

Parent Handbook for Special Education



Mecosta-Osceola Intermediate School District
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The Mecosta-Osceola Intermediate School District

Serves the local districts of:

Big Rapids

Chippewa Hills

Crossroads Charter Academy

Ewart

Morley-Stanwood

Reed City

CURRENT PAC MEMBERS

A list of current members of the PAC can
be found on the MOISD Website at:

<http://www.moisd.org/specialed/parentadvisorycommittee/paccontactinformation/>

A copy of the Michigan Special Education Rules can be obtained from:

**Michigan Department of Education
Office of Special Education & Early Intervention Services
P.O. Box 30008
Lansing, MI 48909
517-373-0923
www.mde.state.mi.us/off/sped/**

NOTICE OF NONDISCRIMINATION

The Mecosta-Osceola Intermediate School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs and activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Assistant Superintendent of the Mecosta-Osceola Intermediate School District, 15760 190th Avenue, Big Rapids, MI 49307 231-796-3543.

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TABLE OF CONTENTS

Dear Parents	Page 3
Frequently Asked Questions	Page 4
Extended School Year (ESY)	Page 5
Special Education Categories	Page 6
Special Education Programs & Services	Page 7
Ancillary & Other Related Services	Page 9
Accommodations-Modifications	Page 9
Special Education Acronyms	Page 10
Glossary	Page 12
Resources for Parents	Page 18
Local Educational Agencies & School Districts	Page 20

Dear Parents,

This handbook has been developed by the **Parent Advisory Committee (PAC) of the Mecosta/Osceola Intermediate School District (MOISD)** to give you an introduction to the special education process and to acquaint you with special education programs and services. Services are provided by the MOISD and/or local public school agencies (including local districts or public school academies/charter schools).

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. Special Education services are made available to eligible students in the State of Michigan from birth through high school graduation or age 26, as appropriate.

The PAC is made up of parents from public school agencies in the MOISD whose children have special needs. Members are recommended by their public school agency for appointment by the MOISD School Board. Care is taken to assure that the PAC membership represents students with various disabilities and eligibility for special education services.

The PAC members collaborate with the MOISD School Board and take an active role in the development of the MOISD Special Education Plan, as described in the Michigan Administrative Rules for Special Education (MARSE). PAC Meetings are listed on the MOISD website and are held at the MOISD Board of Education Building in Big Rapids. Meetings are open to the public.

Sincerely,

PAC Members

FREQUENTLY ASKED QUESTIONS

WHAT IS SPECIAL EDUCATION?

It is mandatory in the State of Michigan to provide an educational opportunity for children with handicaps or impairments from birth through age twenty-six. Early diagnosis and intervention can be a key component for a child's future success. Any child found to have an impairment that interferes with educational performance and meets the eligibility criteria, according to the rules of Michigan, is eligible for special education services.

What are the essential ingredients necessary for a satisfying, meaningful life? Self-esteem, reasonable expectations and meaningful activity would definitely rank high on the list of rights of every individual. Keeping these rights for students in mind, the Mecosta-Osceola Intermediate School District (MOISD) Special Education staff and parents have developed an exemplary program that can begin at birth and continue until age twenty-six. Our programs provide children and young adults with special needs the opportunity to achieve their goals.

WHAT ARE THE STEPS IN THE EVALUATION PROCESS?

- Child Find – Each state is required by IDEA to identify, locate and evaluate all children with disabilities in the state who need special education and related services.
- Request for Initial Evaluation – When a child is suspected of having a disability, a written request for an initial evaluation is submitted to school district personnel.
- Parental Consent to Evaluate – When a request for an initial evaluation is received the district must request parental consent to evaluate a child suspected of having a disability.
- Evaluation – A Multidisciplinary Evaluation Team (MET) conducts the initial evaluation.
- Individualized Education Program (IEP) – The IEP Team is convened to determine eligibility or ineligibility. If eligible, the team develops the child's IEP.
- Notice to Parent of Intent to Implement – The school district provides written notice to the parent about where and when the district plans to implement the IEP.
- Parent Consent for Provision of Programs and Services – Parent consent is required before special education programs and services are provided to a child for the first time.
- Implementation – The school district implements the child's IEP.

WHAT HAPPENS AFTER A CHILD/STUDENT IS FOUND ELIGIBLE?

Another role of the IEP Team is to develop the student's program or Individualized Education Program (IEP). As stated earlier, the IEP Team is comprised of the parent, school professionals, and the student, when appropriate. After the IEP is developed, the student begins to receive special education and related services per what was agreed upon by the IEP Team.

WHAT IS AN IEP?

An Individualized Education Program (IEP) is a written document for a student with a disability that describes special education programming the student will receive. The IEP is developed at a meeting that is scheduled at a mutually agreeable time. The IEP must be reviewed annually.

WHAT IS INCLUDED IN THE IEP?

The requirements are:

- a statement of the student's present level of educational performance (PLAAFP);
- a statement of measurable annual goals and short-term objectives;

- a statement of how the student’s progress toward the annual goals will be measured and how the parent will be regularly informed of that progress;
- a statement of special education program/services along with any modifications and accommodations provided to the student.

WHAT IS LEAST RESTRICTIVE ENVIRONMENT (LRE)?

Least restrictive environment is identified in the U.S. Individuals with Disabilities Education Act as one of the six principles that govern the education of students with disabilities and other special needs. "Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

WHAT IS EXTENDED SCHOOL YEAR (ESY)?

Extended School Year (ESY) services refer to special education and/or related services provided beyond the normal school year or school day for the purpose of providing a Free and Appropriate Public Education (FAPE) to a student with a disability. All students who are eligible for special education and/or related services must be considered for ESY services at each IEP, although most students will not be entitled to these services. The need for ESY services must be determined individually and cannot be provided or denied based upon category of disability or program assignment.

If you need additional information, please contact the MOISD Special Education Department or your local school district special education department.

WHAT IS A “FREE APPROPRIATE PUBLIC EDUCATION” (FAPE)?

Free Appropriate Public Education, or FAPE, is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973¹¹ and the Individuals with Disabilities Education Act (IDEA).

SHOULD THE STUDENT BE INVOLVED IN THE IEP?

Students often provide valuable insights regarding their needs. Each student has the option to be a part of the IEP Team process. Students will participate in their transition planning starting at age 14.

Students who are age 17 are notified that their rights will be transferred to them upon reaching the age of majority (18). At age 18 both the student and parents are notified that the rights are transferred to the student.

WHAT TRANSPORTATION SERVICE DOES A DISTRICT PROVIDE FOR SPECIAL EDUCATION STUDENTS?

Specialized transportation services are provided by school districts if the IEP Team determines the student needs those services to receive a free, appropriate public education (FAPE).

WHAT ARE PROCEDURAL SAFEGUARDS?

Procedural Safeguards protect the rights of students with disabilities and their parents. They provide the information that parents need to make decisions about their student’s education. This document must be provided to parents annually.

SPECIAL EDUCATION CATEGORIES

Autism Spectrum Disorder (ASD): Children with a restricted range of interests and impairments in social and communication skills. (R 340.1715).

Cognitive Impairment (CI): Children who are delayed in their mental development. (R340.1705).

Early Childhood Developmental Delay (ECDD): Children through age seven with developmental delays whose impairment cannot be identified under any other category. (R 340.1711).

Emotional Impairment (EI): Children with behaviors and/or emotional issues that interfere with their learning. (R 340.1706).

Hearing Impairment (HI): Children who are deaf or hard of hearing. (R 340.1707).

Learning Disability (LD): Children with disorders in the process of learning. (R 340.1713).

Other Health Impairment (OHI): Children with other health impairments that interfere with learning. (R 340.1709a).

Physical Impairment (PI): Children with physical impairments that interfere with learning. (R 340.1709).

Severe Multiple Impairment (SXI): Children who have both mental and physical impairments. (R 340.1714).

Speech and Language Impairment (SLI): Children who have not developed appropriate speech, language, or communication skills. (R 340.1710).

Traumatic Brain Injury (TBI): Children with a head injury that interferes with their learning. (R 340.1716).

Visual Impairment (VI): Children who are blind or partially sighted. (R 340.1708).

SPECIAL EDUCATION PROGRAMS AND SERVICES

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS AND SERVICES

This program is a classroom program for special education eligible students aged 3 to 5. Services in this program are outlined in the students Individualized Education Plan (IEP) and may include occupational therapy, physical therapy or speech therapy. Students in the program generally meet for at least 2.5 hours a day or 12.5 hours a week. The focus of this program is to prepare students for kindergarten readiness before reaching their 6th birthday. The preschool outcomes for this program include positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors. The program is supervised by a certified early childhood special education teacher.

MODERATE COGNITIVE IMPAIRMENT (MoCI) PROGRAM

A program for students who meet the eligibility requirements as a student with a Moderate Cognitive Impairment.

SEVERE COGNITIVE IMPAIRMENT (SCI) PROGRAM

A program for students who meet the eligibility requirements as a student with a Severe Cognitive Impairment.

SEVERE MULTIPLE IMPAIRMENT (SMI) PROGRAM

A program for students who meet the eligibility requirements as a student with a Severe Multiple Impairment.

RESOURCE PROGRAM

Resource room programs are classrooms where a special education teacher instructs and assists students identified with a disability. Students in a resource room receive special instruction in an individualized or group setting for a full day or a portion of the day. Individual needs are supported in resource rooms as defined by the student's Individualized Education Program (IEP).

SCHOOL PSYCHOLOGIST

The school psychologist's main function is in the evaluation of students who have been referred for an initial evaluation or reevaluation of special education eligibility. The school psychologist often services as the leader of the multi-disciplinary evaluation team assigned to evaluate a student. In addition, the school psychologist provides insight into learning styles, accommodations, strengths/weaknesses, etc. for classroom teachers and parents.

TEACHER CONSULTANT

Teacher consultants (TC's) serve as part of the diagnostic team; evaluating students, assisting in planning programs and in consulting with teachers. In some incidents, TC's also provide instruction to students with impairments who are enrolled full time in general education. Students of any eligibility category might be served through the TC model. TC's cannot teach a subject or give grades, but are primarily responsible for remediation, study skills or coordinating the student's program. Providing support to the general education or special education teacher is also part of the TC's responsibility. Students who receive the support services of a TC graduate through the general education course of study.

SCHOOL SOCIAL WORKER

The school social worker may provide direct service to eligible students in need of support in the affective area. Through play, individual discussion or group experiences, students can develop better understanding of feelings and improve relations with others. Also, the school social worker may consult with staff and parents regarding behavior, emotions and other issues. In addition, the school social worker may be a member of a multi-disciplinary team in the evaluation of a student.

SPEECH and LANGUAGE THERAPIST

The speech and language therapist may provide direct service or consultation for students who have articulation, fluency or language impairments. Services may be provided individually, in groups or with an entire class as in deemed appropriate. In addition, the therapist participates in evaluations of students and provides consultation to classroom teachers and parents.

PHYSICAL THERAPY

The physical therapist may provide direct service or consultation for students who have impairments of a gross motor nature. Services can be offered individually or in small groups and can be delivered directly or through consultation. The physical therapist may also be a member of a multi-disciplinary evaluation team.

OCCUPATIONAL THERAPY

The occupational therapist may provide direct service or consultation for students who have impairments of a fine motor nature. In addition, students with sensory deficits may be appropriately served by an occupational therapist. Services may be offered individually or in small groups and are delivered directly or via consultation. The occupational therapist may also be a member of a multi-disciplinary evaluation team.

HOMEBOUND/HOSPITALIZED SERVICES

Educational and ancillary services for students unable to attend school for medical reasons may be provided in the student's home. A physician's statement and an IEP are required to initiate these services. The frequency and amount of service is determined through the IEP.

ORIENTATION and MOBILITY SERVICES

The orientation and mobility specialist may be involved in evaluating students who are visually impaired. In addition, the specialist may provide direct service or consultation for those visually impaired students who need to develop skills to safely move through their environment.

ANCILLARY AND OTHER RELATED SERVICES

Eligible students may also receive ancillary or other related services as a direct service or as consultation with other staff, depending upon individual need. Examples of these are:

Orientation and Mobility
Assistive technology
Occupational therapy (OT)
Physical therapy (PT)

School Psychologist
School social work (SSW)
Speech Therapy
Teacher Consultant

ACCOMMODATIONS/MODIFICATIONS

Some students require accommodations and/or modifications to help them benefit from classroom instruction. These are discussed and determined at the IEP meeting.

SPECIAL EDUCATION ACRONYMS

ADA	American with Disabilities Act
AD(H)D	Attention Deficit (Hyperactivity) Disorder
ASD	Autism Spectrum Disorder
BIP	Behavior Intervention Plan
CBI	Community Based Instruction
CI	Cognitive Impaired
CP	Cerebral Palsy
ECDD	Early Childhood Developmental Delay
ECSEP	Early Childhood Special Education Program
EI	Emotionally Impaired
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
HI	Hearing Impairment
IDEA	Individuals with Disabilities Education Act
IEE	Independent Education Evaluation
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
ISD	Intermediate School District
LD	Learning Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment
MDE	Michigan Department of Education
MET	Multidisciplinary Evaluation Team

MICI	Mildly Cognitively Impaired
MOCI	Moderately Cognitively Impaired
MOISD	Mecosta-Osceola Intermediate School District
OHI	Other Health Impairment
OM	Orientation and Mobility
OSE/EIS	Office of Special Education and Early Intervention Services
OT	Occupational Therapist
PAC	Parent Advisory Committee
PBS	Positive Behavior Support
PI	Physical Impairment
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PSA	Public School Academy/Charter School
PT	Physical Therapist
RR	Resource Room
SCI	Severely Cognitively Impaired
SLI	Speech and Language Impairment
SCI	Severe Cognitive Impairment
SSW	School Social Worker
SXI	Severe Multiple Impairment
TBI	Traumatic Brain Injury
TC	Teacher Consultant
VI	Visual Impairment

GLOSSARY

Accommodations: Changes in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks. Accommodations are determined by the IEP Team and are documented in the student IEP Team report.

Advocate: An individual, either a parent 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 education rights of that student.

Age of Majority/Transfer of Rights: When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

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 IEP team will decide upon the appropriate state assessment for each student.

Americans with Disabilities Act (ADA): Federal law requiring accommodations for people with disabilities in the community and workplace.

Ancillary and Other Related Services: Services specially designed to meet the unique needs of persons with disabilities through age 25. 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; assistive technology devices and services; mobility and orientation services.

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

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

Assistive Technology Device: Any item, piece of equipment, or product that is used to increase, maintains, or improves functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP Team.

Assistive Technology Service: Any service that helps a student with a disability in the selection, acquisition or use of an assistive technology device. This includes training with the device.

Autism Spectrum Disorder: A neurological based developmental disorder occurring within the first 3 years of life. Now considered a spectrum disorder, with varying degrees of severity, it affects communication, socialization, and sensory perception.

Behavior Intervention Plan (BIP): A plan developed by a team to address situations when behavior problems interfere with learning.

CA-60: Confidential information which may contain such records as; IEP's, medical information, testing, report cards, etc.

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 observation, 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.

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 Program Team (IEPT), or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the disability (autistic impairment, emotional impairment, hearing impairment, mental impairment, physically and otherwise health impairment, preprimary impairment, severe multiple impairment, specific learning disability, speech and language impairment, and visual impairment) and who, because of the disability, needs special education supports.

Dissenting Report: May be written by a parent or a professional, who disagrees with the IEP. This report must be attached to the final IEP.

Due Process: A procedure guaranteed by federal law, for resolving disputes regarding special education services.

Extended School Year (ESY): Special education programming that extends beyond the 180 days of the regular school year. Eligibility and services are determined by the IEP team at no cost to the parent of the child.

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.

Family Educational Rights and Privacy Act (FERPA): A federal law which gives parents, and the student over 18 years of age, access to and control over all education and school records.

Functional Behavior 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.

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 school agency.

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

Individualized Education Program (IEP): A specially designed instruction program developed by the IEP team, that describes the student's eligibility, the student's present level of performance, annual goals and short term objectives, specific educational and related 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 - as specific as possible. The IEP shall be reviewed annually or more often as needed.

Individualized Educational Program 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 services, to develop an IEP. The IEP team also addresses decisions related to additional evaluation 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 and 3 years; emphasizes interagency collaboration.

Intermediate School District (ISD): The Mecosta–Osceola ISD provides technical assistance and support to the local school districts and public school academies within the counties.

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 Education Agency (LEA): The school district that is directly responsible for providing special education services in a geographical area.

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

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

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

Modification: Changes in curriculum or instruction that substantially changes the requirements of the class or substantially alters the content standards and benchmarks.

Multidisciplinary Evaluation Team (MET): Two or more professionals from separate disciplines (such as: psychologist, teacher(s), social worker, speech/language therapist, etc.) and the parent(s), who share responsibility for conducting a comprehensive evaluation of a student suspected of having a disability or reevaluating a person with a disability.

No Child Left Behind (NCLB): January 8, 2002, President Bush signed NCLB into law. It is an education reform plan making changes to the Elementary and Secondary Education Act (ESEA). It is looking for stronger accountability for results, increased flexibility and local control, expanded options for parents and emphasis on teaching methods.

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.

Office of Civil Rights (OCR): An agency with the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. OCR investigates allegations of discrimination based upon disability.

Orientation and Mobility (OM): Support to increase the accessibility of the educational environment for a student with a 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 he/she 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 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.

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.

Procedural Safeguards (also known as “Rights” or “Due Process”): Regulations designed to protect students with disabilities and their parents. See table of contents for the page number of the Procedural Safeguards.

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

Public School Agency: A public school governed by a board of education, legally constituted within a State, which has administrative control and direction of a public elementary or secondary school (includes both local districts and public school academies/charter schools).

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

Related Service: Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, OT, PT, medical care.

Resource Room: A classroom program that may serve students up to a full day. The student may receive instruction in any or all of the content area courses, which includes; language arts, mathematics, social studies, and science.

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

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

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 occupational, physical, recreational, music, art or other therapy, mobility and orientation, school psychological and school social work services; supplemental aids, accommodations and modifications.

Teacher Consultant (TC): A certified special education teacher, with teacher consultant approval, 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.

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

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

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.

RESOURCES FOR PARENTS

<u>NAME</u>	<u>TELEPHONE AND/OR WEBSITE</u>
ADVOCACY	
Michigan Protection @ Advocacy Service (MPAS)	517-487-1755 or 800-288-5923 www.mpas.org
Parent Advocacy Coalition for Educational Rights	888-248-0822 www.pacer.org
EDUCATION	
Center for Educational Networking (CEN)	888-463-7656 www.cenmi.org
Council for Exceptional Children (CEC).....	888-232-7733 www.cec.sped.org
Positive Behavioral Interventions and Supports	541-346-2505 www.FCTD.info
State of Michigan Office of Special Education and Early Intervention Services (OSE/EIS)	888-320-8384 (8 a.m. to 12 p.m.) 517-373-0923 www.michigan.gov/mde
HEALTH	
Children's Special Health Care	www.michigan.gov/cshcs
Dept. of Human Resources (formerly FIA)	231-796-4300 www.michigan.gov/fia
Dept. of Community Health (MDCH).....	800-539-3722 www.michigan.gov/mdch
MI Child	888-988-6300 www.mdch.state.mi.us/MSA/mdch_msa/miindex.htm
National Institute of Health (NIH) Information.....	www/health.nih.gov
MEDIATION/LEGAL	
Office for Civil Rights (OCR) Department of Education	800-421-3481 www.ed.gov/ocr/
ORGANIZATIONS AND SUPPORT GROUPS	
Michigan Self Help Clearinghouse (Find/Start Support Groups)	800-288-5923 www.mpas.org
Muscular Dystrophy Association.....	800-572-1717 www.mdausa.org

National Association for Parents of the Visually Impaired www.spedex.com/napvi
 National Attention Deficit Disorder Association (ADDA)..... www.add.org
 National Down Syndrome Congress.....800-232-NDSC www.ndscenter.org
 PACER800-537-2237 www.pacer.org
 Project PERFORM 800-552-4821 www.bridge4kids.org
 Spina Bifida Association of West Michigan.....800-621-3141 www.spinabifida.org
 United Cerebral Palsy (UCP) of Michigan 800-828-2714
 www.ucp.org/ucp_local.cfm/87

TECHNOLOGY

Able Net..... 800-322-0956 www.ablenetinc.com
 Apple Computer – Special Needs.....www.apple.com/accessibility
 Michigan’s Assistive Technology Resource (MATR)..... 989-224-0333 www.cenmi.org/matr

TRAININGS AND CLASSES FOR PARENTS

Michigan Protection & Advocacy (MPAS) Trainings 800-288-5923 www.mpas.org

TRANSITION

Michigan Dept. of Career Development/Rehab Services www.michigan.gov/mdcd/
 Michigan Transition Services Project (TSP) www.michigantsa.com
 National Center on Secondary Education and Transition 612-624-2097
 www.ncset.org
 National Transition Alliance for Youth with Disabilities 612-624-2097
 www.ncset.org
 Social Security Administration (SSA).....800-772-1213 www.ssa.gov/

LOCAL EDUCATIONAL AGENCIES & SCHOOL DISTRICTS

Big Rapids Public Schools
21034 Fifteen Mile Road
Big Rapids, MI 49307
231-796-2627
www.brps.org

Chippewa Hills School District
3226 Arthur Road
Remus, MI 49340
989-967-2000
www.chsd.us

Crossroads Charter Academy
215 W. Spruce Street
Big Rapids, MI 49307
231-796-9041
www.ccabr.org

Ewart Public Schools
321 N. Hemlock
Ewart, MI 49631
231-734-5594
www.ewart.k12.mi.us

Morley Stanwood Community Schools
4700 Northland Drive
Morley, MI 49336
231-856-4392
www.morleystanwood.org

Reed City Area Public Schools
225 W. Church Avenue
Reed City, MI 49677
231-832-2201
www.reedcity.k12.mi.us

Mecosta/Osceola Intermediate School District (MOISD)
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