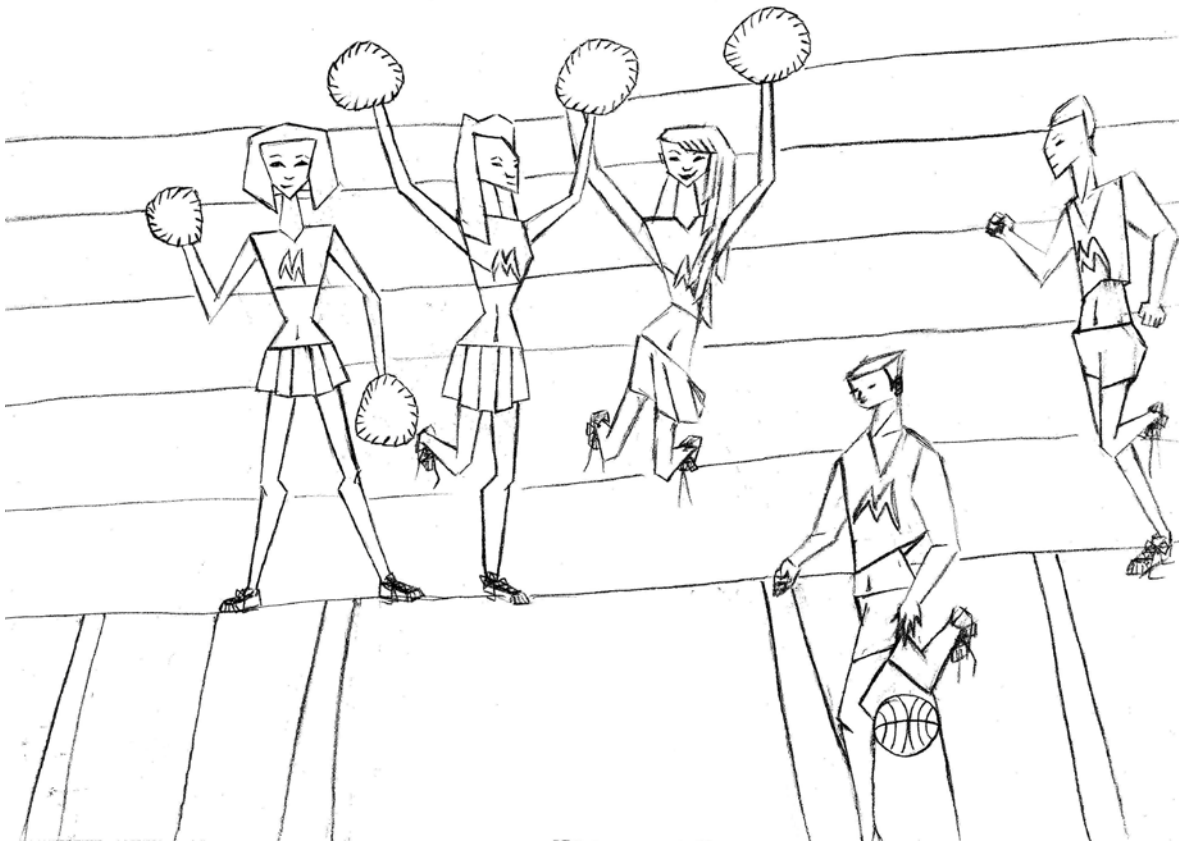


Washtenaw Intermediate School District
Parent Advisory Committee
Parent Information Handbook



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://wash.k12.mi.us/specialed/pac.php>

**Washtenaw Intermediate School District
Board of Education
2010-11**

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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

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http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf

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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 web sites. 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 (MARSE). 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 (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 web site** at:

<http://wash.k12.mi.us/specialed/pac.php>

This Handbook is also available electronically at:

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

WISD has additional resources available on its web site:

<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. You may access the WISD Assistive Tech web site at:

<http://wash.k12.mi.us/specialed/AssistiveTech.php>

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 web site at:

www.michiganallianceforfamilies.org

Be sure to check out the Professional Development Workshops, *many are open to interested parents and can provide helpful information about a variety of topics*, through the WISD web site, at:

<https://www2.wash.k12.mi.us/gosignmeup>

Other references include the Michigan Administrative Rules for Special Education (MARSE), which is one of the many resources and information that can be found on the Center for Educational Networking (CEN is a program of the State of Michigan Department of Education) web site, at:

<http://www.cenmi.org/>

The web site for the Michigan Department of Education (MDE) is:

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

From here, go to the "Site Map" to find the "Special Education and Early Intervention Services," and other Offices, Programs, and other MDE related information:

<http://www.michigan.gov/mde/0,1607,7-140-5581---SM,00.html>

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 Building the Legacy- IDEA 2004:

<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)

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 vary 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, who are 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, disabilities are too. 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.

It is important to remember that all students are general education students, that there is one curriculum- the general education curriculum, and that the IEP (Individualized Education Program) identifies supports necessary for students with disabilities to achieve and make progress in the general education curriculum. Standards-based IEPs encourage teachers and parents to consider all students as general education students with access to and support in the general education curriculum. **General education teachers work with special education teachers throughout the IEP process and accommodate students to ensure access and engagement in the general education curriculum.**

All students receiving special education services in Michigan must have an Individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success.

Michigan legislation allows a parent or legal guardian to request a **Personal Curriculum** (see Glossary Appendix F) which is an option for all students. A Personal Curriculum is typically only granted to students who cannot otherwise meet the requirements of the **Michigan Merit Curriculum** (see Glossary Appendix F). Understanding this educational option will help in making informed decisions about your student's educational experience and path to earning a high school diploma.

Grade Level Content Expectations (GLCE), Extended Grade Level Content Expectations (EGLCE), High School Content Expectations (HSCE), and Extended High School Content Expectations (EHSCE), in Michigan are the State Standards which local School Districts use to develop their Curriculum. In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the Federal *No Child Left Behind Act of 2001*. The act mandated the existence of a set of comprehensive state grade level assessments. Reflecting best practices and current research, the Grade Level Content Expectations (GLCE's) provide a set of clear and rigorous expectations for all students, and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. GLCEs can be viewed at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html. Extended Grade Level Content Expectations that are appropriate for the Participation and Supported Independence (P/SI) populations can be viewed at http://www.michigan.gov/mde/0,1607,7-140-22709_28463-194379--,00.html.

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. These processes are 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. You may choose to wait and see if interventions are effective before requesting a special education referral, however, you are not required to do so.

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. You should submit your request in writing to the school principal or other appropriate local district representative.

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 (see *Michigan Special Education One Pager: Timeline for Initials* on page 6). If you decline permission to evaluate your child, the school district may request a due process hearing to appeal your refusal.



Michigan Special Education One Pager: Timeline for Initials

Activity	Timeline
<p>Public Awareness School districts must inform the public about available special education programs and services and how to access those programs and services. This is part of the district's Child Find responsibility.</p>	Annually; Ongoing
<p>Referral A child suspected of having a disability is referred for special education programs and services by contacting school district personnel.</p>	Anytime
<p>Parental Consent to Evaluate A district must contact parents when a referral is received and request parental consent to evaluate a child suspected of having a disability.</p>	Within 10 calendar days Counted from the date the district receives the referral.
<p>Evaluation A Multidisciplinary Evaluation Team (MET) conducts the initial evaluation.</p>	Within 30 school days* Counted from the date the district receives the Parental Consent to Evaluate to completion of the IEP (the time to complete the Evaluation is included in the 30 school days).
<p>Individualized Education Program (IEP) The IEP Team is convened to determine eligibility and develop the child's IEP. The IEP is completed when the district makes its offer of a Free Appropriate Public Education (FAPE) to the child's parent.</p>	*If the parent and the district agree, the timeline for initial activities may be extended beyond 30 school days.
<p>Notice to Parent of Intent to Implement The completed IEP is given to the district superintendent/designee. The superintendent provides written notice to the parent about where and when the district intends to implement the IEP.</p>	Within 7 calendar days Counted from the date the superintendent/designee receives the IEP.
<p>Parental Consent for Provision of Programs and Services Parent consent is required before the district is allowed to provide special education programs and services that are in the IEP.</p>	Within 10 calendar days Counted from the date the parent receives the Notice to Parent of Intent to Implement.
<p>Implementation The district implements the child's IEP.</p>	Within 15 school days Counted from the date of the Notice to Parent of Intent to Implement.

Initial evaluations and initial individualized education programs (commonly referred to as 'initials') are activities undertaken for a child who is not currently receiving special education services.

These special education policies are required under the *Individuals with Disabilities Education Act (IDEA)* and the *Michigan Administrative Rules for Special Education (MARSE)*.

This document is produced by the Michigan Department of Education, Office of Special Education and Early Intervention Services. To learn more, visit www.michigan.gov/ose-eis and select Annual Performance Report/ State Performance Plan under the Special Education & Early Intervention Services tab. For an overview of the State Performance Plan Child Find Indicator 11, visit www.cenmi.org and select Special Education Facts under the Documents tab.



Michigan Department of Education,
Office of Special Education and Early
Intervention Services

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

The MDE Michigan Administrative Rules for Special Education (MARSE) define eligibility for special education services within thirteen (13) categories of disability. To view the full MARSE document: http://www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf from MDE's web site page: http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7376-132157--,00.html. **Please note that the categories of disability listed below are not the same as a medical diagnosis.**

- **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 counted from the date the district receives parental consent 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(s) 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 support(s).
- ◆ Request an Independent Educational Evaluation (IEE), which may be at district or your own expense, if you disagree with the school's evaluation.
- ◆ Receive a copy of the Michigan Department of Education (MDE) Procedural Safeguards Notice.
http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf

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 are 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 support(s). It assures that your student's instruction meets his/her particular needs and the specific strengths and interests 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 (PLAAFP).
- A student profile, which includes a description of the student's strengths and interests, parent concerns, progress on IEP goals and objectives, and academic/pre-academic achievement results on most recent State and/or district-wide assessments.
- 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, supplementary aids and services, or/and program modifications to be provided for your student (*see pages 14-15*).
- Transition considerations for any student who will reach age 16 during the IEP.
- 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:

- Your school district cannot conduct an *initial evaluation* of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining **parental consent**. The State of Michigan has developed a process and a form, **Notice of Initial Provision of Services and Programs**, for this purpose. Parents provide *initial* consent by signing the Initial Notice form, not the IEP.
- Once the district receives a signed consent form for evaluation of special education services, the evaluation must be completed within 30 days. Please see the Michigan Special Education One Pager: Timeline for Initials included in this handbook on page 6.
- All participants in the IEPT meeting are required to sign-in. A parent is not required to sign the **Notice of Initial Provision of Services and Programs** at the conclusion of the meeting. You may ask to take a copy of the IEP with you to review before signing the *Notice of Initial Provision of Services and Programs*. After receiving this notice from the school district, parents have up to 10 calendar days to sign and return this Notice form. The parent signature provides written consent to begin special education programs and/or services. If a parent does not provide written consent or refusal within 10 calendar days of receipt of Notice, it is recommended that the district (after making additional attempts to contact the parent) inform the parent in writing of the district's decision to **close the IEP process without implementation**.
- *The IEP is a legal contract* between the parent(s) and the school district. According to IDEA, once the parent has given consent for special education programs/services at the first "Initial" IEP Team meeting, parental consent is no longer required to implement an IEP. The *Individuals with Disabilities Education Act* (IDEA) mandates that the district provide written notice to the parent when the district proposes to initiate or change the educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the student; or when they refuse to initiate or change the educational placement of the student or the provision of a FAPE to the student.

- The parent, upon receipt of notification from the school district representative, has the right, at any time, to appeal the decision and file a due process complaint. If the parent does not appeal, then the school district representative shall initiate the Individualized Education Program (IEP) as soon as possible, but not later than 15 school days after the parent has been notified. An initiation date may be later than 15 school days if clearly specified in the IEP; however, a projected initiation date can not be used to deny or delay programs or services because they are not available and cannot be used for purposes of administrative convenience.
- You have a right to have a copy of the completed IEP.
- You have a right to receive a copy of the Michigan Department of Education (MDE) Procedural Safeguards Notice at least once a year.
http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf

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 evaluation, at least every three years, to re-evaluate special education eligibility (see *Redetermination of Eligibility page 17*).
- 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.
- Make a request, in writing, to review your student's educational records.

If you or the Local Educational Agency does not agree with the IEP, either party has the right to:

- Request adjournment and reconvene at a later time to review.
- Request additional evaluations.
- Request a new IEP team meeting in order to bring different participants to the table.
- Request an IEP Facilitator (see pages 12-13).
- Request mediation.
- File a due process complaint with the MDE (*view Procedural Safeguards at*
http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf)

Remember, any participant in the individualized education program team's deliberations who disagrees, in whole or in part, with the team's determination (as documented in the IEP) may indicate the reasons on the team's individualized education program report or may submit a written statement to be attached to the report.

If your student is found to be ineligible to receive Special Education and or related services, you have the right to:

- Receive the *Notice for Provision of Services and Programs* document and a copy of the evaluation report.
- Under the IDEA, parents must also be given information about what they can do if they disagree with the eligibility decision. IDEA gives parents the right to request mediation or file a due process hearing to resolve a dispute about the child's identification, evaluation, or education placement.
- Obtain an Independent Educational Evaluation (IEE)
- Protection afforded by other laws. For instance, it is not uncommon for a child to have a 504 Plan (Appendix C) at school to address disability-related educational needs instead of an IEP
- Seek interventions, with the help of teachers and support staff, for the child to use in the classroom that will ensure continued success
- Request that the child be continuously monitored for developmental changes. As the child grows, she/he may become eligible for services. Ongoing assessment will give more information regarding developmental changes.

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; for example, the IEP is not being implemented as written, 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. If services and supports are not being provided as described in the IEP, you may request the services be provided, and discuss ways to make up the services.
- 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 the problem is still unresolved, you may request facilitation and/or mediation. The Michigan Special Education Mediation Program (MSEMP) (see page 13) is a good resource to contact with questions regarding facilitation and mediation options.
- 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 the Michigan Department of Education or call 517-373-3324
http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7363---,00.html

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 filing a due process complaint. 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 an 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 file a due process complaint.

Special Education Due Process Complaint Procedures can be viewed at:

http://www.michigan.gov/documents/mde/DueProcess_Complaint_Procedures_340126_7.pdf



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. You can view the *Washtenaw County Intermediate School District Plan For the Delivery of Special Education Programs and Services* at <http://www.wash.k12.mi.us/files/speced/countyplan03-06.pdf>.
- ❖ 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. A student should only be removed from the general education environment when all possible supports and services have been attempted and the student still needs more specialized services to be successful.
- ❖ 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 (vs. written) responses
Calculator/tape recorder/MP3 player use
Daily schedule (written, pictured)
Word processing (vs. 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 (SLI)
Mild, Moderate, and Severe Cognitively Impaired (CI)
Early Childhood Special Education (ECSE)
Emotional Impairment (EI)
Hearing Impairment (HI)

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

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

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.

Assistive Technology (AT) Consideration

Every IEP Team is required to consider a special education student's need for Assistive Technology. Consideration is a brief process and one that can take place within every IEP meeting, and should not be confused with an evaluation. In order to consider the need for assistive technology, at least one person on the IEP Team must have some knowledge about assistive technology. Here are possible decisions an IEP team can make: (1) AT is not needed. The student is making adequate progress through task modification, skill remediation or other interventions specified on the IEP. Nothing new is needed for the student. (2) AT is needed and is successfully being used, as determined most often through an *Assistive Technology Decision Making Process (ATDMP)*. In this case, it is appropriate to list particular AT services and devices in the IEP, being careful to include enough detail of features and device categories needed. You may choose not to specify the brand name, as this may limit options. (3) AT may be needed, but the IEP team is unsure what service or device would meet the student's needs. The team may decide that new AT should be tried and additional data be collected to determine what an appropriate service or product might be. The *Assistive Technology Decision Making Process (ATDMP)* is initiated. The process is based on best practices and "Quality Indicators for Assessment of Assistive Technology Needs". The ATDMP occurs outside the IEP meeting, may take place any time during the school year, and is an on-going process. An assistive technology consultant or related service provider (e.g. speech pathologist, occupational therapist, teacher consultant, etc.) will usually put together an assessment team to begin the process, and lead the assessment. This team should include members who have the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, educational goals, and related activities. The family and student, whenever possible, should be active members of this team. The team begins by describing the student's abilities and needs, determining the task(s) the student needs to accomplish, reviewing what has already been tried, and generating possible AT solutions. An implementation plan is then developed with specifics of what AT will be tried, who will help with implementation, what data will be collected, and when the team will next meet to follow-up on the plan. Decisions on acquiring AT or trying other solutions are made based on the data collected during the trial process. Assistive Technology decision-making is ongoing. AT needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services. ATDMP forms and other information about assistive technology may be accessed on the Washtenaw Intermediate School District's website at: <http://wash.k12.mi.us/specialed/AssistiveTech.php> Contact your local district Assistive Technology Coordinator or Special Education Director for more information.

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.

Extended School Year (ESY)

The need for ESY services must be considered for each student eligible for special education and should be discussed at every IEP meeting. Though the need for such services must be considered, ESY service provision is the exception, not the rule. A student may be found eligible for ESY services by an LEA or Public School Academy (PSA) 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

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.

Redetermination 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 a Review of Existing Evaluation Data (REED) form. As a parent, you may request a comprehensive evaluation to re-evaluate special education eligibility.

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:

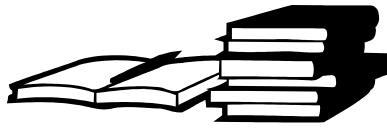
1. As an adult, where do you want to live?
2. As an adult, what kind of work do you want to do?
3. As an adult, what hobbies and activities do you want to have?
4. After high school, what additional education and training do you want?

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.

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.



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. Read over and bring a copy of any private evaluations or assessments your child has had in the last year or two.
- 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.) especially if you would like someone to help support you or take notes for you.
- 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.
- In determining the educational placement of your child, each public agency must ensure that the placement decision (1) is made by a group of persons, including the parents, and other persons knowledgeable about your child, the meaning of the evaluation data, and the placement options; and (2) is made in conformity with the Least Restrictive Environment (LRE) provisions. **Services and placement should not be determined prior to the IEP team meeting.**
- Share your student's strengths and interests.
- Ask for an explanation of any terms that are new to you.
- Be sure you understand the contents of the IEP. 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 developed, are made a part of your child's IEP. *See Appendix F for a definition of these terms.*
- 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 17*).
- If the members of the IEPT cannot come to agreement, you may ask to adjourn the meeting until more information/options have been explored.
- If this is your first IEP meeting, remember to ask for a copy of the IEP including the *Notice for Initial Provision of Services and Programs*. If this is an annual IEP meeting, remember to ask for a copy of the IEP and a copy of the *Notice for Provision of Services and Programs*. *See Appendix F for a definition of these terms.*
- Assistive Technology can be very helpful for some students, and must be considered. If it is determined that your student needs Assistive Technology, it could be made a part of the IEP supplementary aides and services or appear in another section of the IEP. Either way, assistive technology should be written in the IEP.

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.).
- Remember, IEPs do not have a parent signature so they go into effect 15 school days after the end of the IEP meeting.
- The parent, upon receipt of notification from the superintendent, has the right, at any time, to appeal the decision. If the parent does not appeal, then the superintendent shall initiate the Individualized Education Program (IEP) as soon as possible, but not later than 15 school days after the parent has been notified. An initiation date may be later than 15 school days if **clearly specified in the IEP**; however, a projected initiation date **can not be used to deny or delay programs or services because they are not available and cannot be used for purposes of administrative convenience**.
- If you do not agree with the IEP, you can request another meeting, mediation, or file for due process. Please see the Disagreement section below for details.

***Disagreement:**

If you disagree with the IEP, you have several options for consideration. These may include: requesting an additional evaluation or assessment, requesting a new IEP team meeting to bring different participants to the table, requesting an IEP facilitator, and/or requesting mediation. If you still disagree but are willing to go forward, you can submit a written statement to be attached to the IEP. If you feel strongly enough about the disagreement and want to challenge the IEP, you must file a due process complaint with the State.

If you decide to file a due process complaint, you must notify the Michigan Department of Education (MDE) in writing of your intent to initiate a hearing, and provide a copy to the LEA. Complaint forms can be obtained through the MDE website: http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7363---,00.html 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 a due process hearing, the previous IEP remains in effect until agreement can be reached (view Procedural Safeguards at: http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf)

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
- Assistance with restroom use for safe accessibility
- Define areas concretely
- Reduce/minimize distractions:
 - ___ Visual ___ Auditory ___ Spatial ___ Movement
- Give additional time to transition from class to class
- 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
- Use teacher's notes
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Give extra cues or prompts
- Allow student to record or type assignment or notes
- Adapt worksheets, packets/use testbooks-on-tape
- 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 ___ 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/scribe
- Use supplementary materials i.e. dictionary
- Taped text and/or other class materials
- Typed copy of teacher material/paper copy of lecture notes
- Highlighted texts/study guides w/marker or highlighter tape
- Large print
- Special Equipment:
 - ___ Electronic typewriter ___ Calculator
 - ___ Video recorder ___ Tape recorder/MP3 Player
 - ___ 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/shortened answers
- Modified format
- Application in real setting
- Preview of test language
- Administered by resource person
- Permit student to type or use word processor
- Allow student to take test in alternate (quiet) setting
- 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: _____

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students. FERPA gives parents (as well as students in postsecondary schools) the right to review and confirm the accuracy of education records. This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released only for specific and legally defined purposes. FERPA applies to public schools and state or local education agencies that receive Federal education funds, and it protects both paper and computerized records. **FERPA defines an Education Record to include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.** If, upon review, parents find an education record is inaccurate or misleading, they may request changes or corrections, and schools and education agencies must respond promptly to these requests. Requests should be made in writing. While parents have a right to review records, schools are not required by Federal law to provide copies of information, unless providing copies would be the only way of giving parents access. Schools may charge a reasonable fee for obtaining records, and they may not destroy records if a request for access is pending. The Forum Guide To The Privacy of Student Information: A Resource For Schools, published by The National Center for Educational Statistics can be viewed at: <http://nces.ed.gov/pubs2006/2006805.pdf>.

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.

On April 20, 2006 a comprehensive set of state high school graduation requirements known as **The Michigan Merit Curriculum** became law. The Michigan Merit Curriculum requires students obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. You can view the Michigan Merit Curriculum High School Graduation Requirements FAQ sheet at:

http://www.michigan.gov/documents/mde/FAQ_-_Entire_Document_12.07_217841_7.pdf

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 (MARSE). 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 go to MDE Special Education Laws and Policies, at: http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7376---,00.html. 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).

OFFICE FOR CIVIL RIGHTS (OCR) AND THE AMERICANS WITH DISABILITIES ACT (ADA)

The Office for Civil Rights, a component of the U.S. Department of Education, enforces Section 504 of the Rehabilitation Act of 1973, as amended, (Section 504) a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The standards adopted by

the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations (see Section 504 below).

PERSONAL CURRICULUM

The parent or legal guardian of a student with an Individualized Education Program (IEP) may request a personal curriculum (PC) to modify the requirements of the Michigan Merit Curriculum (MMC) not otherwise allowed, providing the PC: incorporates as much of the subject area content expectation as practicable for the student within the context of the MMC requirements, aligns with the student's Educational Development Plan (EDP) and is consistent with the IEP, and modifications directly address the effect the student's disability has on his or her ability to access and/or demonstrate progress in the content. Additionally, the PC may modify components of the content expectations within each credit requirement, may modify the credit requirements, and should reflect student strengths and outline how those strengths will be enhanced and utilized. **Districts must offer the PC option and respond to PC requests but are not required to approve all PC requests.** The school has the discretion to deny a request for a PC. There are many options available to support students in accessing the MMC and achieving postsecondary goals that should be considered before requesting a PC. *A Parent's Guide to Personal Curriculum: Focus on Students with an Individualized Education Program* can be viewed at: http://www.michigan.gov/documents/mde/PC_IEP_Parent_Guide_5-18-09_281053_7.pdf

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

The Michigan State Board of Education created a Positive Behavior Support Policy in order to ensure that the educational community provides a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct. You can view the MDE *School-Wide Positive Behavior Support Implementation Guide* at http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

An individualized behavior plan may be created if necessary, depending on the student's needs. This is developed by performing a Functional Behavior Assessment (FBA) in order to observe the student and collect data around various behavioral issues. Once the data is collected and analyzed by one or more members of the IEPT, then a Behavior Intervention Plan (BIP) can be developed. The BIP is usually mentioned in the IEP if it is needed, but the actual plan may be dynamic and change frequently based on the data and measuring the outcomes of the interventions designed to help improve the targeted behaviors, so usually the detail of the plan is not written into the IEP. All members of the team and the staff that come into contact with the student should understand the BIP and how they are to implement it when necessary with the student. Positive reinforcement and finding acceptable replacement behaviors are important components of the BIP. The plan should be monitored to ensure the effects are as planned and that desirable outcomes are being achieved.

REVOCAION OF PARENTAL CONSENT

If you inform the school district in writing that you revoke (take back) your consent for your school district to provide special education and related services to your child, your school district may not continue to provide special education and related services to your child; must provide you with timely prior written notice, consistent with IDEA regulations, of their proposal to discontinue special education and related services based on receipt of your written *revocation of consent*; may not use due process procedures in order to obtain agreement or a ruling that the services may be provided to your child; is not in violation of the requirement to make FAPE available to your child for its failure to provide further special education and related services to your child; is not required to have an IEP meeting or develop an IEP for your child for the further provision of special education and related services; and is not required to amend your child's education records to remove any reference to your child's receipt of special education and related services because of the revocation of consent. **Before deciding to revoke your parental consent, please talk with your Special Education Director.**

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. You can also view the WISD Medicaid School-Based Manual <http://wash.k12.mi.us/files/Speced/WISDMedicaidSBSManual.pdf>

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 and the Americans with Disabilities Act (ADA) require 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. Section 504 and the Americans with Disabilities Act (ADA) are antidiscrimination laws and do not provide any type of funding.

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. Please be aware that your special education director may refer you to another person in your district who is responsible for Section 504 questions (e.g. Human Resource Director).

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.

A short term suspension of an IEP student is one that is no more than 10 school days. Schools aren't required to provide any educational services during this 10-day time period. However, a school may grant a request from parents to continue educational services so that the student won't fall too far behind. A student's IEP should list any problems that s/he will have in following the school's discipline code. The IEP should also address the accommodations needed by the school to meet these exceptions to the code. **Parents should request a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP) to address problem behavior**, or behavior that interferes with a student's ability to participate in a Free Appropriate Public Education (FAPE). Please see appendix F for a definition of these terms. The IDEA regulations

attempt to prevent the discipline of a student for conduct related to his/her disability (i.e. angry behavior from a child frustrated with communication problems, disruptions caused by autism, obscene language from a student suffering from Tourette Syndrome).

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 Review (MDR)** (see Glossary, Appendix F). If the team determines that your child's behavior is related to his/her disability, 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 (*view the document at: http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf*).

A Manifestation Determination Review 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 Review 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, or please go to the MI Alliance for Families website page at: <http://www.michiganallianceforfamilies.org/inf/inf.edu.dis.htm>.

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

ABA	Applied Behavior Analysis	FERPA	Family Educational Rights & Privacy Act	PAC	Parent Advisory Committee
ADA	Americans with Disabilities Act	FOIA	Freedom of Information Act	PBS	Positive Behavioral Support
ADD	Attention Deficit Disorder	FTE GLCE	Full-Time Equivalent Grade Level Content Expectations	PC	Personal Curriculum
ADHD	Attention Deficit Hyperactivity Disorder	HI	Hearing Impairment	PCP	Person Centered Plan
AG	Annual Goals	HQT	Highly Qualified Teacher	PECS	Picture Exchange Communication System
AIDS	Autoimmune Deficiency Syndrome	ICT	Instructional Consultation Team	PI	Physical Impairment
APE	Adapted Physical Education	IDEA	Individuals with Disabilities Education Act	PLAAFP	Present Level of Academic Achievement & Functional Performance
ASD	Autism Spectrum Disorder	IEE	Independent Education Evaluation	PT	Physical Therapist
ASL	American Sign Language	IEP	Individualized Education Program	REED	Review of Existing Evaluation Data
AT	Assistive Technology	IEPT	Individualized Education Program Team	RR	Resource Room
AYP	Adequate Yearly Progress	IFSP	Individualized Family Service Plan	RtI	Response to Intervention
BIP	Behavioral Intervention Plan	ISD	Intermediate School District	SAS	Supplementary Aids & Services
BP	Blood Pressure	ITP	Individualized Transition Program	SB	Spina Bifida
CBI	Community Based Instruction	LD	Learning Disability	SEAC	Special Education Advisory Committee (State of MI)
CF	Cystic Fibrosis	LEA	Local Educational Agency	Section 504	Section 504 of the Rehabilitation Act
CI	Cognitive Impairment	LICC	Local Interagency Coordinating Council (Early On)	SES	Supplemental Educational Services
CIL	Center for Independent Living	LRE	Least Restrictive Environment	SLD	Specific Learning Disability
CMH	Community Mental Health, MDCH	MAPS	McGill Action Planning System/Making Action Plans	SLI	Speech & Language Impairment
CP	Cerebral Palsy	MARSE	Michigan Administrative Rules for Special Education	SLP	Speech & Language Pathologist
CSTS	Community Support & Treatment Services	MD	Muscular Dystrophy	SSDI	Social Security Disability Income
DB	Deaf-Blindness	MDE	Michigan Department of Education	SSI	Supplemental Security Income
DCH	Department of Community Health (state)	MEAP	Michigan Educational Assessment Program	SSW	School Social Worker
DD	Developmental Disability/Delay	MET	Multidisciplinary Evaluation Team	STIO	Short-Term Instructional Objective
DME	Durable Medical Equipment	MMC	Michigan Merit Curriculum	SXI	Severe Multiple Impairment
ECSE	Early Childhood Special Education	MME	Michigan Merit Exam	TBI	Traumatic Brain Injury
EGLCE	Extended Grade Level Content Expectations				
EI	Emotional Impairment	MRS	Michigan Rehabilitation Services	TC	Teacher Consultant
ELPA	English Language Proficiency Assessment	NCLB	No Child Left Behind	TS	Tourette Syndrome
ESL	English as a Second Language	OCR ODD	Office for Civil Rights Oppositional Defiant Disorder	TTY	Teletypewriter
ESY	Extended School Year	OHI	Other Health Impairment	UD	Universal Design
FAPE	Free & Appropriate Public Education	O+M	Orientation & Mobility	VI	Visual Impairment
FAS	Fetal Alcohol Syndrome	OSE/EIS	Office of Special Education/Early Intervention Services	Voc Ed	Vocational Education
FBA	Functional Behavioral Assessment	OT	Occupational Therapist	WISD	Washtenaw Intermediate School District

This is a partial listing of some terms you may encounter during your child's education.
For a more comprehensive list, please go to: <http://www.cenmi.org/Glossary.aspx>

Accommodations: are services or supports used to enable a student to fully access the subject matter and instruction in the general education curriculum. An accommodation does not alter the content or expectations; instead it is an adjustment to instructional methods. Accommodations should be specified in a student's IEP. Examples include, but are not limited to, books on tape, content enhancements, allowing a student who has trouble writing to give his/her answers orally, and allowing additional time to complete homework and tests.

Adapted Physical Education (APE): A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of children with disabilities who may not successfully engage in a regular physical education program.

Adaptations: involve an adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in the general education curriculum. Adaptations are usually included as part of a student's IEP. Adaptations can include, but are not limited to, decreasing the number of exercises the student is expected to complete, assignment of different reading materials, or use of a calculator instead of working out problems by hand.

Adaptive Behavior: means the student's ability to perform the social roles appropriate for a person of his/her age and gender in a manner that meets the expectations of home, culture, school, neighborhood, and other relevant groups in which he/she participates.

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.

Administrative Law Judge (ALJ): an official who presides at an administrative hearing to resolve a dispute between a government agency and someone affected by a decision of that agency.

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.

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.

American Sign Language (ASL): is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body. It is one of several communication options available to deaf people.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act of 1990 is a law that recognizes and protects the civil right of people with disabilities.

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.

Applied Behavior Analysis (ABA): The application of behavioral psychology principles to teaching behavior and learning, based on observation and data collection. Skills or behaviors are analyzed, broken down to the student's level, and then are systematically taught using prompts and positive reinforcement. Goals are then revised based on data. ABA is individualized for each student.

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.

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 Decision Making Process (ATDMP): When the IEP team decides that new assistive technology (AT) may help a student access the curriculum and help meet their goals, but are unsure of what that AT may be, an *Assistive Technology Decision Making Process (ATDMP)* should be initiated. The process is based on best practices and “Quality Indicators for Assessment of Assistive Technology Needs”. The ATDMP occurs outside the IEP meeting, may take place any time during the school year, and is an on-going process. An assistive technology consultant or related service provider (e.g. speech pathologist, occupational therapist, teacher consultant, etc.) will usually put together an assessment team to begin the process, and lead the assessment. This team should include members who have the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, educational goals, and related activities. The family and student, whenever possible, should be active members of this team. The team begins by describing the student’s abilities and needs, determining the task(s) the student needs to accomplish, reviewing what has already been tried, and generating possible AT solutions. An implementation plan is then developed with specifics of what AT will be tried, who will help with implementation, what data will be collected, and when the team will next meet to follow-up on the plan. Decisions on acquiring AT or trying other solutions are made based on the data collected during the trial process. Assistive Technology decision-making is ongoing. AT needs are reassessed any time changes in the student, the environments and/or the tasks result in the student’s needs not being met with current devices and/or services. ATDMP forms and other information about assistive technology may be accessed on the Washtenaw Intermediate School District’s website at: <http://wash.k12.mi.us/specialed/AssistiveTech.php> Contact your local district Assistive Technology Coordinator or Special Education Director for more information.

Attention-Deficit/Hyperactivity Disorder (AD/HD) or Attention Deficit Disorder (ADD): is one of the most commonly diagnosed behavioral disorders of childhood. The core symptoms of AD/HD are developmentally inappropriate levels of inattention, hyperactivity, and impulsivity. There are three subtypes of AD/HD: Predominantly Inattentive Type, Predominately Hyperactive-Impulsive Type, and Combined Type (inattention, hyperactivity, impulsivity).

Autism Spectrum Disorder (ASD): See *Eligibility For Special Education Services* page 7.

Autoimmune Deficiency Syndrome/Acquire-Immuno Deficiency Syndrome (AIDS): a condition where the immune system in a human beings body attacks its own cells and tissues, mistaking them to be a threat to the body.

Behavioral Intervention Plan (BIP): A plan developed by the IEPT to address situations when behavior problems interfere with learning. In order for a BIP to be considered part of an IEP (a) it must be explicitly written in the IEP. The Michigan Department of Education (MDE) recommends that BIPs be written in the Supplementary Aids and Services or Special Factors section of the IEP, and include the time, frequency, condition, and location for the implementation of the BIP. It should be dated and attached to the IEP (b) the district must convene an IEP or develop an amendment to change the BIP.

Blood Pressure (BP): Blood pressure is a measurement of the force applied to the walls of the arteries as the heart pumps blood through the body.

Center for Independent Living (CIL): a nonprofit organization dedicated to the success of children, youth, and adults with disabilities at home, at school, at work and in the community. There are more than 600 centers for independent living around the country and throughout the world improving the ways people with disabilities live their lives.

Cerebral Palsy (CP): is a condition, sometimes thought of as a group of disorders that can involve brain and nervous system functions such as movement, learning, hearing, seeing, and thinking. There are several different types of CP including spastic, dyskinetic, ataxic, hypotonic, and mixed.

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

Cognitive Impairment (CI): See *Eligibility For Special Education Services* page 7.

Community Based Instruction (CBI): a program designed for students that need intensive instruction in functional and daily living skills. The goal of the program is to provide hands on learning activities at all age levels to help students acquire the skills needed for daily living.

Community Support and Treatment Services (CSTS): an agency contracted by the Washtenaw Community Health Organization (WCHO) to provide specialty services to the severely and persistently mentally ill as well as adults with developmental disabilities, and children with severe emotional disturbances or developmental disabilities.

Compensatory Services: are services provided to the student to compensate for a lapse in services. A child with a disability may be able to obtain compensatory services if he/she went without an appropriate program for some period of time. This could be because the child's IEP was not fully carried out by the school district.

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.

Cystic Fibrosis (CF): is an inherited disease that causes thick, sticky mucus to build up in the lungs and digestive tract. It is one of the most common chronic lung diseases in children and young adults.

Deaf-Blindness (DB): See *Eligibility For Special Education Services* page 7.

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

Developmental Disability/Delay (DD): Child development refers to the process in which children go through changes in skill development during predictable time periods, called developmental milestones. Developmental delay occurs when children have not reached these milestones by the expected time period. For example, if the normal range for learning to walk is between 9 and 15 months, and a 20-month-old child has still not begun walking, this would be considered a developmental delay.

Differentiated Instruction: is when a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

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.

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.

Durable Medical Equipment (DME): A term used to describe any medical equipment used in the home to aid in a better quality of living.

Early Childhood Developmental Delay (ECDD): *See Eligibility For Special Education Services page 7.*

Early Childhood Special Education (ECSE): Michigan Early Childhood Special Education services include special instruction and related services provided to young children, ages three through five, who qualify under IDEA, Part B, Section 619. Through its Intermediate School Districts (ISDs), Michigan's ECSE program ensures the provision of a Free and Appropriate Education (FAPE) to all eligible children at no cost to their families.

Education Project for Homeless Youth: a project of the Washtenaw Intermediate School District that works to ensure students in homeless and temporary living situations enroll, regularly attend, and succeed in school.

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.

Emotional Impairment (EI): *See Eligibility For Special Education Services page 7.*

English as a Second Language (ESL): Refers to the use or study of English by speakers with a different native language.

English Language Proficiency Assessment (ELPA): is administered once each school year to all students enrolled in grades K-12 who are eligible for limited English proficiency (LEP) services. The ELPA was developed primarily to improve the manner in which English language learners (ELL) are assessed. The term English language learner (ELL) was adopted by the state to refer to students who are either learning English or participating in a bilingual program.

Excent Tera: a special education application for case management, IEPs and Medicaid billing.

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

Family Educational Rights and Privacy Act (FERPA): A federal law protecting the privacy of student education records and parents' access rights to those records.

Fetal Alcohol Syndrome (FAS): refers to growth, mental, and physical problems that may occur in a baby when a mother drinks alcohol during pregnancy.

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.

Freedom of Information Act (FOIA): is a federal law that allows for full or partial disclosure of previously unreleased information and documents controlled by the United States Government.

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.

Full-Time Equivalent (FTE): a way to measure a student's involvement in a classroom at an educational institution. A FTE of 1.0 means that the student is equivalent to a full-time student in the classroom; while an FTE of 0.5 signals that the student is only half-time.

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. An FBA involves collecting data about behavior, which can be analyzed to determine the function the behavior serves, and analyzed to determine any antecedent situations which may have impacted the behavior.

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), Extended Grade Level Content Expectations (EGLCE), High School Content Expectations (HSCE) Extended High School Content Expectations (EHSCE): are a set of comprehensive state grade level assessments in mathematics, science, English language arts, and social studies in grades Kindergarten through 8th which provide clear and measurable terms of what all students should know and be able to do in the specific grade level. The GLCE's also guide the design of the state's grade level MEAP tests required in the No Child Left Behind legislation. The High School Content Expectations (HSCE) provide a common understanding of what all high school students should know and be able to do at the completion of each credit/course. The Extended Grade Level Content Expectations (EGLCE) have taken the GLCE's and HSCE's and reduced them in depth, breath, and complexity for those students that make up the Participation and Supported Independence populations. A Parent's Guide to GLCE's can be viewed at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232-125803--,00.html

Hearing Impairment (HI): See *Eligibility For Special Education Services* page 7.

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.

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.

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.

Individualized Education Program (IEP) Amendment: The purpose of the IEP Amendment is to make 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. **An IEP Amendment does not replace the requirement to hold an annual IEP meeting.** The parent of the student with a disability and the district may agree not to convene an IEP team meeting for the purpose of making changes, and instead may develop a written document to amend or modify the current IEP. When substantial or comprehensive changes need to be made to a student's IEP, it is recommended that an IEP team meeting be convened to develop a new IEP.

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.

Individualized Transition Program/Plan (ITP): The Individuals with Disabilities Education Act (IDEA) requires public schools to develop transition service plans for older students who need to prepare for community living after leaving high school. Transition services are a set of coordinated activities that assist students with disabilities as they move from school

into self-determined, post-graduation activities. IDEA requires that schools provide transition services to students with disabilities beginning at age 14.

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.

Instructional Consultation: a proactive model of service delivery that provides academic and behavioral support to all students who are struggling in the general education classroom. The focus is on what students can do and what instructional conditions educators need to create for students to have academic success.

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.

Intermediate School District (ISD): In Michigan, an Intermediate School District, is a government agency usually organized at the county or multi-county level that assists a local school district in providing programs and services to students.

Learning Disability (LD): a general term that describes specific kinds of learning problems. A LD can cause a person to have trouble learning and using certain skills, such as, reading, writing, listening, speaking, reasoning and doing math.

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.

Local Interagency Coordinating Council (LICC): a local planning and advisory body for the *Early On* system, established through the 64 local service areas in Michigan. The LICC is made up of family members who have children with special needs and of representatives from Education, Community Health, Family Independence Agency, and other organizations that provide services to infants and toddlers with disabilities and their families.

Manifestation Determination Review (MDR): As part of the MDR process, if behavior violations are found to be a manifestation of a student's disability, a functional behavior analysis and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur must be initiated as appropriate. Districts must document their process for determining whether a Behavior Intervention Plan (BIP) or other behavioral intervention services or modifications are appropriate or not. The Michigan Department of Education (MDE) recommends using the Functional Behavior Assessment (FBA) process as documentation of meeting this requirement (refer to Appendix C under Suspension and Expulsion)

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-Access: is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program (MEAP) for students with disabilities. MEAP-Access is based on grade level content expectations and will assess Reading/Writing and Mathematics for students in grades 3-8. MEAP-Access was developed through a collaboration of MDE offices and teams of Michigan educators and stakeholders familiar with the population and content being assessed.

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

MI-Access: is Michigan's alternate assessment system designed for students with cognitive impairments whose IEP Team has determined that MEAP assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal *Individuals with Disabilities Act* (IDEA) as reauthorized in 2004 and the *No Child Left Behind Act* (NCLB) of 2001 that require all students with disabilities be assessed at the state level. The purpose of MI-Access is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in certain content areas. To make the assessments more meaningful to students, all items selected for inclusion were designed with input from classroom teachers, and are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Michigan Administrative Rules for Special Education (MARSE): define disability types, specify procedures for identification of students and involvement of parents and others, establish the nature and scope of services to be provided, and the qualifications of those who work with students. The rules that govern special education in Michigan are under the authority of the Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE, OSE-EIS). The policy unit of the MDE, OSE-EIS is responsible for writing and revising the administrative rules so that they align with IDEA.

Michigan Department of Community Health (MDCH): is one of 18 principal departments of state government. The department is responsible for health policy and management of the state's publicly-funded health service systems.

Michigan Department of Education (MDE): a state agency that oversees public school districts in the state of Michigan.

Michigan Educational Assessment Program (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.

Michigan Merit Curriculum (MMC): defines a common set of required credits for graduation and provides educators with a common understanding of what student's should know and be able to do for credit. It is designed to provide students the learning opportunity, knowledge and skills they need to succeed in college or the workplace.

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.

Michigan Rehabilitation Services (MRS): helps Michigan residents with disabilities achieve employment and self-sufficiency. MRS is part of a network of vocational rehabilitation programs across the U.S. and authorized by the Federal Rehabilitation Act of 1973.

Modifications: involve an adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in the general education curriculum. Usually a modification means *a change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

Monitoring and Compliance: the monitoring of special education is a system designed by the federal government to ensure that special education programs and services are being delivered according to the requirements of IDEA 97. WISD monitors its local districts and public school academies on a yearly basis. Monitoring involves a number of steps including the review of student files, performing administrative and form reviews, and conducting random parent surveys.

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.

Muscular Dystrophy (MD): is a group of inherited disorders that involve muscle weakness and loss of muscle tissue, which get worse over time.

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.

Notice for Initial Provision of Services and Programs/Notice for Provision of Services and Programs: IDEA mandates that the school district provide written notice to the parent when the district proposes to initiate or change the educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the student; or when they refuse to initiate or change the educational placement of the student or the provision of a FAPE to the student. There are two Notice forms- *Notice for Initial Provision of Services and Programs* and *Notice for Provision of Services and Programs*. *Notice for Initial Provision of Services and Programs* is used to conclude the process for IEP team meetings resulting from an **initial evaluation**. *Notice for Provision of Services and Programs* is used to conclude the process for all other IEP team or related meetings (i.e. reevaluation, annual/review or amendment). **Parent signature (consent) is only required on the Notice Form for Initial provision of programs and services.**

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 Assistive Technology (AT) Evaluation.

Office for Civil Rights (OCR): helps to protect you from discrimination in certain health care and social service programs. OCR teaches health and social service workers about civil rights, health information privacy, and patient safety confidentiality laws that they must follow. OCR educates communities about civil rights and health information privacy rights. OCR investigates civil rights, health information privacy and patient safety and confidentiality complaints to find out if there is discrimination or violation of the law and takes action to correct problems.

Office of Special Education/Early Intervention Services (OSE/EIS): oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities.

Oppositional Defiant Disorder (ODD): is an ongoing pattern of uncooperative, defiant, and hostile behavior toward authority figures that seriously interferes with the child's day to day functioning.

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

Other Health Impairment (OHI): See *Eligibility For Special Education Services* page 7.

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 in the preparation of 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. *A Parent’s Guide to Personal Curriculum: Focus on Students with an Individualized Education Program* can be viewed at: http://www.michigan.gov/documents/mde/PC_IEP_Parent_Guide_5-18-09_281053_7.pdf

Physical Impairment (PI): See *Eligibility For Special Education Services* page 7.

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. PECS may 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).

Prior Written Notice: Your school district must give you written notice (provide you certain information in writing) whenever it: (1) Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or (2) Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

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. : http://www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf

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.

Random Moment Time Study (RMTS): the process the State of Michigan uses to help determine the cost of reimbursement for providing medically related special education services to students through the School-Based Services Medicaid Program.

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/Resource Room: 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:

<http://www.ncl.org/publications-a-more/parent-advocacy-guides/a-parent-guide-to-rti>

<http://www.nichcy.org/pages/rti.aspx>

Review of Existing Evaluation Data (REED): Refers to the process whereby the IEP team reviews existing evaluation data to make various decisions about a student.

School Social Worker (SSW): provides individual and group counseling, consultation, and advisement services to students and their family members and school staff regarding the students' social, emotional, and behavioral status impacting learning, development, mental health, and school success.

Seclusion and Restraint: defined as the restricting of freedom of movement and the involuntary confinement of a person in a room where egress is blocked. The Michigan Department of Education in 2006 adopted state standards for the emergency use of seclusion and restraint of students. The new state standards stress that seclusion and restraint are recognized as last resort measures, to be used only in emergency situations. The standards outline requirements for training of school staff, both the general awareness training for the broader educational community and comprehensive training for key identified personnel. To view the MDE standards on seclusion and restraint visit:

http://www.michigan.gov/documents/mde/Seclusion_and_Restraint_Standards_180715_7.pdf

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. See Appendix C.

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.

Severe Multiple Impairment (SXI): See *Eligibility For Special Education Services* page 7.

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.

Social Security Disability Income (SSDI): is a federally run benefits program that provides aid to people who are unable to achieve gainful employment due to a permanent disabling condition.

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.

Specific Learning Disability (SLD): See *Eligibility For Special Education Services* page 7.

Speech and Language Impairment (SLI): See *Eligibility For Special Education Services* page 7.

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

Spina bifida (SB): is a birth defect in which the backbone and spinal canal do not close before birth. Myelomeningocele is the most common type of Spina bifida.

State Office of Administrative Hearings and Rules (SOAHR): central agency charged with the duty of reviewing proposed rules, coordinating the processing of rules, and working with other agencies to streamline the rulemaking process and improve public access. SOAHR publishes the state's three administrative rule periodicals: the Michigan Register, the Michigan Administrative Code and the Annual Administrative Code Supplement.

Statewide Autism Resources and Training (START): The Statewide Autism Resources and Training (START) project is committed to creating a sustainable structure of support for students with Autism Spectrum Disorders within each region of Michigan by provide training and technical assistance to educators and families that support students on the autism spectrum. The START project has been in place for 10 years through the funding and support of the Michigan Department of Education, Office of Special Education and Early Intervention Services. The rapid increase in the number of students with ASD entering public schools in Michigan has created a critical need for more in-depth training for educators in the use of evidence based practices. Additionally, the START Project has served a key role in meeting this need through innovative activities such as Regional Collaborative Networks, training and coaching models, and resource material development. <http://www.gvsu.edu/autismcenter/>

Supplemental Educational Services (SES): Under the Elementary and Secondary Education Act (ESEA), certain students in schools that have been identified as not making Adequate Yearly Progress (AYP) and considered identified for Improvement, Corrective Action, or Restructuring are eligible for Supplemental Educational Services (SES). Supplemental Educational Services include tutoring, small group or computer instruction in reading or math provided before or after school, on weekends, or during the summer.

Supplemental Security Income (SSI): Supplemental Security Income benefits (SSI) are paid to individuals who are low level income and disabled whether or not the individual has worked in the past. SSI child's disability benefits are paid to children who are under the age of 18, are disabled, and the parents or guardian are lower level income. SSI is a federally funded program.

Supplementary Aids and Services (SAS): are developed to enable a student to make progress in the general education curriculum and advance appropriately toward his or her goals.

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.

Teletypewriter (TTY): is a special device that lets people who are deaf, hard of hearing, or speech impaired use the telephone to communicate, by allowing them to type messages instead of talking and listening.

Tourette Syndrome (TS): is a neurological disorder characterized by repetitive, stereotyped, involuntary movements and vocalizations called tics.

Transition: As defined by law, a set of decisions an IEPT makes to prepare students with disabilities for life after school; emphasizing interagency collaboration. Transition is 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.

Traumatic Brain Injury (TBI): See *Eligibility For Special Education Services* page 7.

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.

Universal Design (UD): means that environments and curricula are designed, right from the start, to be flexible and usable by students of widely varying abilities.

Visual Impairment (VI): See *Eligibility For Special Education Services* page 7.

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

Vocational Education (Voc Ed): or *vocational education and training* (VET) prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and related to a specific trade, occupation or vocation.

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.

Washtenaw Intermediate School District (WISD): Is a regional educational service agency located in Ann Arbor, Michigan. The WISD operates cooperative programs and delivers services that focus on teaching and learning for students in Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Willow Run, Ypsilanti, and Washtenaw County Public School Academies.

RESOURCES FOR PARENTS

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 you are currently listed and have an update, please contact Family Support at the 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 email Barb Byers at: babmay11@provide.net

Ann Arbor Center for Independent Living

A nonprofit organization dedicated to the success of children, youth and adults with disabilities at home, at work and in the community. The organization offers many programs including Peer Support Groups. For more information: (734)971-0277 Website: <http://www.annarborcil.org>

Attention Deficit Disorder

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) is a national non-profit organization providing education, advocacy and support for individuals with AD/HD. For a local CHADD group in your community visit their website: www.chadd.org

Attention Deficit Hyperactivity Disorder- Ann Arbor

This group meets on the last Tuesday of each month at 3003 Miller Road, Second Floor, Ann Arbor from 7-9pm. For more information email Kim Garver (kagarver@gmail.com), Vivianne Schnitzer (vsh@umich.edu), or Olga Gallego (ogallego@umich.edu)

Autism Collaborative Center-EMU

This group offers many programs for families including **ASD ParentSHARE** FREE support groups just for moms and dads raising children on the spectrum. Let's talk! Daytime and evening groups available for your convenience, take the time - MAKE the time to do something for yourself. FREE childcare available on site, please RSVP to reserve your ParentSHARE. Also, Sibling Support Activities & Events will provide a special experience and common understanding among siblings of individuals with Autism. The **KIDPOWER** program, will help siblings ages 7 - 12 and their friends to see the positive potential of their unique families, how to re-frame their experiences and change their communities. Also a part of the KIDPOWER model - Childcare for the sib on the spectrum on site and networking and respite opportunities for parents and caregivers – a program the entire family can look forward to! For more information: Phone (734)485-2890, Email autismcenter@emich.edu , Web site <http://www.emich.edu/acc>

Autism Connections-Judson Center

This group offers many programs including Family Support Groups for parents and family members of children on the autism spectrum who want to connect with other parents/family members in a safe and confidential environment. Each month will include a different topic. This is a **FREE** group. No childcare available at this time. Days: 2nd Tuesdays from 1-2:30PM and Evenings: Wednesday from 6:30-8PM (call for dates) at 3840 Packard Road, Suite 170, Ann Arbor, MI 48108. For more information: (734)528-1692, x23201 or email: autismconnectionswashtenaw@judsoncenter.org Web site: <http://www.judsoncenter.org/template.php?pid=8>

Building Bridges Therapy Center

A family owned pediatric clinic with an experienced, caring staff. Provides Speech and Language Therapy, Occupational Therapy, Sensory Integration, Physical Therapy, Neuropsychological Testing, Psychological Counseling, Music Therapy, and Educational Specialists. Building Bridges has been in Plymouth for over 20 years and just opened a site in Ann Arbor, fall 2010. Address: 1310 S. Main Street, Ann Arbor, MI 48108. For more information call 734- 454-0866. Web site: www.bridgestherapy.com Owners: Stephanie and Brad Naberhaus

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 48108. For more information contact Marjorie Wright at (734)971-6677 or Sue Carr at (734)483-0559.

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 web site: www.downsyndromest.com for the calendar of events. For more information contact Elaine Luther at (734)944-1595 or email: downsyndromest@yahoo.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. or web site: http://www.michigan.gov/mdch/0,1607,7-132-2942_4911_35698-56603--,00.html

Fetal Alcohol Spectrum Disorders (FASD)

A support group for parents raising children with FASD is held the 3rd Thursday of each month at the Home of New Vision, 3800 Packard Rd., Ann Arbor. The room is on the 2nd floor next to Suite 210 labeled "Private". Please contact Linda Rowse at 734-668-8449 or email: Linda@washtenawfasd.com , or Shirley Chung (MSW candidate) at 734-975-1602 for more details. Web site: <http://www.washtenawfasd.com>

Fetal Alcohol Syndrome/Fetal Alcohol Effect Support Group

This support group was formed in 1992, and is made up of mostly adoptive families with adult children; however, birth families and families of children at any age are welcome. Child care is not available. The group meets the 4th Wednesday of each month from 7-9pm at St. Joseph Mercy Hospital. For additional information please call Betsy or Vern Soden at (734)662-2906.

Friends of the Developmentally Disabled

The Friends of the Developmentally Disabled 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 Web site: <http://theddnewsblog.blogspot.com/>

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 or web site: <http://sites.google.com/site/gapccs>

Intentional Communities of Washtenaw (ICW)

ICW is a group of parents, families and friends who want to improve the quality of life for adults with developmental disabilities by providing housing, employment and social opportunities. Based on a model of "community interdependence," ICW promotes development of individual strengths and gifts while respecting personal needs and preferences. The group usually meets on the first Tuesday of the month at the WISD Teaching and Learning Center at 7:00p.m. during the school year. Website: <http://www.intentcom.org>

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. Services provided include senior awards program, transition conference, and our website provides contact and reference information on Ann Arbor area tutors. For more information please visit our website: <http://www.ldaofmichigan.org/chapters.htm> or contact Madelon Possley at madelonp@comcast.net or via telephone at 734-302-1110

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.

Milan Adoptive Mom's Group

This group welcomes adoptive parent's of children of all ages to meet in a casual setting to discuss the joys and challenges of raising an adopted child. Meetings are from 7-9pm on the 2nd Wednesday of each month at the Original Gravity in Milan. Please call Theresa Light at 734-732-6238 for more information.

Mom's Making A Difference

The "Mom's Making a Difference" coffee is for mothers (and/or grandmothers) of a child with a disability. We share a casual, confidential time to talk among ourselves about the special stresses and issues of parenting a family with a special needs son or daughter, as well as how we can take care of ourselves, work effectively with all the people our kids need to help them be successful, and make a difference for our kids and others like them. Meetings are every other Saturday, from 8:00-10:00a.m. at Keystone Community Church in Saline, 3375 Saline-Waterworks Road, ½ mile west of Saline-Ann Arbor Road. If you have any questions please email or call Kathleen Whiteman kathleenmc@gmail.com, 734-944-1828. Come and learn from other moms, share your stories, experience the support of others who truly understand your challenges, and take some time for yourself that will help you be stronger for the others in your life who depend on you.

Parent Advisory Committee for Special Education-Ann Arbor

This group's mission is to positively impact the education of all students with an emphasis on those with special needs in the Ann Arbor School District by representing parents of students needing or receiving special education services, advocating improvements, acting as a resource for our constituents, staff, administration, creating opportunities for education, reporting regularly, facilitating communication, clarifying process, and creating an actual link between our constituents and the administrators responsible for all aspects of special education in the Ann Arbor district. Meetings are open to the public and are usually held the first Monday evening of the month, 7-9:30pm, at Skyline High School, 2552 North Maple Road, Ann Arbor, Michigan, Room B329 on the 3rd floor next to the Media Center. Please visit the Ann Arbor PAC website at <http://instruction.aaps.k12.mi.us/aapac/>. There is a public email list for anyone interested in joining called A2PAC at <http://groups.yahoo.com/group/A2PAC/>.

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 public school agencies in the WISD whose children have special needs. The PAC meets monthly, usually on the third Tuesday, September-June (no meeting in 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 contact Christie Taylor, Co-Chair 313-506-7434, email christieltaylor1226@yahoo.com or contact Lisa Rentschler, Co-Chair 734-476-6073, email rentschlercm@comcast.net. Visit our website <http://wash.k12.mi.us/specialed/pac.php>. There is also a google Listserv you can join at <http://groups.google.com/group/wcsei>

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. They are a parent/caregiver group dedicated to helping children and schools succeed. Mission statement: We, the parents of children with special needs, believe that by sharing of ourselves and working closely with the school system, we can obtain success for our children in school and life. Together we can support each other, which in turn will help us support our children. For more information contact Lisa Rentschler (734)476-6073, Email: RentschlerCM@comcast.net for meeting dates and times.

Rest and Refresh-Serving Families with Special Needs

This group of qualified volunteers provides respite care for parents/families of 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 Road, Chelsea, Michigan on the 3rd Saturday of every month from 5-9pm. For more information please contact Liz Grazes at 734-475-1391 or lizsarahg@hughes.net

Student Advocacy Center of Michigan

The Student Advocacy Center located at 2765 Boardwalk Avenue, Ann Arbor, Michigan works in partnership with families and schools to promote educational practices that result in success for students, as well as to challenge those exclusionary policies that may have a harmful impact on students and families. This organization provides free, non-legal advocacy to students (and their parents) who are eligible for general and special public education programs. For more information visit their website at www.studentadvocacycenter.org or email contact@studentadvocacycenter.org.

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

We are an online and in person special needs information, education and support network of families residing in and around the Ypsilanti area. For more information visit our website: <http://groups.yahoo.com/group/ypsilantispecialkids>

For Additional Support Groups in the Washtenaw County Area:

MedlinePlus Go Local-Washtenaw County:

Michigan Health Go Local is a directory of health care services and providers that serve the residents of Michigan. Browse topics by first letter to locate a facility, health care provider, or programs and services relating to a specific disease or health issue. Web site: <http://apps.nlm.nih.gov/medlineplus/local/michigan/homepage.cfm?areaid=11>

Michigan Mental Health Networker-Washtenaw County

Here you will find resources for Washtenaw County including Self Help and Support Groups, Child & Adolescent Services, and Mental Health Treatment Services. Web site: <http://www.mhweb.org/>

Additional Resources:

Bridges4kids is a non-profit parent organization providing a comprehensive system of information and referral for parents of children with special needs from birth through transition to adult life. Web site: <http://www.bridges4kids.org>

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. Web site: <http://michiganallianceforfamilies.org/>

Michigan Special Education Mediation Program helps parents, educators, and service providers develop productive relationships for resolving issues related to early intervention and special education. (800)873-7658 or Web site: www.cenmi.org/msemp

Washtenaw Association for Community Advocacy provides leadership and advocacy training for people with disabilities and parents of young children with disabilities; training and consultation to agencies and professionals regarding Social Security, Medicaid, ADA, community organizing, and other issues. (734)662-1256 Web site: <http://www.acawashtenaw.org>

WrightsLaw provides information about special education law, education law, and advocacy for children with disabilities. Web site: <http://www.wrightslaw.com/>

**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

Michigan Alliance for Families and Michigan Alliance - PTI provide information, support and education to families of children and adults with disabilities from birth to age 26 who are in the educational system. The purposes of the projects are to increase the involvement of families in their children's education and the educational system in general.

(800) 552-4821

Web site: www.michiganallianceforfamilies.org

Sherri Boyd, Director

(800) 292-7851 • (517) 487-5426, x105

sherri@michiganallianceforfamilies.org

Caryn Pack Ivey, Director Region 1

Caryn@michiganallianceforfamilies.org

Michelle Miller, Director Region 2

Michelle@michiganallianceforfamilies.org

Sandee Koski, Training Coordinator

(800) 292-7851 • (517) 487-5426, x128

sandee@michiganallianceforfamilies.org

Information, Support & Referral

info@michiganallianceforfamilies.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: courtney@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@sbcglobal.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) 444-6443 (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. Email: info@bridges4kids.org

Website: www.bridges4kids.org

Circle of Friends

The mission of "Circle of Friends" is to establish an environment of inclusion for teens and young adults with developmental disabilities on middle, high school, and college campuses as well as within their community, focusing on the understanding and acceptance of differences. "Circle of Friends" provides the opportunity for students to acquire, practice and improve social/conversation skills and problem solving strategies in a natural environment. Website:

<http://www.circleofriends.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: ldamich@sbcglobal.net

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, State Program Director or Email: mackrain@aol.com

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: cshtfc@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: www.michigan.gov/ehdi

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

Michigan Department of Education

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

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.

(888) 463-7656 or (517) 908-3900 or Fax: (517) 908-0703 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, x4027 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: margiemcglinchey@me.com 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. (517) 908-3930 or (517) 853-1904 (TTY) or (517) 908-0709 (Fax) or [Email: mits.email@gmail.com](mailto:mits.email@gmail.com)

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 or (800) 873-7658 or (517) 485-2274 or (517) 485-1183 (Fax) or Email: msemp@tds.net

Website: www.cenmi.org/msemp/

Office of Early Childhood Education and Family Services

(517) 373-8483 or 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: eoreferral@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: schiderleb@michigan.gov Website: <http://www.michigan.gov/mde/0,1607,7-140-43092-127141--,00.html>

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).

Website: <http://seac.cenmi.org/>

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) 373-9434 (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.

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.

(888) 505-2673, X201 or Fax: (541) 472-9467 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 Email: stomp@wapave.org
Website: www.stompproject.org

Statewide Autism Resources and Training (START)

The START project is committed to creating a sustainable structure of support for students with Autism Spectrum Disorders within each region of Michigan by provide training and technical assistance to educators and families that support students on the autism spectrum. The project is housed at Grand Valley State, Amy Matthews is the director. Contact information: Email: autismmed@gvsu.edu or Phone: 616-331-6480. Website: <http://www.gvsu.edu/autismcenter/> Each ISD has a Regional Collaborative Network (RCN) of START trainers and interested staff and community partners. Washtenaw county's network is WIN4ASD, and meets monthly during the school year. Contact Celeste Gentile for more information at cgentile@wash.k12.mi.us .

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.

(800) 827-4843 or (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: <http://www2.ed.gov/about/offices/list/osers/index.html>

Visions: Supporting Native American Families

This program, funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), provides Parent Training and Information (PTI) services to Native American families across the country. VISIONS helps to ensure that Native American families of children with the full range of disabilities have the training and information they need to prepare their children for not only school, but to be able to lead productive, independent lives to the fullest extent possible. VISIONS offers free help, information, and training to Native American families of students with disabilities and the professionals that serve them across the country. Our main focus is on the educational needs of students with disabilities. We believe informed parents are a child's best advocate, and that parents and professionals working together provide the best resources for our children.

(800) 825-5736 or (727) 523-8687 (Fax) Website: <http://fndfl.org/vision>

MY PERSONAL DIRECTORY

Appendix I

My child attends _____ School. Phone: _____

My child's teachers are:

_____	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:	Scott Menzel	X 1551
Special Education Director, WISD:	Jennifer Scott-Burton	X 1543
Special Education Services Supervisor, WISD:	Jeannette Woltmann	X 1456
Special Education Services Supervisor, WISD:	Deborah Hester-Washington	X 1610
Special Education Services Supervisor, WISD:	Neal Elyakin	X 1545

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>

APPENDIX J

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT'S SPECIAL EDUCATION
PARENT ADVISORY COMMITTEE AND ADMINISTRATORS 2010-11**

<u>LOCAL EDUCATION SCHOOL/AGENCY DISTRICT</u>	<u>SPECIAL EDUCATION DIRECTORS/SUPERVISORS</u>	<u>PARENT ADVISORY COMMITTEE REPRESENTATIVES</u>
Ann Arbor Public Schools http://www.aaps.k12.mi.us	994-2318 Elaine Brown, Administrator-x52112 Cassandra Benion, Asst. Director-x52139 Michelle Pogliano, Asst. Director-Preschool 997-1245, x56209	Barb Byers 929-2699; babmay11@provide.net Scott White laurensdad@comcast.net
Chelsea School District http://chelsea.k12.mi.us	Lynn Bollman, Asst. Supt. H.R./S.E. Supvr. 433-2208, x6081 Jim Woodhams, Director 433-2200, x2006	Dawn Williams 475-6415; jeff-dawn@comcast.net Vacant
Dexter Community Schools http://web.dexter.k12.mi.us	Mary Pat Holst, Director 424-4100, x6052	Jeralyn Grossman 424-0632; jeralyng@sbcglobal.net Fran Egeler 426-1957; egeler@charter.net
Lincoln Consolidated Schools http://www.lincoln.k12.mi.us	Linda Burkett, Director 484-7000, x7870	Vacant Vacant
Manchester Community Schools http://www.mcs.k12.mi.us	Kathleen Lixey, Director 428-9711, x1005	Christie Taylor 313-506-7434 (cell) christietaylor1226@yahoo.com Vacant
Milan Area Schools http://milanareaschools.org	William Brown, Director 439-5200	Sandra Miller 439-0655; rmille86@peoplepc.com JoDee Gould 734-223-7646; j-igould@live.com
Saline Area Schools http://www.salineschools.com	Cherie Vannatter, Director, Special Ed. 944-8995	Susan Brown 944-3715; smeynbrown@gmail.com Lisa Rentschler 476-6073; rentschlercm@comcast.net
Whitmore Lake Public Schools http://www.wlps.net	Brian Walton, Director 449-4715, x4013	Michelle (Shelli) Kritzman 637-2408 mkritzman@mpcphysics.com Vacant
Willow Run Community Schools http://www.wracs.k12.mi.us	Clarence Thomas, Student Services Director 961-6224	Vacant Vacant
Ypsilanti Public Schools http://www.ypsd.org	E. Ruth Jordan, Director 714-1953	Vacant Vacant
Washtenaw Intermediate School District http://www.wash.k12.mi.us	Jennifer Scott-Burton, Director, Student Svcs.: 994- 8100, x1543 Jeanette Woltmann, Supervisor 994-8100, x1456 Deborah Hester-Washington, Supervisor-High Point/Ann Arbor Local Based Programs 994-8100, x1610 Neal Elyakin, Supervisor-Young Adult/Local Based High School: 994-8100, x1545	Jeanne Brakhage, Parent Liaison 994-8100, x1514; jbrakhag@wash.k12.mi.us

NOTE: Area Codes are 734 unless otherwise specified.