

## Understanding Terminology and Educational Rights

<b>ADA</b> <i>Americans with Disabilities Act</i>	Federal law prohibiting discriminating based on a disability.
<b>ASD</b> <i>Autism Spectrum Disorder</i>	Neurodevelopmental disability that affects a student's communication, behavior, and social skills and may entitle the student to special education services.
<b>BIP</b> <i>Behavior Intervention Plan</i>	Plan that addresses inappropriate behavior and may be written from data collected in a functional behavioral assessment (FBA) to better understand what is causing the behavior.
<b>BSP</b> <i>Behavior Support Plan</i>	Plan written to prevent inappropriate behavior; usually written from data collected in a functional behavioral assessment (FBA) and based on what is causing the behavior.
<b>CET</b> <i>Centralized Education Team</i>	Developed by START, consists of an ASD evaluation team consisting of a school psychologist, social worker, and speech and language pathologist. This team often takes the place of the MET in the evaluation process and is knowledgeable in the characteristics of ASD.
<b>Due Process</b>	Protects rights of parents to resolve disagreements with the school district...but is usually done after all other attempts to resolve the issue have been exhausted.
<b>FAPE</b> <i>Free Appropriate Education</i>	<i>Part of the IEP.</i> Educational right of students with disabilities to be educated in public schools, at no cost. FAPE is guaranteed by the federal law IDEA. If a student is eligible for special education services, there has to be an offer of FAPE.
<b>FERPA</b> <i>Family Education Rights Privacy Act</i>	Protects the privacy of the student and access to school records.
<b>FBA</b> <i>Functional Behavioral Assessment</i>	Can be part of evaluation, or done to review an inappropriate or interfering behavior. Data is collected to better understand the possible cause of the behavior so an intervention can be put in place to address the cause of the behavior.
<b>IEE</b> <i>Independent Education Evaluation</i>	Independent evaluation chosen by the family, and the school pays for the evaluation.
<b>IEP</b> <i>Individualized Education Program</i>	Written and agreed upon plan that outlines a student's present level of academic, social, and behavioral performance; goals and objectives for the student; and supports or services provided to meet goals and objectives.
<b>LRE</b> <i>Least Restrictive Environment</i>	Requires schools to provide education to students with disabilities in general education settings to the greatest extent possible.
<b>MARSE</b> <i>Michigan Administrative Rules for Special Education</i>	Rules specific to Michigan and assuring a student receives FAPE, and follows IDEA requirements.
<b>MDE</b> <i>Michigan Department of Education</i>	Oversees federal and state special education law; oversees OSEP
<b>MET</b> <i>Multi-disciplinary Education Team</i>	Includes parents, educators, and professionals that complete evaluations and participation in assessments.
<b>OSE</b> <i>Office of Special Education (Michigan)</i>	Department under MDE, and oversees student's rights to IDEA and MARSE rules and policies.
<b>PLAAPF</b> <i>Present Level of Academic Achievement and</i>	<i>Part of the IEP</i> and is a snapshot of how the student is doing right now and parents have input this this process. Includes information about reading and math, grades, work habits, etc. The PLAAPF should be specific.

<i>Functional Performance</i>	
<b>Procedural Safeguards Notice</b>	Describes protections for the student under IDEA. Parents should receive when the school requests their consent for the initial evaluation.
<b>Rehabilitation Act</b>	Prohibits discrimination of people with disabilities in programs in federal agencies or providing federal assistance.
<b>504</b>	Section 504 of the Rehabilitation Act prohibiting discrimination based on disability.