



Special Education Manual

2020-2021

Dearborn Public Schools

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Dearborn Public Schools

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Dear Parents/Family,

Welcome to Dearborn Public Schools. I wanted to take a moment to welcome you to our Special Education Department. In Dearborn we pride ourselves in putting students first. Although this may be an anxious time for you and your child, we are committed to being your partner through the entire process. We will continue to work together and do whatever it takes to provide all supports necessary for your child to be successful.

In Michigan, programs and services are available for identified students from birth through age 26. Special education provides specifically designed instruction, based on free and appropriate education, to meet unique educational needs of students who are found eligible under The Michigan Administrative Rules for Special Education. Programs and services include classroom instruction, consultation, ancillary support, and adaptive supplies and materials designed to meet the identified education goals of students.

Dearborn Public Schools offers a full continuum of services to identified students. A vast majority of students receive educational support in their neighborhood school with assistance from a resource teacher, speech and language provider, or a teacher consultant. Special education services are available at all of the district's schools. Students who require more support than what is available at their neighborhood school may attend programs at designated schools within the district or county. All placement and programming decisions are made at Individual Educational Planning Team meetings. Dearborn Public Schools is committed to providing quality programs designed to meet students' individual needs.

This handbook was developed for parents of students with disabilities. The special education process can be overwhelming, complicated, and challenging. This handbook can serve as an excellent reference guide to special education. It serves as one source of information about local, state, and federal special education guidance that have been developed for students. Although this handbook provides a general guideline, individual decisions are made based on student need.

If you would like additional information, please contact your local school or the Dearborn Public Schools Special Education Department. We believe that the best outcomes are achieved when parents, schools, and community work together.

Sincerely,

Mike Esseily
Executive Director of Special Education

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District Contacts

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Roles of Special Education Staff Members

Psychologist A trained professional who assists in the identification of needs regarding behavioral, social, emotional, and educational functioning of individuals.

Occupational Therapist A trained professional that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Physical Therapist A trained professional who assists, treats and/or makes recommendations to improve or maintain a student's level of functioning within the school setting. Physical therapists make recommendations for orthotics, range of motion exercises, positioning and mobility.

Speech and Language Pathologist A trained professional who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

Social Worker A trained professional who supports the education program of individuals by assisting in identification and assessment of the individual's educational needs including social, emotional, behavioral, and adaptive needs and provides intervention services.

Teacher Consultant A certified special education teacher who provides support services to children with disabilities and/or provides consultative services to the regular classroom teacher.

Special Education Resource Teacher A certified special education teacher who provides specially designed instruction, accommodations, modifications, and interventions for eligible students with disabilities primarily receiving their educational instruction in the general education setting.

Special Education Categorical Teacher A certified special education teacher who provides specially designed instruction, accommodations, modifications, and interventions for eligible students with disabilities in a self-contained special education classroom.

Transition Coordinator A certified special education teacher who performs a variety of duties in providing appropriate services to special education students preparing for life after graduation or school completion. They link school staff, families, community, and resource providers, ensuring that students and families have access to available services.

Eligibility Areas

Autism Spectrum Disorder (ASD)- Children with a restricted range of interests and impairments in social and communication skills

Cognitive Impairment (CI)- Children who are delayed in their mental development

Severe Cognitive Impairment (SCI)- Children with severe cognitive impairment that interferes with learning

Emotional Impairment (EI)- Children with behaviors and/or emotional issues that interfere with their learning

Hearing Impaired (HI)- Children who are deaf or hard of hearing

Other Health Impairment (OHI)- Children with health impairments that interfere with learning

Physical Impairment (PT)- Children with physical impairments that interfere with learning

Severely Multiply Impaired (SXI)- Children with physical impairments that interfere with learning

Specific Learning Disability (SLD)- Children with disorders in the process of learning

Speech and Language Impairment (SLI)-Children who have not developed appropriate speech, language, or communication skills

Traumatic Brain Injury (TBI)- Children with a head injury that interferes with their learning

Visually Impaired (VI)- Children who are blind or partially sighted

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

Moderately Cognitively Impaired (MoCI)- Children with moderate cognitive impairment that interferes with learning

Mild Cognitively Impaired (MiCI)- Children with mild cognitive impairment that interferes with learning

Special Education Process

Does my child need special education services?

Some children have more difficulty learning than others. Your child has a right to a free and appropriate public education (FAPE). If you have concerns about your child's education, please contact the Dearborn Special Education department or your child's assigned classroom teacher. Special education supports and services are written into a yearly plan called the Individualized Education Program (IEP). As a parent, you are an expert on your child and it's important that your voice is heard during this process.

For students already receiving special education services, eligibility must be reviewed every three years.

How does the evaluation process start?

(1) Parents may request that their child be evaluated.

Parents are often the first to notice that their child's learning, behavior, or development may be a cause for concern. If they're worried about their child's progress in school and think he or she might need extra help from special education services, they may call, email, or write to their child's teacher, the school's principal, or the Dearborn Public Schools Special Education Office.

(2) The school system may ask to evaluate the child.

Based on a teacher's recommendation, observations, or results from tests given to all children in a particular grade, a school may recommend that a child receive further screening or assessment to determine if he or she has a disability and needs special education and related services. The school system must ask parents for permission to evaluate the child, and parents must give their informed written permission before the evaluation may be conducted.

Parental Consent

Before the school may proceed with the evaluation, parents must give their informed written consent. This consent is for the evaluation only. It does not mean that the school has the parents' permission to provide special education services to the child. That requires a separate consent. If parents refuse consent for an initial evaluation (or simply don't respond to the school's request), the school must carefully document all its attempts to obtain parent consent.

What does an evaluation mean for my child?

Evaluations are very important. The information/data from evaluation determines if your child is eligible for services. His or her school program will be based on evaluations. The evaluation describes a child's strengths and needs. If the evaluation is not accurate, the IEP may not meet your child's needs.

What is an evaluation?

Evaluation is the process for determining whether a child has a disability and needs special education and related services. It's the first step in developing an educational program that will help the child learn. A full and individual initial evaluation must be done before the initial provision of any special education or related services to a child with a disability, and students must be reevaluated at least once every three years. Evaluation involves gathering information from a variety of sources about a child's functioning and development in all areas of suspected disability, including information provided by the parent. The evaluation may look at cognitive, behavioral, physical, and developmental factors, as well as other areas. All this information is used to determine the child's educational needs. Why have an evaluation? A full and individual educational evaluation serves many important purposes:

1. Identification. It can help identify children who have delays or learning problems and may need special education and related services as a result.
2. Eligibility. It can determine whether your child is a child with a disability under the Individuals with Disabilities Education Act (IDEA) and qualifies for special education and related services.
3. Planning an Individualized Education Program (IEP). It provides information that can help you and the school develop an appropriate IEP for your child.
4. Instructional strategies. It can help determine what strategies may be most effective in helping your child learn.
5. Measuring progress. It establishes a baseline for measuring your child's educational progress. The evaluation process establishes a foundation for developing an appropriate educational program. The school must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. Even if the evaluation results show that your child does not need special education and related services, the information may still be used to help your child in a regular education program.

The school wants to look at existing information. What does this mean?

A Review of Existing Evaluation Data (REED) is the process of looking at what information is already available (i.e: developmental history, discipline records, report cards, standard state and district testing).

How long is evaluation supposed to take?

Michigan has set timelines that are very specific. The school must obtain your permission to extend a timeline.

[Click here to view Michigan Department of Education Office of Special Education Guidance for Timelines for Initial Evaluations](#)

What happens when the evaluations are done?

When the evaluations are done, the Multidisciplinary Evaluation Team (MET) holds a meeting to look at the data/results, and determine if the child meets the eligibility requirements. The MET team will make a recommendation for eligibility. The MET report then will be presented to the IEP team. This can happen at the same meeting or it may be a separate meeting.

What are the requirements for eligibility?

A team can consider more than one category. The specific requirements are part of our state rules for special education. (Michigan Administrative Rules for Special Education- MARSE).

When are students reevaluated?

Students receiving special education services must be evaluated not more often than once a year, unless the parent and the local educational agency agree otherwise; and at least once every 3 years, unless the parent and the local educational agency agree that a reevaluation is unnecessary to make educational decisions. The reevaluation will include a review of existing evaluation data, and information you provide, classroom assessments, and observations consistent with the IDEA. The IEP team then decides if any additional data is needed to determine if the child continues to have a disability and continues to need special education and related services.

My child is eligible to receive special education services. What's next?

Through the development of an IEP, parents and the school will come to an agreement on what services and supports the child needs.

Special Education Placement

Placement Decisions

Placement decisions are made by your student's IEP team after the IEP has been developed. The term "placement" in special education does not necessarily mean the precise physical building or location where your student will be educated. Rather, your student's "placement" refers to the range or continuum of educational settings available in the district to implement her/his IEP and the overall amount of time s/he will spend in the general education setting.

One of the defining principles of special education law is that students with disabilities be placed in the Least Restrictive Environment (LRE) and is determined by the IEP team.

The LRE is unique to your student's individual needs. Thus, the selection of an appropriate placement for your student must take into account the following four factors:

1. The content of your student's IEP;
2. The LRE requirements;
3. The likelihood that the placement option will provide a reasonably high probability of assisting your student to attain her/his annual goals; and
4. The consideration of any potentially harmful effects that the placement option might have on your student or on the quality of services that your student needs.

On what is the Placement Decision Based?

When discussing placement, the group should consider the child's unique needs and determine the least restrictive placement for the child, based upon those needs. A placement that is least restrictive for one child may not be least restrictive for another. What is least restrictive for each child is based on that child's unique needs. This means that the school system cannot use a "one size fits all" approach to educating children who have a disability. Decisions must be based on individual needs as stated in the IEP, and—

- may not be based on the child's disabling condition or label (such as placement in a special class for students with intellectual disabilities just because a child has cognitive impairments);
- may not be based on disability program categories (placement in an particular program for students with learning disabilities (LD) just because a child needs LD services); and
- may not be based on the location of staff, on the funds that are available, or on the convenience of the school district.

What kind of placements are there?

In making placement decisions, the IEP team looks to another important part of the IDEA, the continuum of alternative placements. The continuum includes the different options where children can receive services. These options include placements such as:

- a general education class
- a special education class
- a special education school
- at home, or other placements

How Does the team Decide Among These Options?

Since its earliest days, IDEA has included a strong preference for children with disabilities to be educated alongside their peers without disabilities, to the maximum extent appropriate. That's why a student's placement in the general education classroom is the first option the placement group should consider. Such as, can the child be educated satisfactorily in the general education classroom? What aids, services, and supports does the child need to make this possible? If the group decides that the child's needs can be met in the general education class, with support, then that placement is the LRE for the child.

What Supports Does my Student Need?

IDEA recognizes that, in many cases, supports must be provided to a child with a disability to enable him or her to be educated in the general education environment, including participating in extracurricular and nonacademic activities and settings. The law calls these supplementary aids and services.

These aids and services often play in a pivotal role in facilitating and supporting the education of individual children with disabilities in the regular educational environment. Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured, but that's not all they are or can be. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. Determining what supplementary aids and services a particular child needs is made on an individual basis.

When Will I be notified of any decision?

Although the parents of the child are part of the group determining the child's placement and are likely to be well informed as to the placement decision, the school will continue to work with parents on any decision made that will impact your child's education.

Conclusion

In sum, then, determining a child's placement in the LRE must be done each and every year, basing the placement on the child's IEP, making the placement as close as possible to the child's home, and placing the child in the school he or she would normally attend if not disabled (unless, as IDEA states, the child's IEP requires some other arrangement). These requirements fit within the frame of IDEA's "strong preference, not a mandate, for educating children with disabilities in regular classes alongside their peers without disabilities".

Special education and related services under IDEA are tightly connected to principles of individualization and are designed to respond appropriately to the needs of each specific child. Those needs drive the IEP that's developed for the child—which, in turn, drives the placement decision.

Diagnosis vs Eligibility

One of the most confusing things for parents is the difference between a psychological diagnosis and eligibility for special education. Here's the biggest issue that often strikes a chord with parents: just because a child has a diagnosis from a psychologist or medical professional **does not mean** they will automatically qualify for special education services or be given an Individualized Educational Plan (IEP).

Here's the difference: a licensed psychologist who conducts an evaluation outside of the school uses the Diagnostic and Statistical Manual (DSM) to diagnose a disorder, while the school uses the Individuals with Disabilities Education Act (IDEA) to determine special education eligibility. In other words, schools do not (and cannot) diagnose children with a disability. In addition, a school team will only consider a child eligible for special education (even a child with a documented disability) if they demonstrate a significant academic need.

Diagnosis	Eligibility
<ul style="list-style-type: none">• Provided by a medical doctor, licensed psychologist or neuropsychologist• The DSM-5 is the guiding document; professionals using the DSM-5 are providing differential diagnoses across 265 diagnostic categories• Typically involves an evaluation of a child's abilities as gathered through standardized testing, observation, rating scales, and interviews• Evaluation results in a diagnosis with recommendations (and sometimes a treatment plan)• Diagnosis is based solely on whether the child manifests sufficient characteristics associated with the disability• Evaluation is paid for by insurance or through private pay	<ul style="list-style-type: none">• Provided by a team of educators call an IEP team, often with the help of a school psychologist• The federal and state department of education's eligibility categories of special education is the guiding document; educators choose from one (or more) of 13 eligibility categories• Typically involves an evaluation of a child's abilities through standardized testing (including academics), a review of academic and behavioral records at school, observation in the classroom, rating scales, interviews, and measuring a child's response to evidence-based academic intervention• Evaluation results are used to determine eligibility for special education services and type of support required in school• Eligibility for special education is based on <i>academic need</i>• Evaluation is free of charge

Perhaps the most important aspect of an eligibility for special education (and the one that causes the most confusion) is that the child's disability must adversely affects their educational performance (i.e., they demonstrate a *significant academic need*). This is the very reason why a child might have a diagnosis (autism, for example) and not qualify for special education services under a similar eligibility category (in this case, the eligibility category would likely also be autism).

Multi-Tiered Systems of Support (MTSS)

What is a Multi-Tiered System of Support (MTSS)?

MTSS refers to a framework for support at all levels of instruction that is systematically in place to help all students succeed. The Michigan Department of Education (MDE) defines Multi-Tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners.

The Essential Components of MTSS together design a system of support for all learners. The components are briefly summarized:

- **Implementation Fidelity**-The implementation of evidence based practices that include research-based core instruction, research-based, valid instruction/intervention and instructional fidelity to the research models.
- **Problem Solving**-A problem solving model that emphasizes collaboration of teachers and instructional support specialists who work together to plan for the academic, behavioral and social needs of students.
- **Data Systems**-Data and assessment systems that are used for the purposes of universal screening, diagnostic study, and progress monitoring. Instructional/intervention planning decisions are based on data.
- **Instruction/Intervention**- Quality instruction for all students is foundational to an effectual MTSS. Included in the model of quality instruction is early intervention with multi-tiered delivery of instruction/ intervention. Instruction/intervention are driven by the needs of students.

Section 504

What is a 504 Plan?

A plan that lists the accommodations a school will provide (like audiobooks, note-taking aids, or extended time to complete tests) so that a student with a disability has equal access to the general education curriculum. Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “504”) prohibits discrimination against students on the basis of their disability. The United States Department of Education has issued revisions to the requirements of Section 504 with emphasis on procedural safeguards and other protections that would present discrimination against individuals with disabilities, effective March, 2011.

	IEP	504 Plan
Basic Description	A blueprint or plan for a child’s special education experience at school	A blueprint or plan for how the school will provide support and removes barriers for a student with a disability
What it does	Provides individualized special education and related services to meet a child’s unique needs. These services are provided at no cost to families.	Provides services and changes to the learning environment to enable students to learn along with their peers. As with an IEP, a 504 plan is provided at no cost to families.
What law applies	The <u>Individuals with Disabilities Education Act</u> (IDEA) This is a federal special education law for children with disabilities.	<u>Section 504 of the Rehabilitation Act</u> of 1973 This is a federal civil rights law to stop discrimination against people with disabilities.
Who is eligible	To get an IEP, there are two requirements: <ol style="list-style-type: none"> 1. A child has one or more of the 13 disabilities listed in IDEA. The law lists specific challenges, like learning disabilities, ADHD, autism, and others. 2. The disability must affect the child’s educational performance and/or ability to learn and benefit from the <u>general education curriculum</u>. The child must need specialized instruction to make progress in school. 	To get a 504 plan, there are two requirements: <ol style="list-style-type: none"> 1. A child has <i>any</i> disability. Section 504 covers a wide range of different struggles in school. 2. The disability must interfere with the child’s ability to learn in a general education classroom. <p>Section 504 has a broader definition of a disability than IDEA. (It says a disability must substantially limit one or more basic life activities. This can include learning, reading, communicating, and thinking.) That’s why a child who doesn’t qualify for an IEP might still be able to get a 504 plan.</p>

Parental Rights

What are the procedural safeguards?

Procedural safeguards inform parents about the rights and protections available under Individuals with Disabilities Education Act 2004 (IDEA). Procedural safeguards are the RIGHTS that persons have that protect them in their interactions with federal, state, and local governments. They provide the information that parents need to make decisions about their student's education. They explain the procedures used to resolve disagreements between parties.

Where can I find a copy of the procedural safeguards?

A printed copy of the procedural safeguards can be obtained by contacting your child's special education provider, the special education office, or found at the links below:

[Link to Procedural Safeguards in English](#)

[Link to Procedural Safeguards in Arabic](#)

[Link to Procedural Safeguards in Spanish](#)

School Based Medicaid Services

Since 1993, Michigan Intermediate School Districts (ISDs) have participated in a federal and state-funded Medicaid reimbursement program. The School Services Program's (SSP) sole purpose is to assure students receive needed health care (medical, emotional, and transportation-related) services at school. The School Services Program accomplishes this goal by participating in three service and reimbursement programs.

The School Based Services (SBS) program assists school districts by providing partial reimbursement for medically related services that are listed on a student's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). Services are provided to all students with disabilities regardless of their Medicaid eligibility status. Services are provided to students while they are at school at NO cost to the parent/guardian.

What types of services does the School Services program cover?

- Crisis Interventions
- Nursing
- Psychological/Social Work/Counseling
- Occupational Therapy
- Physical Therapy
- Speech & Language
- Orientation & Mobility
- Assistive Technology Services
- Evaluations
- Developmental Testing
- Case Management
- Personal Care
- Special Education Transportation

Telemedicine

Telemedicine is the use of telecommunication technology to deliver health services to students in a different physical location than the service provider.

Personal Care Policy

Personal Care Services are a range of human assistance services provided to persons with disabilities and chronic conditions which enables them to accomplish tasks that they would normally do for themselves if they did not have a disability. Assistance may be in the form of hands-on assistance or cueing so that the person performs the task by him/herself. The need for personal care services must be documented in the student's IEP.

Medicaid One-Time Parental Consent Form

The Medicaid School Services Program Medicaid One-Time Parental Consent form is a "separate consent form" to be signed by the parent/guardian. This is a one-time consent which is voluntary and requires a parent or guardian to provide written consent to release information about their child to the Michigan Medicaid agency and its affiliates to obtain reimbursement. This may include name, address, date of birth, student ID, Medicaid ID, disability/diagnosis, dates and services delivered.

Special Education Programs

Wayne RESA and its constituent LEAs/PSAs including Dearborn Public Schools, believe that each student with a disability should be provided an appropriate special education program or service in the least restrictive environment. This involves providing a continuum of special education programs and related services designed to meet the individual needs of students with mild to severe disabilities ranging from birth to the age of 26. This continuum includes:

- Full time general education program placement with special education related services support in a general education facility
- Part time general education program placement with part time special education program placement in a general education facility
- Full time special education program placement in a general education facility
- Part time special education center program placement, located at a separate facility
- Full time special education center program placement, located at a separate facility
- Residential program placement at a state or agency operated facility

Special Education Programs housed in Dearborn Public Schools

- Autism Spectrum Disorder Program (ASD)
 - Center based program
- Early Childhood Program (ECP)
 - Resource program
- Emotional Impairment Program (EI)
 - Resource program
- Physical and Otherwise Health Impairment Program (POHI)
 - Center based program
- Mild Cognitive Impairment Program (MiCI)
 - Resource program
- Moderate Cognitive Impairment Program (MoCI)
 - Center based program
- Severe Cognitive Impairment Program (SCI)
 - Center based program
- Severe Multiple Impairment Program (SXI)
 - Center based program

Resource Support

Dearborn Public Schools also services students with disabilities within the general education setting. Our Special Education Resource Teachers will deliver Specially Designed Instruction, provide accommodations/modifications, and progress monitor students with IEPs in the general education setting.

Co-Teaching

Dearborn has adopted the Co-Teaching model to provide direct Resource Programming. Co-Teaching is defined as two adults simultaneously instructing a heterogeneous group of students in a coordinated fashion. Within the co-taught classroom, the observer will find a specialist (special education teacher) and a general education teacher. Both teachers plan and develop lessons together to meet the individual unique needs of all students, including those eligible for special

education. To accomplish this goal, specially designed instruction is embedded into each lesson which ensures access to the General Education curriculum and expanded opportunities for all learners to meet the Common Core State Standards.

Through collaboration, commitment, and hard work the Special Education Department is committed to the development and growth of each student. Our department is devoted to meeting the unique needs of all students and ensuring they have equal access to the curriculum. All stakeholders will work as a team, meeting often for collaboration, and ensure success. Our processes and procedures are regularly reviewed for effectiveness, using student achievement data as a critical piece of measuring success. Our parents of children with disabilities play an imperative role as part of that team.

Early Childhood

Early On Michigan

0-3 years of age

Early On Michigan offers early intervention services for infants and toddlers, birth to three years of age, with a developmental delay and/or disabilities. The following resource is a document discussing typical developmental milestones.

[Click here to view CDC's Learn the Signs. Act Early Document.](#)

Addressing a Child's Developmental Delays Early On

The goal of *Early On* services is to complete an evaluation and implement a support plan to meet the needs of families while working to support their child to address their developmental delays. A variety of professionals (including teachers, speech and language therapists, occupational and physical therapists, school nurse, psychologist, and social worker) may consist of the *Early On* team.

Once you place your referral, your local *Early On* office will reach out to you with more specific information. Research has shown that by addressing delays early on, especially between birth to the age of 3, can more effectively impact a child's development and potentially have positive results into adulthood.

Early On- Be proactive

If you think your infant or toddler may have a developmental delay or a pre-existing medical condition you can contact *Early On*® toll-free at 1-800-EarlyOn (1-800-327-5966) or complete an online referral form at <https://1800earlyon.org/>.

Local Wayne County Early On: call the Wayne RESA Referral Hotline at (734)334-1393 or email echild@resa.net.

Early Childhood Services/Programs

2 years 6 months - 5 years of age

Early Childhood Services/Programs are designed for young children (age 2 years-6 months thru 5 years of age) with developmental delay(s) and/or disabilities who need specially designed instruction or related services to help the child make progress and developmental growth.

Early Childhood Services/Programs- Be proactive

If you think your toddler has a developmental delay and/or disability contact Dearborn Public Schools *Preschool Coordinator Nicole West* at 313-827-7052 to request more information.

Certificate of Completion -vs- Diploma

There are two ways someone can get credit for completing high school. One option is to receive a high school diploma. The second option is to get a certificate of completion.

It's important to know that a certificate of completion and high school diplomas are very different from each other. Each can impact your child's future in different ways. The table below compares them.

	High School Diploma	Certificate of Completion
What do they mean?	A student has met all of the requirements for graduation.	A student has completed high school, but didn't meet all of the requirements for graduation.
What are the graduation requirements?	To earn a diploma, a student must meet the Michigan Merit Curriculum graduation requirements.	Unlike a diploma, the requirements are often flexible and can be tied to a student's IEP goals. Students are taught an alternative curriculum and take the MI-Access state assessment.
Accepted by employers	Yes	Part of the Certificate of Completion process is working with students to develop independent and employability skills.

Transition Resources

- Michigan Developmental Disabilities Council
 - Supporting people with developmental disabilities to achieve their full potential.
 - 517-335-3158 • TDD 517-335-3171
- Michigan Disability Rights Coalition
 - A disability justice movement working to transform communities.
 - 800-760-4600 • TTY 517-333-2477
- Military-Education Directory for Children with Special Needs
 - Center for Parent Information and Resources for military families.
- UCP – Michigan
 - Connecting people with disabilities to the opportunities and resources needed to live productive and independent lives.
 - 800-828-2714 • V/TTY 517-203-1200
- UCP–Metro Detroit
 - Connecting people with disabilities to the opportunities and resources needed to live productive and independent lives.
 - 800-827-4843 • 248-557-5070
- U.S. Dept. of Education, Office of Special Education and Rehabilitation Services
 - 800-872-5327
- Work Incentives Planning & Assistance
 - Providing information to people with disabilities about how earnings affect their Social Security and other benefits.
 - 866-949-3687 • TTY 866-833-2967
- Michigan Rehabilitation Services
 - Provides specialized employment and education related services and training to assist teens and adults with disabilities in becoming employed and retaining employment.
 - 734-722-7431
- Services to Enhance Potential
 - Support individuals in the pursuit of their chosen goals and the achievement of personal satisfaction
 - 734-722-1000

Local Resources for Families

Medicaid Customer Services Phone: 1800.642.3195	DHHS Wayne County Central Office Phone: 313.934.4400 Address: 3040 W. Grand Blvd. Detroit, MI 48202	Wayne County Health Department Phone: 734.727.7100 Address: 33030 Van Born Rd. Suite 100 Romulus, MI 48174
Oakland Community Health Network Phone: 248.858.1210 Address: 5505 Corporate Drive Troy, MI 48098	Social Security Administration Phone: 1800.772.1213 Website: www.ssa.gov	Disability Network Wayne County Phone: 313.923.1655 Email: info@dnwayne.org
Homelessness or Housing Crisis Coordinated Assessment Model Phone: 313.305.0311	The Arc Western Wayne County Phone: 734.729.9100 Address: 2257 South Wayne Road Westland, MI 48186 Website: www.thearcww.org	Arab Chaldean Council Phone: 313.893.6172 Address: 62 West Seven Mile Road Detroit, MI 48203 Website: www.myacc.org
United Way for Southeastern Michigan Phone: 313.226.9200 Address: 660 Woodward Ave. Suite 300 Detroit, MI 48226 Website: www.uwsem.org	Wayne County Parent Advisory Committee Phone: (734) 334-1495 Fax: (734) 334-1494 Address: 33500 Van Born Road Wayne, MI 48184-2497	The Guidance Center Phone: 313.388.4630 Address: 26300 W. Outer Drive Lincoln Park, MI 48146
Community Care Services Phone: 313.389.7500 Address: 26184 W. Outer Drive Lincoln Park, MI 48146 Website: www.comcareserv.org	The Children's Center Phone: 313.831.5535 Address: 79 Alexandrine Detroit, MI 48201 Website: www.thechildrenscenter.com	Arab American & Chaldean Council Phone: 313.581.7287 Address: 13840 W. Warren Dearborn, MI 48228 Website: www.myacc.org
Access Phone: 313-216-2200 Address: 6450 Maple st, Dearborn, MI 48126	PsyGenics Phone: Phone: 313-846-2606 Address: 1 Parklane Blvd., Ste. 200 E, Dearborn, MI 48126	Lincoln Behavioral Services Phone: 313.937.9500 Address: 9315 Telegraph Road Redford, MI 48239 Website: www.lbscares.com
Autism Alliance of Michigan Phone: 877.463.2266 Address: 30100 Telegraph Road, Bingham Farms, MI	Starfish Behavioral Health Services Phone: 248-615-9730 Address: 18316 Middlebelt Road Livonia, MI 48152 Website: www.starfishfamilyservices.org	STEP (Services to Enhance Potential) Phone: 734-718-0482 Address: South Gully Road Dearborn, MI 48124 Website: www.infor@stepcentral.org

Team Wellness Center-East Phone: 313.396.5300 Address: 6309 Mack Ave. Detroit, MI 48207 Website: www.teamwellnesscenter.com	Salvation Army Phone: 313-965-7760 Address: 1627 W. Fort Street Detroit, MI 48216	United Way for Southeastern MI Phone: 313.396.5300 Address: Michigan 660 Woodward Ave. Suite 300 Detroit, MI 48226 Website: www.uwsem.org
Disability Network Phone: 313-923-1655 Address: 5555 Conner Detroit, MI 48213 Website: www.dnwayne.org	The Arc Dearborn/Dearborn Heights Phone: 313.562.1787 Address: 22450 Park Street Dearborn, MI 48127 Website: www.thearcdearborn.org	Detroit Wayne Integrated Health Network Phone: 313-344-9099 Address: 707 W. Milwaukee St. Detroit, MI Website: www.dwihn.org
Community Living Services Phone: 734-467-7600 Address: 35425 Michigan Ave, Wayne, MI 48184	MORC Human Services Phone: 866-986-2240 Address: 19805 Farmington Rd, Livonia, MI 48152	Gateway Pediatric Autism Center Phone: 313- 406-5056 Address: 19853 W Outer, Dearborn, MI 48124 Dr Suite 110
Chitter Chatter Phone: (313) 689-5188 Address: 1360 Porter St Lower Level / First Floor, Dearborn, MI 48124	Wayne Resa Educational Services Phone: 734-334-1300 Address: 33500 Van Born Rd, Wayne, MI 48184 Website: https://www.resa.net/	United Cerebral Palsy of Michigan Phone: 1-800-828-2714 Website: www.ucpmichigan.org
Special Olympics Michigan Website: www.somi.org	Michigan Association for Children with Emotional Disorders Phone: 248-433-2200 Website: www.michkids.org	Learning Disabilities Association of Michigan Phone: 517-485-8160 Website: www.ldaofmichigan.org
MichiganSpeech-Language Hearing Association Phone: 517-332-5691 Website: www.michiganspeechhearing.org	New Oakland Family Center Phone: (734) 422-9340 Address: 29550 Five Mile Rd, Livonia, MI 48154 Website: https://newoakland.org/	Department of Psychiatry and Behavioral Neurosciences Phone: (313) 745-4644 Address: Tolan Park Medical Building 3901 Chrysler Service Drive Detroit MI 48201
Black Family Development Inc Phone: 313-758-0150 Address: 2995 E. Grand Blvd Detroit, MI 48202 Website: https://www.blackfamilydevelopment.org/	Centria Autism Phone: 855-772-8847 Address: 19855 W Outer Dr, Dearborn, MI 48124 Website: centriahealthcare.com	Latino Family Services Phone: 313.841.7380 Address: 3815 West Fort Street Detroit, MI 48216 Website: www.latinofamilyservices.org

Frequently used Abbreviations/Acronyms

AD(H)D	Attention Deficit (Hyperactivity) Disorder	REED	Review of Existing Evaluation Data
ASD	Autism Spectrum Disorder	RESA	Regional Educational Service Agency
AT	Assistive Technology	SBE	State Board of Education
AYP	Adequate Yearly Progress	SCI	Severely Cognitively Impaired
BIP	Behavior Intervention Plan	SI	Supported Independence
CCSS	Common Core State Standards	SLD	Specific Learning Disability
CEC	Council for Exceptional Children	SLI	Speech and Language Impairment
CI	Cognitive Impairment	SLP	Speech and Language Pathologist
CMH	Community Mental Health	SSW	School Social Worker
CP	Cerebral Palsy	START	Statewide Autism Resources & Training
ECDD	Early Childhood Developmental Delay	SXI	Severe Multiple Impairment
EO	Early On	TBI	Traumatic Brain Injury
EECC	Essential Elements of the Common Core	TC	Teacher Consultant
EI	Emotional Impairment	UDL	Universal Design for Learning
ELA	English Language Arts	VI	Visual Impairment
ELL	English Language Learner	WIDA	World Class Instructional Design and
Assessment			
ESL	English as a Second Language	WISC	Wechsler Intelligence Scale for Children
ESY	Extended School Year	WJIV	Woodcock Johnson 4
FAPE	Free Appropriate Public Education		
FBA	Functional Behavior Assessment		
FERPA	Family Educational Rights and Privacy Act		
FI	Functional Independence		
FTE	Full Time Equivalent		
HI	Hearing Impairment		
IDEA	Individuals with Disabilities Education Act		
IEE	Independent Educational Evaluation		
IEP	Individualized Educational Plan		
IEPT	Individualized Education Program Team		
IFSP	Individualized Family Service Plan		
IQ	Intelligence Quotient		
K-12	Kindergarten through Grade 12		
LEA	Local Education Agency		
LRE	Least Restrictive Environment		
MARSE	Michigan Administrative Rules for Special Education		
MDE	Michigan Department of Education		
MET	Multidisciplinary Evaluation Team		
MI-Access	Michigan Alternative State Assessment		
MiCI	Mild Cognitive Impairment		
MoCI	Moderate Cognitive Impairment		
MRS	Michigan Rehabilitation Services		
MSD	Michigan Schools for the Deaf		
MSEMP	Michigan Special Education Mediation Program		
M-STEP	Michigan Student Test of Educational Progress		
OHI	Other Health Impairment		
O+M	Orientation and Mobility		
OSE	Office of Special Education		
OT	Occupational Therapy		
P	Participation		
PAC	Parent Advisory Committee		
PBIS	Positive Behavior Intervention Supports		
PI	Physical Impairment		
PLAAFP	Present Level of Academic Achievement and Functional Performance		
PT	Physical Therapy/Physical Therapist		

