent Tip:** Many parents have utilized CSU and UNC Student Employment Services to advertise and hire university students majoring in fields such as occupational therapy, special education, and speech-language therapy.

### Health Care

Medicaid (Larimer County Human Services), 970-498-6300

Provides health care benefits to low-income people who are residents of Larimer County and meet income and resource eligibility guidelines.

Medicaid Diaper Program, 970-498-6300

If a child is not toilet trained because of a disability (not just due to delayed toilet training) and if the child is covered by Medicaid, he/she may be eligible to have the cost of diapers charged to Medicaid after age 3. A doctor’s prescription is needed and purchasing diapers is done through a store’s pharmacy department.

Colorado Child Health Plan Plus (CHP+), [www.cchp.org](http://www.cchp.org) or 1-800-359-1991

A full coverage plan for uninsured children (ages 0 –18 years) who are not eligible for Medicaid and meet low-income guidelines. Sign-up through Larimer County Dept of Human Services or online at

Larimer County Health Care Program for Children with Special Needs (HCP), 970-498-6732

Serves children birth-21 with special health care needs. They provide information, family support, counseling, and assistance to obtain and coordinate care for children with a variety of health conditions. They can also assist families explore funding sources.

Salud Family Health Clinic (Fort Collins), Medical 970-494-4040, Dental 970-484-8331

Provides direct medical and dental care for children (0 –18 years) who cannot afford comprehensive pediatric care.

Family Medicine Practice, 970-482-5690

Provides direct medical care for children and families on Medicaid, CHP+, or who cannot afford comprehensive medical care. Services provided by PVH staff and medical interns.

The Prescription Assistance Program, 970-416-6519

Offered through Poudre Health District and helps people with limited incomes fill their prescriptions through vouchers and applications to drug company programs.

Medicaid Waiver Programs, 970-226-2345

Children’s Extensive Waiver (CES) and Children’s Home & Community-Based Services (HCBS). These state Medicaid waiver programs consider children with extensive health needs and waive parental income guidelines in order to provide Medicaid for coverage of medical expenses. Application through Foothills Gateway, Inc. Programs may have a waiting list.

## **Mental Health Care**

*Touchstone Health Partners* (Larimer Center for Mental Health), 970-494-9761

Mission: to deliver to the residents of Larimer County high quality mental health services. Spanish speaking therapists available.

*Mental Health Connections*, 970-221-5551

Provides information on the many local therapists regarding services, ages served, preferred providers for insurance coverage, etc. Also manages referrals for pro bono and sliding scale services based on needs and income. Bilingual consultant available.

*CSU Psychological Services*, 970-491-5211

Provides sliding scale psychological evaluation and therapy services through graduate clinicians supervised by faculty.

*Lutheran Family Services: Fostering Family Strengths*, 970-266-1788

Offers parenting support for families with children age 12 and younger.

**Parent Tip:** It is helpful to start with your Employee Assistance Program, if you have one available through work or your family physician may be able to refer you.

## **Other Resources**

*Family Support Program* through *Foothills Gateway*, 970-226-2345

This program helps with funding of costs associated with raising a child with significant disabilities. Eligibility criteria based on disability, not family income. May have a waiting list.

*Disabled Resource Service*, 970-482-2700

Has many programs and services that include equipment loans, handicapped parking permits, a special needs fund, TDD relay, Braille instruction, and transportation assistance.

*Supplemental Social Security Income (SSI)*, 866-336-7385

Benefits through the Social Security Administration, provides a monthly benefit to help meet the costs associated with the child's disability as well as Medicaid coverage. Eligibility is based on family income and the child's disability.

*The Legal Center for People with Disabilities and Older People*, 800-288-1376

Provides information, advocacy and services around disability rights.

## **Parent Support, Training and Information Centers**

*Autism Society of Larimer County*: [www.autismlarimer.org](http://www.autismlarimer.org) or 970-377-9640

The local chapter of the Autism Society of America. ASLC serves as a resource for individuals and families affected by autism spectrum disorder.

*PEAK Parent Center*, [www.peakparent.org](http://www.peakparent.org) or 1-800-284-0251

Colorado's Parent Training and Information Center. Statewide parent advisors who provide information about special education process and parent rights.

*ARC of Larimer County*, 970-204-6991 or [www.arlc.org](http://www.arlc.org)

serves individuals and their families by providing direct advocacy services and training.

*Mile High Down Syndrome Association Fort Collins Area Support Group*, 970-498-9519

Support Group for families of children with Down Syndrome

*Parent Education Support Group*, 970-267-8705

Sponsored by the Family Support Services Council at Foothills Gateway, meets the second Thursday of the month from 6:30-8 p.m. at Respite Care Inc. Contact Brenda Tuttle for more information.

*Parent to Parent of Colorado*, [www.p2p-co.org](http://www.p2p-co.org) or 1-877-472-7201

Connecting families of sons and daughters with disabilities or special healthcare needs in communities across Colorado.

## **Sports and Recreation**

Special Olympics, 970-226-6990

Provide a program of unified practices and games, which is generally free or low-cost.

Adaptive Recreation (ARO), City of Fort Collins, 970-224-6027

Welcomes individuals with disabilities into its classes and activities. Recreation Therapists available. Refer to the Recreator Magazine for a full listing of classes [www.fcgov.com/recreator/](http://www.fcgov.com/recreator/)

## **Summer Camps**

Adam's Camp, [www.adamscamp.org](http://www.adamscamp.org)

Serves toddlers and children with special needs and their families; as well as youth and young adults with mild to moderate developmental disabilities.

Rocky Mountain Village, [co.easterseals.com](http://co.easterseals.com)

Located in Empire, Colorado, it is regarded as one of the top Easter Seals camps in the country. Rocky Mountain Village is fully accessible and used by more than 800 children and adults with disabilities during the summer camp sessions.

Colorado Lions Camp, 719-687-2087

Located in Woodland Park, it is a year round facility providing summer programs for special populations (ages 8 and above) and winter programs for large and small groups.

National Sports Center for the Disabled (NSCD), 970-726-1549 or [www.nscd.org](http://www.nscd.org)

Located in Winter Park Colorado, it is one of the largest outdoor therapeutic recreation agencies in the world.

Wilderness on Wheels Foundation, 303-403-1110

A wilderness campground with wheelchair accessible campsites, fishing, and walkways along Kenosha Creek (near Grant, CO).

## **Transportation**

Transfort fixed route bus service, 970-221-6620

Riders are served by wheelchair accessible buses on all routes.

## **Educational Rights**

A copy of the Educational Rights of Parents and Students should be offered and provided to you at all IEP meetings and when you provide consent for special education testing.

*Educational Rights are also available at <http://www.psdschools.org/departments/integrated-services>*

## ACRONYMS

ACE	Alternative Cooperative Education
ACLD	Association for Children with Learning Disabilities
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASA	Autism Society of America
ASL	American Sign Language
AT	Assistive Technology
ARC	Association for Retarded Citizens
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
BOCES	Board of Cooperative Educational Services
CAEYC	Colorado Association for the Education of Young Children
CAP	Central Auditory Processing
CBM	Curriculum-Based Measurements
CCB	Community Center Board
CDDPC	Colorado Developmental Disabilities Planning Council
CDE	Colorado Department of Education
CEC	Council for Exceptional Children
CICC	Colorado Interagency Coordinating Council
COFICC	Colorado Options for Inclusive Child Care
COTA	Certified Occupational Therapy Assistant
CP	Cerebral Palsy
CPI	Crisis Prevention Institute
CPP	Colorado Preschool Project
CRC	Community Resource Center
CSDB	Colorado School for the Deaf and Blind
CSEAC	Colorado Special Education Advisory Committee

DAP	Developmentally Appropriate Practice
DD	Developmentally Disabilities
DDS	Developmental Disabilities Services
DEC	Division of Early Childhood
DHH	Deaf or Hard of Hearing
DVR	Division of Vocational Rehabilitation
DX	Diagnosis
ECCE	Early Childhood Care and Education
ECEA	Exceptional Children's Education Act
ECSE	Early Childhood Special Education
ED	Emotional Disability
ECI	Early Childhood Initiatives
ELL	English Language Learners
ELA	English Language Acquisition
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
GT	Gifted and Talented
HCAP	Health Care Action Plan
HCP	Health Care Program for Children with Special Needs
HCPF	Health Care Policy and Financing – State Agency
HI	Hearing Impaired
H & V	Hearing and Vision
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation

IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
ILP	Individual Literacy Plan
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MD	Muscular Dystrophy
MH	Mental Health
MS	Multiple Sclerosis
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OCR	Office of Civil Rights
OIS	Outside Independent Study
OSEP	Office of Special Education Programs
OSERS	Offices of Special Education Rehabilitative Services
OT	Occupational Therapy
PART C	Individuals with Disabilities Education Act/Early Intervention Services for Children Birth to 3 years old and Families – Department of Education Funded
PBIS	Positive Behavior Instructional Supports
PDD	Pervasive Developmental Disorder
PEAK	Parent Education and Assistance for Kids
PEP	Parents Encouraging Parents
PLC	Professional Learning Community
PPOR	Per Pupil Operating Revenue
PT	Physical Therapy
RtI	Response to Intervention
SEA	State Education Agency
SEAC	Special Education Advisory Committee

SIED	Significant Identifiable Emotional Disability
SI	Sensory Integration
S/L	Speech Language
SLD	Significant Learning Disability
SLIC	Significant Limited Intellectual Capacity
SLP	Speech Language Pathologist
SPED	Special Education
SSI	Supplemental Security Income
SWAAAC	State Wide Augmentative Alternative Assistive Communication
TBI	Traumatic Brain Injury
TDD	Telecommunications Device for the Deaf
TTE	Temporary Teacher Eligibility
TOSA	Teacher on Special Assignment
VI	Visually Impaired
WNL	Within Normal Limits