

Washtenaw Intermediate School District
Parent Advisory Committee
Parent Information Handbook



cover art by Jacob Dzurnak
Ann Arbor Public Schools (2008)

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WISD site: <http://www.wash.k12.mi.us>

PAC site: <http://www.wash.k12.mi.us/students/speced/wisdparentres.cfm>

**Washtenaw Intermediate School District
Board of Education
2008-2009**

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**Washtenaw Intermediate School District
is dedicated to the continuous improvement of student achievement.
-Mission Statement, WISD**

The Washtenaw Intermediate School District (WISD) Parent Advisory Committee (PAC) consists of parents of students with special needs. We advise the WISD concerning the planning and implementation of special education programs and services. We work to ensure student success by strengthening the capacities of our local schools, families and communities through collaboration, use of best practices, technology, and a wide variety of strategies.

-Mission Statement, WISD PAC

**Washtenaw Intermediate School District
is an Affirmative Action Equal Opportunity District**

Dear Parents,

This handbook explains some of the steps taken to plan and carry out instructional programs that help students learn. There are many other resources for parents including local support groups, advocacy organizations and websites. This handbook includes guidelines that will help you in the months ahead and explains some of the terms often used by school staff members to plan for and support your student's education.

Special education services are available to eligible students in the State of Michigan from birth through high school graduation or age 26, as appropriate. Understanding the special education system can help you work with your student's school and teachers to develop the program that is needed for your student to succeed.

This handbook has been developed by the **Washtenaw Intermediate School District (WISD) Parent Advisory Committee (PAC)** to give you an introduction to the special education process and to acquaint you with special education programs and services. Services are provided by WISD and/or **Local Educational Agencies (LEAs)** - including local school districts or public school academies/charter schools.

Our Committee is comprised of parents from LEAs within WISD service area whose children have special needs. Members are recommended by their LEA for appointment by the WISD School Board. Care is taken to assure that the PAC membership represents students with various disabilities and eligibility for special education services.

As PAC members, we are resource persons for other parents of children with special needs. We advise the WISD School Board on matters relating to special education programs and services, as described in the Michigan Administrative Rules for Special Education. We also take an active role in the development of the WISD Special Education Plan, a document that describes the delivery of special education services within WISD and LEAs.

The PAC meets monthly, usually on the third Tuesday, September-June, at WISD located at 1819 S. Wagner Road, Ann Arbor, Michigan (located between Scio Church and Liberty). Meetings are open to all parents and persons interested in special education. If you should need assistance, have a question, or wish to express a concern, please call your PAC representative or special education administrator listed in Appendix J.

You may access our **PAC website** at:

<http://www.wash.k12.mi.us/students/speced/wisdparentres.cfm>

This handbook is also available electronically at:

<http://www.wash.k12.mi.us/files/speced/parenthandbook.pdf>

WISD has additional resources available at its website:

<http://www.wash.k12.mi.us>

Your local school district has an Assistive Technology Team that may help you with an **assistive technology evaluation**. This evaluation may help your student at home, in school, and in the community. Some examples of Assistive Technology include: pencil grips, computer mouse, sensory items, specialized computer screens, adaptive keyboards, computer software, and augmentative communication devices.

Michigan Alliance for Families provides information, support and education to families of children and adults with disabilities from birth to age 26 who are in the educational system. The purpose of the project is to increase the involvement of families in their children's education and the educational system in general. This statewide initiative achieves this through an information, support, and resource center; regional sites that can more personally address families' needs; and leadership mentoring and support. Call **1-800-552-4821** or access the website at: www.michiganallianceforfamilies.org.

Be sure to check out the Staff Workshops, *which often are open to interested parents*, through the WISD website: <https://www2.wash.k12.mi.us/achieveinit/sds/staffdev>. These workshops can provide helpful information about a variety of topics.

Other references include the Michigan Administrative Rules for Special Education, which may be found on the Center for Educational Networking (a program of the State of Michigan Department of Education) website, at:

<http://www.cenmi.org/ProductsView.asp?id=137>

The website for the Michigan Department of Education is:

<http://www.michigan.gov/mde>

From here, go to the "site map" to find the heading "Special Education and Early Intervention Services," and much more.

The provision of special education services is also regulated by Federal Law, known as the Individuals with Disabilities Education Act (IDEA). Information on Federal Regulations may be found at:

<http://idea.ed.gov/>

Becoming an informed parent can help you advocate for your child, work with your child's team, and help your child succeed.

Respectfully,
Washtenaw ISD Parent Advisory Committee (PAC)

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SPECIAL EDUCATION – WHAT YOU SHOULD KNOW

The schools and residents within Washtenaw Intermediate School District (WISD) have a long-standing belief that all children are entitled to the full benefits of a public education. This belief is supported by State and Federal laws (e.g., the Individuals with Disabilities Education Act, known as IDEA 2004). These laws recognize that every individual is unique and different, and that, while everyone can learn, the learning style and the rate at which each individual learns varies from one person to another.

Michigan Law, under Act 451 of the Public Acts of 1976, requires that special education supports be available to all eligible children, from birth to age 26, or until graduation. Persons residing within the Washtenaw Intermediate School District, and qualified to receive special education supports, will be provided with appropriate programs and/or services by an LEA, the intermediate school district, and/or through an approved contract agreement. The types of supports provided for each student vary depending on individual need.

Just as people are different, so too, are disabilities. They vary from one person to another. A disability may be perceived as mild to severe. Every disability, however, has one thing in common: Whether physical, mental, emotional, sensory or a developmental delay, these disabilities can impede learning. Special education is specially designed instruction to help students with special needs reach their maximum potential.

As you read through this handbook, you will find a description of the special education process including Response to Intervention (RtI), Extended School Year (ESY), and Transition Planning. This process is based on specific state and federal laws that protect you and your child.

The special education process begins when you, your child's teacher, your child's doctor, or another person, contacts your LEA or intermediate school district in writing and asks for help for your child. With your consent, the school district begins the process of evaluation and other required steps, as outlined on the following pages. Please note that in this handbook, "parent" also refers to guardians and surrogate parents. There are appendices at the end of this handbook for your reference and use.



STARTING THE REFERRAL PROCESS

Some children have special instructional needs because they have a disability. Other children have special needs that are not caused by a disability. For example, some young students have difficulty mastering a particular curricular process because they aren't developmentally ready. Other students may require curricular items to be presented in a different format to achieve mastery. When students initially have problems in school, many schools implement pre-referral/prevention interventions (e.g., Instructional Consultation or Response to Intervention [RtI]) to more carefully review the areas of instructional concern. Intervening prior to a referral sometimes provides the instructional support needed to prevent what begins as a lack of readiness from becoming a disability.

A special education referral is a written statement that a child has a suspected disability that interferes with learning and may have a need for special education supports. Anyone who is concerned, including parents, teachers, social workers, licensed physicians, nurses, foster parents, or representatives of other agencies, may refer a person suspected of having a disability. In most cases, this referral will be handled at the local school level.

Within ten (10) calendar days of receipt of the referral, the school district shall notify you in writing and request your permission to evaluate your child. This notice must be in your native language and must be understandable to you. This notice also needs to explain why an evaluation is proposed. It is recommended that you should respond to this request within seven (7) calendar days because the school district cannot proceed with the evaluation without your written consent. If you decline permission to evaluate your child, the school district may request a due process hearing to appeal your refusal.



The Special Education Process for the Individualized Education Program (IEP)

TIMELINES AND IMPLEMENTATION

<ul style="list-style-type: none"> ○ When a student is suspected of having a disability that affects his/her education, a <u>written</u> referral may then be submitted to the LEA by parent(s), school staff, or other professionals. 	<p>Referral</p> <p>Within 10 calendar days</p>	<p>NOTICE</p>
<ul style="list-style-type: none"> ○ The required information and consent for evaluation form from the LEA is given to the parent(s) within ten (10) calendar days of receiving the referral. 	<p>Parental Notice</p>	<p>PERMISSION</p>
<ul style="list-style-type: none"> ○ Parent(s) return signed consent form giving permission to evaluate. The initial (first-time) evaluation must be completed within thirty (30) school days. (An evaluation timeline extension may be requested, if necessary.) 	<p>Parental Consent Received</p>	<p>PERMISSION</p>
<ul style="list-style-type: none"> ○ The student receives a comprehensive, Multidisciplinary Evaluation by a Team of professionals called the MET. The MET determines the student’s level of educational performance and makes a recommendation for special education eligibility based upon state law. The MET report is presented to the Individualized Education Program Team (IEPT). 	<p>Initial Evaluation</p> <p>Within 30 School Days</p>	<p>EVALUATION</p>
<ul style="list-style-type: none"> ○ An IEPT meeting is convened: <ul style="list-style-type: none"> ▪ Parent(s) are invited to meet at a mutually agreed upon day/time. ▪ Review of evaluation is shared. ▪ Eligibility for services is determined based upon state rules and regulations. ▪ Goals and objectives are created if the student is determined eligible. ▪ Services are outlined. ▪ Placement decided. ▪ Your student’s Individualized Education Program (IEP) is developed. ▪ Signed parent consent on the IEP is obtained. Initial program/service(s) are delivered. 	<p>IEPT Meeting</p> <p>Superintendent notice - within 10 calendar days</p>	<p>PLANNING/ IMPLEMENTATION</p>
<ul style="list-style-type: none"> ○ On at least a yearly basis, your child’s Individualized Education Program (IEP) is reviewed by the IEPT to go over goals/programs/services. 	<p>With Parent Consent, Implemented Within 15 School Days</p>	<p>PLANNING/ IMPLEMENTATION</p>
<ul style="list-style-type: none"> ○ Re-evaluation for special education eligibility must be considered by the IEPT at least every three (3) years. 	<p>Annual Review – One Year</p> <p>Re-Evaluation</p>	<p>PERIODIC REVIEW</p>

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

The Michigan Administrative Rules for Special Education define eligibility for special education services within thirteen (13) categories of disability:

- **Autism Spectrum Disorder (ASD)** – Students with autism spectrum disorder have a lifelong developmental disability that adversely affects educational performance in academic, behavioral, and/or social ways. Students exhibit impairments in reciprocal social interactions (including impairment in the use of nonverbal cues such as reading facial expression, body postures or gestures, lack of eye contact, failure to develop appropriate peer relationships, impairment in sharing enjoyment or interests with others, and impairment in social reciprocity); qualitative impairments in communication (delay in or lack of speech, impairment in pragmatics or inability to engage in reciprocal conversation, or use of stereotypical or idiosyncratic language) and restricted range of interests/repetitive behavior (stereotypical and restricted interests, inflexible need for routines, repetitive motor activity, preoccupation with parts of objects). Unusual or inconsistent responses to sensory stimuli may also be present. **Rule 340.1715**
- **Cognitive Impairment (CI)** – Students with cognitive impairment learn at a slower rate than “typical” students. Learning and independence levels vary, and programs will range from teaching academic and vocational skills, teaching daily living and pre-vocational skills, to teaching basic self-help skills. These students’ progress will often be measured with alternate assessments. **Rule 340.1705**
- **Deaf-Blindness (DB)** – Students have concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs that require special supports. **Rule 340.1717**
- **Early Childhood Developmental Delay (ECDD)** – Students eligible under this category are children up to seven (7) years of age whose development is significantly delayed in one or more areas, and who do not qualify under any other special education eligibility. **Rule 340.1711**
- **Emotional Impairment (EI)** – Students with emotional impairment demonstrate behavioral problems, related to withdrawal, depression, low self-esteem, anxiety, physical complaints, etc., over an extended period of time that negatively affect their ability to learn. **Rule 340.1706**
- **Hearing Impairment (HI)** – Students with any degree of hearing loss that interferes with learning. These persons may have mild or moderate hearing loss or be totally deaf. **Rule 340.1707**
- **Other Health Impairment (OHI)** – Students with other health impairments have limited strength, vitality, or alertness which adversely affect the student’s ability to learn. This includes attention deficit disorder, and health problems such as asthma, epilepsy, and diabetes. **Rule 340.1709a**
- **Physical Impairment (PI)** – Students with physical impairment have physical challenges which affect their ability to learn and may require adapted and/or special materials or equipment. **Rule 340.1709**
- **Severe Multiple Impairment (SXI)** – Students with multiple impairments have more than one disability in intellectual, physical and/or functional abilities. They typically require intensive intervention and supports for activities of daily living. **Rule 340.1714**
- **Specific Learning Disability (SLD)** – Students with a specific learning disability have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. **Rule 340.1713**
- **Speech and Language Impairment (SLI)** – Students who have difficulty with understanding or use of language may have speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering. **Rule 340.1710**
- **Traumatic Brain Injury (TBI)** – Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical force. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student’s educational performance. **Rule 340.1716**
- **Visual Impairment (VI)** – Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees. **Rule 340.1708**

THE INITIAL EVALUATION PROCESS – MET

After your consent is received, the team conducts an initial evaluation. This team is called the **Multidisciplinary Evaluation Team (MET)**. *The parent is an essential member of the evaluation team who can provide valuable information about your child.* The school personnel involved in a MET for your student will vary, depending on the suspected area(s) of disability. Staff members who frequently participate may include: teacher, teacher consultant, school psychologist, school social worker, speech therapist, occupational therapist, physical therapist, school nurse, etc.

Based upon the individual needs of your student, one or more of these areas could be evaluated:

- Cognitive/Intellectual (knowledge or thinking)
- Academic (educational skills such as reading, math, spelling, etc.)
- Motor-Visual-Auditory (control, coordination and responses of all parts of the body, sensory)
- Social-Emotional (feelings and social adjustment)
- Speech and Language (understanding and using language skills)
- Adaptive Behavior (the ability to perform social roles and functional skills as expected in various areas of daily living)
- Development (child's pattern of growth)
- Health (physical conditions interfering with school performance)

The evaluation team will assess your student's strengths and needs. It also reviews and analyzes all available information about your student's suspected disability, including school records, aptitude and achievement tests, teacher recommendations, physical conditions, adaptive behavior, medical history and other considerations, as appropriate. The evaluation team *may* also review written information provided by the parent from any outside sources. *Your input is essential in the MET process.*

During this evaluation process, you, as the parent, have the right to:

- ◆ Have an initial evaluation completed within thirty (30) school days after the school has received your written permission to evaluate.
- ◆ Request a copy of any reports before the **Individualized Education Program Team (IEPT)** meeting so you may read them and prepare any questions or comments.
- ◆ Have more than one test or evaluation procedure used to determine eligibility and the appropriate educational support for your student.
- ◆ Be assured testing does not discriminate on the basis of language or culture.
- ◆ Have any evaluations you may have obtained elsewhere be considered along with the school district's evaluation data.
- ◆ Be notified of each evaluation procedure, test, record, or report used in determining eligibility and the need for special education supports.
- ◆ An Independent Educational Evaluation (IEE), which may be at district or your own expense, if you disagree with the school's evaluation.

REVIEW OF ELIGIBILITY

Once the initial evaluations are completed, the evaluation team develops a written MET report with an eligibility recommendation. An Individualized Education Program Team (IEPT) meeting is then scheduled. The IEPT (which includes parent input) reviews the MET report, as well as any other relevant information, and determines whether or not the student is eligible for special education services based on the IEPT recommendation.

DEVELOPING THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

As a parent, you must be invited to attend the IEPT meeting. The IEPT meeting shall be scheduled at a mutually agreeable time. If you can't physically attend, the LEA shall use other means, such as conference telephone calls or email, to help you participate. If you're not prepared for the meeting, you may request a postponement. **Remember, you, as the parent, are an essential member of the IEPT and have a right to be involved in any decision made about your child's educational program.** As a member of this team, you should be assured that no one person is acting alone to develop and decide on the school services for your student (*see Appendix A*).

If the IEPT determines that your student has a disability, and could benefit from special education services, the team will then develop an Individualized Education Program (IEP) for him/her. The IEP is a legal contract and identifies your student's individual needs and recommends appropriate supports. It assures that your student's instruction meets his/her particular needs and the specific strengths and weaknesses of the student must be considered.

Participants in an IEPT meeting shall, at a minimum, include:

- You, the parent(s). You may also invite your Parent Advisory Committee (PAC) representative, an advocate, lawyer, or other person of your choice, to come with you.
- Your student, who is encouraged to participate, especially when discussions occur about transition from school to adult roles.
- Your student's teacher(s) or a teacher appropriate for your student's age and ability if s/he has not been previously enrolled by the LEA. At least one (1) of the IEPT participants should be a general education teacher or a person knowledgeable about the general education curriculum.
- A representative of the LEA, other than the student's teacher, who is qualified to provide, or supervise the provision of, special education services.
- A member of the MET (if this is the initial or a review of eligibility IEPT meeting) is required to present the written MET report and discuss your student's current level of educational performance.

The written IEP must include information about:

- Your student's present level of academic achievement and functional performance.
- Baseline data about your student from observations, district-wide assessments, tests, checklists, progress reports, report cards, and student or parent input.
- A statement of how the disability impacts the student's involvement/progress in the general education curriculum.
- A description of your student's educational needs.
- Annual Goals (AG) and Short-Term Instructional Objectives (STIO), and progress achieved towards previous goals.
- Methods to evaluate progress on instructional objectives.
- How much your student will be participating in general education activities (or, if your child is a preschooler, in age-appropriate activities), extracurricular activities, and school-related non-academic activities
- The Least Restrictive Environment (LRE) placement options which were considered, including why the options were accepted or rejected.
- The special education supports to be provided for your student (*see pages 13-14*).
- The frequency and duration of the supports to be provided.

You and the other members of the IEPT work together to develop your student's individualized program. If there are differences of opinion among the team members, it may not necessarily be a sign of trouble. Differences of opinion typically reflect that participants are sincerely concerned about your student. It is important to continue working toward a consensus agreement.

Additional considerations:

- All participants in the IEPT meeting are required to sign-in. A parent is not required to sign the IEP at the conclusion of the meeting. You may ask to take a copy with you to review before signing.
- *The IEP is a legal contract* between the parent(s) and the school district. After the initial IEP, subsequent annual IEPs will go into effect when signed or at the end of fifteen (15) school days if unsigned.
- You have a right to have a copy of the completed IEP.

If your student is found to be eligible for special education services, you have the right to:

- Review and revise the IEP for your student at least once every year, and more often if you request it.
- A comprehensive eligibility re-evaluation (*see page 15*).
- A vocational evaluation before your student receives vocational education or by age sixteen (16).
- Receive progress reports at least as often as other students in your LEA, as well as updated Goals and Objectives sheets from your student's IEP.
- Include a statement in your student's IEP to assemble the student's educational team for discussion *as needed*, instead of when the IEP is *scheduled* to be reviewed/updated.

If you don't agree with the IEP, you have the right to:

- Request adjournment and reconvene at a later time to review.
- File a dissenting report (*see Procedural Safeguards - Front Insert*).
- Check the box that indicates your disagreement, but will allow the IEP to be implemented.
- Check the box that indicates disagreement, and request mediation (*see pages 11 - 12*).
- Initiate a request for a due process hearing (*see Procedural Safeguards - Front Insert*).

Remember:

Fifteen (15) school days after the *annual* IEP, an unsigned IEP implies consent.

IF YOU HAVE A PROBLEM...

Communication is the key to any successful program. It is essential that you become a part of your student's team. Regular conversations with your student's teacher and team of school personnel can keep things running smoothly. If a problem does develop, try to work on it as soon as possible. Listen to what the other members of the team have to say and communicate your point of view calmly and clearly.

- Your first step should begin with scheduling a meeting with your student's teacher(s) and therapist(s). Talk to them first, identify the problem(s), discuss options and look for a solution.
- The school or district teacher consultant, social worker, psychologist and/or other team members would be the next set of people to get involved in trying to reach a solution.
- The school administrator or principal can facilitate solutions if the previous two steps have not resolved the situation.
- If the principal cannot resolve a problem to your satisfaction, you may contact the agency's special education director, superintendent or school board member(s).
- If the problem is still unresolved, you may contact the WISD compliance officer and/or the WISD special education director for help.
- If all of these steps have been tried, and your problems or concerns have not been addressed or resolved, you may file a complaint with Washtenaw Intermediate School District (WISD) Compliance Supervisor or request facilitation and/or mediation. The Michigan Special Education Mediation Program (MSEMP) (*see page 12*) is a good resource to contact with questions regarding facilitation and mediation options.

Remember, you may request a new IEPT meeting at any time.

Coming to a satisfactory solution by compromising and/or negotiating with your student's school team may be the most effective method of problem solving.

FACILITATION/MEDIATION

If there is a dispute between you and the LEA, you may want to consider facilitation or mediated agreement before requesting a due process hearing. The purpose of a facilitated IEP or mediation is to bring two parties together to try to settle differences so that a hearing is not necessary.

Facilitation refers to the use of specialized skills to run a meeting in a fair, inclusive and organized fashion. It can be used in any IEPT or IFSP (Individualized Family Service Plan for children under age 3) meeting, or in a resolution session. It can help participants avoid disputes or resolve them before they escalate. Facilitation can increase the chances of achieving a signed IEP or IFSP agreeable to all parties.

Mediation is voluntary, free, and results in a legally binding agreement. You and the educational agency select a mediator and set ground rules. Both parties must agree to the mediated solution. When mediation is successful, both parties have an increased commitment to the individualized agreement that is reached.

- ❖ You and the LEA must agree on the mediator. The state maintains a list of qualified mediators who are knowledgeable in special education laws and regulations.
- ❖ The mediator cannot impose a decision. The mediator's role is to assist you and the educational agency in arriving at a mutually agreed upon resolution.
- ❖ If you and the educational agency develop a resolution, you must receive a written copy.
- ❖ All mediation discussions are confidential and cannot be used in any subsequent due process or court proceeding.

- ❖ Mediation may help you to have a stronger role in the decision-making process.
- ❖ Mediation can help you find workable solutions and specify how they are to be implemented.

The **Michigan Special Education Mediation Program (MSEMP)** makes facilitation and mediation services available at no cost for individuals from birth to age 26 through a network of service centers that serves all 83 Michigan counties. To obtain services, simply call 1-800-8RESOLVE to be directed to the center for your county. For further information you also can contact the MSEMP administrative office at (517) 485-2274 or visit the MSEMP website: www.cenmi.org/msemp.

If mediation is not successful, you may request a due process hearing (see *Procedural Safeguards - Front Insert*).



SPECIAL EDUCATION SUPPORTS

- ❖ A continuum of special education supports is identified in the Washtenaw Intermediate School District (WISD) Plan for students with disabilities, ages 0-26.
- ❖ The type and amount of support provided to each student is decided on an individualized basis by the IEPT.
- ❖ To the maximum extent possible, the student must be included in general education classes and activities.
- ❖ The **Least Restrictive Environment (LRE)** is based upon individual need and the extent that a particular individual will be involved with his/her peers in general education classes and activities. LRE spans placements from full inclusion, where the student is involved with peers in general education settings for most or all of the school day, to "self-contained" classrooms with little or no peer contact in general education settings. LRE is potentially different for each student.
- ❖ Some school buildings and/or LEAs provide special education services as part of a unified system where students are supported to the greatest extent in general education classrooms. Some ways to provide special education support in general education classrooms might include team teaching, cooperative teaching, or other forms of classroom-based support. Other LEAs and school buildings provide special education supports outside general education classrooms, or a combination of the above.

Supports for children, birth through age 5:

Home/non-classroom pre-primary staff and preschool teachers support eligible children from birth to age 5. Children under age 3 are served through "**Early On**" (infant and toddler program), which includes development of an **Individualized Family Service Plan (IFSP)**, similar to an IEP. The IFSP emphasizes high levels of parent involvement and coordination among agencies that work with young children with special needs and their families. Supports are typically provided in homes. Preschool children ages 3 to 5 are supported in their homes, in age-appropriate early childhood settings, or in the Early Childhood Special Education (ECSE) classrooms.

Supports for students, K-12, in LRE, from maximum to minimum inclusion with peers without disabilities:

- Teacher consultants may support eligible students who spend all or most of their time in a general education classroom; they also consult with the general education teachers of these students.
- Special education resource program and categorical classroom teachers may provide specialized instruction for students for any time period up to the full school day. Classrooms are generally located within an LEA school building.
- Center-based special education classroom teachers provide instruction to students with more extensive educational disabilities; the classrooms may be in an LEA school building or a separate special education facility.

Accommodations/Adaptations/Modifications

Some students require accommodations, adaptations and/or modifications to help them benefit from instruction. Examples of these may include:

- Assistive Technology devices
- Augmentative communication device(s)
- Manipulatives/Hands-on tasks
- Written/picture daily schedule outline
- Study guides
- Partial participation
- Peer supports
- Extended testing time
- Photocopied notes
- Individually designed prompts
- Pre-teaching

- Positive Behavior Support Plan (PBS)
- Behavior Intervention Plan (BIP)
- Adjusted/arranged seating
- Oral (v.s. written) responses
- Calculator/tape recorder use
- Daily schedule (written, pictured)
- Word processing (v.s. handwriting)
- Reducing distraction
- Repetition

(See Appendix B for additional information.)

Adaptive Physical Education

The need for Adaptive Physical Education should be considered in the Present Level of Academic Achievement and Functional Performance (PLAAFP) section of the IEP. If it is determined that the student requires a specially designed physical education program, it should be identified in the Special Education Programs/Services section of the IEP.

Related Services

Eligible students may also receive related services as specified in the IEP. Examples of these are:

- Occupational therapy
- Physical therapy
- Audiological services
- Orientation and Mobility
- School Social Worker
- Rehabilitation Counseling
- Nursing Services

- Psychological Services
- Homebound and hospitalized
- Speech and Language
- Teacher Consultant
- Early Childhood Services
- Services in Juvenile Detention
- Interpreting Services

Special education classroom programs

Some of the special education classroom programs currently supporting students with staffing and management by LEAs and/or WISD include:

- Speech/Language Impaired
- Mild, Moderate, and Severe Cognitively Impaired
- Early Childhood Special Education (ECSE)
- Emotional Impairment (EI)
- Hearing Impairment (HI)

- Learning Disability (LD)
- Physical Impairment (PI)
- Resource Rooms (R/R)
- Severe Multiple Impairment (SMI)

These programs are staffed per state requirements by disability category and are cross-categorical in nature. This means that students with a variety of special education eligibilities may be placed in similar programs to meet their unique needs.

SPECIAL CIRCUMSTANCES

Evaluation Review of Eligibility

Every student eligible for special education services must have his/her eligibility reviewed at least every three (3) years. This allows the IEPT to decide what data/tests are needed to organize a comprehensive review of each student's eligibility, progress and needs for special education services. A discussion of assessment options for a student's review of eligibility should occur before the three-year evaluation review is due. Documentation of this discussion of a child's continuation of his/her eligibility is recorded on an Evaluation Review form. As a parent, you may request a comprehensive evaluation to re-evaluate special education eligibility.

Developing Visions and Goals

Planning systems can and should be used for students of any age. Some systems are more suited to planning for school, while others involve many or all aspects of a student's life. Some planning systems are Circle of Friends, COACH (Choosing Options and Accommodations for Children), Curriculum Matrix, MAPS (Making Action Plans), PATH (Planning Alternative Tomorrows with Hope), and Person Centered Plan (PCP). Facilitators and assistance with using these methods can be found at organizations such as WISD, Washtenaw Association for Community Advocacy (ACA), Community Support and Treatment Services (CSTS) of Washtenaw County, Community Mental Health (CMH), and/or The Arc Michigan.

Transitions

Transitions of varying degrees will occur often during a student's time in school. There are transitions from an Individualized Family Service Program (IFSP), when a child reaches age three (3), to an Individualized Education Program (IEP) when a student enters a preschool or school program. There are transitions from grade to grade, from building to building, and from level to level. At any time of transition, it is helpful for the student and his/her family to prepare by talking with and meeting new staff, exploring the facility, looking at transportation and any other new experiences that the student may encounter. For instance, if lockers are new to the student, try one out to determine if a key lock is needed instead of a combination. Consider having the next IEPT meeting at the new school, and also consider including transition details in your student's IEP. Invite the staff from both grades and/or schools. Arrange for your student to experience a day at the school before s/he actually attends. Go to the new school often so your student is familiar with the facility. Advance preparation will greatly help facilitate the transition.

Student's Post-Secondary Goals

It is important that the IEP be driven by the student's relevant preferences and goals for his/her post-secondary school activities. If the student does not attend and participate in the IEPT meeting, it is required to at least indicate the steps taken to ensure that the student's preferences were considered. The following questions are a starting point for a discussion with the student about future dreams and goals:

1. As an adult, where do you want to live?
2. As an adult, what kind of work do you want to do?
3. As an adult, what hobbies and activities do you want to have?
4. After high school, what additional education and training do you want?

Transition Planning to Adult Life

Transition (as defined by the IEP) refers to a coordinated set of activities designed to help a student with a disability prepare for adult roles and responsibilities. IDEA 2004 requires that transition planning occur no later than age 16, when the IEPT must address a student's pre-vocational/vocational needs. Information gathering and ongoing, less formal planning regarding student goals and future plans should begin before age 16, however (see "Transitions" section above). For students aged 16 or older, the IEPT must consider the need for transition services and this is documented on the transition page of the IEP, which must include a statement of transition service needs of the student, and focuses on the student's course of study (such as participation in advanced placement courses or a vocational program). The student's Educational Development Plan (EDP) should also include this course of study plan. The IEPT may determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life. At age 16 (or younger if appropriate), referral(s) should be made for needed transition services, such as Michigan Department of Career Development/Rehabilitation

Services. The LEA must invite the student and a representative of any agency that is likely to be responsible for providing or paying for transition services. If an invited agency does not attend, the school district shall take other steps to ensure that agency's participation in transition planning. Transition plans should address all aspects of a student's life including high school and post-secondary education, vocational training, daily living skills, housing, recreation, community involvement and employment.

Age of Majority

Age of majority (age 18) means that a student is a legal adult and can make the decisions at his/her IEPT meeting, as well as in other areas of his/her life. At age 18, the rights of the parent transfer to the student unless power of attorney, partial guardianship, or guardianship is obtained. Some advocacy groups advise that there are less restrictive ways to help young adults with disabilities than guardianship. Age of majority should be an ongoing educational topic for the student well before the student becomes age 18. Guardianship issues (independence, decision-making skills, and partial guardianships as appropriate) can be addressed early in the student's secondary education career in the IEP under Transition Services (courses of study, adult living, and daily living skills). If rights will be transferred to the young adult, encourage the school to assist in training the student in the IEP process and if possible, in chairing the IEPT meeting before the age of majority. This will be easier if the student has been an active member of the IEPT, has had training in self-advocacy and self-determination and has had a Person Centered Plan (PCP). The student will help determine participants in the IEPT meetings, which may or may not include his/her parent(s) and/or an advocate. The student should check his/her eligibility for Supplemental Security Income, register to vote, and males will need to register for the draft.

Graduation

In Michigan, a student with a disability, who is eligible for special education services, can receive services from the LEA until age 26, *unless* the student fulfills the graduation requirements of the LEA. There is a difference between accepting a Certificate of Attendance from the LEA and acceptance of a Diploma. The difference is that if graduation requirements are fulfilled and a Diploma is accepted, the student is no longer eligible for services from the LEA or WISD. A student can participate in graduation ceremonies and/or senior activities, regardless of whether s/he accepts a Certificate of Attendance or a Diploma. For more information on graduation, see Appendix C.

Extended School Year (ESY)

The need for ESY services must be considered for each student eligible for special education. ESY services for a student may be determined by an LEA or Public School Academy (PSA) to need ESY services due to 1) a serious potential for regression of skills beyond a reasonable period of recoupment, 2) the nature of the severity of the disability, or 3) be at a critical stage or area of learning. ESY services are considered only on an individual-need basis, to be determined by the IEPT. Determination of need for ESY services is based upon the IEPT review of the student's progress toward goals, documentation/observation of regression and recoupment during school break periods, and/or professional opinion. If the level of regression (loss of skills) and the length of recoupment (time it takes to re-learn lost skills) exceeds that of the general student population, then ESY services may be needed. Reasonable amount of time for recoupment is considered to be about 7 to 9 weeks. For more information regarding ESY, please visit http://www.michigan.gov:80/mde/0,1607,7-140-6530_6598-198486--,00.html .

HELPFUL HINTS MAKING THE MOST OF THE IEP PROCESS

Appendix A

Before the IEPT Meeting:

- Obtain as much information as you can before the IEPT meeting. Talk with your student's teacher and the people who evaluated your student. Read their reports in advance, review the last IEP, and read your student's records.
- If possible, meet with your student's teacher(s) and observe your student in his/her current program.
- Call the special education office for the location of specific programs under consideration for your student. Visit any proposed programs before the IEPT meeting is held.
- If your student has received services from another agency, collect as much information as you can and share it with the school. This could include any activities your student participates in outside of school.
- If possible, both parents should plan to attend the IEPT meeting. You may also want to bring someone else with you (child-care provider, family member, advocate, professional, etc.).
- Familiarize yourself with terminology used in IEPT meetings. Review the Special Education Acronyms (Appendix E) and Glossary (Appendix F) in this handbook. **If you do not understand a term used, ask to have it explained.**
- Review the goals from the previous year's IEP. Have goals been met? Are the goals chosen last year still important, or have other needs become more important?
- Write down your questions and concerns to take to the meeting. You may need a reminder of some of the issues as the meeting progresses.
- Make a list of suggestions that you might like to see written into your student's IEP.
- Think of some of the skills that your student will need to learn in the coming year or that you would like to see addressed by the IEPT.
- If you believe that your student is ready to attend his/her IEP, make sure that s/he is invited! Discuss the IEP process with your student. Help him/her to think about the skills that s/he would like to work on during the coming school year.
- Consider taking a tape recorder. This may be especially helpful if both parents, or another concerned adult, cannot attend the meeting. Be aware that some IEPT participants may be uncomfortable about being taped, however, and some may have negative feelings about it. You will need to tell the participants at the meeting that you are recording the meeting.
- Ask what ancillary services are available and appropriate for your child; e.g., Physical Therapy, Occupational Therapy, etc. If appropriate, ask for an Assistive Technology assessment to determine what assistive technology services or devices may help your student learn.
- **If you need help, you can call your Parent Advisory Committee (PAC) representative** (see Appendix J).

During the IEPT Meeting:

- Know that you can participate fully in the meeting, sharing your opinions and ideas about the educational needs and programs for your student. You know your child best. You spend more time with your child than anyone else at the meeting and you are an expert on your child.
- Share your student's strengths and interests.
- Ask for an explanation of any terms that are new to you.
- Ask about the advantages and disadvantages of various programs or classes proposed. Ask for the reasoning behind a suggestion if you don't understand it.
- List the supplementary aids/services/supports your student needs on the IEP (a possible list of accommodations may be found in Appendix B). Make sure the list is written down and clear to everyone on the IEPT. This can also include the need for regular (weekly, monthly, quarterly) team meetings to discuss your student's progress. Make sure that the team discusses whether your student needs Extended School Year (ESY) services, and document this on the IEP. Remember, the IEP is a legal contract between you and the LEA.
- The IEPT needs to discuss whether or not your student will participate in standardized assessments like MEAP (Michigan Educational Assessment Program) tests or whether an alternate assessment (such as MI-Access) may be a better choice. If any accommodations are needed during standardized testing (extra time, quiet location, questions read to the student) this must be included in the IEP. Also include the need for accommodations for routine testing at this time.
- If needed, make sure that a Functional Behavioral Assessment (FBA), Positive Behavior Support Plan (PBS), and Behavior Intervention Plan (BIP) are considered, and, if so, are made a part of your child's IEP.
- Ask what can be done at home to help reach educational goals.

- If your student attends the IEPT meeting, make sure that s/he has time to provide input, and discuss the following year's goals. You may decide that your student should attend part of the meeting, and continue with writing goals after s/he has been given an opportunity to participate.
- If your student is 16 years old (or younger if appropriate), make sure that a transition page is included in the IEP. Make sure that transition needs and services are discussed at the IEPT meeting (see "*Transition Planning to Adult Life*" on page 15).
- If the members of the IEPT cannot come to agreement, you may ask to adjourn the meeting until more information/options have been explored.
- Be sure you understand the contents of the IEP before you sign it. You may ask for a copy of the IEP, take it home and think about it before signing. You need not sign it at the meeting, but it does need to be signed within 7 calendar days of the IEPT meeting. Without your signature, the student's IEP will be implemented by the LEA. However, if this is the *initial* IEP, and services are being provided for the first time, a signature is required before services can be provided, and the IEP needs to be signed within 10 days of the IEPT meeting.
- Note that there are several options on the parental consent part of the IEP form. You may sign that you agree with the plan, or disagree with it* (see "*Disagreement*" section below). Please consider this section carefully before signing.

After the IEPT Meeting:

- Keep the IEP and all other pertinent special education records together and place them in a safe location.
- Keep some of your student's homework and extracurricular activity accomplishments as an example to help you remember what has been accomplished through the year.
- You are an important part of your student's educational team. Visit the school. Get to know your student's team of teachers, paraeducators/paraprofessionals, therapists, principal, etc.
- Keep positive communication channels open between school and home. Share unexpected information that may affect your child's behavior (late night, illness at home, conflicts, changes, etc.).
- Keep in mind the goals of the IEP and a list of whether these are being addressed. The school is required to give you a report of progress on IEP goals at least as often as every marking period, or more frequently if specified on the IEP. Remind them if they are not prompt in providing this to you.
- Know that you can ask for another IEPT meeting at any time during the school year (if the program for your student isn't working, too many conflicts seem to occur; the IEP isn't being followed, etc.).

***Disagreement:**

If you disagree with the majority opinion of the IEP, you have several options/rights for consideration. These may include writing a dissenting report, requesting mediation, and/or initiating a request for a due process hearing.

Be sure to sign the IEP within seven (7) calendar days. If you do not agree with the IEP, you may check one of the boxes that indicate you do not agree with its content. The boxes listed on the IEP are:

- Disagree, but will allow implementation of this IEP
- Disagrees with this IEP and:
- Requests mediation

If you decide to initiate a due process complaint, you must notify the district in writing of your intent to initiate a hearing. Within 15 calendar days of receiving notice of a due process complaint and prior to the due process hearing, the LEA must convene a meeting with the student's parents and relevant members of the IEPT. You may still accept a mediated agreement, or agree to changes proposed by the LEA and stop the due process hearing if you and the LEA are able to come to an agreement. Also, keep in mind that if you request mediation or a due process hearing, the previous IEP remains in effect until agreement can be reached (see *the Procedural Safeguards - Front Insert for more information*).

Possible IEP Accommodations/Modifications/Addendum Support Checklist to be included in an IEP

Supplementary aids and services necessary to enable student to participate successfully in the general curriculum.

Student Name: _____ D.O.B. _____ Date of IEP: _____

Pacing

- € Extend time requirements
- € Adjust deadlines
- € Vary activity often
- € Omit assignments requiring timed copying
- € Adjust amount of work required to meet requirements
- € Provide home set of text/materials for preview/review/use
- € Other: _____

Environment

- € Preferential seating near: ___ teacher ___ door ___ + peer models
- € Plan seating strategically:
 - _____ Bus _____ Classroom
 - _____ Lunchroom _____ Auditorium
- € Alter physical room arrangement for safe visibility, accessibility and movement
- € Define areas concretely
- € Reduce/minimize distractions:
 - _____ Visual _____ Auditory
 - _____ Spatial _____ Movement
- € Teach positive rules for use of space
- € Stand near student when giving instructions
- € Other: _____

Assignments

- € Give directions in small distinct steps (written/picture/verbal)
- € Provide print copy for oral directions
- € Reduce difficulty level
- € Shorten assignments
- € Reduce paper and pencil tasks
- € Read or tape record directions to student
- € Give extra cues or prompts
- € Allow student to record or type assignment
- € Adapt worksheets, packets
- € Provide alternate assignment/strategy when demands of class conflict with student capabilities
- € Limit penalizing for errors (e.g., spelling errors, sloppy papers, penmanship) that reflect student's disability
- € Provide samples of what an "A" assignment looks like
- € Other: _____

Presentation of Subject Matter

- € Teach to student's learning style:
 - _____ Visual _____ Auditory _____ Multi
 - _____ Tactile _____ Experiential Learning _____ Model
- € Use individual/small group instruction
- € Utilize specialized curriculum
- € Tape lectures/discussion for replay
- € Provide notes
- € Apply academic skills to practical situations
- € Present demonstrations (model)
- € Utilize manipulatives/use high-impact, game-like materials
- € Highlight critical information
- € Pre-teach vocabulary
- € Make/use vocabulary files
- € Reduce language level or reading level of assignment
- € Use total communication/interpreter
- € Use facilitated communication
- € Share activities
- € Use visual sequences
- € Other: _____

Home/School Communication

- € Team meeting
- € Daily journal
- € Other: _____

Materials

- € Arrangement of material on page
- € Note-taking assistance/carbonless or paper copy of lecture notes
- € Use supplementary materials
- € Taped text and/or other class materials
- € Typed copy of teacher material
- € Highlighted texts/study guides w/marker or highlighter tape
- € Large print
- € Special Equipment:
 - _____ Electronic typewriter _____ Calculator
 - _____ Video recorder _____ Tape recorder
 - _____ Computer _____ Voice recognition software
 - _____ Augmentative communication device _____ Telephone adaptations
- € Other: _____

Self Management/Follow Through

- € Follow visual daily schedule
- € Use calendars
- € Check often for understanding/review
- € Request parent reinforcement
- € Have student repeat directions
- € Teach study skills
- € Use study sheets to organize material
- € Design/write/use long-term assignment timelines
- € Review and practice in real situations
- € Plan for generalization
- € Teach skill in several settings/environments
- € Other: _____

Testing Adaptations

- € Oral responses
- € Taped
- € Read test to student
- € Extended time frame or untimed testing
- € Multiple choice
- € Shortened questions
- € Short answer
- € Modified format
- € Application in real setting
- € Preview of test language
- € Administered by resource person
- € Permit student to type or use word processor
- € Other: _____

Motivation and Reinforcement

- € Verbal and/or nonverbal positive behavior management
- € Concrete reinforcement
- € Positive reinforcement
- € Tap strengths/interests often
- € Planned motivating sequences of activities
- € Reinforce initiation
- € Offer choices
- € Other: _____

Social Interaction Supports

- € Peer advocacy
- € Peer tutoring
- € Teach social communication skills:
 - _____ Greetings _____ Sharing _____ Partial participation
 - _____ Negotiation _____ Conversational turn taking
- € Focus on social process rather than activity/end product
- € Structured shared experiences in school/extracurricular
- € Cooperative learning groups
- € Use of multiple/rotating peers/study buddy
- € Teach friendship skills/sharing/negotiations
- € Structured activities to create opportunities for social interaction
- € Other: _____

GRADUATION

Public Act 451 of 1976 places the responsibility on every LEA to provide for each eligible resident child with a disability (who is not a high school graduate and is not more than 25 years of age as of September 1 of the school year of enrollment) special education supports designed to develop his/her maximum potential.

All LEAs approved to graduate students with disabilities have submitted a plan to the ISD indicating how they will meet the graduation requirements by providing physical education, pre-vocational, personal adjustment and vocational experience to these students. The LEAs identify all program alternatives for students by listing general and special education courses, and individualized components.

LEAs also indicate when the students will receive specific instruction. The plan includes the requirements that must be met by each student, including the minimum level of performance that a student must achieve to receive a diploma. A copy of each agency's approved plan is on file at the ISD. This is often accomplished through a Personalized Curriculum (PC), a documented process that may modify certain requirements of the Michigan Merit Curriculum. A PC must work in coordination with any other plans a student has in place, such as the Educational Development Plan (EDP) and the Individualized Education Program (IEP). For more information:

http://www.michigan.gov/documents/mde/faq12_178604_7.pdf

Under IDEA 2004 a student who is exiting school due to receiving a high school diploma, exceeding the age of eligibility, or meeting all IEP goals, must have a "Summary of Performance" document completed. The purpose of this report is to assist the student in meeting his/her post-secondary goals and to assist school personnel in acquiring student follow-up information.

SUSPENSION AND EXPULSION

Each LEA has its own suspension and expulsion policies. However, if your child has either a known or suspected disability, federal and state laws provide him/her with certain protections when it comes to suspension or expulsion.

If the LEA *suspends* your child for more than ten (10) school days over a single school year, the district must call a meeting to determine whether your child's repeated misconduct is related to his/her disability. This is called a **Manifestation Determination**. If the team determines that your child's behavior is related to his/her disability, you and the rest of the team must conduct a Functional Behavioral Assessment (FBA) and implement or review a Behavioral Intervention Plan (BIP)/Positive Behavior Support Plan (PBSP). The team may then decide to revise the student's IEP to address the student's behavior concerns. If the team determines that your child's behavior is not related to his/her disability, the LEA may want to continue the suspension. However, you may dissent, ask for mediation, or initiate a request for a due process hearing if you disagree with the team's recommendations. If the duration of the suspension is more than ten (10) days, the LEA is required to provide services to the student as outlined by Procedural Safeguards (*see front insert*).

A Manifestation Determination meeting must also be held before the district may proceed with *expulsion* procedures. The district must call a meeting to determine whether your child's behavior is related to his/her disability. If there is a relationship to the student's disability, the LEA and the IEPT may still consider a change in your child's educational placement or services. Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting for up to 45 school days if the student has a weapon, uses or sells illegal drugs or controlled substances, or inflicts serious bodily harm upon another person while on school premises or at a school function.

If the IEPT determines that your child's behavior is unrelated to his/her disability, the LEA may choose to continue implementing student code of conduct policies. However, if a district is considering suspension, expulsion, or a change in placement or services, you as a parent and a member of the team always have the same set of rights. If you disagree with the district or the rest of the team, you can sign the Manifestation Determination in disagreement, request mediation, or initiate a request for a due process hearing. In addition, even if the LEA expels a child with a disability, the agency still has a responsibility to provide a Free and Appropriate Public Education (FAPE) for your child. For more information on suspension and expulsion, contact your special education director listed in Appendix J or one of the advocacy agencies listed in Appendix G or H.

IDEA AND MICHIGAN LAW

The "Individuals with Disabilities Education Act," or IDEA, is one of the laws affecting a student's participation in special education. IDEA is the Federal Law (Public Law 105-17) that sets national standards for educating students with disabilities. IDEA is administered under the United States Department of Education through regulations. IDEA is reauthorized every 5 years by the United States Congress, and was last reauthorized in 2004. IDEA continues to work to "improve educational results for children with disabilities" from age 3 to age 21.

IDEA requires LEAs to provide Free Appropriate Public Education (FAPE) for students with disabilities in the Least Restrictive Environment (LRE). IDEA addresses appropriate evaluations, eligibility for special education, and a student's Individualized Education Program (IEP) as well as many other special education related areas. It strengthens the role of families in their student's education and ensures such student's access to and involvement in the general curriculum to the maximum extent possible. Services, aids and supports are provided in the regular classroom, whenever appropriate. (Note: This parent handbook was written to help families understand the special education process and the IEP.)

Michigan has its own law for educating students with disabilities. This is Public Act 451, which is Michigan's Mandatory Special Education Act. This is part of a larger Michigan law called the Michigan School Code of 1976 and is administered through Michigan Administrative Rules for Special Education. Michigan's law provides educational services to students with disabilities from birth to age 26 (note that this is a higher standard than is required by IDEA [age 21] and Michigan LEAs must meet the higher standard). Schools in Michigan must provide an education designed to develop the maximum potential of every student eligible with a disability. Michigan schools must also comply with the federal laws such as IDEA.

Copies of these laws, regulations, and rules are available at libraries, intermediate school districts or LEAs, through state or federal offices of special education, through state or federal legislators, or on the Internet. Please note that both federal and state laws undergo periodic review and reauthorization. Please see the Resources for Parents (Appendix G), or WISD PAC Resources and Information (Appendix H), in this handbook for contact information and Michigan Office of Special Education/Early Intervention Services website. Appendix J of this handbook lists the names of your LEA special education administrators and PAC representatives.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is a federal law enacted in 2001 that calls for standards-based reform of the educational system. Key provisions include testing requirements at multiple levels of student performance and the establishment of baseline school pass rates. The act focuses on each school making Adequate Yearly Progress (AYP) toward the goal of 100% students maintaining a passing grade in reading and mathematics by 2014. This law includes accountability standards, supplemental services required in underperforming schools, and the eventual restructuring of schools that fail to make AYP for a specified number of years.

NCLB requires all elementary, middle and secondary teachers to be highly qualified. Special education teachers who teach core academic subjects must meet highly qualified requirements. Teacher consultants, resource room teachers who do not teach core academics and special education teachers team-teaching in a general education classroom do not have to meet the highly qualified requirement. Special education teachers who teach to alternate achievement standards only need to meet the highly qualified elementary requirements, even if they teach at the secondary level.

Paraprofessionals employed by WISD, PSAs and LEAs in Washtenaw County must have a secondary school diploma or its recognized equivalent. All paraprofessionals working with a program supported with Title I, Part A funds must be highly qualified. They are required to have completed two (2) years of study at a higher-educational institution, obtained an associate's degree (or higher), or meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing, reading, writing and mathematics (or appropriate readiness in these subjects).

SECTION 504

Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against persons with disabilities in any program that receives federal financial assistance. Because schools in Michigan receive money from the federal government, they must comply with Section 504. In many respects, Section 504 is similar to the special education laws discussed in this handbook. However, Section 504 provides some important additional rights that may affect your child.

All students eligible for special education are automatically protected under Section 504. In addition, some children who do not qualify for special education may still qualify for Section 504 accommodations. Children with the following conditions (as well as many others) may qualify for 504 accommodations: Acquired Immune Deficiency Syndrome (AIDS), Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), allergies, asthma, diabetes, hemophilia, a broken leg, fetal alcohol syndrome, chemical dependency, and obesity. Many of these health conditions are now included under Other Health Impairment (OHI) for special education services. You may want to speak to your special education director and/or ask for a referral for special education services, to decide which is best for your child.

Section 504 requires that an LEA make "reasonable accommodations" for the special needs of a child with a disability or health condition. This means the school must, within reason, make all the services, programs, and activities accessible to students without disabilities also accessible to students with disabilities including extracurricular activities such as band and science club, to name a few. For example, a child using a wheelchair might need accommodations that allow him/her barrier-free access to school restrooms, or to the playground at recess. You can play a central role in asking for specific accommodations to make sure your child's needs are met.

Even if the LEA finds that your child is ineligible for special education services, s/he may still be eligible for accommodations under Section 504. Each LEA is required to designate a 504 Coordinator for the district. For more information regarding 504 Requirements, contact your local special education director listed in Appendix J.

SCHOOL BASED MEDICAID

School Based Medicaid is a cooperative effort between the federal and state government, WISD and LEAs to seek Medicaid reimbursement for certain special education-related services. Reimbursement only applies to situations where students meet Medicaid eligibility criteria. WISD is the approved provider and coordinates these activities. The money generated is added to the educational fund that supports programs and services at WISD and in the LEA. Medicaid routinely mails Explanation of Benefits (EOB) forms to a random sample of people who have received some type of Medicaid reimbursable service. The purpose of the sample is to verify that the services were delivered. If you receive an EOB form that refers to a service provided by the WISD and/or LEA, and you have questions about it, please contact WISD's School Based Services/Medicaid personnel at 994-8100.

School districts are required to request written permission from parents/guardians to bill Medicaid for reimbursement of school based services provided by special education providers at school. You have the right to refuse consent to bill Medicaid, and you have the right to revoke this consent to bill Medicaid. If you do not provide consent, the district will still provide the services, but the district will not receive any Medicaid reimbursement for these services. Your consent does NOT affect a family's Medicaid insurance benefits or other insurance plans (e.g., Blue Cross/Blue Shield, HAP, MiChild, etc.) and there is NO cost to the family, now or in the future. Please see Appendix D for more information.



Medicaid Overview

A SUMMARY OF RESOURCES COVERED BY THE SCHOOL BASED SERVICES (SBS) PROGRAM

THE MEDICAID SBS PROGRAM

Michigan's **School Based Services (SBS)** program has its legal basis in the 1988 amendment to the **Social Security Act** [42USC 1396 b(c)]. This Act allows for partial reimbursement to schools for health services. These services are provided to Medicaid eligible students with disabilities who qualify under the federal **Individuals with Disabilities Education Act (IDEA)**. Nationally, more than 25 million children rely on Medicaid for health care and 43 states participate in the SBS program. In Michigan, nearly 900,000 children rely on Medicaid for health care. **All 57 Michigan Intermediate School Districts participate in the SBS Program.** The Washtenaw Intermediate School District and the local school districts have participated in the program since 1994.

WHAT THE SBS PROGRAM PROVIDES

In Michigan, the Medicaid School Based Services program:

- **Provides** partial reimbursement for services such as
 - Occupational therapy
 - Physical therapy
 - Speech therapy
 - Psychological Services
 - Social work services
 - Orientation and mobility services
 - Transportation
 - Nursing services
 - Case management
 - Assistive technology services
- **Does not affect a family's Medicaid insurance benefits or the family's private health insurance benefits.** There is **NO COST** to the family, now or in the future. No private insurance companies will be billed for reimbursement for school based health services.
- Helps school districts because it offsets some of the costs of health care that schools provide to children and students.
- Is voluntary and requires parents/guardians to provide written consent to release information about their child in order to bill Medicaid. This consent may be revoked at any time by the parent or guardian.

CONFIDENTIALITY

Only authorized school personnel will be advised of your child's Medicaid eligibility or personal information.

NEW REGULATIONS

New regulations – which became effective in October, 2006 – require school districts to obtain parent or guardian consent to release information to bill the Medicaid program. Your school district requests this consent at the time of your child's IEP.

If you have any questions regarding this information, please contact your school district special education director.

SPECIAL EDUCATION ACRONYMS

Appendix E

This is a partial listing of some acronyms you may encounter during your child's education. For a more comprehensive list, please see www.cenmi.org/Glossary.asp

ADA	Americans with Disabilities Act	MEAP	Michigan Educational Assessment Program
ADD	Attention Deficit Disorder	MET	Multidisciplinary Evaluation Team
ADHD	Attention Deficit Hyperactivity Disorder	MMC	Michigan Merit Curriculum
AG	Annual Goals	MME	Michigan Merit Exam
ASD	Autism Spectrum Disorder	NCLB	No Child Left Behind
AT	Assistive Technology	OHI	Other Health Impairment
AYP	Adequate Yearly Progress	O + M	Orientation and Mobility
BIP	Behavioral Intervention Plan	OSE/EIS	Office of Special Education/ Early Intervention Services
CBI	Community Based Instruction	OT	Occupational Therapist
CI	Cognitive Impairment	PAC	Parent Advisory Committee
CP	Cerebral Palsy	PC	Personal Curriculum
DB	Deaf-Blindness	PCP	Person Centered Plan
DD	Developmental Disability/Delay	PBS	Positive Behavioral Support
ECSE	Early Childhood Special Education	PDD-NOS	Pervasive Developmental Delay - Not Otherwise Specified
EI	Emotional Impairment	PECS	Picture Exchange Communication System
ELPA	English Language Proficiency Assessment	PI	Physical Impairment
ESY	Extended School Year	PLAAFP	Present Level of Academic Achievement and Functional Performance
FAPE	Free Appropriate Public Education	PT	Physical Therapist
FTE	Full Time Equivalency	RtI	Response to Intervention
FBA	Functional Behavioral Assessment	SAS	Supplementary Aids & Services
HI	Hearing Impairment	SEAC	Special Education Advisory Committee (State of Michigan)
HQT	Highly Qualified Teacher	SES	Supplemental Educational Services
ICT	Instructional Consultation Team	SLD	Specific Learning Disability
IDEA	Individuals with Disabilities Education Act	SLI	Speech and Language Impairment
IEE	Independent Education Evaluation	SLP	Speech and Language Pathologist
IEP	Individualized Education Program	SSW	School Social Worker
IEPT	Individualized Education Program Team	STIO	Short Term Instructional Objective
IFSP	Individualized Family Service Plan	SXI	Severe Multiple Impairment
ISD	Intermediate School District	TBI	Traumatic Brain Injury
ITP	Individualized Transition Program	TC	Teacher Consultant
LEA	Local Educational Agency	UD	Universal Design
LICC	Local Interagency Coordinating Council (Early On)	VI	Visual Impairment
LRE	Least Restrictive Environment	WISD	Washtenaw Intermediate School District
MAPS	McGill Action Planning System/Making Action Plans		
MDE	Michigan Department of Education		

**This is a partial listing of some terms you may encounter during your child's education.
For a more comprehensive list, please see www.cenmi.org/Glossary.asp**

Advocate/Advocacy Organizations: An individual or agency with special knowledge or training concerning the issues of students with disabilities that can help families understand their rights, or professional with special knowledge or training concerning the issues of students with disabilities, who accompanies/represents parents and students at IEPT meetings, due process hearings and other non-judicial proceedings seeking enforcement of the educational rights of that student.

Adequate Yearly Progress (AYP): The No Child Left Behind (NCLB) requirement that each school will meet state reading and math goals. Each LEA will inform parents whether or not each school in the district has made Adequate Yearly Progress.

Annual Goals (AG): A set of general statements, which represent expected achievement over a year's time for persons with disabilities enrolled in special education programs and services.

Assessment: Specific tools used to gather information. This includes formal and informal tests; student records; work products; and observations of the student in the classroom, other school environments, and the community. This information is used to evaluate the student's needs.

Alternate Assessment: Federal law IDEA requires that the progress of *all* students be measured by statewide assessments; not all students, however, can take standardized tests, like the MEAP. The MI-Access assessment for each student with an IEP is based on student performance and the level of independence the student will most likely achieve upon leaving school. The IEPT will decide upon the appropriate state assessment for each student.

Assistive Technology (AT) Devices and Services: Items that increase, maintain, or improve functional capabilities of students with disabilities, or services that help staff use these items.

Assistive Technology (AT) Evaluation: An Assistive Technology Evaluation may be requested to determine your student's AT needs.

Behavioral Intervention Plan (BIP): A plan developed by the IEPT to address situations when behavior problems interfere with learning.

Certificate of Completion: A certificate awarded to a student at the completion of a secondary special education program signifying the achievement of IEP goals.

Complaint: A specific written and signed allegation by an agency, private individual, or organization that there is an unresolved violation, misinterpretation or misapplication of the law, the State or Intermediate School District (ISD) Plans, an Individualized Education Program (IEP), court decision, or decision of a hearing officer.

Comprehensive Evaluation: A series of assessments and observations, formal and informal, conducted for the purpose of determining eligibility for special education and related services and for determining the current level of educational performance.

Consent: An agreement in writing to carry out an activity after being fully informed in one's native language of all information relevant to the activity.

Criterion-Referenced Test: A measurement of achievement of specific criteria or skills in terms of absolute levels of mastery. The focus is on performance of an individual measured against a standard or criterion rather than against the performance of others who take the same test.

Curriculum: The courses offered by an educational institution or a set of courses constituting an area of specialization.

Curriculum framework/pathway: A set of guidelines that serve as the standards for what students are expected to learn and at what level. The frameworks are specific enough to describe the types of skills and abilities students should learn in a given course and at the approximate grade level, yet are broad enough to give educators discretion in how those standards are met.

Departmentalize: A secondary-level delivery system in which two (2) or more special education teachers group special education students by instructional content areas.

Disability, Person With: A person determined by an Individualized Education Program Team (IEPT), or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the disability (Autism Spectrum Disorder, Cognitive Impairment, Deaf-Blindness, Early Childhood Developmental Delay, Emotional Impairment, Hearing Impairment, Specific Learning Disability, Physical Impairment, Other Health Impairment, Severe Multiple Impairment, Speech and Language Impairment, Traumatic Brain Injury, and Visual Impairment) and who, because of the disability, needs special education supports.

Dissenting Report: A written report, from any IEPT member, attached to an IEP that provides a perspective other than the consensus perspective.

Dual Enrollment: An array of programs that allow high school students to enroll in courses where they can simultaneously earn both high school and college credit.

Education Records: Confidential written information about a student with a disability; record is stored in a central location and accessible to parents. Another education record is the CA-60, which follows the student from kindergarten through graduation. It contains grades, test scores, attendance records, schools attended, health information, etc. Each student has a CA-60.

Educational Development Plan (EDP): A tool that students use beginning in middle school to explore careers and the educational requirements for achieving a career goal.

Evaluation Review (ER): The purpose of an Evaluation Review is to determine if further evaluation is necessary to continue or modify eligibility for special education. The IEPT must consider existing evaluation data, including current classroom-based, local, or state assessments classroom-based observations, observations by teacher and related service providers, and information provided by the parent. After review of existing data, the educational needs of the child, and input from the student's parent(s), the IEPT agrees if additional data is needed to review a student's eligibility. The IEPT may determine no additional assessment is necessary to continue eligibility. A student's eligibility needs to be reviewed no less than every three (3) years.

Extended School Year (ESY): Special education programming that extends beyond the regular school year. Eligibility and services are determined by the IEPT.

Free Appropriate Public Education (FAPE): The requirement in federal law that each student with a disability must receive a publicly-funded education that is individually designed to meet that student's unique needs.

Full Independence: The first level of MI-Access alternate assessments. Full Independence addresses the educational needs of students with physical, emotional or learning disabilities who function in the normal range of intelligence. These students are capable of becoming fully independent as adults. These students are able to apply their knowledge to any task, problem or activity that they may confront in life.

Functional Behavioral Assessment (FBA): An assessment of the factors that affect a student's behavior, typically including a review of the environment and the student's needs.

Functional Independence: The second level of MI-Access alternate assessments. Functional independence addresses the educational needs of students with mild mental impairment. These students are capable of meeting their own needs and living successfully in their communities with occasional support from others. Through this support, these students should be able to assess their personal strengths and limitations and access resources, strategies, supports and linkages that will help them maximize their potential effectiveness.

Grade-Level Content Expectations (GLCE): Similar to the curriculum framework, these are the set of expectations for what should be taught in a specific academic subject area and in a given school year at each grade level.

Highly Qualified Teacher (HQT): No Child Left Behind (NCLB) requires that every child be taught by a Highly Qualified Teacher in core academic subjects. Each teacher must prove that s/he knows the subjects s/he is teaching, has a college

degree, with either a major in the content/subject area s/he is assigned to teach or a master's or higher degree in the content/subject, and is state-certified.

Instructional Consultation Team (ICT) Instructional Consultation Teams represent a comprehensive support team model that uses a trained team of school-based professionals. The team supports classroom teachers in applying best practices in instructional delivery and assessment. The primary goal of an Instructional Consultation Team is to create and maintain student success within the general education environment by improving instructional support practices through teaching, coaching and mentoring. The Instructional Consultation Team process involves intensive, systematic, on-going professional development. Collaborative and reflective communication skills, efficient data-driven problem solving (including instructional and functional behavioral assessment) and team functioning are essential components of ICT.

Inclusion: The placement of a student with a disability in a general education classroom with his/her age-appropriate peers, with the supports necessary for him/her to benefit from his/her educational experiences. A program is designed to meet his/her individual needs.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner(s) who is not employed by the public agency responsible for education of the student. A contracted agent for the purpose of conducting an independent evaluation is not considered an employee of the LEA.

Individuals with Disabilities Education Act (IDEA): The federal law that sets national standards for educating students with disabilities. State laws must meet or can exceed the standards of IDEA.

Individualized Education Program (IEP): A specially-designed instruction program developed by the IEPT, that describes as specified as possible the student's eligibility, the student's present level of performance, annual goals and short-term objectives, specific educational and related services, supplementary aids and services, amount of time spent in general education, the least restrictive environment, the reasons why the IEP is accepted or rejected, transition services, and the dates and frequency of services. The IEP shall be reviewed annually or more often as needed.

IEP Addendum: The purpose of the IEP Addendum is to make minor changes to the IEP that is in effect during the year. It may be used to add, modify, or delete instructional goals or objectives; modify the amount of time in the current program; or add, modify, or delete related services, supplementary aids or services, assessments, or transportation.

Individualized Education Program Team (IEPT): Persons appointed and invited (including parents) by the superintendent or designee to review a student's eligibility for special education and, if eligible and in need of special education services, to develop an IEP. The IEPT also addresses decisions related to additional evaluations or re-evaluations, as well as student discipline.

Individualized Family Service Plan (IFSP): A plan of service developed by the IEPT for a student with a disability between the ages of 0 and 3 years; emphasizes interagency collaboration.

Least Restrictive Environment (LRE): The requirement that each student with a disability be educated and involved as much as possible with non-disabled peers in general education classes and activities. LRE spans placements from fully "self-contained" classrooms with little or no non-disabled peer contact to "full inclusion" wherein the student is involved with non-disabled peers for most or all of the school day. LRE is potentially different for each student.

Local Educational Agency (LEA) is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Manifestation Determination: An IEPT meeting to address the relationship between the student's behavior problems and his/her disability.

McGill Action Planning Systems (MAPS): A process that provides a common vision and road map for all team members, which enables them to be supportive and effective in furthering the integration of a student with a disability into general education settings and community life.

MEAP: The Michigan Educational Assessment Program, Michigan's version of a criterion-referenced test, which is administered to students throughout the state. Versions of the MEAP are currently taken by students in grades 3 - 12. The

MEAP serves as the measurement for establishing Adequate Yearly Progress (AYP) in line with the No Child Left Behind (NCLB) Act.

Mediation: A process in which an impartial facilitator tries to help parents and the LEA resolve disagreements.

MI-Access: Michigan's alternate assessments to the MEAP. There are currently four (4) levels of assessments, based on the expected independence level that each student will achieve in adult life roles. These are "Full Independence," "Functional Independence," "Supported Independence," and "Participation." The IEPT should discuss the different options and select the best assessment tool for each student.

Michigan Merit Exam (MME): The Michigan Merit Examination (MME) is a replacement for the Michigan Educational Assessment Program (MEAP) test, a minimum-competency test for high school students. The MME assesses students in grades 11 and 12 based on Michigan Curriculum Framework. Administered each spring, the MME consists of three (3) components: ACT Plus Writing® college entrance examination, WorkKeys® job skills assessments in reading and mathematics, and Michigan-developed assessments in mathematics, science, social studies, and persuasive writing.

Multidisciplinary Evaluation Team (MET): Two (2) or more professionals from separate disciplines [e.g., psychologist(s), teacher(s), social worker(s), speech/language therapist(s)] and the parent(s), who share responsibility for conducting a comprehensive evaluation of a student suspected of having a disability or re-evaluating a person with a disability.

Music Therapy: A method used by music therapists to teach students through musical games or playing instruments how to interact with others and develop communication skills.

No Child Left Behind (NCLB): The Federal law that requires school accountability for student achievement and performance, and mandates that each school meet Adequate Yearly Progress (AYP) standards.

Normal Course of Study: A regular education curriculum leading to a high school diploma, or the special education curriculum approved in the Intermediate School District Plan leading to a high school diploma. The special education curriculum shall include physical education, personal adjustment, and prevocational and vocational training.

Occupational Therapist (OT): A professional who evaluates and determines purposeful activities to facilitate improvement of a student's physical, fine-motor, sensory-motor, and self-care functioning. Often the OT is involved in an AT Evaluation.

Orientation and Mobility (O+M): Support to increase the accessibility of the educational environment for a student with a disability.

Paraprofessional (Parapro) or Paraeducator: A trained assistant who is directed by the classroom teacher and/or teacher consultant, to help provide accommodations for students with disabilities. This may include helping the teacher make adaptations to the curriculum, assisting students with assignments, working with students in relation to the class as a whole, and helping other students understand the student's disability.

Parent: The mother, father, surrogate, or legally designated guardian of the person with a disability. Parent also means the actual student with a disability when s/he reaches the age of 18 years, if a legal guardian has not been appointed by appropriate court proceedings.

Parent Advisory Committee (PAC): A committee made up of parents of students with disabilities from each LEA within the Intermediate School District (ISD) appointed by the ISD Board of Education. The PAC is responsible for participating in the development of the ISD Plan and advising the ISD Board of Education on matters relating to special education. A list of local PAC representatives is located in Appendix J of this handbook.

Participation: The fourth level of MI-Access alternate assessments. Participation addresses the educational needs of students with severe or profound mental impairment. These students are expected to require extensive ongoing support in adulthood. These students have significant cognitive and may have physical limitations that impair their ability to generalize or transfer learning, and render determining their actual ability and skills difficult. Their impairments cause them to be dependent on others for most, if not all, of their daily living needs and will impact any future involvement with major life roles.

Person Centered Plan (PCP): The process of helping a person with a disability develop a life plan based on his/her interests, strengths and needs. Participants to prepare PCPs may include school, parent and student IEP members, and members of the local community mental health organization, for Washtenaw County: WCHO, and others whom the team would like to invite.

Personal Curriculum (PC), also referred to as "Personalized Curriculum": The personal curriculum is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC). The personal curriculum (PC), requested by the parent, legal guardian, or emancipated student, allows the board of a school district or PSA to award a high school diploma providing the student completes the PC, including as many of the content expectations of the MMC as practicable.

Physical Therapist (PT): A professional who assesses and treats a student to improve his/her level of functioning, mainly in the area of mobility and walking skills.

Picture Exchange Communication System (PECS): A system of picture symbol cards which are used as a communication tool when verbal language is not present. It may also enhance the development of verbal language.

Positive Behavior Support (PBS): A broad-based set of proactive approaches used within a comprehensive school-wide system. This school/community system supports students in learning responsible behavior and achieving academic success. The goal is not merely to "eliminate" the behavior, but to understand the behavior's purpose and then teach the student a positive behavior to achieve the same function.

Present Level of Academic Achievement and Functional Performance (PLAAFP): The student's present level of functioning and how the disability affects his/her involvement and progress in the general education curriculum (or participation in appropriate activities for preschool students).

Procedural Safeguards Available to Parents of Students with Disabilities (also known as "Rights" or "Due Process"): Regulations designed to protect students with disabilities and their parents (*see Front Insert*).

Psychological Evaluation: The portion of a student's overall special education evaluation that tests general aptitudes and abilities, hand-eye coordination, social skills, emotional development and thinking skills.

Public Expense: Provision of service(s) by the LEA at no cost to the parent(s). Under special circumstances, the LEA may pay for an outside evaluation, program, or service(s), which may include transportation and/or room and board.

Public School Academy (PSA): A public school governed by a board of education, created by a formal agreement/charter between a person or group of people and an approved educational agency or State, that is exempt from some state education regulations and local school district rules in exchange for agreeing to meet certain accountability requirements.

Related Services: Services specially designed to meet the unique needs of persons with disabilities until age 26. These services include the following: audiological, medical, psychiatric, psychological, speech and language, or educational evaluation; occupational, physical, recreational, music, art, or other therapy; accommodations and modifications; supplementary aids and services; assistive technology devices and services; mobility and orientation services; transportation; school psychological; school social work; and instruction provided by special education teachers designed to assist regular education students who are homebound, hospitalized, placed in juvenile detention facilities, or preprimary age children.

Resource Program: A classroom program designed for students who require instructional support (language arts, mathematics, science and social studies) in a special education setting.

Response to Intervention (RtI) – Response to Intervention (RtI) is a scientific, research-based approach that identifies students not achieving at benchmark and provides a collaborative problem solving framework to address their learning needs as well as the needs of all students. The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress a student makes at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data. For more information regarding RtI, please consult the following websites:

Section 504: Refers to Section 504 of the Rehabilitation Act of 1973, which protects the civil rights of persons with disabilities. It also applies to the provision of services for children whose disability is not severe enough to warrant eligibility for special education services, but could benefit from supportive services and classroom modifications.

Self-Contained Classroom: A separate classroom, located within a general education school, used by students with disabilities, which may have either the same categorical/educational impairment grouping or may be cross-categorical.

Short-Term Instructional Objectives (STIO): Objectives written in measurable terms that relate to the annual goals and represent expected achievement over several weeks or months but not more than one (1) year. A report on the progress towards these objectives must be provided to parents at least as often as every marking period.

Special Education: Specially designed instruction, at no cost to the parents, to meet the unique educational needs of each student with a disability who is eligible for services; designed to help each student reach his/her maximum potential. All of the following may be included in the definition of special education: special education classroom instruction; instruction in physical education; instructional services such as preprimary, teacher consultant, speech and language, homebound and hospitalized, and juvenile detention facilities; ancillary and other related services such as speech, occupational, physical, recreational, music, art or other therapy, mobility and orientation, school psychological and school social work services; supplementary aids and services, accommodations and modifications.

Special Education Advisory Committee (SEAC): A committee appointed by the State Board of Education to advise that Board on matters relating to the delivery of special education.

Speech and Language Pathologist (SLP): A professional trained to evaluate and provide therapy for speech and language disorders.

Supported Independence: The third level of MI-Access alternate assessment. Supported Independence addresses the educational needs of students with moderate mental impairment. These students will require ongoing support in major life roles. They also may have cognitive limitations that impact their ability to generalize or transfer learning: they may, however, be able to follow previously learned routines and demonstrate a variety of independent living skills.

Teacher Consultant (TC): A certified special education teacher, who provides instructional support to students with disabilities, provides consultation to and/or team teaches with the general education classroom teacher and consults with parents.

Team Meetings: This term may reference official IEP "team meetings," but is also known for more informal team meetings for the school, parents, and/or student and others invited by any team member to brainstorm and collaborate throughout the year.

Transition: As defined by law, a set of decisions an IEPT makes to prepare students with disabilities for life after school; emphasizing interagency collaboration. (Also a commonly used term that refers to a change of building, level, grade, classroom, or activity at any age.)

Transition Services: A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities. These activities may include post-secondary education, vocational training, integrated employment (including supported employment), access to adult services, independent living, and community participation.

Unified Systems: A philosophy and a set of strategies used by an LEA which brings together a variety of resources to meet the educational needs of all children.

Visual Schedules and Supports: Tools that enable a student to keep track of daily activities and also help develop an understanding of time frames and environmental sequences. Examples include individual daily schedules, calendars, lists, and graphic organizers.

Waiver: An authorization from the State Board of Education that allows a district and/or ISD to implement a particular strategy or innovative approach to meet the needs of students with disabilities.

The WISD PAC provides this list of resources for your use, but does not endorse any organization or website.

WASHTENAW COUNTY AREA FAMILY SUPPORT GROUPS

Meetings provide opportunities for support, problem solving, and parent/professional interaction, as well as information on conferences, workshops and topics of interest to attendees. Some groups are chapters of a state and/or national organization. Parents and/or professionals might wish to consider starting new groups to meet the needs of individuals with disabilities, families, and the community. The following are some of the support groups, meeting dates and times, and contact people in the Washtenaw County area.

If your group would like to be added to this list, or if your group has an update to your listing, please contact Family Support at Washtenaw Intermediate School District at (734) 994-8100, x 1514 or email: familysupport@wash.k12.mi.us

A2FACES (Ann Arbor Families for Autistic Children's Education and Support)

This group advocates to obtain the most appropriate education - based on best practices - for Ann Arbor school-aged children with Autism Spectrum Disorder. There are no regular meetings, but the group has an active email list and community. For more information call Barb Byers at (734)827-0814 or email: babmay11@provide.net.

Attention Deficit Disorder

CHADD's (Children and Adults with Attention-Deficit/Hyperactivity Disorder) goal is to improve the lives of people with ADHD through education, advocacy, and support. For information call the Michigan CHADD hot line: (313) 438-3763 or contact their website: www.chaddmi.com or www.chadd.org.

Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder-Parents Supporting Parents

This group meets the 3rd Wednesday of every month from 6:30 to 8 p.m. from the fall of the year to May at Chelsea Pediatric Center, 1513 S. Main St. in Chelsea, MI. For more information contact Pat Hepburn at (734) 475-9175 or email: pat_hepburn@ihacares.com or visit their website: <http://ihacares.com>

Autism Society of Washtenaw County

This group generally meets the 2nd Thursday of the month, during the school year, at the WISD Teaching and Learning Center from 7 to 9 pm. For more information contact Co-Presidents Barb Byers at (734) 827-0814 or email: babmay11@provide.net or Cathi Spino at email: spino@umich.edu

Common Chords

This group of young teens through adults meets for "fun with music" and activities surrounding "the arts". Sponsored through 4-H, it meets every Monday usually at Pittsfield Elementary School, 2543 Pittsfield, Ann Arbor, MI. For more information call Sue Carr (734) 994-8100, x1515.

Down Syndrome Support Group

These meetings are held monthly in a private home. At each meeting there is time provided for interaction among parents, and sometimes professional speakers are invited. Families are welcome. For more information contact Debita Graham at (734) 996-0770 or debita@umich.edu.

Down Syndrome Support Team (DSST)

The DSST is a group of families that have come together to guide and support one another, to share knowledge and experiences, to get communities involved, to help provide awareness and to build lasting friendships. This group meets on various days and times of the month and at various locations. Be sure to check their Website: www.downsyndromest.com for the calendar of events. For more information contact Elaine Luther at (734) 944-1595 or downsyndromest@yahoo.com

Families of Children with Cerebral Palsy

This group is open to parents of children with cerebral palsy from birth through school-age. Call Shelli Kritzman at (734) 449-5480 for more information or email mkritzman@mpcphysics.com

Family Support Network of Michigan

The Family Support Network of Michigan (FSN) is organized into local chapters in which trained "support parents" recognize the concerns of the families in their communities. They provide information and referrals to families, enabling them to access community resources to enrich the lives of children with special needs. FSN is funded through the Michigan Department of Community Health. Contact the FSN Family Phone Line at 1-800-359-3722.

Fetal Alcohol Syndrome/Fetal Alcohol Effect Support Group

This support group was formed in 1990. It meets monthly for information and support. For information on future meetings, time and place, call Betsy or Vern Soden at (734) 662-2906.

Friends of the Developmentally Disabled

The Friends of the Developmentally Disabled is a Washtenaw County group that provides information and support to families and other interested parties. Meetings are once a month except for July, August, and December. Topics include services for adults with disabilities and their families, respite care, guardianship, benefits, and other local, state, and federal issues. For meeting notices and newsletters, contact Jill Barker at (734) 996-5561 or jillrbarker@sbcglobal.net

Grandparents As Parents (GAP)

GAP offers care giving grandparents (and other relatives) the opportunity to share common experiences, to better understand their grandchildren's special needs, and to access resources and information from community professionals. The program provides support groups, educational workshops, counseling, children's groups, and family activities. Any grandparent or custodial relative in Washtenaw County with parental responsibilities for raising a minor child is eligible for service. For more information, contact Washtenaw County Catholic Social Services-Older Adult Services at (734) 712-3625.

Learning Disability Association of Michigan (LDAM) Washtenaw County Chapter

The Washtenaw County chapter of LDAM's goal is to provide parents with information, hope, and encouragement, guiding them through the challenges of learning disabilities. A newsletter, tutoring of referred children, senior awards program, and transition conference, are some of the services provided. For more information please contact Sue Mors at sue.mors@charter.net

Manchester Positive Accommodations Stimulate Success (P.A.S.S.)

Manchester P.A.S.S. meets with individual parents and students on a request basis to assist families to advocate for students with special needs. The goal is to help students achieve their potential in the school setting. Many resource materials are available. Call Shannon Fleck at (734) 428-7814.

Moms Making A Difference

Coffee is for mothers/grandmothers/female caregivers of a child with a disability. This is a casual, confidential time to talk among ourselves about the special stresses and issues of parenting a family with a "different" son or daughter, as well as how we can "make a difference" for our kids and others like them. We meet on the 1st and 3rd Saturday of the month, from 8:00-9:30 a.m. at Keystone Community Church in Saline, 3375 Saline-Waterworks Road, 1/2 mile west of Saline-Ann Arbor Road, Saline, MI. For more information please contact Kathleen Whiteman at kathleenmc@gmail.com or (734) 944-1828.

Parent Advisory Committee for Special Education-Ann Arbor

This group's mission is to educate and support families who have children with special needs and to collaborate with the central administration and Student Intervention and Support Services as policies and initiatives are developed. Meetings are open to the public and are held the 1st Monday of the month (with a few exceptions) at the Forsythe Media Center 1655 Newport Road, Ann Arbor from 7 to 9:30 p.m. For more information contact Scott White, Chair at (734) 973-0275 or via email at laurensdad@comcast.net. Please visit the Ann Arbor PAC website at: <http://instruction.aaps.k12.mi.us/aapac/>

Parent Advisory Committee (PAC)-Washtenaw Intermediate School District (WISD)

This group's mission is dedicated to ensuring student success by strengthening the capacities of our local schools, families and communities through education, collaboration, use of best practices, technology and a wide variety of strategies. The PAC is made up of parents from LEAs in the WISD whose children have special needs (see Appendix J). The PAC meets monthly, usually on the 3rd Tuesday, September-June (usually excluding December) at the WISD Teaching and Learning Center from 6:30 to 8:30 p.m. Meetings are open to all parents and persons interested in special education. For further information call Susan Brown, Chair (734) 944-3715.

<http://www.wash.k12.mi.us/students/speced/wisparentres.cfm>

Parents Who Care - Helping Children and Schools Succeed

This informational group meets in Saline and invites all parents of children with special needs and those interested in special education to attend. Call Lisa Rentschler (734) 944-0307 for meeting dates and times.

Rest and Refresh

This group of qualified volunteers provides respite care for parents/families with a child with special needs. To be sure the group can meet the family's needs, an application process is necessary. The child with special needs and siblings are welcome. Services are free and provided at the Chelsea Free Methodist Church, 7665 Werkner Rd., Chelsea, MI on the 2nd Saturday of every month from 5-9 pm. For more information please contact Bill Moull at (734) 475-1391 or

PastorBill@chelseafmc.com.

Transition to Adulthood Information Meetings

These meetings are designed to educate students and families regarding the changes in supports from school to adult services, and also assist students in making a seamless transition into adulthood. Meetings are held twice a year, usually in December and April. For more information call Rani Dronamraju at (734) 222-3540.

Visual Impairments Support Group

This group meets once or twice yearly to share information on camps, workshops, and provide support to visually impaired parents and students. Speakers are often invited to attend meetings. For more information call Kathy Christensen at (734) 994-8100, x1527.

Ypsilanti Special Kids

This group welcomes all families that have a child(ren) with special needs in Ypsilanti and the surrounding area. These meetings are discussions that involve information, education, and support. Meetings are held monthly, dates and locations vary. There is also an online support group: <http://groups.yahoo.com/group/ypsilantispecialkids> or email:

ypsilantispecialkids@yahoo.com. For more information contact Lee Stutesman at merhawk1@yahoo.com.

Appendix H

Washtenaw Intermediate School District's
Parent Advisory Committee's Resources and Information
Adapted from Arc MI and MI Alliance for Families

The Arc Michigan

Empowers local chapters of The Arc to assure that citizens with developmental disabilities are valued and that they and their families can participate fully in and contribute to the life of their community.

Dohn Hoyle, Executive Director (800) 292-7851 or (517) 487-5426 or Fax: (517) 487-0303 or Email: dhoyle@arcmi.org

Website: www.arcmi.org

Michigan Alliance for Families

Provides information, support and education to families of children and adults with disabilities from birth to age 26.

Sherri Boyd, Project Director

(800) 292-7851 (MI only) or (517) 487-5426 x 105 or Email: sherri@arcmi.org

Website: www.michiganallianceforfamilies.org

Information, Support & Referral

(800) 552-4821 or (734) 994-8100 x 1590

Email: kmoler@arcmi.org or info@michiganallianceforfamilies.org

Education & Skillbuilding

(800) 292-7851 or (517) 487-5426 x 128

Email: sandee.k@arcmi.org or kelly.o.@arcmi.org

Michigan Partners for Freedom

A grassroots coalition of people with disabilities, family members, advocates, organizations and other allies working together to build statewide demand for self-determination.

(800) 292-7851 x 106 or Email: sherri@arcmi.org

Website: www.mifreedom.org

Work Incentives Planning and Assistance (WIPA)

A federally-funded initiative to educate and assist individuals with disabilities, and those who support them, to understand the benefits and risks of going back to work, and/or increasing their work income.

(800) 292-7851 x 130 or Email: tony@arcmi.org

Website: <http://www.arcmi.org/new/wipa.htm>

Association for Children's Mental Health (ACMH)

Promotes the development of a system of care for the families of children with emotional, behavioral or mental health disorders through community education and awareness, family support and involvement and the persistent pursuit of advocacy to improve the quality of life for Michigan's families.

Parent Line: (888) ACMH-KID (226-4543) or (517) 372-4016 or Email: acmhadmin@sbcgloba.net

Website: www.acmh-mi.org

Autism Society of Michigan

Empowers individuals with autism and their families by offering educational resources and materials, workshops, seminars and other services.

(800) 223-6722 or (517) 882-2800 or Fax: (517) 882-2816 or Email: autism@autism-mi.org

Website: www.autism-mi.org

Brain Injury Association

A non-profit organization that brings together people with brain injury, their families, friends, and concerned professionals to improve the quality of life that people experience after brain injury.

(810) 229-5880 or (800) 772-4323 (MI only) or Fax: (810) 229-8947 or Email: info@biami.org

Website: www.biami.org

Bridges4Kids

A non-profit parent organization providing a comprehensive system of information and referral for parents of children from birth through transition to adult life. (877) 553-5437 or (877) 553-KIDS or Email: info@bridges4kids.org
website: www.bridges4kids.org

Citizens Alliance to Uphold Special Education (CAUSE)

A statewide non-profit coalition providing free information, referral, support, advocacy, and workshops to parents and professionals working with children with disabilities and special needs.

(800) 221-9105 or (888) 814-4013 (TTY) or Fax: (517) 886-9366 or Email: info@causeonline.org

Website: www.causeonline.org

Developmental Disabilities Institute (DDI) - Wayne State

Provides statewide programs designed to enhance the lives of persons with disabilities.

(888) 978-4334 or (313) 577-2654 (V/TTY) or Email: B_Le_Roy@wayne.edu

Website: www.ddi.wayne.edu

Epilepsy Foundation of Michigan

Values all people with epilepsy and commits their resources to empowering their independence and inspiring productive lives. To the extent of their capabilities, they offer their services to every individual without regard to artificial barriers.

(800) 377-6226 or (248) 351-7979 or Email: letters@epilepsymichigan.org

Website: www.epilepsymichigan.org

Learning Disabilities Association (LDA)

Enhancing the quality of life for all individuals with learning disabilities and their families through advocacy, education, training, service and support of research.

(888) 597-7809 or (517) 485-8160 or Email: info@ldaofmichigan.org

Website: www.ldaofmichigan.org

Michigan Community Coordinated Child Care (4C)

To foster children's success and development through service to the early childhood care and education community.

(866) 4CHILD CARE (424-4532) or Cell phone callers: (800) 950-4171 or Fax: (517) 352-0257 or Email: mi4C@mi4c.org

Website: www.mi4c.org

Michigan Department of Community Health

(517) 373-3740 or (517) 373-3573 (TDD)

Website: www.michigan.gov/mdch

Child Care Expulsion Prevention Programs (CCEP)

Programs provide consultation for parents/child care providers caring for children ages 0-5, who are experiencing behavioral/emotional challenges.

(248) 594-3250 Mary Mackrain or E mail: mackrain@aol.com

(517) 381-8247 Deb Marciniak or Email: dmarcini@mphi.org

(517) 241-5762 Sheri Falvay or Email: Falvay@michigan.gov

Website: http://www.michigan.gov/mdch/0,1607,7-132-2941_4868_7145-14785--,00.html

Children's Special Health Care Services (CSHCS)

A program within the Department of Community Health. It is for children and some adults with special health care needs and their families. CSHCS strives to enable individuals with special health care needs to have improved health outcomes and an enhanced quality of life through the appropriate use of the CSHCS system of care.

Call the CSHCS Family Phone Line at 800-359-3722 or Email: cshsfc@michigan.gov

Website: www.michigan.gov/cshcs

Family Center for Children and Youth with Special Health Care Needs (FCCYSHCN)

The parent-directed section of CSHCS helps shape CSHCS policies and procedures, helps families navigate CSHCS. Also offers health resource information and emotional support to all Michigan families of children with special needs.

Call the Family Phone Line at 1-800-359-3722 or Email: cshsfc@michigan.gov

Website: www.michigan.gov/mdch/0,1607,7-132-2942_491_1_35698-56603--,00.html

Family Support Network of Michigan (FSN)

FSN is organized into local chapters in which trained "support parents" recognize the concerns of the families in their communities. They provide information and referrals to families, enabling them to access community resources to

enrich the lives of children with special needs. FSN is funded through the Michigan Department of Community Health.

Contact the FSN Family Phone Line at 1-800-359-3722.

Brochure: http://www.michigan.gov/documents/mdch/heart2heart_944_E.Aug.2005_216289_7.pdf

Family-to-Family Health Information and Education Center (F2FHIEC)

To improve access to quality care and supports for children with special needs in their communities by empowering families. Together with other family, community, and state-wide partners, we will seek to enhance our resources and expand outreach to families across Michigan through information, education and parent-to-parent support.

Family Phone Line: (800) 359-3722.

Website: www.bridges4kids.org/f2f/

Guide by Your Side/Early Hearing Detection & Intervention (EHDI)

Works with community providers to identify newborns/infants who have a hearing loss and develops information for families.

(517) 335-8955 or (517) 335-8273 Videophone or Fax: (517) 335-8036

Website: http://www.michigan.gov/mdch/0,1607,7-132-2942_4911_21429-55522--,00.html

Michigan Developmental Disabilities Council

Resource that supports people with developmental disabilities.

(517) 334-6123 or (517) 334-7354 (TDD) or Fax: (517) 334-7853

Website: www.michigan.gov/mdch/0,1607,7-132-2941_4868_4897-14614--,00.html

Michigan Department of Education

(517) 373-3324 or Email: MDEweb@michigan.gov

Website: www.michigan.gov/mde

Office of Special Education/ Early Intervention Services (OSE/EIS)

(517) 373-0923 or (517) 373-9434 (TTY) or (888) 320-8384 (Specific Disability Info) or Fax: (517) 373-7504

Website: www.michigan.gov/mde/0,1607,7-140-6530_6598--,00.html

Center for Education Networking (CEN)

CEN responds to the information needs of families, educators, community services providers, and others across the state of Michigan who have a vested interest in the education of individuals with disabilities.

(800) 593-9146 or (517) 541-1318 or Fax: (517) 541-1351 or Email: info@cenmi.org

Website: www.cenmi.org

Michigan Integrated Behavior Learning Support Initiative (MiBLSi)

Designed to help students become better readers with appropriate behavior resulting in increased success in school & community. Combining the best of scientifically based practices in literacy and behavior interventions.

Website: www.cenmi.org/MIBLSI/

For more information on Michigan's Integrated Behavior and Learning Support Initiative contact:

Kathryn Schallmo, Director, Macomb ISD:

(586) 228-3330 or Fax: (586) 263-6240 or Email: kschallmo@misd.net

Website: www.misd.net

Steve Goodman, Ph.D., Director, Ottawa Area ISD:

(877) 702-8600 or Fax: (616) 738-8946 or Email: sgoodman@oaisd.org

Website: www.oaisd.org

Margaret McGlinchey, Ph.D., Director, Kalamazoo RESA:

(269) 385-1581 or Fax: (269) 381-3523 or Email: mmcglinc@kresanet.org

Website: www.kresa.org

Michigan's Integrated Technology Supports (MITS)

Provides information, services, support materials, and professional learning opportunities to improve outcomes for all students.

(800) 274-7426 or (989) 224-0246 or (TTY) (989) 224-0333 or Fax: (989) 224-0330 or Email: mits@edzone.net

Website: www.cenmi.org/mits/

Michigan Special Education Mediation Program (MSEMP)

Helps develop productive relationships for resolving issues related to early intervention & special education.
(800) 8RESOLVE (7658) or (517) 485-2274 or FAX: (517) 485-1183 or Email: msemp@tds.net

Website: www.cenmi.org/msemp/

Positive Behavior Support for Young Children (PBSYC)

Helps children meet age appropriate social expectations.
(800) 593-9146 x 9 or (517) 321-6101 x 9 or Fax: (517) 541-1351

Website: www.cenmi.org/PBSYC/

Office of Early Childhood Education and Family Services

(517) 373-8483 Fax: (517) 335-0592

Website: www.mich.gov/mde/0,1607,7-140-5234_6809---,00.html

Early On[®] Michigan

Early On assists families with infants and toddlers, from birth until they turn 36 months or 3 years of age, who may be experiencing delays in their development or if they have a diagnosed disability.

(800) EarlyOn (327-5966) or (517) 668-0185 or (517) 668-2505 (TTY) or Fax: (517) 668-0446 or Email:

eoreferral@edzone.net

Website: www.1800earlyon.org

Early On[®] Training and Technical Assistance (EOT&TA)

EOT&TA, an Innovative Project of Clinton County RESA, offers personnel development to Michigan's early intervention service providers and parents. In particular, EOT&TA supports personnel in the 57 service areas throughout Michigan who provide services to infants and toddlers through Part C of the Individuals with Disabilities Education Act (IDEA), known as *Early On*[®] Michigan. EOT&TA is funded by IDEA through a grant awarded by the Michigan Department of Education to provide the comprehensive system of personnel development mandated by IDEA. EOT&TA's primary purpose is to assist service areas in complying with the federal regulations and state policy related to *Early On*[®] Michigan. EOT&TA provides support, information, and training related to *Early On* processes, child development, developmental assessment of infants and toddlers, early intervention strategies, and state and national initiatives.

(866) 334-KIDS (5437) or (517) 668-0185 or Fax: (517) 668-0446 or Email: eotweb@edzone.net

Website: www.eotta.ccesa.org

Project Find Michigan

Project Find conducts continuous public awareness and referral activities designed to locate, identify, and refer as early as possible all children, youth, and young adults with disabilities who may be eligible for special educational services through Michigan's Administrative Rules for Special Education and the Individuals with Disabilities Education Act Part B.

Project Find is devoted to helping individuals, parents, and people who work with families (known as primary referral sources), to connect with the special educational services that may be needed. In Michigan, eligible children, youth, and young adults may receive special educational services from birth to age 26.

(800) 252-0052 or (517) 668-2505 (TTY) or Fax: (517) 668-0446 or Email: vmeeder@edzone.net

Website: www.projectfindmichigan.org

Meetings:

**Michigan Department of Education
State Board Room, John Hannah Building
608 W. Allegan St., 4th Floor
Lansing, Michigan**

Michigan Interagency Coordinating Council (MICC):

MICC's vision is to strengthen and support Michigan families of children ages birth through 5 with special needs by advising and assisting the Michigan Department of Education in the evaluation and continuous improvement of the *Early On* System.

Call Barb Schinderle at 517-241-2591 for information on time and locations or Email: schinderleb@michigan.gov

<http://www.1800earlyon.org/resources.php?ID=14>

Special Education Advisory Committee (SEAC):

1st Wednesday of month from 10am -3 pm at the Hampton Inn, Okemos, MI

The *Individuals with Disabilities Education Act* (IDEA) regulations (300.167) require that each state establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The Special Education Advisory Committee (SEAC) is Michigan's State Advisory Panel to the State Board of Education and the Michigan Department of Education (MDE).

www.michigan.gov/mde/0,1607,7-140-6530_6598_35708_42284---,00.html

State Board of Education Meetings:

Call the State Board of Education Office at (517) 373-3900, for time and location of meetings. State Board of Education meetings are open to the public. Persons with disabilities needing accommodations for effective participation in the meeting should contact Mrs. Eileen F. Hamilton, State Board Executive, (517) 373-3900 (voice) or (517) 373-4035 (TDD) one week in advance to request mobility, visual, hearing or other assistance.

www.michigan.gov/mde/0,1607,7-140-5373---,00.html

Michigan Disability Rights Coalition (MDRC)

Works to build opportunities for people with disabilities so they may live fully integrated lives within their chosen communities, now and in the future.

(800) 760-4600 or (517) 333-2477 or Fax: (517) 333-2677 or Email: mdrc@prosynergy.org

Website: www.copower.org/mdrc/MDRC.htm

Michigan Hands & Voices

Provides support to families who have children who are deaf or hard of hearing. Provides activities and information statewide to parents and professionals that may include outreach events, education seminars, advocacy, parent-to-parent networking, and newsletters.

(517) 335-8273 (VP) or (800) 968-7327 (TTY) (TDD) or Fax: (517) 335-8036 or Email: info@mihandsandvoices.org

Website: www.mihandsandvoices.org

Michigan Protection and Advocacy (MPAS)

The purpose of MPAS is to advance the dignity, equality, self-determination, and expressed choices of individuals. MPAS promotes, expands and protects the human and legal rights of people by providing them with information and advocacy.

Lansing: (800) 288-5923 (Voice or TTY) or (517) 487-1755 or Fax (517) 487-0827 or Email: molson@mpas.org

Livonia: (800) 414-3956 or (248) 473-2990 or Fax: (517) 473-4104

Marquette: (866) 928-5910 or (906) 228-5910 or Fax: (906) 228-9148

Website: www.mpas.org

National Dissemination Center for Children with Disabilities (NICHCY)

The center that provides information to the nation on disabilities in children and youth; programs and services for infants, children, and youth with disabilities; IDEA, the nation's special education law; No Child Left Behind, the nation's general education law; and research-based information on effective practices for children with disabilities.

(800) 695-0285 or (202) 884-8200 (V/TTY) (English & Spanish) or Fax: (202) 884-8441 or Email: nichcy@aed.org

Website: www.nichcy.org

National Indian Parent Information Center (NIPIC)

A national program that provides information (printed, by email, phone and workshops) on disability issues for Native family members who have children with disabilities and the professional who work with them. We provide workshops on and off reservations to Tribes, Nations and Clans on Disability Laws and Parent Leadership. Our services for families are at no cost to family members. We hope to give Indian families a voice that will impact the special education process.

(877) 205-7501 or Fax: (541) 472-9611 or Email: indian.info@nipic.org

Website: www.nipic.org

Parent Advocacy Coalition for Educational Rights (PACER)

The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of [parents helping parents](#).

(888) 248-0822 or (952) 838-9000 (V) or (952) 838-0190 (TTY) or Fax: (952) 838-0199 or Email: pacer@pacer.org

Website: www.pacer.org

Specialized Training of Military Parents (STOMP)

STOMP, a parent-directed project exists to empower military parents, individuals with disabilities, and service providers with knowledge, skills, and resources so that they might access services to create a collaborative environment for family and professional partnerships without regard to geographic location.

(800) 5-PARENT(572-7368) (V/TTY) or (253) 565-2266 (V/TTY) or Fax: (253) 566-8052 or E mail:

stomp@washingtontpave.com

Website: www.stompproject.org

United Cerebral Palsy of Michigan (UCP Michigan)

A non-profit a advocacy organization that works for life without limits for people with cerebral palsy and other disabilities.

We believe that all people with and without disabilities have a right to be part of their communities and to choose how they want to live their lives.

(800) 828-2714 or (517) 203-1200 (V/TTY) or Fax: (517) 203-1203 or Email: ucp@ucpmichigan.org

Website: www.ucpmichigan.org

United Cerebral Palsy of Metropolitan Detroit (UCP of Metropolitan Detroit)

Provides an array of services for people cerebral palsy and other disabilities, including advocacy, employment services, assistive technology, community outreach, person centered advocacy, ramp assistance and much, much more.

(248) 557-5070 or Fax: (248) 557-0224 or Email: main@ucpdetroit.org

Website: www.ucpdetroit.org

U.S. Dept. of Education and Office of Special Education and Rehabilitation Services (OSERS)

To provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to, and excellence in, education, employment and community living.

In implementing this mission, OSERS supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities and supports research to improve the lives of individuals with disabilities. The Office of Special Education and Rehabilitative Services (OSERS) understands the many challenges still facing individuals with disabilities and their families. Therefore, OSERS is committed to improving results and outcomes for people with disabilities of all ages. OSERS supports programs that serve millions of children, youth and adults with disabilities.

In supporting President Bush's [No Child Left Behind](#) agenda and the [New Freedom Initiative](#), OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas: [special education](#), [vocational rehabilitation](#) and [research](#).

(800) USA-LEARN (872-5327) or (800) 437-0833 (TTY) or (202) 245-7468

Website: www.ed.gov/about/offices/list/osers/index.html

MY PERSONAL DIRECTORY

Appe

My child attends _____ School. Phone: _____

My child's teachers are:

_____	Phone: _____	email: _____
_____	Phone: _____	email: _____
_____	Phone: _____	email: _____
_____	Phone: _____	email: _____
_____	Phone: _____	email: _____
_____	Phone: _____	email: _____

My child's eligibility for special education/disability is: _____

My child's teacher consultant or resource room teacher is:

_____ Phone: _____ email: _____

The principal of the school is: _____

Phone: _____ email: _____

My child's school social worker is:

_____ Phone: _____ email: _____

My child's bus driver is: _____ Phone: _____

The bus garage number is: _____

Special Transportation number is: _____

My Parent Advisory Committee Representative(s) (PAC) is/are:

_____	Phone: _____	email: _____
_____	Phone: _____	email: _____

The Director/Supervisor of Special Education in my Local Educational Agency (LEA) is:

_____ Phone: _____ email: _____

Other names, numbers, addresses that are important to me include:

_____	Phone: _____	email: _____
_____	Phone: _____	email: _____

Superintendent, Washtenaw Intermediate School District (WISD):

Dr. William Miller X 1301

Special Education Director, WISD:

Diane Zedan X 1531

Special Education Services Supervisor, WISD:

Jeannette Woltmann X 1456

The street address, phone number and website address for WISD is:

1819 S. Wagner Rd., P.O. Box 1406
 Ann Arbor, MI 48106-1406 (734) 994-8100
<http://www.wash.k12.mi.us>

SPECIAL EDUCATION ADMINISTRATORS AND PAC REPRESENTATIVES - 2008-2009

<u>LOCAL EDUCATIONAL AGENCIES/ SCHOOL DISTRICT</u>	<u>SPECIAL EDUCATION DEPARTMENT</u>	<u>PAC REPRESENTATIVES</u>
Ann Arbor Public Schools	Administrator of Special Education 994-2318 Assistant Director, Preschool 997-1245	Vacant Vacant
Chelsea Schools	Director of Special Education 433-2200 ext. 2006	Dawn Williams 475-6415 jeff-dawn@comcast.net Vacant
Dexter Community Schools	Director of Special Education 424-4100 ext. 6052	Jeralyn Grossman 424-0632 jeralyng@sbcglobal.net Vacant
Lincoln Consolidated Schools	Director of Special Education 484-7000 ext. 7870	Sheryl DiGiamberardino 483-7734 sbdigi1@aol.com Vacant
Manchester Community Schools	Director of Special Education 428-9711 ext. 1005	Christie Taylor 313-506-7434 (cell) christietaylor1226@yahoo.com Vacant
Milan Area Schools	Director of Special Education 439-5200	Sandra Miller 439-0655 rmille86@peoplepc.com Vacant
Saline Area Schocls	Director of Special Education 429-8006 Director of Elementary Special Education 944-8995	Susan Brown 944-3715 smeyn@verizon.net Vacant
Whitmore Lake Public Schools	Director of Special Education 449-4715 ext. 2041	Shelli Kritzman 449-5480 mkritzman@mpcphysics.com Vacant
Willow Run Community Schools	Student Services Director 961-6226	Vacant Vacant
Ypsilanti Public Schools	Director of Special Education 714-1953	Vacant Vacant
Washtenaw ISD	Director of Special Education 994-8100 ext. 1531 Student Services Supervisor 994-8100 ext. 1456	Jeame Brakhage, Parent Liaison 994-8100 ext. 1514 jbrakhag@wash.k12.mi.us Sue Carr, Parent Liaison 994-8100 ext. 1515 suecarr@wash.k12.mi.us

NOTE: Area Codes are 734 unless otherwise specified.