



PARENT HANDBOOK

Information for Parents of Special Education
Children in St. Clair County

 St. Clair County
RESA
REGIONAL EDUCATIONAL
SERVICE AGENCY

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INTRODUCTION

Dear Parents,

This handbook was developed by the Special Education Parent Advisory Committee (PAC) of the St. Clair County Regional Educational Service Agency and is designed to acquaint you with St. Clair County special education programs and services. It explains some of the steps taken to plan and carry out instructional programs that help children learn. In Michigan, these services are free and available from birth through 25 years of age.

Also included are guidelines to help you in the months ahead. They explain some of the terms often used by school staff members to plan and provide your child's special education program. The goal of PAC is to provide parents and caregivers with the facts and resources they need to understand and negotiate the special education process. Always remember that you are your child's best advocate.

As PAC members, we advise the St. Clair County School Board on matters relating to special education programs and services. We also take an active role in the development of the St. Clair County Special Education Mandatory Plan, a document that describes the delivery of special education in St. Clair County.

Questions regarding our organization may be directed to any committee member. Each of us is willing to help you become more aware of the services available to you and your child. You are encouraged to make use of the handbook and to share its information freely.

The PAC meets the first Wednesday of each month. All parents and interested parties are invited. Please call the St. Clair County Regional Educational Service Agency (RESA) Special Education Department at (810) 455-4040 if you would like to attend.

***Come celebrate your child's educational years with us
at the St. Clair County Regional Educational Service Agency***



This handbook has been developed by the St. Clair County Regional Educational Service Agency in cooperation with the Special Education Parent Advisory Committee

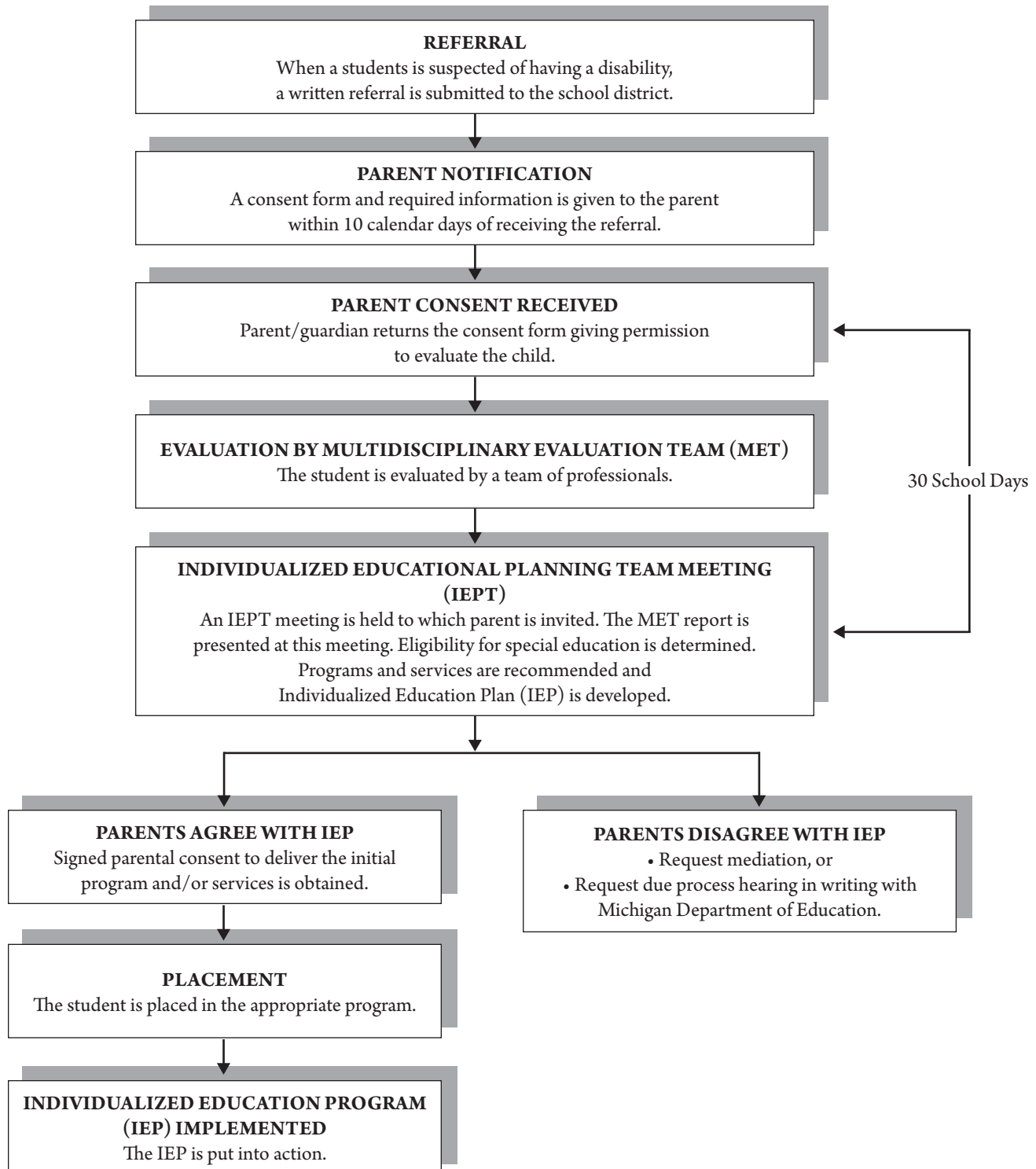
ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

The Michigan Administrative Rules for Special Education define eligibility for special education services within 12 categories of disability.

- **Autism (Autistic Impaired AI)** – Students with autism have a lifelong developmental disability that may include disturbances in thinking, socializing, body movement, and speech and language development. People with autism may have difficulty relating to others in typical ways, insist on routine, be slow to develop communication patterns, have unusual responses to sensory stimuli (hearing, seeing, touch, etc.), and/or exhibit stereotyped play patterns and repetitive movements. **Rule 340.1715**
- **Cognitive Impairment (CI)** – Students in this category were formerly named educable mentally impaired (EMI), trainable mentally impaired (TMI), or severely mentally impaired (SMI). Students eligible as cognitively impaired have intellectual impairment which affects their ability to understand cognitive concepts and skills. The level of impairment may vary from mild to severely impaired. Instructional activities typically focus on academic and vocational skills, daily living skills, health, and communication. **Rule 340.1705**
- **Early Childhood Special Education (ECSE)** – Students in this category were formerly named pre-primary impaired (PPI). Students with Early Childhood Developmental Delay are 3–7 years old 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 which 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**
- **Learning Disability (LD)** – Students with learning disabilities have a significant discrepancy (difference) between intellectual ability and oral language and/or academic achievement in one or more areas of learning. These students often experience difficulty with oral language, reading, writing, and/or mathematics. Social and behavioral problems may be present, but major problems are with learning in school. **Rule 340.1713**
- **Other Health Impairment (OHI)** – Students with chronic health conditions (e.g. asthma, epilepsy, or rheumatic fever) qualify in this category. They may require special materials or conditions to be successful in school. **Rule 340.1709a**
- **Physically Impaired (PI)** – Students with severe orthopedic impairments 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 the activities of daily living. **Rule 340.1714**
- **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 who have an acquired injury to the brain (closed head injury) are considered to have a traumatic brain injury impairment. **Rule 340.1716**
- **Visual Impairment (VI)** – Students who have severe problems with vision, whether partially sighted or blind, which interfere with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye after correction, or a peripheral field restricted to not more than 20 degrees. **Rule 340.1708**

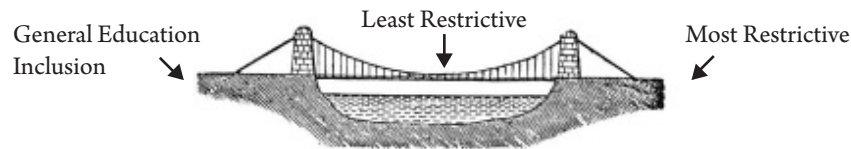
THE SPECIAL EDUCATION PROCESS

Local school districts and public school academies follow the same general procedure in evaluating special education students and planning their education programs. The following is a brief outline of the process. Each step is explained on the following pages.



►►Remember: A complete list of your child's education rights is listed in the Procedural Safeguards booklet that accompanies the parent consent/IEP invitation forms.

SPECIAL EDUCATION PROGRAMS AND SERVICES



St. Clair County, like a bridge, has a full continuum of services for students with special challenges starting with the LRE. A local school district may provide programs and services directly or it may contract with another school district or agency to provide them. The following is a list of the kinds of special education classroom programs, ancillary and other related services, and instructional services provided in Michigan.

SPECIAL EDUCATION PROGRAMS

- Cognitively Impaired
- Early Childhood Special Education
- Emotionally Impaired
- Hearing Impaired
- Learning Disabled
- Resource Room
- Severely Multiply Impaired

ANCILLARY AND OTHER RELATED SERVICES

- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Early Childhood Special Education
- Psychological Services
- School Social Work Services
- Speech and Language Services
- Transportation

INSTRUCTIONAL SERVICES

- Early Childhood Special Education
- Homebound/Hospitalized Services
- Juvenile Detention Facility Services
- Non-Classroom Early Childhood Special Education Services
- Speech and Language Impaired Services
- Teacher Consultant Services:
 - Autistic Impaired
 - Hearing Impaired
 - Visually Impaired

COMMUNICATION

IF YOU HAVE A PROBLEM...

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

- Your first step may begin with scheduling a meeting with your student's teacher(s) and
- Talk to them first, identify the problem(s), discuss options and look for a solution.
- The school district or teacher consultant, social worker, psychologist and/or other team members would be the next set of people to get involved in trying to reach solution.
- The next step would be to discuss the situation with the administrators at the school.
- If the principal cannot resolve a problem to your satisfaction, you may contact the district's Special Education Director or district Superintendent.
- If the problem is still unresolved, you may contact the St. Clair County Regional Educational Service Agency (RESA) Special Education Department.
- If all of these steps have been tried and your child's IEP is not being implemented, you may file a complaint with the RESA.

►► 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.

RELATED CIRCUMSTANCES

• Evaluation Review of Eligibility

Every student eligible for special education services must have his/her eligibility reviewed at least every three years which is called the Review of Existing Evaluation Data (REED). This process allows the IEPT to decide what data/tests are needed to organize a comprehensive review of each student's progress and needs for services. As a parent, you may request a comprehensive evaluation to re-evaluate.

• Transition Planning to Adult Life

Transition (as defined by the IEP) refers to an organized set of activities designed to help a student with disabilities prepare for adult roles and responsibilities. It begins at age 14, when the IEP Team must address a student's pre-vocational/vocational needs. For students aged 16 or older (or younger if appropriate), the IEPT must consider the need for transition services. This is documented on the transition page of the IEP and must include a statement of transition service needs of the student, which focuses on the student's course of study (such as participation in advanced placement courses or a vocational program). 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 local educational agency must invite the student and a representative of any agency that is likely to be responsible for providing or paying for transition services. The student does not attend, the student's preferences and interests must be considered. If an invited agency does not attend, the school district shall take other steps to ensure that agency's participation in transition planning. A written transition plan should be part of the IEP every year beginning at age 16 or younger. Transition plans should address all aspects of a student's life including high school and post secondary education, vocational training, daily living skills, housing, recreation, community involvement and employment.

• Age of Majority

Age of majority (age 18) means that a student is a legal adult, who makes the decisions at his/her IEPT meeting, as well as in other areas of life. At this time, the rights of parent transfer to the student unless guardianship, partial guardianship or power of attorney is obtained. Some advocacy groups advise against guardianship and feel there are less restrictive ways to help young adults with disabilities. School personnel should provide each student and his/her parents with information on this topic at least one year before the student reaches the age of 18. If rights will be transferred to the young adult, encourage the school to assist the student in the IEP process and provide options for leadership training. This gives the student the opportunity for facilitating one's own transition plan.

• **Graduation**

In Michigan, a student with disabilities, who is eligible, can receive services from the public school agency until age 26, unless that student fulfills the graduation requirements of the agency. If graduation requirements are fulfilled and the student receives his/her certificate of completion or diploma, the student is not longer eligible for services from the agency or the regional educational service agency. Remember, there is a difference between participating in a graduation ceremony and the actual awarding of the diploma. Your student may wish to participate in all senior activities, even if she/he will continue in a young adult program within the Regional Educational Service Agency.

• **Extended School Year (ESY)**

The need for ESY services must be considered for each student eligible for special education. ESY services may be provided by a public school agency (PSA) during school break periods, if the level of regression (loss of skills) and the length of recoupment (time it takes to relearn lost skills) exceed that of the general student population. "Reasonable amount of time" for recoupment is typically considered to be about 7 to 9 weeks after summer break. These services are considered only on an individual need basis, to be determined by the IEP team. Determination of need for ESY services must be addressed annually and based upon:

1) IEP Team review of the student's progress towards goals, 2) documentation/observation of regression and recoupment during school break periods, and 3) lacking other information, professional opinion.

• **Suspension and Expulsion**

Each public school agency has its own suspension and expulsion policies. However, if your child has either a known or suspected disability, federal and state laws provide him or her with certain protections when it comes to suspension or expulsion. Refer to the Procedural Safeguards booklet under discipline.

• **Independent Educational Evaluation**

As a parent, you have the right to have an independent (non-school district) educational evaluation of your child at your own expense. You have the right to have the results of that evaluation considered in any decision made to determine your child's eligibility or education plan. You also have the rights to request an independent education evaluation at public expense if you disagree with the evaluation conducted by the school district. This request should be made at, or following, the IEPT meeting. Following your request, the school district should provide you with information as to where an evaluation may be obtained. Regarding payment for the evaluation, two things can happen: 1) the school district can honor your request and pay for the evaluation, or 2) if the district feels its own evaluation is sufficient, it can decline payment and request a hearing to resolve the matter.

MEDIATION

• **Mediation**

If there is a dispute between you and the LEA (Local Educational Agency), you may want to consider a mediated agreement before requesting a due process hearing. The purpose of this process is to bring two parties together to try and settle differences so that a hearing is not necessary. Mediation is voluntary and free. You and the educational agency select a mediator, set ground rules, and both 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 local educational agency 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.

IMPARTIAL DUE PROCESS HEARING

A parent, a public agency, or the Michigan Department of Education (MDE) may initiate a hearing by filing a written due process hearing complaint with the MDE and providing a copy of the due process hearing complaint to the other parties.

A hearing may be initiated on matters related to any of the following: (1) Identification; (2) Evaluation; (3) Educational placement; (4) Provision of a free appropriate public education (FAPE); (5) Provision of appropriate Part C services to the child or the child's family; (6) Assignment of financial obligations for Part C services to the parent; (7) Determination that behavior was not a manifestation of the student's disability; (8) Determination of an appropriate interim alternative education setting by the individualized education program (IEP) Team; and (9) Placement in an interim alternative setting for not more than 45 days because maintaining the current placement is substantially likely to result in injury to the student or others.

The due process complaint must allege a violation that occurred not more than two years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the due process complaint. The two-year timeline does not apply to a parent if the parent was prevented from requesting the hearing due to: (1) Specific misrepresentations by the local educational agency (LEA) that it had resolved the problem forming the basis of the due process hearing complaint; or (2) The LEA's withholding of information from the parent that was required to be provided to the parent.

A party may not have a due process hearing until the party or the attorney representing the party files the due process hearing complaint with the MDE and provides the other parties with a copy of the due process hearing complaint. The due process hearing complaint is properly filed when both the MDE and the other parties have received a copy of the complaint from the complaining party.

The due process hearing complaint must contain the following information: (1) The name of the student, address of residence of the student (or available contact information in the case of a homeless child or youth), and the name of the school the student attends; (2) A description of the nature of the problem, including related facts; and (3) A proposed resolution of the problem to the extent known and available to the party at that time.

A model due process hearing complaint form is available on the MDE Web site: www.michigan.gov/ose-eis.

The information contained in the due process hearing complaint must be kept confidential.

MEDICAID INFORMATION

If any of the services listed below are included on your child's IEP, and if your child is eligible for Medicaid at any time during the implementation of the IEP, your district will be requesting your signature giving them permission to bill the state Medicaid program to receive funding to help support these services. Medicaid-supported services include: Speech/Language Therapy, Occupational Therapy, Physical Therapy, Social Work Services, Psychological Services, Nursing Services, Orientation and Mobility, Assistive Technology Services, Targeted Case Management, and Transportation.

Billing the state Medicaid program for the student's School-Based Services does NOT affect the family's Medicaid insurance benefits, and is at NO cost to the family, now or in the future. The district is simply asking permission to claim funds reserved by the state to help schools provide services listed on the IEP.

Billing the state's Medicaid program requires that the school releases information to the state about the student. The information released could include date of birth, disability, gender, school, dates of service, type of service, and progress reports.

Parents have the right to refuse consent to bill the state Medicaid system, and have the right to revoke this consent at any time. If consent is not provided, the district will provide the services on the IEP, but the district will not receive funding from the state's Medicaid system to help support these services.

PUBLIC SCHOOLS AND PUBLIC SCHOOL ACADEMIES

- **ST. CLAIR COUNTY RESA
SPECIAL EDUCATION SERVICES**
499 Range Road, PO Box 1500
Marysville, MI 48040
(810) 364-8990
- **ALGONAC COMMUNITY SCHOOLS**
1216 St. Clair Boulevard
Algonac, MI 48001
(810) 794-9337
- **CAPAC COMMUNITY SCHOOLS**
403 North Glassford
Capac, MI 48014
(810) 395-3747
- **EAST CHINA SCHOOL DISTRICT**
301 N. Sixth Street
St. Clair, MI 48079
(810) 676-1633
- **EAST SHORE LEADERSHIP ACADEMY**
1403 7th Street
Port Huron, MI 48060
(810) 294-8040
- **LANDMARK ACADEMY**
4800 Lapeer Road
Kimball, MI 48074
(810) 982-7210
- **MARYSVILLE PUBLIC SCHOOLS**
920 Lynwood
Marysville, MI 48040
(810) 455-6204
- **MEMPHIS COMMUNITY SCHOOLS**
34130 Bordman Road, PO Box 201
Memphis, MI 48041-0201
(810) 392-2131
- **PORT HURON AREA SCHOOL DISTRICT**
2720 Riverside Drive
Port Huron, MI 48060
(810) 984-3101
- **YALE PUBLIC SCHOOLS**
198 School Drive
Yale, MI 48097
(810) 387-3231

SPECIAL EDUCATION ACRONYMS

A

AD(H)D	Attention Deficit (Hyperactivity) Disorder
ADA	Americans With Disabilities Act
AG	Annual Goal
AI	Autistic Impairment
AS	Asperger's Syndrome
ASD	Autism Spectrum Disorder

C

CFI	Community Focused Instruction
CI	Cognitively Impaired
CP	Cerebral Palsy

D

DD	Developmental Disability/Delay
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E

ECSE	Early Childhood Special Education
EI	Emotional Impairment
ESY	Extended School Year

F

FAPE	Free Appropriate Public Education
FTE	Full Time Equivalency

H

HI	Hearing Impairment
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I

IDEA	Individuals with Disabilities Education Act
IEE	Independent Evaluation
IEP	Individualized Education Program
IEPT	Individualized Educational Program Team
IFSP	Individualized Family Service Plan
ITP	Individualized Transition Program

L

LD	Learning Disabled/Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment

M

MDE	Michigan Department of Education
MET	Multi-disciplinary Evaluation Team

O

OHI	Other Health Impairment
OM	Orientation and Mobility
OSE/EIS	Office of Special Education and Early Intervention Services
OT	Occupational Therapist

P

PAC	Parent Advisory Committee
PI	Physical Impairment
PT	Physical Therapist

R

REED	Review of Existing Evaluation Tool
RESA	Regional Educational Service Agency

S

SEAC	State Special Education Advisory Committee
SLI	Speech and Language Impairment
SSW	School Social Worker
STIO	Short Term Instructional Objective
SXI	Severe Multiple Impairment

T

TBI	Traumatic Brain Injury
TC	Teacher Consultant
TSLI	Teacher of Speech/Language Impairment

V

VI	Visual Impairment
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SPECIAL EDUCATION TERMS AND DEFINITIONS

Ancillary Services

Services specially designed to meet the unique needs of persons with disabilities through age 25, including the following: audiological, medical, psychiatric, psychological, speech and language, or educational evaluation; occupational, physical, recreational, or other therapy; accommodations and modifications; 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, or placed in juvenile detention facilities.

Annual Goals

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.

Assistive Technology Devices and Services

Items that increase, maintain, or improve functional capabilities of students with disabilities, or services that help staff use these items.

Behavior Plan

A plan developed by a team to address situations when behavior problems interfere with learning.

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 RESA Plans, an individualized education plan, or hearing officer or court decision.

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.

Comprehensive Reevaluation (also known as "Re-determination")

A three-year review of a student's special needs, progress, and 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.

Departmentalize

A secondary level delivery system in which two or more special education teachers group special education students by instructional content areas.

Disability, Person with

A person determined by an individualized educational planning team (IEPT) or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the disability (autistic; emotionally impaired; hearing impaired; cognitively impaired; physically and otherwise health impaired; pre-primary impaired; severely multiply impaired; specific learning disability; speech and language impaired; and visually impaired) and who, because of the disability, needs special education supports.

Dissenting Report

A written report that is attached to an IEP, which provides a perspective other than the consensus perspective.

Education Records

Confidential written information about a student with a disability; record is stored in a central location.

Evaluation Review

An IEP team meeting to decide questions related to evaluations.

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.

Functional Behavior Assessment

An assessment of the factors that affect a student's behavior, typically including a review of the environment and the student's needs.

Inclusion

The placement of a student with a disability in a regular classroom with his/her peers, and with the supports necessary for his/her educational experiences. A plan 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 public agency.

Individuals with Disabilities Education Act (IDEA)

The federal law that sets national standards for educating students with disabilities.

Individualized Education Plan (IEP)

A plan developed by an individualized educational planning team. The individualized education plan shall be reviewed annually.

Individualized Educational Planning Team (IEPT)

Persons appointed and invited (including parents) by the superintendent or designee to determine a student's eligibility for special education and, if eligible and in need of special education, to develop an individualized education plan. The IEP team also addresses decisions related to additional evaluations or reevaluations, as well as student discipline.

Individualized Family Service Plan (IFSP)

A plan of service developed by a team for a student with a disability between the ages of 0–3; emphasizes interagency collaboration.

Least Restrictive Environment (LRE)

The requirement that each student with disabilities be educated as much as possible with non-disabled peers.

Manifestation Determination

An IEP team meeting to address the relationship between behavior problems and disability.

Mediation

A process to help parents and school districts resolve disagreements.

Mobility and Orientation

Support to help a student with a disability move in a school related environment.

Multi-disciplinary Evaluation Team

A minimum of two persons who are responsible for evaluating students suspected of having a disability.

Normal Course of Study

A regular education curriculum leading to a high school diploma, or the special education curriculum approved in the Regional Educational Service Agency Plan leading to a high school diploma. The special education curriculum shall include physical education, personal adjustment, and pre-vocational and vocational training.

Parent

The mother, father, surrogate, or legally designated guardian of the person with a disability. Parent also means the effected person with a disability when the person 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 local educational agency within the RESA, appointed by the RESA Board. The PAC is responsible for participating in the development of the RESA Plan and advising the RESA Board on matters relating to special education.

Positive Behavior Support (PBS)

Positive Behavior Support is a systematic positive approach that helps students learn to assume responsibility for themselves.

Procedural Safeguards (also know as “Rights” or “Due Process”)

Regulations designed to protect students with disabilities.

Public Expense

The public agency either pays for the full cost of the evaluation, program, or services, including transportation and room and board, or ensures that such is provided at no cost to the parent.

Resource Room

A special education classroom setting.

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 that one year.

Special Education

Specially designed instruction, at no cost to the parents, to meet the unique educational needs of the special education students; designed to develop the maximum potential of the special education student. All of the following are included in the definition of special education.

1. Special education classroom instruction
2. Instruction in physical education
3. Instructional services such as pre-primary, teacher consultant, speech and language, homebound and hospitalized, and juvenile detention facilities.
4. Ancillary and other related services such as occupational, physical, recreational, or other therapy, mobility and orientation, school psychological and school social work services.

Special Education Advisory Committee

A committee appointed by the State Board of Education to advise the State Board of Education on matters relating to the delivery of special education.

Teacher Consultant

A certified teacher with teacher consultant approval who provides instructional support to students with disabilities. Instructional services are supportive of a general or special education teacher.

POSSIBLE ACCOMMODATIONS/MODIFICATIONS TO BE CONSIDERED IN THE IEP

Pacing

- Adjust deadlines
- Vary activity often
- Omit assignments requiring timed copying
- Adjust amount of work necessary to meet requirements
- Provide home set of text/material for preview/review
- Other _____

Environment

- Plan seating strategically: Bus, classroom, lunchroom, auditorium
- Alter physical room arrangement
- Define areas concretely
- Reduce distractions: Visual, Auditory, Spatial, Movement
- Teach positive rules for use of space
- Other _____

Assignments

- Give directions in small distinct steps (written, picture, verbal)
- Provide print copy for oral directions
- Reduce difficulty level
- Shorten assignments
- Reduce paper and pencil tasks
- Read or tape record directions
- Give extra cues or prompts
- Allow student to record or type assignments
- Adapt worksheets, packets
- Provide alternative assignment/strategy when demands of class conflict with student capabilities. Limit penalizing for errors 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, Tactile Experiential
- Use individual/small group instruction
- Utilize specialized

Home/School Communication

- Teams meeting, daily journal
- Other _____

Motivation and Reinforcement

- Verbal
- Positive reinforcement
- Behavior management
- Other _____
- Non verbal
- Tap strengths/interests

Materials

- Arrangements of material on page
- Note-taking assistance/carbonless or Xerox copy of lecture notes
- Use supplementary materials
- Taped text and/or other class materials
- Typed copy of teacher material
- Electronic typewriter, calculator, computer, video recorder, telephone adaptations, tape recorder Augmentative communication device
- 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 time lines
- Review and practice real situations
- Plan for generalization
- Teacher skill in several settings/environments
- Other _____

Testing Adaptations

- Oral responses (taped)
- Application in real setting (read test to student)
- Preview of test language (extended time frame)
- Short answer (multiple choice)
- Modified format (shortened questions)
- Administered by resource person
- Other _____

Social Interactions Supports

- Peer advocacy, greetings
- Sharing, peer tutoring
- Partial participation, negotiation
- Focus on social process rather than activity/end product
- Structured shared experiences in school extracurricular
- Cooperative learning groups
- Use of multiple/rotating peers
- Teach friendship skills/sharing/negotiations
- Teach social communications skills
- Conversational turn taking
- Structured activities to create opportunities for social interaction
- Other _____

HELPFUL HINTS

How to Prepare for the Individualized Educational Planning Team (IEPT) Meeting

- Obtain as much information as you can before the individualized educational planning committee meeting. Talk with your child's teacher, the people who evaluated your child, and read your child's records.
- Write down your questions and concerns for the meeting.
- If possible, both parents should attend the individualized educational planning committee meeting.
- If you are having communication problems, maintain your own records regarding your child. Keep a copy of all the letters that you send. If you make a telephone call, make a record of the call and follow it up with a letter.
- Consider contacting organizations identified by your school district that may help you understand the individualized educational planning committee process.
- If possible, meet with your child's teacher and observe your child in his or her present program.
- Be sure you understand the contents of the individualized educational program before you sign it.

Ten Questions to Ask at the IEP T

1. What are my child's strengths and weaknesses?
2. Did my child make the expected progress this past year? If not why not?
3. Did any particular problems occur at school this last year?
4. What are the school's goals for this next year?
5. How will these goals be measured?
6. To what extent will my child be included with general education students?
7. Are transition services necessary at this point?
8. Are there any other services my child needs to be successful in school?
9. Is my child getting along with his/her peers?
10. What can I do at home to support my child's progress at school?

LOCAL AGENCIES

- **THE ARC OF ST. CLAIR COUNTY**

1530 Pine Grove Ave., Ste. 5
Port Huron, MI 48060
(810) 989-9144
www.thearcsccl.org

Provides training, education, recreation, and advocacy programs services for persons with developmental disabilities.

- **BLUE WATER COUNSELING**

1501 Krafft Rd.
Fort Gratiot, MI 48059
(810) 985-5125
www.bluewaterclinic.com

Provides counseling, behavioral management, parent training, crisis intervention, foster care, in-home nursing, support groups, etc.

- **EARLY ON**

499 Range Rd., PO Box 1500
Marysville, MI 48040
(810) 364-4398
www.sccrescl.org/countyeducation/early-childhood-programs/

Coordinates early intervention services for children who may have a developmental delay or a medical condition that could lead to delay (birth to age 3).

- **ST. CLAIR COUNTY RESA/
SPECIAL EDUCATION SERVICES**

499 Range Rd., PO Box 1500
Marysville, MI 48040
(810) 364-8990
www.sccrescl.org

In cooperation with the seven local districts, develops, implements, and coordinates special education services and programs for all eligible disabled students (birth to age 26).

- **DEPARTMENT OF HUMAN SERVICES/
MICHIGAN REHABILITATION SERVICES**

100 McMorran Blvd., 5th Floor
Port Huron, MI 48060
(810) 982-8571
www.mi.gov/dhs

Vocational rehabilitation services for eligible persons with disabilities.

- **ST. CLAIR COUNTY COMMUNITY
MENTAL HEALTH**

3111 Electric Ave.
Port Huron, MI 48060
(810) 985-8900
www.scccmh.org

Provides advocacy and referral services for children and adults who are developmentally disabled. Services include: needs assessment, mental health counseling, assistance with guardianship, residential needs assistance, recreation, early childhood services, behavioral management, parent training, crisis intervention, and support groups.

- **ST. CLAIR COUNTY DEPARTMENT
OF HUMAN SERVICES (DHS)**

220 Fort St.
Port Huron, MI 48060
(810) 966-2000
www.michigan.gov/dhs

Provides food and cash assistance, as well as services for children, adults, and families who meet program criteria.

LOCAL AGENCIES

- **ST. CLAIR COUNTY HEALTH DEPARTMENT**

3415 28th St.
Port Huron, MI 48060
(810) 987-5300
www.stclaircounty.org/offices/health

Offers assistance with preventative medicine, health education, nursing services, control of communicable diseases, etc.

- **CHILDREN'S SPECIAL HEALTH CARE SERVICES
ST. CLAIR COUNTY HEALTH DEPARTMENT**

3415 28th St.
Port Huron, MI 48060
(810) 987-6102
www.stclaircounty.org/offices/health/childrens_special_health.aspx

A medical insurance and case management program for individuals with disabilities to 21 years of age. Includes otology, cardiac, genetic, and orthopedic evaluation clinics.

- **ST. CLAIR COUNTY RESA – PUBLIC SCHOOL
SPECIAL EDUCATION SERVICES**

499 Range Rd. PO Box 1500
Marysville, MI 48040
(810) 364-8990
www.sccresa.org

Provides complete educational services to children with developmental disabilities.

- **ST. CLAIR COUNTY PROBATE
COURT/PUBLIC GUARDIAN**

201 McMorran Blvd., Room 2700
Port Huron, MI 48060
(810) 985-2066
www.stclaircounty.org/offices/courts/probate

Guardianship services for persons requiring assistance in managing their property, money and/or self care.

- **SOCIAL SECURITY ADMINISTRATION**

2620 Krafft Rd.
Fort Gratiot, MI 48059
(810) 385-8910 or (800) 772-1213
www.ssa.gov

Receives, develops, and adjudicates claims for the developmentally disabled and/or all others meeting criteria.

STATE ORGANIZATIONS

- **THE ARC OF MICHIGAN**
1325 South Washington Ave.
Lansing, MI 48910
(800) 292-7851 or (517) 487-5426
www.arcmi.org
- **ASSOCIATION FOR CHILDREN'S MENTAL HEALTH**
6017 West St. Joseph Highway, Ste. 200
Lansing, MI 48917
(888) 226-4543 or (517) 372-4016
www.acmh-mi.org
- **ASSOCIATION FOR THE BLIND AND VISUALLY IMPAIRED**
456 Cherry S.E.
Grand Rapids, MI 49503
(800) 466-8084 or (616) 458-1187
www.abvimichigan.org
- **AUTISM SOCIETY OF MICHIGAN**
2178 Commons Parkway
Okemos, MI 48864
(800) 223-6722 or (517) 882-2800
www.autism-mi.org
- **EPILEPSY CENTER OF MICHIGAN**
25200 Telegraph Rd. #110
Southfield, MI 48033
(248) 351-7979
www.epilepsymichigan.org
- **LEARNING DISABILITY ASSOCIATION OF MICHIGAN**
1026 N. Washington Ave., 2nd Floor
Lansing, MI 48906
(517) 319-0370
www.ldaofmichigan.org
- **MICHIGAN ALLIANCE FOR FAMILIES**
1325 S. Washington Ave.
Lansing, MI 48910
(800) 552-4821 or (313) 557-8780
www.michiganallianceforfamilies.org/
- **MICHIGAN PROTECTION & ADVOCACY SERVICE**
4095 Legacy Pkwy #500
Lansing Charter Township, MI 48911
(800) 288-5923 or (517) 487-1755
www.mpas.org
- **UNITED CEREBRAL PALSY OF MICHIGAN**
3496 Lake Lansing Rd. # 170
East Lansing, MI 48823
(800) 828-2714 or (517) 203-1200
www.ucpmichigan.org

MY PERSONAL DIRECTORY

YOUR CHILD'S ELIGIBILITY FOR SPECIAL EDUCATION/DISABILITY IS: _____

School: _____

Building _____

Phone _____

Principal _____

Counselor _____

Teacher _____

Phone _____

Speech Therapist _____

Phone _____

Occupational Therapist _____

Phone _____

Physical Therapist _____

Phone _____

Social Worker _____

Phone _____

Teacher Consultant _____

Phone _____

MY CHILD'S BUS DRIVER IS: _____

Bus garage phone # is: _____ Bus #: _____

Special Transportation _____

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

Name: _____ Phone: _____ e-mail: _____

Name: _____ Phone: _____ e-mail: _____

Name: _____ Phone: _____ e-mail: _____

Name: _____ Phone: _____ e-mail: _____

PAC Your local school district is represented on the St. Clair County Regional Educational Service Agency Parent Advisory Committee or PAC. If you wish to contact your district representative, or if you have additional questions regarding your rights, call (810) 364-8990.

STUDENT'S SCHEDULE

School Year _____

FIRST SEMESTER			SECOND SEMESTER		
SUBJECT	Room	Teacher	SUBJECT	Room	Teacher

ADDITIONAL NOTES

Dates to Remember:

IEPT MEETING DATE: _____

NEXT REVIEW DATE: _____

MET DATE: _____

3 YEAR REEVALUATION DATE: _____

OTHER: _____

OTHER: _____

A JOINT PUBLICATION OF:

St. Clair County RESA
Algonac Community Schools
Capac Community Schools
East China School District
East Shore Leadership Academy
Landmark Academy
Marysville Public Schools
Memphis Community Schools
Port Huron Area School District
Yale Public Schools



REGIONAL EDUCATIONAL SERVICE AGENCY

499 Range Road, PO Box 1500

Marysville, Michigan 48040

Phone: (810) 364-8990 • Fax: (810) 364-7474

www.sccresa.org