

CHILD FIND MISUNDERSTANDINGS, MISINFORMATION, AND MISCOMMUNICATIONS

A collaborative project



GLOSSARY OF ACRONYMS AND TERMS

This Glossary of Acronyms and Terms is specific to the “Child Find Misunderstandings, Misinformation and Miscommunications” training series. They are listed twice. In the first list, they appear in the order in which they are used within the training series. In the second list, they appear alphabetically.

The acronyms and terms provided in this document are not an exhaustive list of acronyms and terms used in the Child Find process or in Special Education. They are the acronyms and terms used within this training series only. Because the training series was designed to be used with many different audiences, some training participants may not know some of the acronyms and terms as well as other participants. This list is designed to help training participants better understand what is being discussed within the training videos only.

For a more complete listing of acronyms and terms, or for further clarification on any of the acronyms and terms from this training series, feel free to reach out to any of the collaborative partners who participated in creating this training series using the contact information at the end of this document.

ACRONYMS

Listed in the order in which they appear within the full training video

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| AEA | Area Education Agency | Iowa Area Education Agencies (AEAs) were created in 1974 by the Iowa legislature to ensure equal educational opportunities for all children from birth through age 21. As regional service agencies, AEAs provide special education and school improvement services for students, families, teachers, administrators, and their communities. |
| IDE | Iowa Department of Education | The Iowa Department of Education is Iowa’s State Education Agency (SEA). As such, the IDE has oversight responsibilities of AEA’s and school districts in Iowa. The IDE has a responsibility both to Federal and State laws regarding education and Special Education including Child Find. |
| PEC | Parent-Educator Connection | The Parent-Educator Connection works to develop and sustain effective partnerships between families, educators, and community providers to promote success for all children and youth with disabilities. Each of Iowa’s Area Education Agencies (AEAs) has a parent and an educator coordinator on staff to direct the program within the AEA. They deal directly with parents, local education agencies, and agencies outside the educational system. |
| ASK | ASK Resource Center | ASK Resource Center has been Iowa’s Parent Training and Information Center (PTI) since 1997. There is at least one PTI in each state. As Iowa’s PTI, ASK holds a grant directly with the Federal Department of Education to provide advocacy, training, resources and supports to families of children with disabilities in Iowa specific to Special Education, Section 504 of the Rehabilitation Act, and General |

Education. The organization also has other programs that focus outside of education.

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| DRI | Disability Rights Iowa | Disability Rights Iowa is Iowa's Protection and Advocacy Organization (P and A). Through the National Disability Rights Network a center such as DRI exists in each state. DRI is a federally mandated program for individuals with disabilities and provides legally based advocacy services statewide. |
| PWN | Prior Written Notice | According to the Individuals with Disabilities Education Act (IDEA), school districts must provide a written notice to the parent (information received in writing), whenever the school district: Proposes to begin or change the identification, evaluation, or educational placement of a child or the provision of FAPE to the child. The school district must provide the notice in understandable language (34 CFR §300.503(c)). |
| MTSS | Multi-Tiered Systems of Support | Multi-Tiered System of Supports is also known as Response to Intervention or RTI. It involves teachers trying "interventions" with children in general education and using data driven decision making from those interventions to address the needs of students. MTSS occurs as part of general education, but children can, and often do, receive MTSS and an evaluation for special education services at the same time. MTSS helps identify the unique learning needs of any student and can help pin point the need for special education. Many families may hear MTSS or RTI referred to as "interventions". |
| IEE | Independent Education Evaluation | Federal law defines an Independent Education Evaluation broadly as "an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question." (34 C.F.R. 300.503). Parents may obtain an IEE, for virtually any purpose if it impacts the child's education, and the parents feel more evaluation is needed after an EER is completed. An IEE must be requested by the parents, and is paid for by the education system. |
| EER | Education Evaluation Report | The Education Evaluation Report is used to document that a "Full and Individual Education Evaluation" has occurred. The purpose of an EER is to determine the educational interventions that are required for a student to access and make progress in the general education curriculum, and to determine whether the student is eligible for special education services. The evaluation report is based on educationally relevant information gathered through reviews (monitoring data, work samples, school records, and reports from other sources), interviews (teacher, parent, and child), information provided by the family such as medical evaluations/recommendations, observations, and tests or other assessments. |
| FAPE | Free and Appropriate Public Education | The Individuals with Disabilities Education Act (IDEA) says that each child who has a disability and needs special education and related services will receive a Free and Appropriate Public Education (FAPE). In other words, the education will be "free" from added fees related to the child's added needs. The child's family will still need to pay for any fees that other students pay for such as books or enrollment fees. The education will also be "appropriate" meaning it will be tailored to the student's needs. |
| SDI | Specially Designed Instruction | Specially Designed Instruction for children with disabilities is a requirement under the Individuals with Disabilities Education Act (IDEA). SDI refers to the teaching strategies and methods used to instruct students with disabilities. SDI is what is carried out in the classroom, and it is also what is defined and agreed upon when a team, including the family, is creating the IEP. |

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| IDEA | Individuals with Disabilities Education Act | The Individuals with Disabilities Education Act (IDEA) is a Federal civil rights law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a Free Appropriate Public Education (FAPE) regardless of having a disability that causes a difference in learning. Furthermore, IDEA grants equal access to education for students with disabilities through the provision of special education services and procedural safeguards. The original Federal Special Education law is often referred to as "94.142", and was enacted in 1976. |
| IEP | Individual Education Program/Plan | An Individual Education Program/Plan is an important legal document and process required under IDEA. It utilizes meetings and a process between educators, administrators, parents, sometimes the student, and other people with helpful information about the student's learning to spell out the child's specific learning needs, the services the school will provide and how progress will be measured. |

[Click here to see this list in alphabetical order](#)

TERMS

Listed in the order in which they appear within the full training video

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| Iowa Administrative Rules | Administrative Rules are state regulations. In the case of Special Education, there is a Federal statute to follow as well. It is IDEA. A state law can do the same as or more than a Federal statute. It cannot do less than a Federal statute. Iowa's rule regarding Special Education Evaluation states a parent may request an evaluation "at any time." Iowa Admin. Code r. 281—41.312(4). That does not mean, however, that one will be granted or that evaluation always leads to Special Education. The AEA and school have a responsibility to determine if the evaluation is warranted. If the parents and AEA/school disagree, procedural safeguards can be used to help settle the disagreement. |
| AEA Special Education Procedures Manual | This manual is agreed upon and used by all AEAs in Iowa and outlines the procedures they follow for providing Special Education services. Because the manual is updated annually, it is best to contact a collaborative partner in this training series or use your browser to search for "Iowa AEA Special Education Procedures Manual 2014-2015". |
| Procedural Safeguards Manual | Under the IDEA, the parties involved, both the family and the educators/administrators, have the right to disagree with the decisions made about an IEP or EER. There are multiple choices of actions that can be taken to resolve these disagreements. The choices range from calling an extra meeting, receiving a Prior Written Notice, appealing the Prior Written Notice, AEA or state level mediation, and/or court proceedings. Often times, families choose to have the PTI (ASK Resource Center) the P and A (Disability Rights Iowa) and/or the PEC (Parent Educator Connection) involved as they decide on and use procedural safeguards. The Procedural Safeguards Manual outlines the available options and the assistance available to support a party in using any of the options. Families should be provided a copy of this manual at each IEP meeting and at an EER meeting. Because the manual is regularly updated, it is best to contact a collaborating partner of this training series to request a copy, or use your browser to search for "Iowa Procedural Safeguards Manual 2014-2015". |
| Predetermination | According to IDEA, predetermination is not legal. Predetermination occurs when one or a few members of an IEP team or Eligibility Determination Team make decisions about the student's need for or lack of a need for special education services or other special education related decisions without involving all required parties. The parents are a required party. A decision about the need for services should be made with the family involved in that decision. A report outlining the data collected that the people involved will use to make that decision CAN be compiled ahead of time (EER) and draft language can be placed in that |

report regarding likely decisions, but final decisions are to be made once all required parties are at the table.

Due Process Rights

Due Process is one of the Procedural Safeguards available under IDEA. Due Process involves filing a formal complaint that leads to a court hearing in which an Administrative Law Judge (ALJ) will determine which party is right and what will be done to rectify any wrong-doing regarding Special Education. Stating that parents have “Due Process Rights” is an acknowledgement that families can choose to sue school systems if they believe the rights of their child or their rights have been violated. Filing for a Due Process Hearing and having Due Process Rights does not mean the family is automatically right or will win the case in court.

Disability Categories

There are 13 qualifying disability categories under IDEA. They can be found online at www.IDEA.ed.gov by using the search tool to search for section 300.8 of IDEA. Iowa, however, is a “non-categorical state”. This means Iowa does not require a diagnosis that fits one of the 13 categories in order for there to be a decided upon need for Special Education Services. Having a medical diagnosis is important information, though, and should be shared with the school so that everyone is informed of all of the needs and recommendations for the student to the same degree.

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CONTACT US!

Remember, the acronyms and terms above are not an exhaustive list. They represent the items talked about within the “Child Find Misunderstandings, Misinformation and Miscommunications” training series specifically. Also, the information shared here is brief. Feel free to contact any of the collaborating partners for more information.

Iowa Area Education Agencies
www.aeaonline.org

Disability Rights Iowa
www.disabilityrightsiowa.org

ASK Resource Center
www.askresource.org

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