

# Welcome to Rockford Public Schools Special Services

## NAVIGATING THE IEP PROCESS



Please refer to our website,  
**[www.rockfordschools.org](http://www.rockfordschools.org)**

for more detailed information on our evaluation  
process and special education programs and services.

The Rockford Public Schools Special Education department, in collaboration with the Special Education Parent Advisory Committee, has developed this informational handbook to make the Individualized Education Program (IEP) process more manageable and user friendly for parents. This document provides an overview of the special education identification, evaluation, eligibility, and IEP process. It also provides you with information regarding RPS programs and services which will help to assist you from the beginning to the end of your journey in special education. This handbook can be used in conjunction with the Special Education Parent Handbook with Procedural Safeguards and other resources from the Kent Intermediate School District and the Michigan Department of Education.



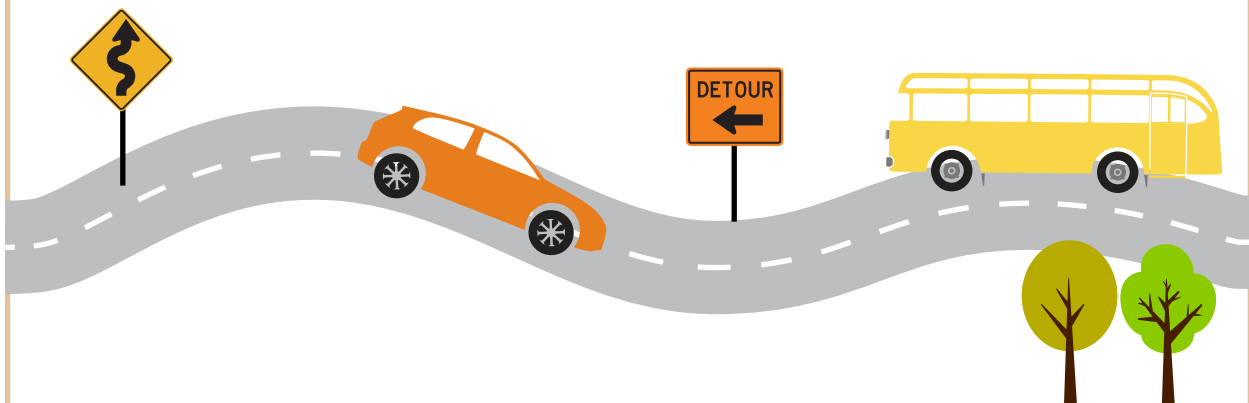
**Rockford Public Schools**

Quality Community – Quality Schools  
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# Rockford Public Schools Special Services

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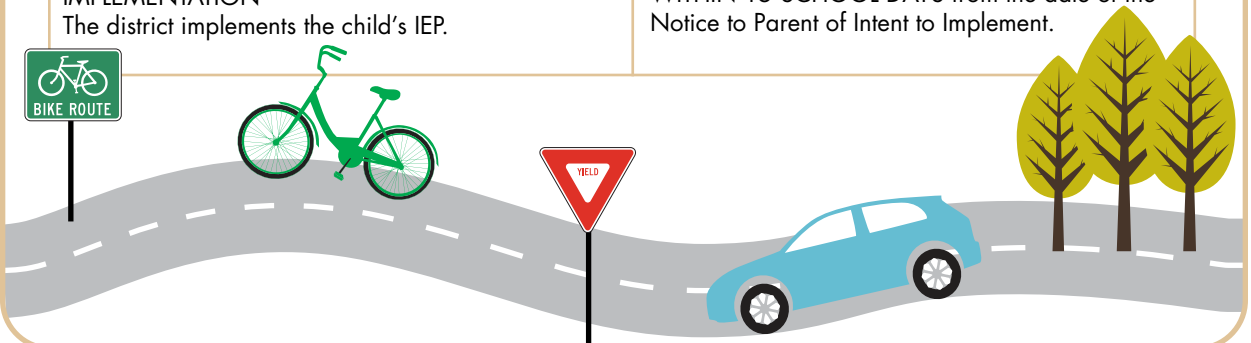
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# SPECIAL EDUCATION

## TIMELINE AND IMPLEMENTATION

ACTIVITY	TIMELINE
<b>REFERRAL</b> A child suspected of having a disability is referred for special education programs and services by contacting school district personnel such as the building administrator, school psychologist or teacher. The referral for a special education evaluation must be completed by a parent or guardian and submitted in writing.	ANYTIME
<b>PARENTAL CONSENT TO EVALUATE</b> The district must respond to the parent request when a review of existing educational data (REED) is received which provides signed parental consent to evaluate a child suspected of having a disability.	WITHIN 10 SCHOOL DAYS from the date the district receives the referral.
<b>EVALUATION</b> A multidisciplinary Evaluation Team (MET) conducts the initial evaluation.	WITHIN 30 SCHOOL DAYS from the date the district receives the Parental Consent to Evaluate (REED) to completion of the IEP.  <i>*If the parent and district agree, the timeline for initial activities may be extended beyond 30 school days.</i>
<b>NOTICE TO PARENT OF INTENT TO IMPLEMENT</b> The completed IEP is given to the district superintendent/designee. The superintendent/designee provides written notice to the parent about where and when the district intends to implement the IEP.	WITHIN 7 SCHOOL DAYS from the date the superintendent/designee signs the IEP and offers a Free and Appropriate Public Education (FAPE).
<b>PARENTAL CONSENT FOR PROVISION OF PROGRAMS AND SERVICES</b> Parent Consent is required before the district is allowed to provide the initial special education programs and services that are in the IEP.	WITHIN 10 SCHOOL DAYS from the date the parent receives the Notice to Parent of Intent to Implement.
<b>IMPLEMENTATION</b> The district implements the child's IEP.	WITHIN 15 SCHOOL DAYS from the date of the Notice to Parent of Intent to Implement.





## SPECIAL EDUCATION

### A CHILD WITH A DISABILITY INCLUDES:

- Children who have the characteristics for a specific disability as defined in the Michigan Administrative Rules for Special Education. These rules can be found on the Michigan Department of Education website @ [www.michigan.gov/mde](http://www.michigan.gov/mde).
- Children who, because of that disability, require specialized instruction provided by special education teachers and/or related service providers, in order to progress within the general education environment.
- Children from birth to age 26 who have not graduated with a regular high school diploma.



### WHY WOULD MY CHILD NEED AN EVALUATION?

An evaluation is completed to answer the following questions:

- Does my child have a disability?
- How is my child currently performing in school in regards to present academic, social, and functional abilities?
- What are my child's educational needs?
- Does my child need special education and related services, such as social work, speech and language or occupational therapy?
- What accommodations or modifications, if any, are needed to participate in the general curriculum?

## INITIAL OR RE-EVALUATION FOR SPECIAL EDUCATION ELIGIBILITY (Birth to 26)

Students initially qualify for special education through a team consisting of two or more of the following: Certified Teacher, School Psychologist, Speech and Language Pathologist, Social Worker, Occupational Therapist, Physical Therapist. An outside medical diagnosis may assist in qualifying a student for special education if there is evidence of an adverse impact in the general education setting.

Through the evaluation process, your child may qualify under one of the following school-based eligibilities:

- **AUTISM SPECTRUM DISORDER (ASD)** - Considered a lifelong developmental disability that is characterized by qualitative impairments in reciprocal social interactions, communication and/or restricted range of interests/repetitive behavior that adversely affects educational performance.
- **COGNITIVE IMPAIRMENT (CI)** - Characterized by a lack of development primarily in the cognitive domain and an impairment in adaptive behavior that adversely affects educational performance.
- **EARLY CHILDHOOD DEVELOPMENTAL DELAY (ECDD)** - A child through 7 years of age who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development that adversely affects educational performance.
- **EMOTIONAL IMPAIRMENT (EI)** - Children with significant behaviors and/or emotional issues that are exhibited over time and adversely affects educational performance.
- **DEAF AND HARD OF HEARING (DHH)** - Characterized by students who are deaf or hard of hearing and refers to student's with any type of degree of hearing loss that adversely affects educational performance.
- **OTHER HEALTH IMPAIRMENT (OHI)** - Characterized by having limited strength, vitality which results in limited alertness to the educational environment that adversely affects educational performance.
- **PHYSICAL IMPAIRMENT (PI)** - Characterized by a severe orthopedic impairment that adversely affects educational performance.
- **SEVERE MULTIPLE IMPAIRMENT (SMI)** - Characterized by 2 to 3 standard deviations below the mean and with 2 or more of the following conditions (hearing, visual, physical, health).
- **SPECIFIC LEARNING DISABILITY (SLD)** - Characterized by a disorder in 1 or more basic psychological processes involved in understanding or in using language, spoken or written that adversely affects educational performance.
- **SPEECH AND LANGUAGE IMPAIRMENT (SLI)** - Characterized by a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.
- **TRAUMATIC BRAIN INJURY (TBI)** - An acquired injury to the brain which is caused by external physical force and results in total or partial functional disability or psychosocial impairment or both and that adversely affects educational performance.
- **VISUAL IMPAIRMENT (VI)** - Characterized by a visual impairment which, even with correction, adversely affects educational performance.



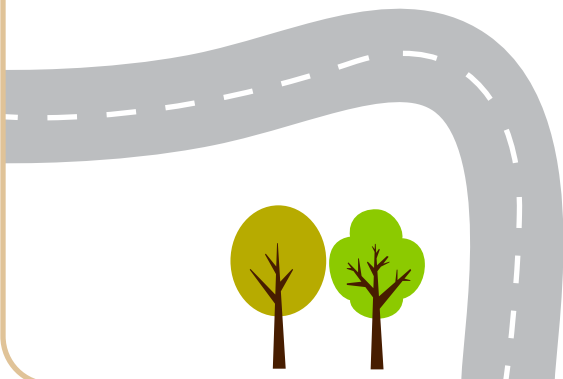


## EVALUATION PROCESS

- A REED (review of existing educational data) process provides a plan for the evaluation, which will include evaluations and information provided by the parents of the child, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related service providers. Upon receiving consent through the REED process for an initial evaluation, the parent(s) will meet with the evaluation team within 45 days for an IFSP (Individualized Family Service Plan for ages birth through 2) and 30 school days for an IEP (Individual Education Program for ages 3 and beyond) to determine special education eligibility and related programs and services if applicable.
- Pattern of Strengths and Weakness (PSW) – A PSW model is used in grades K-12 to determine the presence of a specific learning disability in the areas of written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation and mathematics problem solving. The determination of a learning disability is based on parent input, classroom teacher input, individually administered tests of academic achievement and intellectual development, classroom observation, student performance on state approved grade level standards, and other information determined by the evaluation team.
- Other specific standardized and classroom assessments and/or checklists will be used to determine the presence of Early Childhood Developmental Delay, Cognitive Impairment, Emotional Impairment, Deaf and Hard of Hearing Impairment, Visual Impairment, Physical Impairment, Other Health Impairment, Speech and Language Impairment, or a Severe Multiple Impairment.

### Parent Tips:

- Provide detailed and relevant information on the parent input form to support the evaluation process.
- Discuss and bring examples (if applicable) to the evaluation and/or IFSP or IEP to support any concerns regarding your child.
- Provide any reports from outside therapists, psychologists, or psychiatrists to assist in providing a comprehensive evaluation.
- Consider reviewing the parent handbook with Procedural Safeguards prior to your child's IEP. You will receive this handbook as part of the IEP process.
- Please don't hesitate to ask your school psychologist or other related service provider for additional clarification if you have additional questions regarding your child's evaluation results.
- A re-evaluation is completed every three years thereafter to determine continued eligibility.



# UPON QUALIFYING FOR SPECIAL EDUCATION

The requirements of the IFSP process include the following:

After a young child (birth through 2) is found eligible for early intervention services, a team, including the parents and professionals will meet to develop the Individualized Family Service Plan (IFSP).

## The IFSP (ages birth through 2) includes:

- Information on your child's current level of development.
- Where and what kind of services will be provided.
- For students ages birth through 2, early intervention services are provided in what is considered the student's natural environment. Natural environment is defined as the places where your child would normally be during the day such as the home, a daycare center, or a preschool.
- The IFSP will also include information about your family's concerns and priorities for promoting your child's development.

## The IEP (ages 3-26) includes:

- A statement of your child's present academic, social, and functional abilities. A statement of measurable annual goals and short-term objectives that address: 1) how to help your child be involved in and progress in the general curriculum, and 2) how to meet each of your child's other educational needs related to his/her disability
- A statement of how your child's progress toward the goals will be measured and how parents will be informed of that progress.
- A statement of programs/services and supplementary aids to be provided to your child with program modifications or supports for the school personnel.
  - A functional behavior assessment (FBA) and positive behavior support plan (PBSP) and/or assistive technology can be requested by the parent or recommended by a member of the IEP team. A data collection process would be utilized to support the FBA/PBSP process and/or would be used to determine your child's needs for assistive technology devices and services.
- The projected starting date for services as well as the duration, frequency, and location of where programs and services will be delivered.
- A statement of any accommodations your child would need to take the state and/or district-wide assessments. Note - If the IEP Team determines that the test is not appropriate for your child, a different assessment will be suggested.
- A statement of transition services beginning at age 14-16. Transition services include other aspects of adult life and may involve other agencies that are involved with your child.



## Parent Tips:

- Prepare notes about what you want your child to work on or accomplish at school.
- Prepare a list of your child's strengths and areas needing support or extra work. Include techniques that have been successful and those that haven't.
- Prepare a list of your concerns for your child that can be included in the IEP document.
- Request a Positive Behavior Support Plan and/or have the IEP team consider assistive technology needs if applicable.
- Ask for further explanation prior to the IEP, and/or during the IEP, if you do not understand something.
- Request a meeting or an IEP to update or make potential changes to the IEP if needed.
- Consider developing a timeline to meet with staff when trying something new (within or outside of the IEP) to evaluate effectiveness.



# PROGRAMS AND SERVICES

## EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) – Birth to 5 years of age

Children birth through 5 are evaluated by the early childhood diagnostic team. Children with developmental delays may qualify for programs or services through an Individualized Family Service Plan (IFSP) or Individualized Educational Plan (IEP).

### Home Community Program (Operated by Kent Intermediate School District)

Offered to children aged birth to three who qualify for special education. Families receive a weekly home visit and may participate in a playgroup that is held in the school once a week. During both of these contacts with family, suggestions are provided to encourage their child's development and to understand their delays. If a child is eligible for special education services at the age of 3, the following options will be considered:

### Outpatient Itinerant Services

This service is provided for children requiring speech, physical or occupational therapy as a direct service. These children typically have mild delays in one or 2 areas of development. Children are typically seen for 25-30 minutes, 3 to 4 times a month.

### Speech Groups

This service is provided for children who have moderate language delays, moderate to severe articulation problems and/or social/pragmatic delays. Children attend school 60 minutes, 1-2 times per week.

### Supported Independent Program (SIP)

This service is provided for children requiring special education support due to mild to moderate delays in fine/gross motor, pre-academic, social emotional, speech/language and/or pragmatic skills. Children attend 2.5 hours per day, 2 times per week.

### ECSE Classroom

This classroom is for children who have turned 3 and have moderate to more severe delays in fine/gross motor, pre-academic, social emotional, speech/language and/or pragmatic skills. Children attend 2.5 hours per day, 5 times per week.

### Parent Tips:

- Consider attending parent education groups provided to support parents of young children with special needs.
- Consider sharing your child's IFSP/IEP with your outside therapists or providers.
- Meet with your ECSE teacher and related service providers prior to the IEP to discuss all placement recommendations and options for Developmental Kindergarten or Kindergarten.
- Consider scheduling a tour of the recommended program placement and/or building prior to the IEP and start of school.
- Consider meeting with your child's caseload provider/teacher and/or social worker to update your child's Positive Behavior Support Plan to assist in the transition to elementary school if needed.





# PROGRAMS & SERVICES

## SPECIAL EDUCATION (DK-12th Grade)

Upon eligibility for special education, program and classroom decisions are individualized and determined through the IEP process. These decisions are made based on the student's overall cognitive ability, academic and functional performance and social/emotional functioning, and in looking at the student's educational benefit in the least restrictive environment. Placement decisions are outlined below from least restrictive to most restrictive:

- General education
- Teacher consultant service
- Resource room program or service
- Self-contained programming
- Regional programming
- Center-based programming



### Parent Tips:

- Attend any parent presentations and/or orientations that occur in the spring or summer and the separate presentation provided for parents of students who receive special education services to assist with the transition from 5th to 6th grade.
- Take your child on a tour of the building prior to school starting. Consider calling, emailing or meeting with your child's teachers or the teacher consultant prior to school starting or at the beginning of the school year if there are extenuating circumstances that can help with the education/transition process.
- Consider meeting with your child's caseload provider/teacher, and assistive technology coordinator (if applicable) to update your child's Assistive Technology Plan yearly (if needed) and/or to prepare your child for the transition to middle school.
- Consider meeting with your child's caseload provider/teacher and/or social worker to update your child's Positive Behavior Support Plan to assist in the transition to middle school if needed.
- You will receive an IEP progress report 2-3 times per year which outlines your child's progress related to their IEP goals and objectives. Feel free to contact your caseload provider should you have any questions related to your child's progression at school.



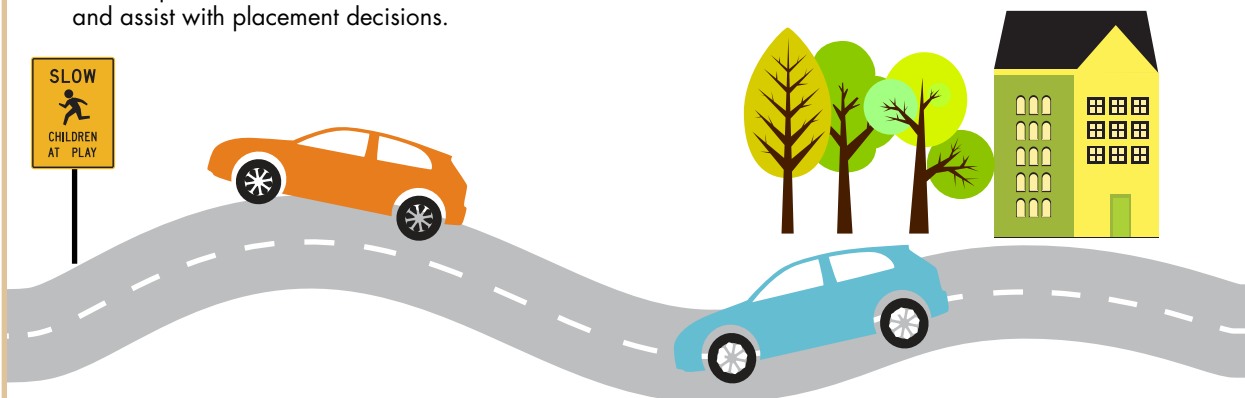
## ELEMENTARY (DK-5th Grade)

- K-5th Grade – The Caseload Provider is the person that is in charge of implementing the IEP. The Caseload Provider communicates with parents, the general education teacher, and other service providers regarding IEP Goals and Objectives and Supplementary Aids and Services identified on the IEP.
- 5th grade – Caseload Providers meet with 6th grade special education staff and parents (if requested) to determine needs and assist with potential recommendations for placement decisions.



## MIDDLE SCHOOL PROGRAMS & SERVICES (6th-8th Grades)

- 6th grade – If applicable, magnet classrooms are identified for students that have IEP's so that additional support is provided within the magnet.
- 8th grade – Transition component is added to the IEP process that focuses on students post-secondary goals. An RHS diploma or Certificate of Completion (COC) may be discussed if applicable. The Transition IEP will continue through 12th grade or upon exiting the high school with a diploma or Certificate of Completion.
- 8th grade - Caseload providers meet with high school special education staff to determine needs and assist with placement decisions.



### Parent Tips:

- Take your child on a tour of the building prior to school starting. Consider calling, emailing or meeting with your child's teachers or the teacher consultant prior to school starting or at the beginning of the school year if there are extenuating circumstances that can help with the education/transition process.
- Attend all orientation, curriculum nights and other events at your child's school to better understand what opportunities are available to them.
- Assess whether a Personal Curriculum may be appropriate for your child.
- Have in-depth discussions regarding your child's post-secondary goals during the IEP process. These discussions will help the special education staff in answering questions and supporting the student's journey into college, employment, or a post-secondary program.
- Attend an open house and complete a program visit prior to enrolling at KTC/KCTC if your child is eligible and interested in attending one of those programs. Consult with the teacher consultant at the high school for more information.
- Consider guardianship for students with more moderate to severe impairments to ensure continued involvement in the educational decision making process and, if appropriate, to investigate alternative housing options.
- You will receive an IEP progress report 2-3 times per year which outlines your child's progress related to their IEP goals and objectives. Feel free to contact your caseload provider should you have any questions related to your child's progression at school.



### HIGH SCHOOL (9th-12th Grade)

- 9-12th grade – RHS diploma or Certificate of Completion (COC) will be discussed. A diploma requires your child to complete the Michigan Merit Curriculum (MMC) and Rockford High School requirements (see Michigan Department of Education and RPS website for graduation requirements). A COC is suggested when your child cannot fulfill the requirements outlined in the MMC. A COC is not an academic credential and there are no state course or grade requirements necessary to earn a certificate of completion.
- 9th-12th Grade – A Personal Curriculum may be considered to modify the MMC and graduation requirements if your child is eligible through an IEP. A Personal Curriculum is a tool for making minor modifications to the Michigan Merit Curriculum.
- 10th grade – Students interested in attending Kent Transition Center (KTC) or Kent Career Technical Center (KCTC) are considered if applicable to your child's post-secondary vision. Students are required to complete a KTC Vocational Assessment as recommended by the caseload provider; additionally, after the assessment is completed KTC will make recommendations regarding placement. Both vocational programs fulfill 2 class periods out of 5 during their academic day.

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- 11th grade – Students take the Michigan Merit Examination or MI-Access (MME) and ACT (if applicable) and in alignment to their IEP post-secondary goals.
- 11th grade - Post-secondary educational options are discussed and explored in alignment with your child's post-secondary goal.
- 11th grade - Teacher Consultant and/or Caseload Provider will assist parents through exploring collegiate opportunities by providing which offices to contact at college, FAFSA information, potential scholarship opportunities, and assisting with ACT information.
- 12th grade – A Summary of Performance (SOP) is completed when your child's eligibility for special education terminates due to graduation with a regular diploma or within a post-secondary placement or when aging out of special education. The purpose of the SOP is to give students a document for prospective employers or colleges that describe the student's academic achievement and functional performance at the time of graduation. It also includes accommodations and modifications that helped the student be successful in the classroom and/or other environments.
- 12th grade - Students are introduced to Michigan Rehabilitation Services (MRS) in the 12th grade (or may be determined necessary at an earlier grade or age) to explore competitive employment opportunities if appropriate. If your child is currently employed, they are not eligible.
- 12th grade – Students leaving RHS with a COC are introduced to Region 1 Transition Services (RTTS) program or other post secondary programs and will be referred and/or evaluated as part of the IEP process for placement.
- 17 years of age – students receive information regarding their rights. When turning 18 and reaching the age of maturity, rights pertaining to IEP's transition to your child.





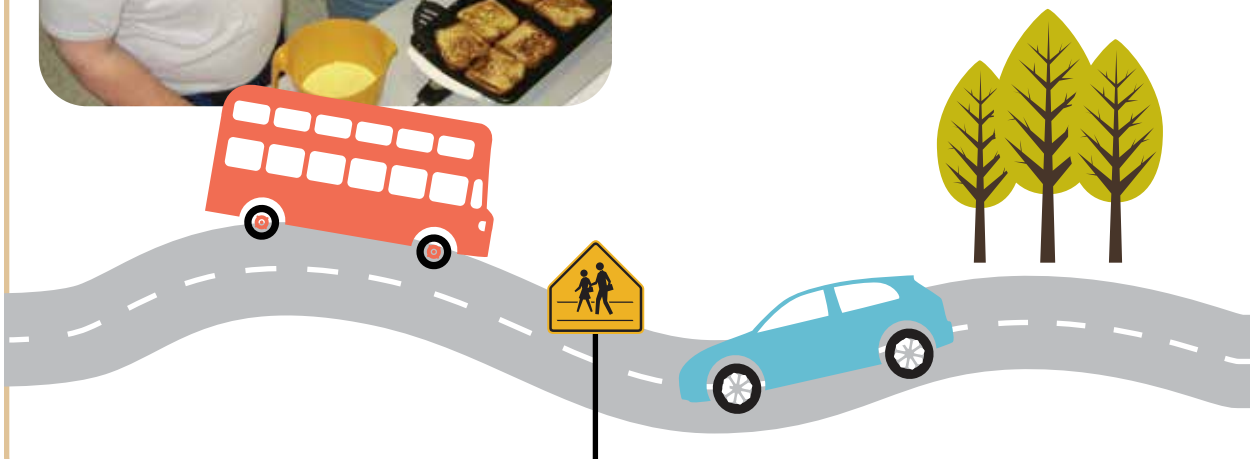
## POST-SECONDARY (up to age 26)

- Post-secondary programs are provided for your child upon completion of high school through age 26 for those who did not receive an endorsed high school diploma and have not met their transition goals.
- A Summary of Performance (SOP) is completed when your child's eligibility for special education terminates due to completion of a post-secondary placement or when aging out of special education at age 26. The purpose of the SOP is to give students a document for prospective employers or colleges that describe the student's academic achievement and functional performance at the time of graduation. It also includes accommodations and modifications that helped the student be successful in the classroom and/or other environments.



### Parent Tips:

- Consider guardianship for students with more moderate to severe impairments to ensure continued involvement in the educational decision making process and, if appropriate, to investigate alternative housing options.
- Consider connectivity with community health agencies for continued programming beyond 26 years of age.



# GLOSSARY OF TERMS

**ACCOMMODATIONS** Changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

**ADAPTED PHYSICAL EDUCATION** A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and needs of children with disabilities who may not successfully engage in a regular physical education program.

**AGE OF MAJORITY/TRANSFER OF RIGHTS** When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

**AMERICANS WITH DISABILITIES ACT (ADA)** Federal law requiring accommodations for people with disabilities in the community and workplace.

**ASSESSMENT TESTING** Used for initial and/or re-evaluation and may include mental, social, psychological, physical, speech, occupational, vocational, or educational. Testing is completed by school district personnel to gather information about a student.

**ASSISTIVE TECHNOLOGY** Any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP goals and objectives and IEP team.

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)** Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development, and that interferes with developmentally appropriate social/academic functioning.

**AUTISM** A developmental disability significantly affecting verbal and non-verbal communication and social interaction that adversely affects an individual's educational performance.

**CASELOAD PROVIDER** The person on the IEP that is in charge of implementing the IEP.

**BUILDING CONSULTATION TEAM (BCT)** A multi-disciplinary team in schools that meets to support the needs of students with academic, social, and behavioral concerns. The focus of the team is to provide support to classroom teachers to implement accommodations/modifications so that students can be successful in general education.

**CONTINUUM OF SERVICE** The range of supports and services that must be provided by a school district that allows students with disabilities to be provided a free, appropriate public education.

**DUE PROCESS** A procedure guaranteed by federal law for resolving disputes regarding special education services.

**EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)** Special education and related services provided to children from birth to age seven.

**EXTENDED SCHOOL YEAR SERVICES (ESY)** Special education and related services provided to a qualified student with disabilities beyond the normal school year, in accordance with the student's Individualized Education Plan, and at no cost to the parent. The need for Extended Services is determined by the student's IEP Team in considering a student's regression/relapse after an extended break from school, nature and severity of disability and critical stages of development.

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE)** Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) and Public School Academies (PSA) at public expense and under public supervision and direction at no cost to the student's parents.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)** A federal law which gives parents, and the student over 18 years of age, access to, and control over all education and school records.

**FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)** A process of attempting to understand the purpose, motivation, and correlation of a problem behavior. The result of the process is the development of an appropriate Positive Behavior Support Plan (PBSP).

**INDIVIDUAL WITH DISABILITIES IN EDUCATION ACT (IDEA)** The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The act provides procedural safeguards and due process rights, as well as specific mandates regarding a free appropriate public education.



**INDEPENDENT EDUCATION EVALUATION (IEE)** Education evaluations of a student by an evaluator who does not regularly work for the school district. Parents who are not satisfied with the school district's evaluation can request an IEE at public expense.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)** The written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year.

**INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)** A written plan for providing early intervention services (birth-2) to an eligible individual and to the individual's family.

**INTERMEDIATE SCHOOL DISTRICT (ISD)** The Kent ISD provides technical assistance and support to the local school districts and public school academies within the county.

**LOCAL EDUCATION AGENCY (LEA)** The school district that is directly responsible for providing special education services in a geographical area.

**LEAST RESTRICTIVE ENVIRONMENT** A federal mandate that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled.

**MODIFICATION** Changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

**MULTIDISCIPLINARY EVALUATION TEAM (MET)** An evaluation or recommendation of a student having a disability by a group of individuals from various appropriate professional disciplines, such as educators, psychologists, and physicians.

**OCCUPATIONAL THERAPY (OT)** A related service that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

**OFFICE OF CIVIL RIGHTS (OCR)** An agency with the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. The OCR investigates allegations of discrimination based upon disability.

**PARENT ADVISORS FOR SPECIAL EDUCATION (PASE)** Consists of parents of individuals with disabilities with at least one parent from each local education agency and one public school academy. The parent advisory committee may provide advisory input on any matters the committee deems appropriate to the improvement of special education services within the intermediate school district.

**PHYSICAL THERAPY (PT)** A related service that focuses on the development of a student's gross motor skills within the school setting.

**REVIEW OF EXISTING EDUCATIONAL DATA (REED)** Provides a plan for an initial or re-evaluation and may include evaluations and information provided by the parents of the child, current classroom-based, local, or state assessments, and classroom-based observations, and observations by teachers and related service providers.

**SCHOOL PSYCHOLOGIST** A trained professional who assists in the identification of needs regarding behavioral, social, emotional, educational, and vocational functioning of individuals.

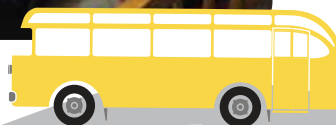
**SCHOOL SOCIAL WORKER** A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs, including social, emotional, behavioral, and adaptive needs; the school social worker also provides intervention services.

**SPECIAL EDUCATION** Specifically designed instruction, at no cost to the parents, to meet the unique needs of an eligible individual, including the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings.

**SPEECH-LANGUAGE PATHOLOGIST** A trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development, as well as disorders of language, voice, articulation, and fluency.

**TRANSITION SERVICES** A coordinated set of activities that promote movement from school to post-school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

**TRANSITION GOALS** Determined by the IEP Team beginning at age 14 and are based on student and family vision, preferences, and interests.



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