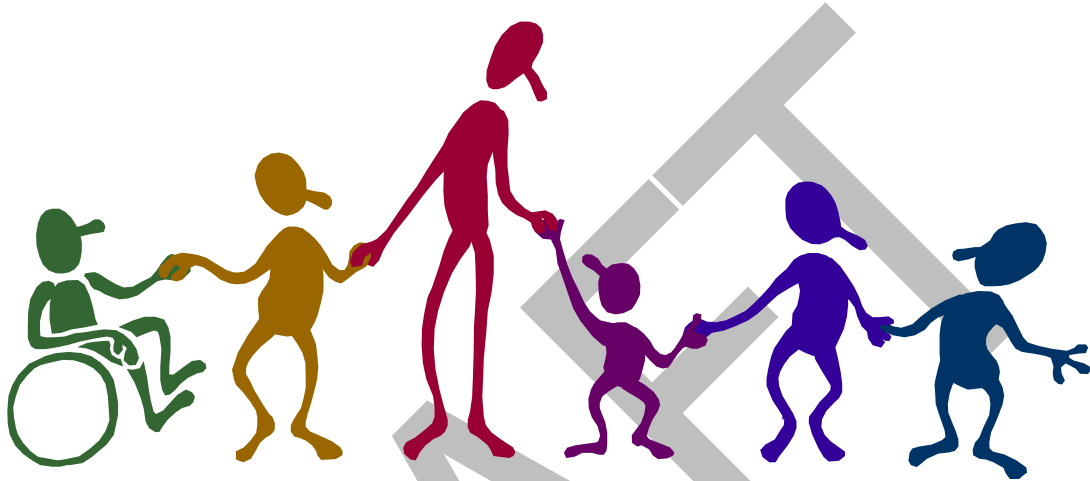


*Flagstaff Unified School District No. One*



# **Special Education**

## ***A Parent Resource Guide***

*I am the disabled child. I am your teacher. If you allow me, I will teach you what is really important in life. I will give you and teach you unconditional love. I gift you with my innocent trust, my dependency on you. I teach you of respect for others and for their uniqueness. I teach you about the sanctity of life. I teach you about how very precious this life is and about not taking things for granted. I teach you about forgetting your own needs and desires and dreams. I teach you giving. Most of all, I teach you hope and faith. I am the disabled child.*

~ *Author unknown*

*Excerpted from I Am The Child: Using Brain Gym With Children Who Have Special Needs (1998). Cecelia K. Freeman, M.Ed., with Gail E. Dennison*

# **Special Education A Parent Resource Guide**

The partnership between parents and school is an important one. This resource is designed to assist parents with information related to special education services in the Flagstaff Unified School District (FUSD).

Our goal is to create a positive relationship that will enhance your child's educational experience during his/her enrollment in our district.

*Full copies of parental rights related to referral, evaluation, and placement are available through the counselor at each school*

## **Accessing Services**

The following information is intended to help parents understand how special services for children having or suspected of having disabilities may be accessed.

### **New to our district?**

If you have just moved to our district and your student has been receiving special education services previously, please contact the school your child will be attending to inform them of the child's special needs. Please bring in all of your child's information, recent IEP, and evaluations, and our school team will meet with you to expedite the arrangements of services for your student.

### **Currently attending our district?**

If you are concerned about your child having a disability that is affecting his/her school performance, you should request through the school counselor that a Student Study Team meeting be scheduled. School personnel may also initiate a Student Study Team meeting. This is a meeting where you and the school study team meet to discuss the needs of the student and possible ways to provide assistance. Recommendations may range from trying different strategies in the general education classroom to a request for additional information in the form of a comprehensive evaluation from the school psychologist.

As a parent, you have the right to request a comprehensive evaluation of your student at any time. All evaluations take into account the primary language and racial/ethnic background of the student. Every three years, your child's special education program will be reviewed to consider if a reevaluation is needed.

A determination of eligibility for special education services will be made by the Multi-Eligibility Team (MET), which includes the parent and school personnel, and is based upon a variety of information. Parental input is vital to this process.

### **Who Gets Special Education Services?**

The Individuals with Disabilities Education Act (IDEA) provides a definition of a "child with a disability." Under IDEA, the disability must affect the child's educational performance. This law lists 17 different disability categories under which a child may be found eligible for special education and related services. These categories are:

- Autism (A)
- Emotional Disability (ED)
- Hearing Impairment (HI)

- Other Health Impairments (OHI)
- Specific Learning Disability (SLD)
- Mild Mental Retardation (MIMR)
- Moderate Mental Retardation (MOMR)
- Severe Mental Retardation (SMR)
- Multiple Disabilities (MD)
- Multiple Disabilities and Severe Sensory Impairment (MDSSI)
- Orthopedic Impairment (OI)
- Speech/Language Impairment (SLI)
- Preschool Moderate Delay (PMD)
- Preschool Speech/Language Impairment (PSL)
- Preschool Severe Delay (PSD)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Related services include: (List is not all inclusive)

- Speech therapy
- Physical and/or occupational therapy
- Adaptive physical education
- Audiological services
- Orientation, mobility
- Braille
- Interpreter for hearing impairment
- Specialized transportation
- School health services

### **Individual Educational Plan (IEP)**

If your student is eligible for special education services, an IEP will be developed, with your participation.

***PROVIDE ADDITIONAL INFO ON IEP HERE.***

***RECOMMENDATIONS FOR PARENT PARTICIPATION IN IEP MEETINGS HERE.***

### **Least Restrictive Environment (LRE)**

The following is an excerpt from FUSD's board-adopted position statement on educating students with disabilities in the least restrictive environment:

"It is the belief of this school district that students with disabilities should receive educational services in the general education environment in their neighborhood schools with chronological age peers to the greatest extent appropriate, consistent with federal and state regulations. Special education is not a "place," but includes an array of services and service delivery options. Students' individual needs, academic and social, should be carefully considered when making service and service delivery decisions. More restrictive settings should be considered only if the individual needs of students with disabilities cannot be appropriately met in the general education setting, as determined by the Individual Educational Planning Team..."

### **Array of Services**

The district provides a full array of services for eligible students. These services range from providing supplemental aids and services in the general education classroom to providing education services in private schools or residential treatment programs. The most common types of service delivery are as follows:

#### *Regular education with supplemental aids and services.*

This involves providing a level of support and assistance appropriate to the needs of the student in the general education classroom. Supplemental aids and services may include many things, ranging from modification of the instructional program to assistive technology.

#### *Resource program*

Students who remain in regular education may receive special support from a resource teacher. The resource teacher may provide services in a variety of ways (e.g., consulting with general education teacher, direct assistance to student in the general education classroom, direct assistance provided in the resource classroom).

#### *Self-contained classroom*

Students requiring a highly intensive and structured program for most of their school day may be served in a self-contained classroom. If this is not available in the neighborhood school, the district will provide transportation to the closest possible school where the program is available.

#### *Itinerant services*

A special teacher visits the student's school on a scheduled basis to provide consultancy or direct services.

Other service delivery options are available depending on the needs of the student and the IEP developed to meet those needs.

DRAFT