

Name: \_\_\_\_\_

### Recommended Sequence for Contact/Support for Questions Regarding Your Child

As you go through this process here is a list of people to call to answer any questions you may have.

| <b>Complete When Giving to Parents</b> | <b>Title:</b>                             | <b>Name:</b>    | <b>Phone:</b>  |
|--|---|-----------------|----------------|
|  | 1. Teacher (regular Ed/Special Ed):       | _____           | _____          |
|  | 2. Building Administrator/Principal       | _____           | _____          |
|  | 3. PAC Representative                     | _____           | _____          |
|  | 4. Special Education Supervisor           | _____           | _____          |
|  | 5. District Implementation Representative | _____           | _____          |
|  | 6. Asst. Supt. of Special Education       | Joan Reeve      | (269) 789-2430 |
|  | 7. Coordinator of Special Education       | Nicole Lawrence | (269) 789-2403 |
|  | 8. Local Superintendent                   | _____           | _____          |

## TIMELINES AND IMPLEMENTATION PUBLIC LAW 105-17 AND PUBLIC ACT 451 SPECIAL EDUCATION PROCESS

|                  |                            |   |
|------------------|----------------------------|---|
| 10 Calendar Days | Referral                   | The student is suspected by parent(s), school staff or other professionals as having a disability. A referral is submitted.   |
|                  | Parent Consent/Notice      | The required information and consent form is signed by the parent(s) within ten (10) days of receiving the referral (Evaluation review).  |
| 30 days          | Parent Consent Received    | Parent/Guardian returns the consent form giving permission to evaluate.<br><br>IEPT must be convened within 30 school days from the receipt of the signed consent form. An evaluation extension may be requested with signed parental consent.  |
|                  | MET                        | The student receives a comprehensive evaluation by a team of MET professionals. The MET members recommend eligibility based on criteria outlined in the state law. The MET report is presented at an IEPT meeting.  |
|                  | IEPT                       | IEPT meeting is convened: <ul style="list-style-type: none"> <li>• Parent is invited to the meeting at a mutually agreed upon time and place.</li> <li>• Eligibility is determined based on the state rules and regulations.</li> <li>• Program and/or services are recommended and agreed upon based on the student' needs.</li> <li>• The IEP is developed. Signed parent consent to implement the initial program and/or service is obtained. The IEP is implemented within 15 school days.</li> </ul> |
| 15 school days   | Placement                  |   |
|                  | IEP Implemented            |   |
| One Year         | Annual Review              | Prior to the annual review date, the IEPT meeting is convened to reconsider programs and services.  |
| Three Years      | Three Year Redetermination | Every 36 months, the IEPT must review existing data and additional data necessary to determine the need for further evaluation (s).The Ongoing Eligibility recommendation is taken to an IEPT meeting, at which time eligibility and program/services are reviewed and revised.   |



17111 G Drive North, Marshall, MI 49068 / P 269.781.5141 / F 269.781.7071 / [www.calhounisd.org](http://www.calhounisd.org)

Dear Parent/Guardian,

As the Assistant Superintendent for Special Education for Calhoun Intermediate School District (CISD), I would like to take this opportunity to provide you with some information that will be useful as you work through the special education process.

The Calhoun Intermediate School District has a very supportive Parent Advisory Committee (PAC). One of the primary purposes of PAC is to provide support and assistance to parents/guardians who have a child with a disability or a suspected disability. The enclosed information includes a listing of PAC members and the local district or public school academy that they represent. Additional resources provided within your folder include: a letter from the Parent Advisory Committee (PAC), a listing of PAC representatives and advocacy agencies available to provide you with assistance (additional information is located in the back of the Parent Handbook), the Parent Checklist, the Special Education Process flowchart, a listing of special education abbreviations/acronyms, and a copy of 'The Coordinating Council' Information and Referral Trees packet.

Please visit the [PAC website](#) for more information.

The special education process can be confusing and can seem very complicated. I hope that the information provided is useful to you.

If you have questions or need support, I would like to encourage you to contact the parent representative from your district. You are also welcome to contact me at (269) 789-2430.

Sincerely,

Joan Reeve  
Assistant Superintendent for Special Education Services



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Dear Parents and Family,

We would like to take this opportunity to provide our support as you embark on this new aspect of your child's education. We represent the Parent Advisory Committee, also known as the PAC, for the Calhoun Intermediate School District, or CISD.

We are all parents with a common bond. Our children are involved in one or more of the many Special Education Programs that each local school district, or the Intermediate School District, provides for children with unique needs or learning styles. We have all been where you are today with feelings of concern and apprehension while continuing to want the very best education for our children.

We felt it was important for you to know that you are never alone in this process. We know that special education programs and services can make a difference for students who are identified as having a disability; however, we also know that this road can be very difficult and confusing and would like to take this opportunity to introduce ourselves and offer support.

The Parent Advisory Committee is made up of parents with children involved in all areas of Special Education. Our children may have a speech and/or language impairment, have difficulty hearing or seeing, be physically impaired, or have difficulty reading or doing math. We also are parents of children with more severe impairments that significantly impact our children's physical and/or cognitive abilities. Despite these challenges, our children continue to learn and grow with the assistance they have received through the special education programs that are provided by local school districts and the Intermediate School District. We are your representatives. We strive to provide the parents' perspective, while also learning more about all aspects of the special education system. Each local school district has a least one parent serving as an advisor to the Parent Advisory Committee. Your individual representative's name and contact information are included in the materials enclosed in this packet.

The opportunity for all of our children to be successful will continue to be our common goal. If you ever need assistance, we can provide you with basic information or direct you to the most appropriate person who may be able to address your specific needs. For additional information and links to other sites that may be of assistance, you can access our website at: <https://www.calhounisd.org/yourisd/divisions/specialeducation/>

Sincerely,  
Your PAC Representatives

## FREQUENTLY USED ABBREVIATIONS / ACRONYMS (Current Terminology)

| Abbreviations / Acronyms<br>Disability Terms | Term                                     | New Term  |
|--|--|---|
| ADHD   | Attention Deficit Hyperactivity Disorder |   |
| Autism / AI                                  | Autism                                   | Autism Spectrum Disorder (ASD)                                  |
| CP   | Cerebral Palsy                           |   |
| DB / DHH                                     | Deaf – Blindness                         | Deaf/Hard of Hearing  |
| EI   | Emotionally Impaired                     |   |
| EMI – MCI                                    | Educable Mentally Impaired               | Mild Cognitive Impairment (MCI)                                 |
| HI - D/HH                                    | Hearing Impaired                         | Deaf & Hard of Hearing (D/HH)                                   |
| LD   | Learning Disabled                        | Specific Learning Disabled (SLD)                                |
| MI – CI                                      | Mentally Impaired                        | Cognitive Impairment (CI)                                       |
| POHI – PI, OHI                               | Physically/Otherwise Health Impaired     | *Physical Impairment (PI)<br>*Otherwise Health Impairment (OHI) |
| PPI – ECDD                                   | Pre-Primary Impaired                     | Early Childhood Special Education (ECSE)                        |
| SLI  | Speech and Language Impaired             |   |
| SMI – SCI                                    | Severely Mentally Impaired               | Severe Cognitive Impairment (SCI)                               |
| SXI  | Severely Multiply Impaired               |   |
| TBI  |  | Traumatic Brain Injury (TBI)                                    |
| TMI – MoCI                                   | Trainable Mentally Impaired              | Moderate Cognitive Impairment (MoCI)                            |
| VI   | Visually Impaired                        |   |

### Special Education Services:

|     |                      |
|-----|----------------------|
| OT  | Occupational Therapy |
| PT  | Physical Therapy     |
| SSW | School Social Worker |
| TC  | Teacher Consultant   |

### Terms:

|      |   |
|------|---|
| ADA  | Americans with Disabilities Act             |
| BIP  | Behavioral Intervention Plan                |
| CBI  | Community Based Instruction                 |
| FAPE | Free and Appropriate Public Education       |
| FBAP | Functional Behavior Assessment Plan         |
| IEP  | Individualized Educational Plan             |
| IEPT | Individualized Educational Programming Team |
| ESY  | Extended School Year                        |
| IDEA | Individuals with Disabilities Education Act |
| IEE  | Independent Educational Evaluation          |
| IFSP | Individual Family Service Plan              |
| LRE  | Least Restrictive Environment               |
| MET  | Multidisciplinary Evaluation Team           |
| SSI  | Supplemental Security Income                |

### State / Community Agencies:

|     |   |
|-----|---|
| ARC | The ARC   |
| CMH | Community Mental Health   |
| DCD | Department of Career Development  |
| DCH | Department of Community Health  |
| DHS | Department of Human Services  |
| DRC | Disability Resource Center/Center for Independent Living (Disability Network) |
| FIA | Family Independence Agency  |
| ISD | Intermediate School District  |
| LEA | Local Education Agency  |
| MRS | Michigan Rehabilitation Services  |

# Parent Checklist

The following checklist should be used as a guide to help you work through the special education process for your child. As a member of your child's Individualized Educational Programming Team (IEPT), your input is invaluable. If you need further assistance at any time throughout this process, do not hesitate to contact your child's teacher or your Parent Advisory Committee (PAC) member representative.

- \_\_\_\_\_ 1. Initial request for evaluation is made. This request can be made by any person working with the student, including the parent.
- \_\_\_\_\_ 2. Review of Existing Evaluation Data (REED) is developed.
- \_\_\_\_\_ 3. REED consent form will be received along with a copy of the Procedural Safeguards.
- \_\_\_\_\_ 4. Return the consent form to the School District within 10 calendar days. All evaluations should be completed within 30 school days.
- \_\_\_\_\_ 5. A MET (Multidisciplinary Evaluation Team) representative will contact you and share an interpretation of the diagnostic reports.
- \_\_\_\_\_ 6. You will receive an invitation to the Individualized Educational Programming Team (IEPT) meeting that will take place at a mutually acceptable time and place. Another copy of the Procedural Safeguards will be available at the IEPT meeting or upon your request.
- \_\_\_\_\_ 7. Prepare for the meeting by asking the school to send you all written reports to be presented so you will receive them at least two days before the meeting. Review your child's records and decide if you should share any materials prior to the meeting, such as: your child's report card, recent examples of school work, medical reports and evaluations or information from other agencies and professionals, etc.
- \_\_\_\_\_ 8. IEPT Meeting:
  - \_\_\_\_\_ Your role at the meeting includes helping the IEP Team get an accurate picture of your child's strengths weaknesses and behavior at home and to report your idea for enhancing our child's education. Always ask for explanations of anything that you do not understand and avoid deciding educational placement until you have heard all the possible options.
  - \_\_\_\_\_ Procedural Safeguards are distributed – review to understand your right.
  - \_\_\_\_\_ MET report is reviewed and determination of eligibility is made.
  - \_\_\_\_\_ Identify needs, goals, and objective for each area of disability.
  - \_\_\_\_\_ Least Restrictive Environment discussion will take place including any aids/supports necessary to assist the student.
  - \_\_\_\_\_ Student Placement/Program options will be discussed and decisions will be made by the IEP Team.
  - \_\_\_\_\_ Specialized transportation, if applicable will be addressed.
  - \_\_\_\_\_ The contents of the IEPT report will be reviewed.
- \_\_\_\_\_ 9. Place a copy of the IEP report and all evaluation information in your Parent Folder for future access.

It is important to regularly follow your child's educational progress via periodic progress reports. Contact your child's teacher if you have any concerns. Remember, you have the right to request a meeting or IEPT meeting to assist in addressing your concerns.

Finally, if you are unable to attend the IEPT meeting you will receive a copy of the report within 7 calendar days including confirmation of Notice of Location of Programs and Services with the school's intention to implement special education programs and services as indicated in the IEP report. You will need to respond to this notification within 10 calendar days by signing the form in agreement or disagreement.

**Calhoun Intermediate School District  
Parent Advisory Committee Members**

The Parent Advisory Committee members are available to provide you with information and support. Please contact the CISD Special Education department at (269) 789-2460 for contact information or for more information and/or support.

| <b>District</b>  | <b>PAC Member</b> |
|------------------|-------------------|
| Battle Creek     | Patty Gipson      |
| Marshall Academy | Alaina Smith      |
| Pennfield        | Belinda O'Donnell |

**Advocacy Organizations**

The following is a list of advocacy organizations or agencies that will provide support and information about special education and your rights:

|  |   |
|--|---|
| <p><b>Michigan Protection and Advocacy Services, Inc.</b><br/>4095 Legacy Parkway, Suite 500<br/>Lansing, MI 48911-4263<br/>800-288-5923 OR 517-487-1755<br/><a href="http://www.mpas.org">http://www.mpas.org</a></p>   | <p><b>The Arc of Calhoun County</b><br/>217 W. Hamblin Ave., Suite 3<br/>Battle Creek, MI 49015<br/>800-400-2941 OR 269-966-2575<br/><a href="http://www.thearccalhoun.org">www.thearccalhoun.org</a></p>                   |
| <p><b>Michigan Alliance for Families</b><br/>1325 S. Washington Ave.<br/>Lansing, MI 48910<br/>800-522-4821<br/>Email: <a href="mailto:info@michiganallianceforfamilies.org">info@michiganallianceforfamilies.org</a><br/><a href="http://www.michiganallianceforfamilies.org">www.michiganallianceforfamilies.org</a></p> | <p><b>Michigan Department of Education</b><br/>Office of Special Education Services<br/>P.O. Box 30008<br/>Lansing, MI 48909<br/>517-373-0923<br/><a href="http://www.michigan.gov/mde">http://www.michigan.gov/mde</a></p> |
| <p>For additional information, please see our PAC Web page at <a href="http://www.calhounisd.org/departments/specialeducation/pac/">http://www.calhounisd.org/departments/specialeducation/pac/</a></p>  |   |