### Monday August 12, 2013

#### Basketball for All? Accommodations & Supports for SWDs in Extracurriculars and Athletics

**Robert Dietzel, Thrun Law Firm**

Robert Dietzel graduated from Michigan State University and the Michigan State University College of Law where he was a Dean King Scholar, a Senior Editor of the Law Review, and the recipient of several jurisprudence awards for high academic achievement. Before joining the firm, Mr. Dietzel was an assistant attorney general with the Michigan Department of Attorney General, where he represented the Governor, the Superintendent of Public Instruction, the State Board of Education, the Michigan Department of Education, the State Office of Administrative Hearings and Rules, and the Michigan School for the Deaf. In 2006, Attorney General Mike Cox awarded Mr. Dietzel the Attorney General award for Excellence in Opinion Draftsmanship. Mr. Dietzel has also served as an adjunct professor of legal research and writing at the Thomas Cooley Law School. Mr. Dietzel is a member of the State Bar of Michigan, the Council of School Attorneys, and the American Inns of Court. His practice focuses on special education law, construction law, and general school law.

The United States Department of Education, Office for Civil Rights recently released guidance on providing accommodations and supports to students with disabilities participating in extracurricular and athletic activities. That guidance has raised questions among school officials about the scope of their obligations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to support students with disabilities in extracurricular and athletic activities. Thrun Law Firm attorneys will explore the Office for Civil Rights’ guidance document, case law, and administrative decisions to help guide school officials on how to satisfy their legal obligations. Questions are encouraged.

**Attendees will learn about:**
- The rights of students with disabilities to receive necessary accommodations to participate in extracurricular and athletic activities.
- The Office for Civil Rights’ recent guidance document and how it impacts school officials’ decisions to allocate funds for extracurricular/athletic activities.
- The interplay between extracurriculars and FAPE, including about when accommodations and supports for extracurriculars should be addressed through the IEP or Section 504 process.

#### Recent Developments in ASD: Legislation, Medicaid Benefit, ASD Council, MI ASD State Plan

**Colleen Allen & Stacie Rulison**

Colleen Allen, Ph.D. is the President and CEO of the Autism Alliance of Michigan. She was appointed by Governor Snyder to chair the Autism Alliance of Michigan, a division of the Department of Community Health. She was instrumental in the collaborative effort that led to passage of the autism insurance reform in Michigan and continues to work in developing a statewide strategy to implement evidence-based autism services. Colleen received her B.A. from the University of Michigan, her M.S. in Speech/Language Pathology from Boston University, and her Ph.D. from Wayne State University. She is an Adjunct Faculty member at Wayne State University in the Department of Speech/Language Sciences and Disorders and a part-time instructor at Oakland University in the Autism Endorsement program. Dr. Allen has spent the past 14 years teaching courses in speech/language acquisition, developmental motor speech disorders, early childhood communication disorders, and school-age language learning disorders. She is a member of the ASHA and was a founding board member for the Autism Alliance of MI. Stacie Rulison has dual Master’s degrees in business and in special education with a focus in autism consultation and applied behavior analysis. Stacie is the Operations Director for the Autism Alliance of Michigan and presents on autism at conferences and workshops across Michigan. Stacie worked on the development committee for the Michigan Autism State Plan; serves on the Central Michigan Autism Collaborative as part of the SSTATEwide Autism and Resources Training (START) project; served on the committee to design the AMCSEP grant’s Birth-6 year old ASD Roadmap; and is the Board Secretary for Mid-Michigan Autism Association. Stacie additionally serves on the Board of Education for her children’s school district. She lives in St. Johns, MI with her husband Rob, 12-year old son Mason, and their 7-year old son Ryder, who has ASD.

This presentation will inform participants of state policies for autism services and supports, share recent developments to access the insurance benefit for evaluation and services, and present the initiatives of the State Council for Autism Spectrum Disorder based upon the Michigan Autism State Plan. Participation by educators, healthcare providers, and human service agencies is encouraged.

**Participants will be able to describe:**
- Services for 3-5 year-olds covered under the new autism legislation and Medicaid autism benefit
- The purpose of the MI Autism Council
- At least 3-5 focus areas of the newly released MI ASD State Plan

#### Implementing Countywide PC Guidelines & Maintaining LEA Decision-Making

**Michelle Proulx & Sharon LaPointe**

Michelle Proulx has been involved in special education since 1989, first as a music therapist, school psychologist, then as a special education LEA director before moving to the role of Director of Special Education in 2011 for Lapeer County ISD. Sharon LaPointe has been involved in special education since 1971, first as a school psychologist and later as an attorney handling special education matters.

This session will include an overview of the law and requirements of a PC for students with disabilities. A guidance document, forms, and Powerpoint will be shared with participants to assist LEA/ISDs with implementing guidelines in their own district. How to maintain local decision-making within an ISD will also be discussed.

**Participants will:**
- Understand the 380.1278a Michigan School Code and Michigan Merit Curriculum
- Learn the background, requirements, and components for a PC
- Understand how to support their local districts in a countywide effort to implement guidelines for PC use with students with disabilities

---

<table>
<thead>
<tr>
<th>KEY</th>
<th>MDE Strand</th>
<th>SLIP Strand</th>
<th>Early Childhood Strand</th>
<th>Legal Strand</th>
<th>ASD Strand</th>
<th>Exhibitor/Vendor</th>
</tr>
</thead>
</table>
Matt Korolden is a Special Education Compliance Consultants for Oakland Schools. He shares responsibilities for supporting the local districts in Oakland county with technical assistance related to monitoring, compliance, problem solving and professional learning. Matt’s primary responsibilities include: acting as parent liaison and project development. Michelle Gulley is a Special Education Compliance Consultants for Oakland Schools. She shares responsibilities for supporting the local districts in Oakland county with technical assistance related to monitoring, compliance, problem solving and professional learning. Michelle’s primary responsibilities include: CIMS monitoring and complaint investigations.

Oakland Schools is taking a focused approach to developing and delivering Technical Assistance to its constituent districts. In this session, Oakland Schools consultants will share their current packaged technical assistance resources and products as well as the strategy behind their development. Participants will embark on a guided tour of the Oakland Schools website, emphasizing the unique ways technology is being used to make technical assistance accessible, consistent and flexible to meet the local districts’ diverse needs. Technical Assistance products highlighted will include (but may not be limited to): Supports for Discipline Decision Making, Special Education in the Virtual World, Support to Nonpublic School Students, Independent Educational Evaluations and IEP Training Modules for Present Level Statements and Measurable Goals.

Participants will:
- Be aware of current and developing resources
- Know how to locate and access technical assistance resources
- Understand how resources can be used to flexibly deliver technical assistance

Wayne County Essential Elements Project: Tools for Center Program Teachers
Dr. Patricia Drake, April Ritz, Lynn Sossi, Tammy Fournier

Patricia Drake is an educational and clinical psychologist by training who has worked with the special education and general education sides of assessment and teacher preparation. She has worked as a school psychologist, district assessment coordinator, and curriculum consultant prior to coming to Wayne RESA. Besides working with county special education and assessment data, her array of responsibilities at Wayne RESA have included development of LD Guidance, Aligning PBIS and RTI, Section 504 Guidance, the ADHD Toolkit, and most recently, facilitation of a county-wide initiative to ready special education teachers of students with significant cognitive disabilities for the common core essential elements. Tammy Fournier is a Teacher Consultant with Dearborn Public Schools. She has made extensive contributions to this project and is a future leader in special education. April Ritz currently serves as a Principal at the Madison School in the Wyandotte School District. Lynn Sossi is an Assistant Principal at the Burger Center in Garden City Schools.

The future of more rigorous grade level academic content for students with significant cognitive disabilities is a present day priority in Wayne county. During the 2012-13 school year, a committee of more than 90 teachers and administrators from 11 districts housing classroom-based and separate facility programs convened to study the common core essential elements and to develop tools for teachers. This session will provide an overview of our process for introducing center program teachers to the common core essential elements. Drafts of teacher-developed tools will be shared with participants. We will report out on our next steps and welcome dialogue surrounding the development of viable academic curricula for our most challenged learners.

Participants in this session will:
- Become familiar with the common core essential elements.
- Access drafts of teacher developed tools for instructing students based on the common core essential elements.
- Consider tools for reporting on student progress with the common core essential elements.

Lessons Learned from a New ECSE Inclusive Program
Nancy Ely, Lydia Moore

Nancy Ely is the Director of Early Childhood and a Special Education Supervisor for Farmington Public Schools. Nancy is also a doctoral student at Kent State University in Ohio. Farmington serves approximately 650 preschoolers each school year in Head Start, Great Start, Early Childhood Special Education programs and tuition programs. Farmington began providing special education services inclusively to some students this school year, and has hopes to expand the inclusive services for the 2013-14 school year. Lydia Moore is the Early Childhood Special Education Consultant for Oakland County and provides support in the area of Early Childhood Special Education consultation to districts. Lydia is also a doctoral candidate for Kent State University in Ohio. Her consultative services were key in helping Farmington move from self-contained ECSE programs to a more inclusive model.

Appropriate programming for young children with disabilities is a priority of the Individuals with Disabilities Education Act (IDEA). For preschool aged children eligible for services the least restrictive environment (LRE) is defined as “...to the maximum extent appropriate, children with disabilities including children in public or private institutions or care facilities, are educated with children who are nondisabled; and special classes, separate schooling or other removal of children with disabilities from regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” Michigan’s rules concerning administration of special education programs and pupil accounting formulas discourage flexible, inclusive programming for young children. In Michigan, eligible preschool aged children can receive programs under R340.1754 or services under rule R340.1755. In 2012, Farmington Public Schools embarked on a mission to provide eligible preschool aged children a more inclusive special education model of service using R340.1755. Farmington strived to meet the requirements of IDEA, while remaining within the rules defined in Michigan’s pupil accounting formula. The purpose of this presentation is to share the lessons they learned as they embarked on this mission.

Participants will:
- Identify tips and strategies for moving from self contained to inclusive early childhood special education services.
- Understand relevant professional recommendations for providing inclusive early childhood special education services.
- Receive tips and strategies on staff selection and planning.
- Learn of potential challenges that may arise in providing inclusive early childhood special education services.
- Receive informational, first hand feedback from the staff who participated in the first year program.
Cindy Green is the Assistant Superintendent of Student Services in Kalamazoo Public Schools. She has over 30 years in educating children with special needs. She has taught special education, regular education, and adult education. In addition, she has been a building administrator, supervisor, and director. She is passionate about academic achievement for all students. Rikki Saunders is the Coordinator of Special Education Services in Kalamazoo Public Schools. She has been a social worker, building administrator, and central office administrator. She has over 15 years of working with students and educators. She listens and guides staff in making a positive difference. Rikki is dedicated to positive educational outcomes.

Participants will learn how Kalamazoo Public Schools personnel developed a staff evaluation tool with the input from all stakeholders, including teachers, administrators, and central office personnel working together for over a year. The committee explored multiple evaluation tools with discovering that customizing parts of the Charlotte Danielson Model to the district was best for the staff. The staff evaluation tool meets the new Michigan requirements; including the use of data. In addition, self-reflection, high standards, and observations are a part of the tool. The evaluation tool uses the Charlotte Danielson Rubric to staff to have clearer expectations of the ratings. The evaluation tool is beneficial for helping teachers to develop the skills needed to improve the academic achievement of students. There is a greater focus on data as evidence of student success. Staff members present evidence of their work as a part of the process. Participants will receive an in-depth look at developing, implementing, and assessing a staff evaluation tool. A matrix and observation forms will be shared. Time will be given for feedback and sharing on the evaluation tool.

Participants will:

- Learn how Kalamazoo Public Schools personnel developed the evaluation tool.
- Review the components of the evaluation tool.
- Receive feedback from the use of the evaluation tool.
- Discuss next steps for using the evaluation tool.

Barbara Flanagan, Ph.D.

Pete Johnson, Ed.D is the building principal at Kent Transition Center with Kent ISD. He has finished his second year as an administrator after more than a decade in the classroom at both the local and intermediate school district. He taught in middle school, alternative education, post-high special education, and at a tech center. Pete has his Ed.D in management and leadership, is married to his wonderful Esther and they have beautiful little girl named Eloise.

This presentation will look at the history and future of Kent Transition Center (KTC), a unique program that serves high school juniors and seniors with adapted vocational training and worksite based learning. KTC has had to change to adapt throughout its history, but the target student is one who struggles academically, learns better hands on, and can benefit from “vocational environments which prepare students to transition from school to work.” In recent years this has meant changing from the traditional student with a learning disability or mild cognitive impairment to looking at English Language Learners (refugee students), students on the autism spectrum, and students in alternative education. KTC utilizes the Keytrain program to enhance the readiness of students for the world of work.

Participants will:

- Understand the unique funding structure which makes KTC possible
- Know what is needed to grow/maintain a strong ISD program
- Understand what Keytrain is and how it is used for our students
- Understand the elements of our Discovery Center – Assessment Process

Barbara Flanagan, Ph.D. is a Senior Associate at PCG Education, where her focus is assisting school and district leaders and teachers to meet the academic and instructional needs of students with disabilities, especially in the context of the more rigorous demands of the Common Core State Standards. Barbara is the UDL/Differentiation Team Lead for PCG’s project with the New York State Department of Education grades 6-12 ELA curriculum module and PD development. She also serves as Project Director for Project SUCCESS, an Indiana Department of Education project aimed at addressing the common core state standards for students with disabilities. Prior to joining PCG, Barbara served as Director for Virginia’s Department of Education Training and Technical Assistance Center (TTAC) at Virginia Tech, leading her staff in providing local capacity building and technical assistance to school and district leaders, teachers, and related services providers in 34 school districts in southwest Virginia to meet the educational needs of students with disabilities. Barbara is a past recipient of both the Council for Learning Disabilities Outstanding Teacher Award and the Virginia Council for Learning Disabilities Outstanding Teacher Award.

How do district and school leaders support teachers to develop and implement robust IEPs that build bridges of meaningful connections to the Common Core State Standards? Knowing how to successfully implement new practices and having a system/school-wide implementation plan are both critical. This participatory session provides an overview of what we’ve learned from research about successful program implementation including factors related to training and coaching, process and outcome reviews, and creating an environment for sustainable change. Participants will use a root cause analysis procedure to explore and address their specific district/school challenges around building capacity for system/school-wide implementation of standards-based IEPs. Participants will be provided a model for a 100-day Implementation Plan and will begin the planning process based on their identified priorities.

Participants will:

- Summarize in their own words the core implementation and organizational components required for system/school-wide effective standards-based IEP development and implementation.
- Identify their specific district/school challenges and generate possible solutions around building capacity for system-wide standards-based IEP implementation.
- Develop first steps of a written plan around building/improving local capacity, taking into consideration core implementation and organizational components.
### Problem-Solving to Move Students Forward

David Gruber, Cheryl Levine & Wanda Joseph

**David Gruber**, an attorney and mediator, is director of the Michigan Special Education Mediation Program (MSEMP). He has counseled government agencies, private companies and courts on communication and conflict resolution as a senior consultant for Public Sector Consultants, Inc., and as public information officer for the Michigan Supreme Court. David holds a law degree from Wayne State University Law School. **Cheryl Levine** coordinates training activities and conducts workshops on skills for IEP meetings and other topics for the MSEMP. Before joining the MSEMP, she served as program manager to the Dispute Resolution Center of Central Michigan’s Permanency Planning Mediation Program. She also has worked in communications and training for the Michigan Departments of Education and Management and Budget. Cheryl earned a bachelor’s degree in special education from Michigan State University. **Wanda Joseph** is a trainer and outreach representative for the MSEMP. Wanda trains to educators and parents in the use of collaborative techniques for resolving disputes and provides information about the mediation program across the state. She has more than fifteen years of experience working with the Community Dispute Resolution Program centers as a mediator and conflict skills trainer. Before joining the MSEMP she worked as a recipient rights officer for Manistee-Benzine Community Mental Health.

When educators and parents disagree over services for a student with disabilities, they face a problem in need of a solution — what services are appropriate for the student and how should they be delivered? There are several ways to find an answer. Some make use of collaborative conversations and emphasize local solutions created by those who work with students directly. Others make use of investigations, hearings and third-party decision makers. Choosing the right approach may depend on the facts of the case, how long the disagreement has been going on, and the relationship between the school and the parents. And more than one approach may be warranted. This session will help participants select the right approach for the circumstances so problems can be solved quickly and students can move forward.

**Participants will leave this session with:**

- Knowledge of the problem solving options under IDEA and OSE procedures.
- An understanding of the problem solving methodology used by each option.
- An understanding of the advantages and disadvantages of each option.
- An understanding of how the options work together under the rules and regulations.
- An ability to determine which option(s) is right given the circumstances.

---

### Balancing Safety with FAPE: Student Discipline & IDEA’s “Special Circumstances” Provisions

**Sarah A. Geddes, John Gierak - Clark Hill**

**Sarah Geddes** is an Associate in Clark Hill’s Education and Municipal Law Practice Group in the firm’s Birmingham office. Sarah has experience in government relations and education law and litigation, representing school clients in special education and student discipline matters, as well as employment matters. Prior to joining Clark Hill, Sarah served as a regular advocate before the Virginia General Assembly and the Virginia Board of Education, providing testimony and expertise on issues related to special education law, student discipline, mental health, and school finance law and policy. Sarah has published in numerous periodicals and legal journals on education law, and has guest lectured at Oakland University regarding laws impacting students with disabilities. She has also provided client, service provider, and lawyer trainings on special education and student discipline law. Sarah was born and raised in Saginaw, Michigan, and received her A.B. degree, cum laude, from Harvard University in 1999, and her J.D. degree from the University of Virginia School of Law in 2005. **John L. Gierak** co-chairs Clark Hill’s Education and Municipal Practice Group, and focuses his practice in the areas of labor and employment law, including contract negotiations, as well as acting as general counsel. John has been listed in “Best Lawyers in America” since 2005. He has been named in “Michigan Super Lawyers” as one of the “Top 100” lawyers in the state since 2007. With respect to labor and employment law, John routinely represents and advises clients in the areas of grievances and arbitration, unfair labor practices, wrongful discharge, employment discrimination, fringe benefit and wage and hour issues, FMLA compliance, and day-to-day matters of personnel administration, such as layoffs and employee handbooks. During the course of his lengthy career, he has negotiated contracts on behalf of numerous employers, and has worked with a majority of the major unions, including the UAW, Teamsters, Steelworkers, AFSCME and MEA. In the area of education law, John represents and advises public school districts and charter schools in the areas noted above. In addition, he counsels clients in matters of constitutional law, tenure and election law, the Revised School Code, special education, vocational education, student discipline, Open Meetings Act, Freedom of Information Act, Title IX, and civil rights.

Schools are increasingly feeling the tension of balancing their obligations under the IDEA with the need to maintain safe environments conducive to learning for all students. Headline-grabbing school shootings, though still rare, can understandably lead to fear and increased demands from parents for zero tolerance approaches to rule-breaking behavior by students, including students with disabilities. Sometimes principals are at odds with special education directors as these seemingly competing requirements come head to head. In order to meet obligations under the IDEA and maintain a safe environment, school staff must know and follow the appropriate discipline procedures mandated by the IDEA. School staff must recognize early on when IDEA’s “special circumstances” provisions apply to student misconduct (illegal drugs, dangerous weapons, and serious bodily injury). This presentation will equip attendees with the nuts and bolts of smoothly processing a student discipline referral involving a student with a disability. It will highlight for attendees when special circumstances apply, and how to effectively and appropriately program for a student’s interim educational setting. It will also provide an overview of law enforcement involvement in dangerous conduct at school. Finally, we’ll discuss recent litigation in the area of dangerous and/or disruptive behavior by students with disabilities, and best practices for proactively addressing such behaviors as a school, and as an IEP team.

**Participants will learn:**

- Practical knowledge of student discipline procedures under IDEA.
- Involvement of law enforcement, reporting duties, FERPA obligations.
- When IDEA’s “Special Circumstances” are triggered.
- Procedures and legal standards for conducting a manifestation determination review, and determining an appropriate interim alternative educational setting.
- Recent litigation in the area of dangerous and/or disruptive behavior by students with disabilities.
Monday August 12, 2013 (cont’d)

Transition Resources to Prepare Students for School Completion & Community Connections
Chuck Saur & Larry Stemple

Chuck Saur is currently the Director of MI-Transition Outcomes Project. He was previously the Transition Coordinator at Kent ISD, prior to that a Senior Training Programs Manager, a Resource Room teacher, and a College instructor. He is the father of two boys and large dog. Larry Stemple works for Wayne Regional Educational Service Agency (RESA) as a special education consultant, transition coordinator and monitor. Previously, he was a special education teacher, teacher consultant, and a program administrator in a local Wayne County School District.

How can you support your staff so they can prepare exiting students to better meet the complexities of the adult world they are facing? Chuck Saur and Larry Stemple will demonstrate, review, and provide tips for utilizing current and emerging technical assistance and professional development opportunities and resources that are available through the Michigan Transition Outcomes Project (MI-TOP). This will include the review of some new and innovative resources, as well as the identification and use of existing resources that can be used to inform and develop expertise in transition policy and practice for teachers and other relevant staff. Some of the strategies and tools include: Michigan Virtual Learning modules, MI-TOP training webinars, Regional Collaborative webinars, MI-TOP newsletters, the effective use of the Summary of Performance (SOP) to better meet the needs of Community agencies, and the proposed Student Centered Engagement mobile app.

**Participants will learn:**
- How to better meet documentation requirements that support student preparation and exit from school.
- About existing and emerging transition resources designed to support the exiting process for students.
- Ways to support transition from the administrator’s perspective.

FAPe and the Autism Insurance Benefit: Opportunities and Challenges
Diane Heinzelman, Wayne Abbott, Nicole Dwyer, Sharon LaPointe, Stacy Rulison, Maureen Ziegler

Wayne Abbott has been a local director for 20+ years first in the Lakewood School District and for the last 11 years with the Holt Public Schools. An early and enthusiastic adopter of the START model for support of students with autism and with approximately 100 students with ASD eligibility in the district, Wayne is “hands-on” involved with the local level issues. His participation on this panel will provide input from the field as to how the passage of the autism insurance legislation has impacted a local district. Sharon L. LaPointe is the founding partner of LaPointe & Butler, P.C. She is a member of the MAASE Community of Practice on Autism Spectrum Disorder and is keenly interested in addressing collaborative, complimentary practices and relationships among agencies and service providers as they strive to fulfill their respective responsibilities to enhance the personal development of students with autism spectrum disorders. Nicole Dwyer is the Autism Benefit Administrator for Macomb County Community Mental Health. She has led in the development and implementation of the Medicaid/MICHild Autism Benefit in Macomb County. She serves as a member of the Metro Region Autism Collaborative with Macomb, Oakland, Washtenaw, and Wayne County. Nicole was recently appointed to the State Autism Council’s Early Identification and Intervention (EII) executive subcommittee. Nicole is also a member of the Lakeside Regional Collaborative Network -START with the Macomb Intermediate School District. Stacie Rulison has dual Master’s degrees, in business and in special education with a focus in autism consultation and applied behavior analysis. Stacie is the Operations Director for the Autism Alliance of Michigan. Stacie presents on autism topics at numerous conferences and workshops across Michigan. Maureen Ziegler has had extensive experience working with students with Autism Spectrum Disorder. For the last 9 years, Maureen has worked for START as an Autism Education and Intervention Specialist. Prior to this, she worked 19 years as a teacher of students with ASD in elementary, middle and high school programs. She developed models for all three levels, including the development of the LINK Program. Maureen worked as an ASD TC for Oakland Schools and Clarkston Schools, and was a supervisor of the ASD programs at Clarkston Community Schools. Maureen has extensive experience presenting information on topics related to autism at the state, national, and international levels.

Implementation of recent insurance legislation is impacting the evaluation and delivery of services to students with autism spectrum disorder. Schools, agencies, and private therapy providers are challenged to “do what is right” for the child and family. The coordination of Michigan insurance-based medical services with federal (IDEA) special education mandates are producing opportunities, as well as challenges that need to be resolved. This panel discussion provides an opportunity to hear discussion by a variety of stakeholders to questions that are arising regarding this implementation challenge. Opportunity will be provided for the panel to respond to your questions.

**Participants will:**
- Identify potential challenges to implementation of IEPs and develop points to consider to address those challenges
- Ensure FAPE in the LRE is provided to the student
- Understand various points of view to the impact of the autism insurance legislation
- Identify points to evaluate a district’s readiness to address key issues

Implementing Technology, Impacting Student Achievement: Center-Based Program Success Story
Elizabeth Buchhop-Siler, Erik Meerschaert, Jessica Phillips & Jann Jansen

Elizabeth Buchhop-Siler is the principal at Meadowview School. Erik Meerschaert grew up in Troy, MI and graduated from Western Michigan University in April 2009 with a degree in Special Education with dual endorsements in Cognitive Impairments and Learning Disabilities. Since then, he has worked at Eaton ISD as a MoCI middle school program teacher. He serves on the district’s data and evaluation committee, which is working to tie student data and achievement to educator evaluations. Jessica Phillips is an Elementary MoCI teacher at Meadowview School. She is married with 2 dogs and enjoys anything active, camping, reading, baking and spending time with her husband and dogs.

In this session, presenters will share how they implemented a computer-based curriculum, added technology to their classroom programs, and provided professional development to staff, which ultimately changed how they teach students with moderate to severe impairments.

**Participants will:**
- Improve knowledge base of curricular options for students in low incidence populations (LIP)
- Improve knowledge of technology integration
- Improve student outcomes through Common Core
- Understand data collection with the LIP

KEY:  MDE Strand  SLIP Strand  Early Childhood Strand  Legal Strand  ASD Strand  Exhibitor/Vendor
Dave Manson has been the Director of Special Education at Van Buren ISD for the past 8 years. Prior to becoming Director, he supervised the Young Adult Program run by the ISD and during that time he became increasingly concerned about these students ability to transition from school to community successfully. Dave’s vision to create more meaningful Transition programming was the beginning of what has become the Community-based Transition Center. Ellen Winter's background as an OT and subsequent completion of Special Education supervisor certification brought a different perspective to Dave’s vision. Ellen started supervising the Young Adult Program and partnered with Dave to make the Community-based Transition Program, CTC, a reality.

This presentation will focus on the strategies we incorporate on a daily basis in a rural county to make our students successful members of their community. The presentation describes the process of development of an idea into the unique features of the Community-based Transition Center Program, the building design and the development of tools to ensure accountability for student success. The building itself is quite unique in its layout, as well as the program’s complete focus on transition. The building is maintained by students supervised by job coaches. Students participate in “offerings” to learn custodial, food service, office work skills; Situational Judgment and Active Listening Work Skills; daily living skills, as well as offerings that assist students in studying prior to taking assessments for a number of certification programs (e.g. ServSafe, OSHA, National Work Readiness, etc.). In addition, we partner with community agencies to create “Combo Plans” for weekly schedules where students come to CTC for specific training some days and are involved with CMH or MRS in the community other days.

Participants will:
- Be given the framework of the development of a transition program from the ground up, figuratively and literally.
- Be introduced to documents that have been created and are currently in trial phase to determine effectiveness for student outcome measures.

Katie Bourbina supervises the Monroe County ISD’s Early Childhood Special Education program and coordinates special education services for children birth to five throughout the county. She recently completed her training at Grand Valley State University to receive full approval as a Special Education Supervisor and Director. Katie’s professional interests include Early Childhood Response to Intervention, Parent and Family Engagement in Early Childhood Programs, Inclusive Early Childhood Practices, and Infant Mental Health Model of Service Delivery. Michelle Brahaney is the Assistant Superintendent for Special Education and Early Intervention at The Monroe County Intermediate School District. She is currently pursuing a Doctoral Degree at The University of Toledo with a dual major in Theory and Social Foundations and Early Childhood Education. Michelle’s current areas of research and study include instructional practices in the early childhood setting, teacher evaluation and strategies to improve family engagement.

Monroe County has developed a model for implementing RtI at the Early Childhood level as a result of a collaborative effort between ECSE, GSRP, and Head Start. As a result of this collaboration, all Monroe County teachers in these three programs have been trained in the core principles of RtI and attend monthly professional development sessions where they work together as teams to refine implementation of RtI in their classrooms. The work of this group is informed by an advisory team consisting of parents, teachers, administrators, and support staff. This session will provide an overview of the who, what, where, why and how of this initiative with specific examples of its relationship to best practice in action. An outline for professional development will also be provided along with video clips of our teachers working together to design optimal learning experiences for their students. Participants in this session will understand:
- Why an RtI model makes sense at the early childhood level in light of what we know about the importance of early intervention;
- What are the essential elements of an RtI framework in the context of early childhood programs;
- Who are the critical stakeholders involved with the development and implementation of an early childhood RtI framework;
- How to develop a program-wide model of RtI in early childhood programs according to best practice recommendations.

Michael Bausano earned his MSW from Grand Valley State University in 1995, an MA. in Educational Leadership from Western Michigan University, and completed additional post-graduate work in Special Education Administration at GVSU. Michael serves as a SSW for the Wesley School. As an avid trainer and presenter, Michael has successfully merged his previous military and clinical experiences with his current position to promote cohesion, resiliency and team-work among his special education colleagues. Lisa Cobb earned her MSW from Eastern Michigan University in 1998. Lisa is a Licensed Therapist with 25 years of experience working with children and adults who are experiencing emotional crisis. Lisa is currently a School Social Worker with at-risk youth and has a private practice at International Healing Partners. Lisa has presented Mindfulness practices to teachers, parents, administrators and students (K-12), both locally and at State Conferences. Through personal and professional experience, Lisa has found that practicing mindfulness meets the healing needs of all people, at any age, in any life situation. Stephanie Lathrop earned her Master of Social Work degree from Grand Valley State University in 2010. In addition to overseeing the PBIS initiative at Wesley School, Stephanie provides a wide array of behavioral, consultative and training support activities. Stephanie has presented locally and at State conference on a number of topics related to compassion fatigue and mindfulness and has a broad range of professional work experience in foster care, youth mentoring and domestic violence programs, and she is a passionate advocate for students with disabilities.

This positive and engaging presentation will provide Special Education leaders with specific strategies, tools and techniques that will genuinely enhance the level of cohesion, trust and social communication across a wide range of interpersonal situations.

Participants will learn to:
- Assist classroom teams in communicating more effectively.
- Promote positive and professional interpersonal relationships.
- Improve the creativity, cohesion and problem-solving abilities among special education teams.
- Support student development and learning.
- Enhance relationships with parents and community-based agencies.
Gail Van Daff has been the Director of Special Education for the KRESA Southern Service Area since the fall of 2009. Prior to moving to Kalamazoo County, she served in multiple districts while employed as a Special Education Supervisor for Calhoun ISD for nearly ten years. At Calhoun ISD and now in Kalamazoo County, she has presented on a variety of topics including personal curricula, discipline for students with IEPs, co-teaching, standards-based IEPs, differentiated instruction, MTSS, measurable goals, statewide assessments, and ESY services. Angela Telfer is the Director at WoodsEdge Learning Center. Janan Zimmerman is the Director of Special Education for the KRESA Eastern Service Area.

The process for determining eligibility for and provision of Extended School Year services continues to evolve and to challenge those charged with implementing the process. This session will: (1) review the foundation of ESY services; (2) walk through the suggested steps for making the determination of eligibility for ESY including an in-depth look at each standard and questions to foster the discussion with team members; (3) emphasize the need for data and documentation throughout the process with recommendations for data to be collected; (4) present options for delivery of ESY services and the determination of the type of services needed; and (5) share guidance documents and forms developed in our county. Time will be allocated for questions and discussion within the group of participants.

Participants will:
- Develop an understanding of the foundation for ESY services
- Develop an increased understanding of the ESY eligibility process including the required standards
- Learn ways to facilitate the discussion about ESY services at an IEP
- Become familiar with procedures, protocols, and guidelines for implementing ESY services in your county

Helen Long is a National Educational Consultant focusing exclusively on students who are at risk. With successful experience in developing and delivering workshops and presentations to national, regional, and state educational conferences. With 25 years as an educator, educational trainer, reading specialist, and administrator, Helen’s career is centered around supporting special education students, English Language Learners, and struggling readers. Helen has taught in 6 states and 13 school districts.

This presentation will highlight instructional shifts in ELA CCSS with a focus on what that means for students that are struggling and continue the need for foundational skills. The basic principles to keep in mind while meeting the needs of struggling students will be highlighted. An adolescent intensive literacy solution will be discussed with connections to meeting CCSS and foundational skills

Participants will:
- Understand intervention while meeting the Common Core State Standards
- Learn best practices and evidence-based strategies to meet the struggling learner
- Understand the importance of setting high expectations for all students to ensure success with the CCSS while providing support for students with disabilities.

Lacetia Walker holds an Educational Specialist degree in learning disabilities and an endorsement in mathematics from Wayne State University. She earned a master’s degree in urban education from Cambridge College and a bachelor’s degree in business administration with a concentration in computer information systems from Alabama State University. She has an extensive knowledge of research-based strategies in differentiated instruction, student engagement, and multiple intelligences, which she uses to guide and instruct educators who service struggling learners. Mrs. Walker is deeply committed to the development and growth of young people and strongly believes that all children have the right to a quality educational experience. Chandra Dumas holds a Masters degree in Elementary Education and has a Learning Disabilities endorsement from Wayne State University. She also holds a degree in Business Management. She is currently pursuing an Educational Leadership endorsement with a concentration in Special Education. Chandra has an extensive knowledge of research-based strategies in differentiated instruction, classroom management, and multiple intelligences, which she uses to guide and instruct educators who service struggling learners. Ms. Dumas believes that all students are unique and have special gifts and talents to offer and that through perseverance and hard work each child can be successful.

This session will Providing Educational Leaders with differentiated instructional strategies to use as they evaluate, encourage and support teachers in this high stakes educational learning environment.

Participants will:
- Leave with a variety of research-based strategies that can be used immediately.
- Acquire a variety of differentiated instructional strategies to evaluate support and encourage academic growth
- Determine the difference between a fixed and fluid mindset
- Determine what differentiation is and is not
### Monday August 12, 2013 (cont’d)

**CEE-g into the Future of Special Education Teacher and Administrator Evaluations**  
Vickie Coe & Jordan Bullinger- LaPointe & Butler

**Jordan Bullinger** joined the firm in July of 2009. Jordan is a Cum Laude graduate of the Thomas M. Cooley Law School. Prior to joining the firm, he worked with the Kent County Legal Assistance Center. **Vickie Coe** joined the firm in June of 2010. Vickie is a Cum Laude graduate of the Thomas M. Cooley Law School. Before joining the firm, Vickie worked for the Michigan Court of Appeals.

The Revised School Code was amended in 2009, effective 2010 to mandate a performance evaluation system for teachers and administrators that requires evaluations to be based on escalating ratios of student growth and assessment data as well as additional input from prescribed teacher evaluation and administrator evaluation tools. In the context of this legislation, the presenters will discuss how best practices for baseline PLAAFP, measurable goals/objectives and ongoing progress monitoring can be a “Win-Win” scenario for both student and staff “performance” reviews. The presenters will survey “student performance”-based staff evaluation strategies currently in use across the country and will also discuss the recommendations of the Governor’s Council on Educator Effectiveness.

**Participants will learn:**
- The teacher/administrator evaluation changes that the Revised School Code has already laid out.
- CEE recommendations from an implementation standpoint with respect to the student growth and assessment tool, the state teacher evaluation tool (likely to be an observation tool based on CEE’s current piloting of four observational models), the state administrator evaluation tool, and the state process for evaluating and approving local evaluation tools.

---

**Compliance Monitors Community of Practice: Getting Ready for a New School Year**  
Office of Special Education- Monitoring and Technical Assistance Team

**Pam Kittel** is a Consultant with the Office of Special Education. She has extensive experience in research and education, and has worked with students from preschool through graduate school in private, public, and university settings. Pam received her bachelor and masters degrees from Eastern Michigan University and is finishing a PhD at the University of Michigan. **Jeanne Anderson Tippett** is a Consultant with the OSE. She has been a special educator for 11 years. Jeanne has a bachelor degree from the University of Akron, a master’s degree from Western Michigan University and is finishing her doctorate at Michigan State University. She currently lives in Holt with her husband and daughter. **Michelle Richard** is a senior consultant with Public Sector Consultants. Michelle serves as the project manager for CIMS, and is a key policy analyst and researcher on a variety of issues affecting Michigan education. Michelle holds a bachelor’s degree from Saginaw Valley State University and a master’s degree from the Harvard Graduate School of Education.

Michigan’s Continuous Improvement Monitoring System (CIMS) focuses on four areas – Compliance, Results, Focused Monitoring and General Supervision Monitoring – to improve results and outcomes for students with IEPs. The Monitoring and Technical Assistance (MTA) Team in the Office of Special Education (OSE) will reflect upon monitoring activities in the 2012-2013 school year and share lessons learned. This session will also review updates to the monitoring system, procedures, technical assistance, and the electronic CIMS Workbook.

**Participants will:**
- Understand connections between the State Performance Plan, priority areas, and monitoring activities.
- Be able to share monitoring expectations and timelines with local CIMS Coordinators and Review and Analysis Process (RAP) teams.
- Understand their changing responsibilities in monitoring districts to improve student outcomes.
- Be able to plan their monitoring activities for the 2013-2014 school year.

---

**SLIP Social Networking Meeting**  
Tina Lawson & Brian Pianosi

**Tina Lawson** has been the Principal/Supervisor for Blossomland Learning Center for the last 4 years; before that, she was the assistant principal. She also serves as the Chair for the SLIP Community of Practice for MAASE. Prior to becoming an administrator, Tina was a special educator for nearly 10 years in Cassopolis Public Schools, where she taught in a CI program.

Supervisors for Low Incidence Populations (SLIP) need an opportunity to share, discuss, and collaborate on various relevant topics that impact center-based programs. This session will provide an opportunity to network and to allow for an open forum to share and plan.

**Participants will:**
- Engage in discussion around updates for CCEE’s, curriculum alignment to CCEE’s/Work groups
- Prepare for DLM and technology needs within their districts
- Participate in general discussion on relevant topics/current issues.
- Experience the power of networking and support within a Community of Practice

---

**Are Your Students Ready to Take Online Assessments?**  
Kathleen Flynn & Derek Cooley

**Kathleen Flynn** has worked in the field of education for 18 years: for Belding Schools as a teacher of students with emotional impairments, for Ionia ISD as a teacher consultant, and for Montcalm Area ISD as a Special Education Supervisor and currently as the Director of Special Education. **Derek Cooley** was a special educator for 6 years, teaching middle school students with emotional impairments and learning disabilities. Derek has been a special education supervisor and center-based principal for 4 years at Montcalm Area ISD. He supervises programs for students with a range of impairments, and also serves as the district assessment coordinator.

Along with the statewide curriculum change from the Grade Level Content Expectations to the Common Core, the system of statewide assessment is changing. This presentation is designed to begin the on-line assessment discussion. If students will be assessed by the state with on-line assessments, we should be designing our classroom assessments in an on-line format. Don’t let the barrier to proficiency be a student’s inability to manage the technology!

**Participants will:**
- Learn how to access released Smarter Balanced test items and information about the Dynamic Learning Map assessment.
- Identify technology standards that students must master to take on-line assessments based on the currently released items.
- Review Universal Design for Learning principles and discuss implementation of on-line assessment in the everyday classroom.
- Understand assistive technology tools that will assist students in taking on-line assessments (i.e – screen readers, switch devices, etc.)
Monday August 12, 2013 (cont’d)

25

College for All: Breaking Through Barriers to Post-Secondary Options
John Rose, Becky Ralls and students James Kleimola & Deon Chaneyfield

Becky Ralls is a program coordinator and case manager for Ypsilanti Transition Services – WISD at Eastern Michigan University. Ms. Ralls has served young adult students and their families for over 33 years, providing transition training and education. She has recently completed her Master’s studies in educational leadership. John Rose is a teacher consultant for Washtenaw Intermediate School District, currently serving county high school’s transitional needs. He is also serving as a blended MRS/WISD staff. John has been instrumental in creating collaborative positive relationships and programming for students with disabilities at Eastern Michigan University and throughout the county. James Kleimola is a young adult student with the Ypsilanti Transition Services who serves on the board of directors for EMU Best Buddies. Along with his involvement in a number of organizations, he speaks out for self-determination, empowerment and respect. Deon Chaneyfield is also a student with the Ypsilanti Transition Services who works two part time jobs and is a member of the EMU Best Buddies Organization. He advocates for inclusion and has recently been featured in the Eastern Echo, speaking out for acceptance and respect.

EMU students with the Best Buddies organization represent advocacy and an inclusive society at its best. They are matched with a buddy from the local community that is age 18 or over. These young adults pride themselves in forming meaningful and long-lasting friendships while promoting social change. This presentation addresses the history of Ypsilanti Transition Services-WISD and current collaborations between Washtenaw Intermediate School District and Eastern Michigan University in efforts to provide inclusive educational and transition services to post-secondary young adult students with cognitive and other disabilities. Presentation will include information on the Recreational Activities Project, the EMU Apartment project, Best Buddies Program, and the overall outcomes on goals and learning opportunities for all students through this unique collaboration among community partners.

Participants will:
- Encourage creative thinking beyond traditional programming/systems
- Promote higher expectations for student learning and growth
- Provide benefits of inclusive, age-appropriate educational environments
- Provide a template for building collaborative post-secondary services on college campuses

26

Lessons Learned from Early On Monitoring
Colleen O’Connor, Vanessa Winborne

Colleen O’Connor is an Early On Consultant responsible for guidance and technical assistance to intermediate school districts. Employed by the Michigan Department of Education, Office of Great Start, Early Childhood and Family Services, Colleen works with intermediate school districts on application submission, data collection, and implementation of local Early On programs. Colleen O’Connor has been with the Michigan Department of Education for over five years. Vanessa Winborne is responsible for the state’s implementation of Part C of the Individuals with Disabilities Education Act. Employed by the Michigan Department of Education, Office of Great Start, Early Childhood and Family Services, Vanessa oversees general supervision responsibilities for Early On Michigan, including monitoring, data collection, and federal reporting for Part C of IDEA.

Focused Monitoring site visits and Desk Audits, including and fiscal monitoring were conducted by Early On this past year. Verification of self-assessment data and a review of fiscal compliance were components of the monitoring activities this year. Participants will learn the results of the monitoring and how to prepare for the future.

Participants will:
- Leave with current information related to Part C of IDEA.
- Learn about state and federal program expectations and how to successfully meet Part C SPP/APR Indicators.

27

Community Mental Health: Implementation of the Autism Insurance Benefit
Nicole Dwyer

Nicole Dwyer is the Autism Benefit Administrator for Macomb County Community Mental Health, where she has led in the development and implementation of the Medicaid/Michild Autism Benefit in the county. She serves as a member of the Metro Region Autism Collaborative with Macomb, Oakland, Washtenaw, and Wayne County. Nicole was recently appointed to the State Autism Council’s Early Identification and Intervention (EII) executive subcommittee and is also a member of the Lakeside Regional Collaborative Network –START with Macomb ISD. Nicole has a Master’s Degree in Community and School Counseling from Oakland University and a Bachelor’s Degree in Psychology and Child Development from Central Michigan University with a focus on behavioral studies. She is a Licensed Professional Counselor, a Licensed School Guidance Counselor, and a published researcher who has presented at various institutions.

The provision of programs and services for children with ASD is not a “one size fits all”, nor is it a “one agency fits all” approach. The passage of the autism legislation and implementation of the Autism Medicaid/Michild benefit changed the access and service provision landscape for educators, agencies, and private providers across the state. Macomb CMH strategically planned to operationalize the requirements of implementation, which has resulted in many positive experiences following the rollout. Expected challenges became apparent, but through targeted collaborative efforts, these issues became opportunities to develop strategies to benefit eligible children and families. Can you communicate the accessibility process for the parent? Do you understand the evaluation process? Do you know what services the child may receive? Have you considered how this may impact educational programs and services your district is providing? Attend this session and get answers to these critical questions. The future IS now. WE must be READY for implementation through a collaborative process.

Participants will:
- Understand the Medicaid/Michild Autism benefit for children 18 months-6th birthday
- Understand the process to access the Medicaid/Michild Autism benefit
- Understand evaluation process for Medicaid/Michild eligible children
- Understand the service delivery plan for children who access the Medicaid/Michild benefit
- Describe features critical to collaboration between school and CMH agency
Monday August 12, 2013 (cont’d)

Consider the Educational Environment
Laura Taylor & Jeff Dietrich

Laura Taylor has been a special educator for more than 25 years and understands the need for thoughtful consideration of student needs to archive positive outcomes. She has presented at state and national conferences on the topics of Assistive technology and integration of that technology into every school day. Jeff Dietrich, Michigan State NIMAS Coordinator, Director of Michigan’s Integrated Technology Supports (MITS) and Project Director of Michigan Integrated Mathematics Initiative (MI2). Jeff has over a decade of experience running statewide initiatives focused on providing support materials, technical assistance, training, and an extensive lending library focused on improving outcomes for all students.

Thoughtful consideration of student needs is currently a matter of student rights – the box is marked with an X and the team moves on. This practice needs to become one of meaning, action and reflection. What does the student need to over come the barriers of this educational environment? How can we implement the supports necessary to effect a change, to overcome a barrier? Is what we’ve done enough to assist this student? Have the barriers been overcome? Is learning happening? How do we know? This presentation will begin a dialog to answer these important questions as we move forward in education.

Participants will understand:
- The meaning of thoughtful consideration as it relates to the educational environment.
- That action will be necessary to meet the varied needs of learners.
- That practiced reflection of the impact of supports will guide them toward positive student outcomes.

The Value of Selecting Top Teachers
Doug Knobloch, Michelle Piel & Susie Olivarez- HUMANeX Ventures

Doug Knobloch has over 30 years of experience as a teacher, principal and superintendent. He has a deep passion for helping schools provide educational experiences of the highest quality for all of their students. Michelle Piel is a dedicated and driven leader. She had over 5 years of research experience in our Educational Interviews. She has a passion for selecting “another one like our best.” Susie Olivarez has over 6 years experience in Human Resources Leadership. Her mission in life is to see ALL AGES develop and grow. She has a passion to help the youth see their greatest potential.

Ever wonder what makes a great teacher so great? Is there a science behind this process? Are we able to track these great teachers? The answer is YES! Stop into this session to learn the value of selecting the right teacher into your school and the impact that it has on each child’s future!

Participants will:
- Understand the benefits of screening applicants for all roles: teacher and support staff.
- Learn the difference and benefits between Structured and Unstructured Interviews.
- Gain an understanding of what specific talents and strengths make up the “best” teachers in their classrooms.

Equal Access to Extracurricular Athletics: A How-To Model That Can Work in Your School
Anne Goudie, Allison Wonch & Meredith DiMaria

Anne Goudie has been an Adapted Physical Education teacher in the Lansing School District for 28 years. She has a Masters in Educational Administration from MSU Special Education. She has served as an Athletic Director for 18 years, as an MDE Consultant for Physical Education, on the Special Olympics Michigan Board of Directors, and as an Area Director for Ingham and Eaton County for 19 years. Co-presenters Allison Wonch, and Meredith DiMaria are all teachers in the Lansing School District.

This presentation will focus on promoting inclusion, reducing bullying, and changing school climate through Unified Sports. The discussion will focus around the U.S. Department of Education Guidance on Equal Access to Extracurricular athletics and what that means for your school district. Materials, methods and research backed information presented can be immediately implemented in schools at very little or no cost. We will discuss how the LSD has been doing this for several years and the benefits to the district and its students.

Participants will learn:
- How to implement Unified Sports in their schools
- How Unified Sports can align with the Common Core
- How to change the climate and culture in their buildings through unified sports and ways to decrease bullying in your schools through unified sports.

Keeping the Focus on the Child’s Future: Defusing Contentious IEP Situations
Jordan Bullinger & Vickie Coe- LaPointe & Butler

Jordan Bullinger joined the firm in July of 2009. Jordan is a Cum Laude graduate of the Thomas M. Cooley Law School. Prior to joining the firm, he worked with the Kent County Legal Assistance Center. Vickie Coe joined the firm in June of 2010. Vickie is a Cum Laude graduate of the Thomas M. Cooley Law School. Before joining the firm, Vickie worked for the Michigan Court of Appeals.

Some contentious situations can be avoided or deescalated by knowing what the law does and does not require in that situation, e.g., classroom-based observations of the student by parent experts or independent evaluators, parent demands to have copies of test protocols. The presenters will share a number of conflict prevention and de-escalation strategies that have emerged as a result of trends in recent caselaw and that they have acquired from attending numerous potentially difficult IEPT meetings across the state.

Participants will be able to:
- Identify appropriate and legal boundaries for parent/advocate/expert classroom visits, observations.
- Understand that lack of parent cooperation is not a defense to district failure to comply with IDEA requirements in scheduling and holding IEPT meetings.
- Know how to use an agenda, data, and the “parking lot” to neutralize tension and maintain flow in the IEPT process.
- Identify appropriate response strategies when parents walk out on the unfinished IEPT meeting.
- Learn how to address “War of the Roses” situations, where parents share legal custody but not an ability to be in the same room.
Teri Johnson is the Assistant Director of the Office of Special Education, Michigan Department of Education (MDE). She holds an Ed. S. in Special Education Administration from Saginaw Valley State University, and both an undergraduate and Master’s Degree in Special Education from Eastern Michigan University. Prior to joining The Michigan Department of Education two years ago, Ms. Johnson was the Director of Special Education for Lapeer County Intermediate School District where she had also served as the Monitor of Programs and Accountability. During her tenure with the ISD, Teri served as President of The Michigan Association of Administrators of Special Education (MAASE) and represented the organization as a member of the Special Education Advisory Committee (SEAC). Jeff Diedrich earned a Master’s degree in speech-language pathology and worked in the public school system providing direct support to students with disabilities for several years before transitioning to the directorship of two statewide projects funded by the Michigan Department of Education, Office of Special Education. Both projects focus on eliminating barriers that exist in the educational environment that hinder successful outcomes for all students. Jeff’s focus areas include universal design for learning, accessible instructional materials, and technology-based solutions and he is an advisor to several related projects. Jennifer Huiskens LaPointe, MSW, is a senior consultant in the education division at Public Sector Consultants. In her role at PSC, Ms. Huiskens LaPointe analyzes education policy and practice issues and provides strategic counsel, system design, and evaluation services to clients. She is currently managing projects with education agencies in Arkansas, Michigan, Minnesota, and Washington, D.C.

As the educational landscape in Michigan changes, there is one constant: the need to improve student achievement for all students. With increasing accountability demands around student outcomes and resources diminishing, there is a critical need to create a state-level TA/PD system that is cohesive and coordinated to respond to the needs of districts. Rather than construct a TA/PD system in isolation from the field, beginning in January 2013 the Michigan Department of Education, Office of Special Education (OSE), utilized a process known as Structured Dialogue to engage diverse stakeholders in defining this system. This 3-part series included focused dialogue to 1) imagine what an ideal TA/PD system would include; 2) determine barriers to realizing that ideal and; 3) identify actions that must be taken to overcome the barriers to approximate the ideal. The ideas generated through structured dialogue became the foundation for efforts moving forward. While the redesign is in its early stages, a roadmap has been established for realizing a better future. MDE-OSE continues to engage stakeholders in the construction of the system and is boosting communication and coordination mechanisms with the field.

Participants will learn:
- The components of the developing OSE PD/TA System.
- Structured Dialogic Design as a process for obtaining input from a diverse stakeholder group.
- A tiered model for accessing available resources for district improvement efforts.
- The various federally funded Mandated Activities Projects.
- Changes to the State Performance Plan and Annual Performance Report as a vehicle to share effective best practice strategies throughout the state.

### IEP Development and Implementation for Individuals with ASD

Kelly Dunlap

Kelly Dunlap is a school psychologist and behavioral specialist who works as an Autism Education and Intervention Specialist for the START (Statewide Autism Resources and Training) grant, a project funded by MDE. Among other responsibilities, Kelly has expertise and presents on topics related to PBIS for individuals with ASD, IEP development and implementation, and guiding principles for establishing effective programs for students on the autism spectrum.

This session focuses on the process of developing an Individualized Educational Program (IEP) for students with Autism Spectrum Disorder (ASD) that incorporates the legal requirements of LRE (Least Restrictive Environment) and embeds established evidence-based practices for students with ASD. Participants learn how to write an effective Present Level of Academic Achievement and Functional Performance (PLAAFP) statement as well as develop observable and measurable goals and objectives related to the student’s progress in the general education curriculum and setting. Strategies for implementing the IEP with fidelity and data collection procedures for monitoring progress toward goals and objectives are also covered.

Participants will:
- Gain an understanding of the legal requirements of LRE (Least Restrictive Environment) relative to the IEP process.
- Learn how to write a PLAAFP statement in relation to how the ASD impacts the student’s performance within the general education environment.
- Gain skills in developing observable and measurable IEP goals and objectives based on the student’s performance within the general education setting.
- Gain skills in data collection that focuses on evaluating the effectiveness of the IEP.

### Women Do It Differently

Nancy Colflesh, Ph.D.

Nancy Anne Colflesh, Ph.D., currently serves as an Assistant Professor of Practice in the Department of Educational Administration in Michigan State University’s College of Education. She has worked with educational leaders across the state for more than two decades. Most recently, she was selected as one of the ten women who received the 2013 Greater Lansing Women Award. She was part of the MEMSPA/MIEM collaborative effort to provide the first annual conclave for women leaders in March entitled “The New Blue Stockings”. (Watch for the second conclave in March 2014!)

During this session, which has been customized for women entering into leadership and those who have served over time, participants will become familiar with the researchers’ messages about five ways women lead. We will identify those ways and explore strategies for working across gender and other diversity-related lines to provide sound leadership for all students and their families.

Participants will learn:
- To understand the thoughts of feminist researchers Grogan and Shakeshaft about the five ways women lead.
- To clarify that a feminist view simply means “women’s voices IN and ABOUT leadership”…rather than the absence of those voices.
- To identify ways women lead to bring about social justice in a trusting, collaborative culture of schooling.
- To celebrate and recognize that women DO “do” leadership differently and the diversity is welcome rather than ignored or underutilized.

KEY:
- MDE Strand
- SLIP Strand
- Early Childhood Strand
- Legal Strand
- ASD Strand
- Exhibitor/Vendor
Tuesday August 13, 2013 (cont’d)

Training for Success: Great Paraprofessionals Don’t Just Happen–They are Trained
Darnella Delfine & Nichole Moore

Darnella Delfine has been a Special Educator for over 20 years focusing on SLD, EI and ASD. She worked for Detroit Public Schools, as an Adjunct Professor for University of Detroit Mercy, and in her current role as a Teacher Consultant for students with ASD serving the Downriver/Dearborn area. Mrs. Delfine has presented to teachers, administrators, ancillary staff, paraprofessionals and parents from over 25 school districts, sharing success strategies for students with special needs.

Nichole E. Moore has been a Special Educator for over 14 years and has expertise with the following disabilities: HI, EI, SLD and ASD. Ms. Moore has served as a teacher in a special education program and as a Teacher Consultant throughout Wayne County. More recently, Ms. Moore has served as a Supervisor of Special Education in a Center Based Day Treatment Program, which services 24 school districts in the Downriver/Dearborn area. She directly supervises the high school EI program and serves as the (K-12) curriculum/instructional leader for the building.

Participants will walkthrough a full hiring, evaluation and training system designed to give paraprofessionals the information they need to be successful. Formative and summative evaluation instruments have been designed to assist administrators and supervisors build highly effective paraprofessionals. With the new evaluation laws and Multi-Tiered System of Support (MTSS), a full system will help schools continue to build essential supports for students with disabilities. The training system includes: an employee handbook, seven learning modules, communication forms, and a multifaceted evaluation instrument. A strong training and evaluation system should equate to a strong support system for highly effective paraprofessionals who desire to stay in your district, resulting in fewer staff turnovers and higher achievement for students.

Participants will learn how to:
- Evaluate the educational impact of paraprofessionals across different environments
- Explain the key presentation/learning modules of a successful paraprofessional training system
- Discuss highly effective paraprofessionals and teacher/paraprofessional teams
- Explore a multifaceted evaluation tool for paraprofessionals

36

Primary Service Provider Model: Providing Evidence-Based Early Intervention Services
Susan Wit, Lynn Legg, Dawn Koger

Dr. Dawn Koger has been working with children and families for over 25 years in a variety of settings. Most of her experience has been in providing support and education to parents of children 0-3. For the last 7 years, Dawn has been the Early On Coordinator in Oakland County. Susan Wit is an Occupational Therapist with over 30 years experience with young children. She earned a degree from Wayne State University in Occupational Therapy, and has a Masters in Early Childhood Education from Oakland University. Susan began her career at Children’s Hospital of Michigan and currently works at the Royal Oak School District as a Primary Service Provider in the early intervention program. For the last 5 years, Susan has been a parent educator with Early On Oakland. Lynn Legg is a Physical Therapist with over 30 years experience who has worked in center based early intervention programs, hospital and clinical settings, and recently as a Primary Service Provider in the early intervention program at the Royal Oak School District. For the last 5 years, Lynn has also been a parent educator with Early On Oakland. She has a degree in Physical Therapy from Wayne State University.

Come learn about the journey that one early intervention program took to move from a multi-disciplinary, school-based model to a natural environment, transdisciplinary model. This session will highlight the Primary Service Provider (PSP) Model, one of the nationally recommended best practices for providing early intervention services to young children with disabilities and developmental delays. Presenters will review evidence based recommendations from the field of early intervention and discuss specific implementation strategies for the PSP model. The presenters will share outcome data collected over the last 18 months on developmental growth for children and self-efficacy ratings of parents that further supports implementation of a PSP model. Lessons learned as a result of this work will be shared and discussed, along with recommendations for service providers and administrators interested in implementing this model and improving their practice with infant, toddlers and families.

Participants will:
- Recognize essential skills, critical issues, and pitfalls to avoid when implementing a PSP model.
- Learn evidence-based recommendations from the field that support early intervention in natural environments and the primary service provider model.
- Describe outcome data for both children and families who received early intervention services in a Primary Service Provider model.

37

Appropriate Transition Planning for Students w/ Autism: A Primer & Update on Recent Litigation
Sarah A. Geddes & John Gierak - Clark Hill

Sarah Geddes is an Associate in Clark Hill’s Education and Municipal Law Practice Group in the firm’s Birmingham office. Prior to joining Clark Hill, Sarah served as a regular advocate before the Virginia General Assembly and the Virginia Board of Education, providing testimony and expertise on issues related to special education law, student discipline, mental health, and school finance law and policy. Sarah has published in numerous periodicals and legal journals on education law. She has also provided client, service provider, and lawyer trainings on special education and student discipline law. John L. Gierak co-chairs Clark Hill’s Education and Municipal Practice Group, and focuses his practice in the areas of labor and employment law, education law, and litigation. John represents public and private employers in all aspects of labor and employment law, including contract negotiations, as well as acting as general counsel. In the area of education law, John represents and advises public school districts and charter schools in the areas noted above. In addition, he counsels clients in matters of tenure and election law, the Revised School Code, special education, vocational education, student discipline, Open Meetings Act, Freedom of Information Act, Title IX, and civil rights.

An overarching goal of the IDEA is to “prepare [students with disabilities] for further education, employment, and independent living.” (34 C.F.R. § 300.1.) The IDEA requires IEP teams to draft transition goals and services in time to be implemented by the student’s 16th birthday. In Michigan, students with disabilities may be eligible for special education services until age 26, which can mean a decade of IEP team transition planning for some students. This presentation will provide attendees with the nuts and bolts of appropriate, legally compliant IEP team transition planning. The presentation will highlight transition planning for students with ASD and summarize recent litigation in this area. It will also offer attendees best practices to avoid disputes and litigation in the area of transition planning.

Participants will learn:
- The nuts and bolts of IDEA’s transition assessment and planning procedures.
- How to utilize appropriate transition assessments and draft effective transition goals.
- Best practices for avoiding disputes and litigation in the area of transition planning.

KEY: MDE Strand SLIP Strand Early Childhood Strand Legal Strand ASD Strand Exhibitor/Vendor
**Tuesday August 13, 2013 (cont’d)**

**Policy Making in Education: How to Influence the Influencer**

**Kathy Barker**

Abby Allen is currently the Director of Special Education for Holly Area Schools and a Consultant for Oakland Schools (ISD). She was previously an ISD Compliance Monitor for five years. Her background is in school psychology, with her Masters and Specialist degrees from Central Michigan University. She has been a member of MAASE since 2006 and currently sits on the Executive Board and the Finance and Legislation Committee. Kathy Barker joined the MAASE organization when appointed to her first administrative position in 1988. Throughout her career, she has served both MAASE and Michigan CEC in various leadership capacities. Professionally Kathy has worked administratively as a Director of the Autism Program for Kent County; Supervisor of Programs for Grand Rapids Public Schools; Director of Ken-O-Sha and Early-On of Grand Rapids Public Schools; Director of Special Education of Grand Rapids Public Schools; Director of Special Programs at Aquinas College; Lab School Director for Aquinas College; Coordinator of Monitoring for MDE/OSE; Supervisor of MDE/OSE Quality Assurance; and currently holds the position of Executive Director of Special Education for Oakland Schools (ISD).

This session was designed for those individuals interested in the educational policy process, but who are unsure where to start. The session will be led by recent alumni of the Michigan Education and Policy Fellowship Program. Participants will be led through a series of strategies that increase awareness around the key players in educational policy in Lansing and Washington D.C. and how to build relationships with these individuals. We will discuss current issues, the legislative process, and how to become a leader in this area.

**Participants will:**
- Better understand the relationship between politics, policy and interest.
- Learn how leadership organizations can effect policy development and policy implementation.
- Gain deeper knowledge surrounding the key players who drive policy formation and adoption.
- Be introduced to the Michigan Educational Policy and Fellowship Program (EPFP) and how this program builds leadership in this area.

**Wraparound!**

Susan Benson & Holly Holloway

Susan Benson has worked in with high risk students for over 30 years. From administering agencies and programs in foster care, adoption and residential placements to directing county wide Wraparound, Refugee and Homeless Student Education Services for Oakland Schools, Ms. Benson has a deep understanding of how high risk students respond to innovative approaches, and has sought to collaborate with other systems to operationalize proven strategies for hard to reach populations. Holly Holloway also has an extensive background in providing services to high risk students. Managing the Oakland County Wraparound Program gave way to creating a new and highly innovative program approach to working with students targeted for center based programs.

Wraparound is able to serve students who are most at risk for either replacement from their classroom into a center based special education setting, or who are currently in a center based program and wish to transition back to a classroom setting. The goal of this initiative is to maintain students in their local schools and in the least restrictive education program. Students are most often also experiencing problems in the home and community and have mental health issues, and all of these have an IEP. Using the Wraparound process as a tool for building relationships and support networks among students with emotional/behavioral challenges and those around them, an intensive plan to prevent out of school placement is operationalized. Each plan is unique and requires concentrated planning to avoid placement in a center based program when possible. There has been an enthusiastic response from the 28 districts in Oakland County.

**Participants in this session will:**
- Become familiar with new process - Wraparound
- Become familiar with resources for this model
- Gain skills needed to be an effective Wraparound team member
- Understand the community collaboration used in the model
- Increase parent and community engagement

**Creating Possibilities Beyond Disabilities**

Roslyn Hester & Arietha Brooks

Roslyn Hester has been dedicated to teaching and advocating for the educational needs of students with disabilities for nearly 30 years. She has worked as a special education teacher, teacher consultant and instructional specialist providing instructional strategies as well as accommodations and modifications to meet the needs of a diverse population of students. Roslyn provides school, department, district and state level professional development including such topics as inclusion, accommodations and modifications, co-teaching, differentiated instruction, Thinking Maps® and literacy instruction. Ariletha Brooks has been dedicated to educating and motivating children for over 20 years. She has worked as a special education teacher, teacher consultant and instructional specialist providing instructional strategies as well as accommodations and modifications to meet the individual needs of children. Ariletha has presented in school, department, district and state level professional development encouraging educators to use hands-on activities to address the diversity of our children.

Join us in an engaging session designed to empower administrators in moving teachers beyond extended time and assignment reduction using accommodations and modifications to increase student achievement. This thought provoking session will provide strategies to improve compliance in your district as well as empower students to reach their full potential and become independent learners. You will walk away with a wealth of information to reference and share.

**Participants will:**
- Differentiate between accommodations and modifications
- Maximize administrative support to increase student achievement through facilitation of appropriate and effective use of accommodations and modifications
- Collaborate with general education colleagues to improve student access to the general education curriculum in compliance with IEPs
### Tuesday August 13, 2013 (cont’d)

**Are You Ready When it Comes to Discipline?**
Daniel Martin - Thrun Law Firm

Daniel Martin graduated from Albion College (B.A., 1992, magna cum laude), where he was a member of Phi Beta Kappa, and the Notre Dame Law School (J.D. 1995). Dan grew up as not only a child of the 80s, but a child of educators, too, which is what inspired him to focus his practice on representing school districts.

This session will provide an overview, update and refresher on the legal issues related to disciplining students with disabilities to prepare school officials to handle such issues in the future.

**Participants will understand:**
- When a disciplinary change of placement occurs, how to examine patterns of removal, and how to conduct a manifestation determination meeting.
- The importance of functional behavior assessments and behavior intervention plans, and the role they play in the disciplinary context.
- The importance of providing special education supports and services post suspension or expulsion.

**MI School Data and Special Education Inquiries**
Paul Bielawski and Pam Kittel

Paul Bielawski is the Data Support and Transparency Manager at the Center for Educational Performance and Information. His responsibilities include Data Quality, Customer Support and reporting P-20 data for use by the education community and the general public. Paul manages the Michigan Education Data Portal (www.MISchoolData.org) which provides public facing for all educational data available from the State of Michigan. Pam Kittel is a Consultant with the Office of Special Education. She has extensive experience in research and education, and has taught preschool through graduate school.

The OSE worked with CEPI to build a series of reports called the “Special Education Inquiries.” These tools allow users across the state to better understand how students with IEPs are performing in comparison with other locals within their ISD and across the state. Users with the right credentials can even drill down to the student level. This presentation will explain what data are available, how to read and use the reports, and how to obtain user access.

**Participants in this session will:**
- Understand what data and reports are available within the MI School Data portal.
- Understand how to generate reports within the system to share with their local Review and Analysis Process (RAP) teams.
- Know how to request access to the portal, and how to help other local users through the process.

**A Collaborative Approach to the ASD Evaluation**
Kelly Dunlap & Stephanie Dyer

Kelly Dunlap is a school psychologist and behavioral specialist who works as an Autism Education and Intervention Specialist for the Statewide Autism Resources and Training grant. Among other responsibilities, Kelly has expertise and presents on topics related to PBIS for individuals with ASD, IEP development and implementation, and guiding principles for establishing effective programs for students on the autism spectrum. Stephanie Dyer is a school psychologist who works as a Content Specialist for Michigan’s Integrated Behavior and Learning Support Initiative grant project. Prior to joining MiBLSI, Stephanie worked as an autism coordinator at Clinton County RESA and has previous experience as a special education supervisor and behavior consultant. Stephanie has extensive experience conducting team-based evaluations for ASD eligibility at both the early childhood and K-12 levels and has trained several ISDs in this team-based process. In addition to other unique opportunities experienced during her career, Stephanie was a member of the development team that wrote the Michigan ASD State Plan.

A comprehensive evaluation process is necessary to make informed recommendations of eligibility (educational) and diagnosis (medical). This process takes a great deal of time to complete, and may cause stress, anxiety, and delay in services for the child. Families wishing to access insurance benefits for medical-based services must complete a medical evaluation. Families wishing to access IDEA-related programs and services must go through an educational evaluation to access services. This workshop will present a coordinated approach to the evaluation that includes collaboration on behalf of the evaluators to eliminate redundancy and expedite the evaluation process.

**Participants will:**
- Understand the benefit of collaborative evaluation process and challenges to implement it
- Identify evaluation partners in district

**Building Capacity for Collaborative PD to Enhance Math Instruction: MI Integrated Math Initiative**
Anna McTigue, Jeff Dietrich & Gary Money

Anna McTigue, a Project Director at EDC whose current work on the Addressing Accessibility Project centers on professional development involving the collaboration of general and special educators. She has extensive experience working with school and district teams to create effective structures and systems of support for all students including those with disabilities. Educ.org/accessmath. Jeff Dietrich, Michigan State NIMAS Coordinator, Director of Michigan’s Integrated Technology Supports (MITS) and Project Director of Michigan Integrated Mathematics Initiative (MI2). Jeff has over a decade of experience running statewide initiatives focused on providing support materials, technical assistance, training, and an extensive lending library focused on improving outcomes for all students. Gary Money has extensive experience as a coach and professional developer. A long-time member of the math science network in Michigan, Gary brings decades of experience to his work. He currently consults with schools and districts.

Are all teachers in your district ready to deliver standards based mathematics to ALL of their students? Can teachers make accommodations to address student-learning needs while upholding the practices demanded in the CCSS? If so – You Are Ready! If not, come to this session and discover the Michigan Integrated Mathematics Initiative (MI2) to train your own district based facilitators! The workshop will illustrate activities from the course Enhancing Mathematics Instruction for Students with Learning Difficulties, developed through NSF funding. This presentation is designed to strengthen and extend the use of accessibility strategies to teach math lessons that meet the needs of students with disabilities while maintaining the integrity of the math content; foster collaboration between general and special educators through different collaborative models; and build supportive school structures and cultures to promote accessibility and collaboration.

**Participants will:**
- Understand the research behind the development of the course Enhancing Mathematics Instruction for Students with Learning Difficulties
- Experience course activities and understand their goals and rationale
- Discuss ways for administrators to support a course run by district based facilitators and improve math instruction for students with disabilities
Children with behavior challenges are immersed within general education environments. When disruptive situations arise, teachers struggle to make up lost instructional minutes and feel overwhelmed (and even unsupported). When children are removed from class, they fall behind and a pattern of behavior/removal develops. A Multi-Tiered System of Supports (MTSS) involves a systematic approach to teaching deficit skills. This applies equally to behaviors. With the right tools guiding the process, behavior planning need not be difficult or time consuming. With the right tools, paperwork can be minimized. Time can be better spent on implementation rather than creation of the plan or tracking the behaviors. This presentation includes demonstrations of innovative, field-tested tools for behavioral data collection that can be used by professionals who seek to quantify student behavior. Paper-and-pencil tools, unique in their “self-graphing” capability, as well as (free/inexpensive) computer software for graphical performance analysis will be demonstrated. Both are designed to reduce the burden of gathering and interpreting data for informed decision making. The future of student behavioral success lies in quality data-based planning. We CAN be ready!

Participants will:
- Explore ideas for standardizing the approach to classroom behavioral data collection – building-wide.
- View samples of readily available FREE/inexpensive tools for tracking student behavior at the classroom level.
- Examine simple ways to involve students in self-assessing/monitoring behaviors.
- Self-assess classroom level behavioral data collection in their building/district.

---

**The New Part C Plan and Other Updates!**

**Vanessa Winborne, Colleen O’Connor**

Vanessa Winborne is responsible for the state’s implementation of Part C of the Individuals with Disabilities Education Act. Employed by the Michigan Department of Education, Office of Great Start, Early Childhood Education and Family Services, Vanessa oversees general supervision responsibilities for Early On® Michigan, including monitoring, data collection, and federal reporting for Part C. Colleen O’Connor is an Early On Consultant responsible for guidance and technical assistance to intermediate school districts. Employed by the Michigan Department of Education, Office of Great Start, Early Childhood and Family Services, Colleen works with local intermediate school districts on application submission, data collection, and implementation of local Early On programs. Colleen has been with the Michigan Department of Education for over five years.

This presentation will provide special Education administrators with an opportunity to learn of the newly aligned state policies and information for Part C of IDEA in Michigan. An explanation of the new policies and how the information can impact local implementation. Participants will learn how to best support the youngest children with disabilities in the state.

Participants will:
- Receive current policy information on Part C in Michigan.
- Understand the purpose of the Part C State Plan and how to use to improve local programming.
- Understand the requirements for local Part C implementation.

---

**Leadership: Making the Pieces Fit**

**Peter Bennett & Josh Townsley**

Peter Bennett worked as a School Psychologist at Whitehall Public Schools for 22 years where he has focused on early RtI processes and special education accountability. He has 7 years of leadership experience as a Supervisor of Low Incidence Programs which has included responsibility for EI and SXI programs, curriculum development, and professional development for ISD staff. Josh Townsley has worked as a School Psychologist at Lewis Cass ISD for 7 years for several local districts and more recently as RTI coordinator for Cass County Schools. He has been active in training ISD and local staff in MiBLSi, with particular emphasis on implementation of Positive Behavior Supports at the building and classroom level. His current emphasis is on MTSS for early literacy at the elementary level.

We are the leaders the nation has charged with reforming education. So, let’s explore some of the methods that true experts in the field have to offer and discuss which leadership methods really succeed. It has often been said that a team needs both great leadership and great players to succeed. There is a way to make both sides of that equation work. We will explore the ‘universal truths’ about leadership outlined in The 5 Levels of Leadership by John Maxwell, and examine how they are being developed at the school level. We will also discuss Professional Learning Communities and how they can develop true shared leadership at the staff level. It all starts with relationships – which lead to results – culminating in mentoring new leaders. We will also take a fresh look at setting a Vision that people can get excited about. It is the kind of effort that can energize all of us in these difficult times and fully tap our greatest educational asset, our human capital.

Participants will be challenged with:
- Discussing and examining the right drivers for Whole System reform in education.
- Learning John Maxwell’s 5 Levels of Leadership.
- Learning how to build a team that produces results.
- Applying Leadership truths to the development of effective Professional Learning Communities, (aka shared leadership)
- Discussing why Leadership Development is the most important factor in school reform yet is often not part of reform efforts.
- Learning how to develop a Vision utilizing Simon Sinek’s book, Start with Why, as well as about tools to utilize your vision.
- Discovering why having a clear, motivating vision is so important. The Future holds so many possible choices.
Michael Shelton has been in education for 27 years, 10 as a special education teacher, 11 as a general education administrator, 3 as a special education supervisor and the last 3 as director of special education with the Dearborn Public Schools. Clayton Burch has been currently a special education supervisor in Dearborn for the last two years. Prior to joining the Dearborn team, Mr. Burch was a general education administrator for 6 years in the Taylor and Waverly school districts. Prior to that he was a special education teacher for 7 years. Joshua Tynan has served as a special education supervisor in Dearborn for the last two years and was a school psychologist for 9 years in Dearborn prior to that.

Dearborn Public Schools has adopted an Integrated Service Model for Special Education and English Language Learners. This presentation is our testimony of our challenges to moving to an inclusive delivery model of special education services and coordinating them with the ELL department. We begin every presentation with “Special Education is Not a Place, it’s a Service”. Our presentation will focus on building collaborative teams at every school, co-teaching at the secondary level and resource teachers providing support as soon as students need it. The support and services are provided to the maximum extent possible in the general education setting.

Participants will learn:
- About modifications, accommodations and strategies to ensure success for all students
- How to build a commitment to Response to Intervention
- The Do’s and Don’ts of Co-Teaching (what it is and is not)
- About data-driven intervention

Melinda Carroll is the Director of Special Education for Saginaw Public Schools. She is a graduate of Wayne State University and Post-Graduate of Grand Valley State University. She has spent the last 20 years in public education, 12 as a director. Ilene Dowling is a secondary Special Education Transition/Career Coordinator for the Saginaw Public Schools. She has been teaching for 30 years, 25 with Saginaw Public Schools as a special education teacher. Ilene is also an Adjunct Professor for Saginaw Valley State University with the Department of Teacher Education in the Division of Special Education. Lore Harrington is an Account Executive with Scholastic, who has spent the last 11 years partnering with schools and districts in Michigan to provide intervention programs and services to change the lives of struggling learners.

The Scholastic Gold Standard Research Study, which took place in Saginaw Public School District, followed 368, 4th through 8th grade students with learning disabilities, all identified with reading deficits. Half of the students participated using System 44 and the other half utilized the districts ‘business as usual’ interventions. This presentation will guide you through the process and results of a rigorous, Gold Standard research study leading to amazing results for the students involved. It will introduce you to the System 44 product and discuss how implementation with fidelity can move your non-readers into the world of reading to learn.

Participants will:
- Learn about the impact implementing a foundational reading intervention had on student outcomes
- Learn how changes at the word level, accuracy, fluency, and reading comprehension for students with disabilities using System 44 compared to the control group of students with learning disabilities using the ‘business as usual’ interventions
- Learn what teachers report to be the most valuable features and benefits of System 44
- Learn what students report to be the most valuable benefits of their experience with System 44

Cyndi Gibson has been a special education teacher at the secondary level for over 25 years. She is a certified professional developer for the University of Kansas’ Center for Research on Learning and has worked with both general and special education teachers across the state sharing the research-validated strategies and graphic organizers from the Strategic Intervention Model that she uses in her classroom. She is also an adjunct professor at Grand Valley State University.

With the increased graduation demands, teachers need highly-effective, research-validated instructional tools to meet the needs of their students. The University of Kansas’ Center for Research on Learning provides those tools. This presentation will provide an overview of Content Literacy Continuum (a multi-tiered model of instruction and support at the secondary level), the learning strategies available in the Strategic Intervention Model (including reading, writing, and memorization), and the Content Enhancement Series (graphic organizers designed to present content information in the general education classroom). The presenter will discuss her personal experiences using these strategies and Content Enhancement devices in the both general and special education classrooms. Opportunities for professional development for staff will be discussed.

Participants will:
- Identify components of a successful multi-tiered support system designed for the secondary level
- Identify framework of multiple student-centered strategies
- Identify options for successful instruction of Common Core Curriculum using graphic organizers

KEY:
- MDE Strand
- SLIP Strand
- Early Childhood Strand
- Legal Strand
- ASD Strand
- Exhibitor/Vendor