

Commonly asked questions:

- What is FAPE?* A Free Appropriate Public Education (FAPE) is special education provided at public expense under the supervision and direction of the public schools, meeting state and federal requirements, including preschool, elementary and secondary education and provided in conformity with the student's IEP.
- What is an IEP?* An IEP is a written statement for a child with a disability that is developed, reviewed and revised in a meeting attended by necessary professionals to which the child's parents have been invited and are in attendance unless the parents choose not to attend.
- What is included in the IEP?*
- A statement of the child's present levels of educational performance including how the disability effects the child's involvement and progress in the general curriculum,
 - A statement of measurable annual goals and benchmarks along with short-term objectives,
 - A statement of the special education and related services to be provided to the child,
 - An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class,
 - A statement of any modifications in the administration of state or district-wide assessments,
 - The projected date for the beginning of services, and the anticipated frequency, location and duration of services,
 - A statement of how the child's progress toward the annual goals will be measured and how parents will be regularly informed, and
 - For each student age 14 or above, a statement of transition service needs.
- What is a MET?* MET stands for Multidisciplinary Evaluation Team. It also stands for those procedures and documents that are used to determine eligibility of a student for special education services. Once a decision has been made to evaluate a student to determine eligibility, a team of appropriate professionals and the parents design an appropriate evaluation plan. Depending upon the presenting concerns, very few to several professionals will conduct reviews as well as assessments to identify the presence of one or more disabilities. All teams include the child's parents and classroom teacher. Other members may include the School Psychologist, Social Worker, Speech/Language Pathologist and others. Once these evaluations have been completed, a meeting will be held (also called a MET) where the IEP team will consider the evaluation results and determine eligibility based upon federal, state and local criteria.

*What is **Child Find**?* This is a set of procedures designed to identify students with disabilities who require special education and/or related services. The district, through public awareness activities, tries to make sure all families are aware of our special services and that they contact us to seek services as needed. While children do not begin to receive services through the Coopersville Public Schools until age three, there are services available through the Ottawa Area Intermediate School District for infants and toddlers with disabilities as well. (See Early On in the programs and services section for more information regarding these services.) Each school in the district has a child study team that reviews student needs and considers the appropriateness of referrals for special education evaluation. Parents who believe their child might be eligible for special education services are encouraged to contact their child's teacher, their building principal or the special education director.

*What is **Transition**?* Transition consists of experiences designed to prepare the student to leave the public schools and receive necessary supports to be a productive member of society. Among the services provided are vocational awareness, preferences and training, coordination services with other public agencies and preparation for independent living. Beginning at age 14, IEP teams consider needs and deliver services that allow the student to prepare for post secondary employment, living and training.