

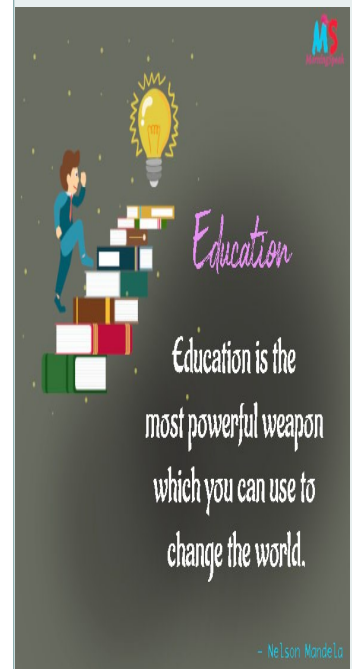
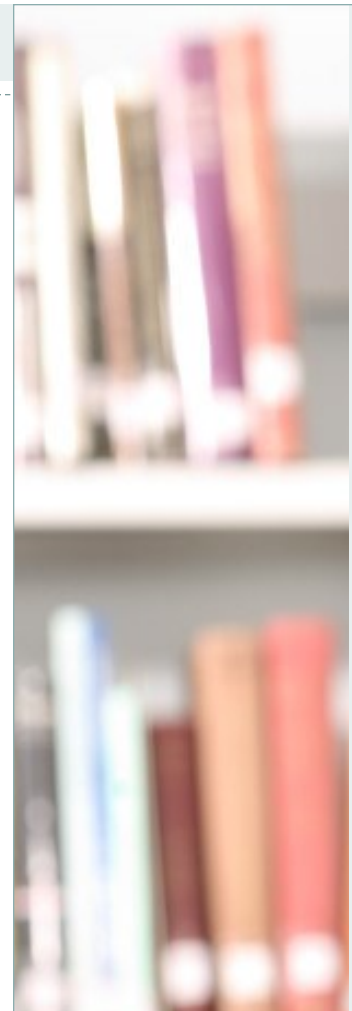
School District of Pontiac  
Office of Special Services  
and Student Equity

January 2023  
Volume 2, Issue 2

## SPEDITION NEWSLETTER

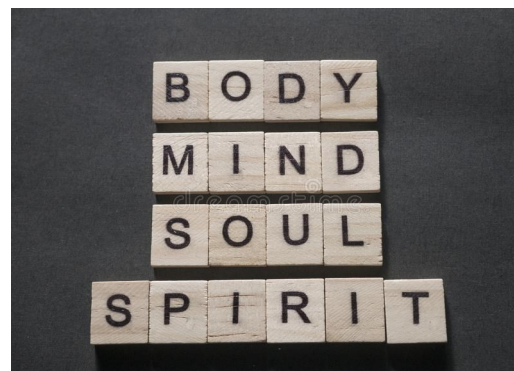
Arnella Jamison, Ph.D., Director  
Jennifer Parker, Supervisor

Kelley Williams, Superintendent  
Dr. Desheil Echols, Assistant Superintendent





“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

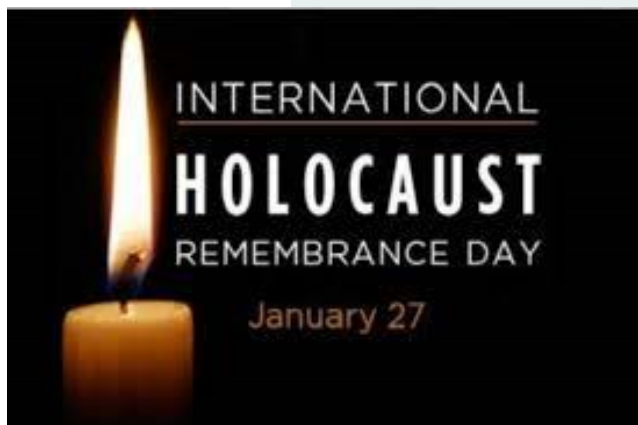


#### January

- ⇒ Review IEP's of ALL Special Ed Students on your caseload.
- ⇒ Case managers should complete IEP at a glance for regular education teachers. Or use the Report to Classroom Teachers available in SEEFS.
- ⇒ Review caseload / identify students / make corrections on Student Transfer Form.
- ⇒ ALL Emotionally Impaired (EI) students MUST have a current BIP.
- ⇒ Establish new discipline binders for each student.
- ⇒ First month of school, all students must be tested using the Brigance Test.
- ⇒ Review 3 year IEP Dates / Annual IEP Dates.
- ⇒ Schedule 3 year re-evaluations with the school psychologist.



"Whenever I am asked to speak on my Holocaust experience, I strongly emphasize that inequity, injustice, prejudice, and discrimination, in any form, anywhere, particularly when condoned or led by governments, can lead to oppression, segregation, genocide, and possibly another Holocaust. I share the guilt feeling of survivors, wondering why I was the only one of my classmates to come out alive. But, I also have a sense of pride: pride in having occasionally been able to help others, and pride for having witnessed sporadic acts of humanity and selflessness while surrounded only by brutality and bestiality." —**Steven Fennes**, Holocaust survivor



May the memory of wars strengthen our efforts for peace;  
May the memory of those who died inspire our service to the living;  
May the memory of past destruction move us to build for the future;  
O God of Peace, O Companion of our souls,  
O Builder of Love and Justice in this world.  
Lord, we commit our time, our energy, our talents, our gifts,  
even our limitations, failures and very selves to the cause of  
justice, peace and human development.  
We join our lives with those who support the struggle for life.  
Amen

*Linda Jones/CAFOD*



## Who is Responsible for Initial Referrals

### Implementation/Coordination

The Special Education Administrator will assign initial referrals to designated ancillary staff.

The designated ancillary staff will implement and coordinate the procedure for initial referrals.

### Documentation

Initial referral log, which includes timelines from parental consent to the date of the IEP meeting.

Reed Forms indicating evaluation plan and parental consent.

### Monitoring

The Special Education Administrator will review the documentation ensure compliance.



## Initial Referrals

It is the responsibility of the local school building administrator to forward all initial special education referrals to the Office of Special Services and Student Equity, when the referral is initiated at the building level. S/he may designate other building personnel to coordinate this activity. It is the responsibility of the Special Education Administrator to assign all initial referrals to designated ancillary staff for follow up. The follow up will include:

- Parent, teacher, student interviews;
- Review of student records, including behavior concerns;
- Review class and state assessment results;
- Review academic /behavior interventions and response to interventions;
- Request parental consent for evaluation;
- Submission of the REED form, indicating parental consent, to the Office of Special Services and Student Equity;
- Schedule and coordinate the IEPT meeting.

### ***Timelines***

Within 10 school days of receipt of a written request for an evaluation, the designated staff assigned to the case shall request written consent from the parent, to evaluate. The time from receipt of parental consent for an evaluation, to the notice of an offer of a free appropriate public education (FAPE) or the determination of ineligibility shall not be more than 30 school days. An evaluation extension may be requested, in writing and measured in school days. Parents must agree to the extension and the timeline.

## Multidisciplinary Evaluation Team

Consistent with the reason for referral, the student must be assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

The purpose of the Multidisciplinary Evaluation Team (MET) is to determine the educational impact of the handicapping condition on the student's involvement and progress in the general education curriculum, and the extent to which the student requires special education programs and services and/or educational adaptations. The Multidisciplinary Evaluation Team (MET) and the Individualized Educational Planning Team (IEPT) must include persons knowledgeable about the child.

A multidisciplinary evaluation is conducted to gather information sufficient to permit the Multidisciplinary Evaluation Team (MET) to:

- Identify the child's strengths;
- Identify the child's deficit (s)/functioning level (s);
- Identify the child's disability (ies);
- Recommend whether the child is eligible for special education and/or related services; and
- Recommend whether the child continues to be eligible for special education and/or related services.

## SCHOOL RELATED MEDICAID BILLABLE PERSONAL CARE SERVICES

1. Ambulation—helping/assisting a student with walking on their own or with some type of walker or other equipment.
2. Dressing—assisting /cueing student to dress themselves for outdoors, following toileting, etc.
3. Eating/Feeding—assisting/cueing a student with meal/snack feeding.
4. Grooming—assisting/cueing a student with washing hands/face, combing hair, personal appearance, etc.
5. Health related functions through hands-on assistance, supervision and cueing not covered under other categories. Use this area if the service is not listed in another category.
6. Maintaining continence—assisting/cueing a student with accessing the restroom in a timely manner (e.g. cueing the student to visit the restroom).
7. Meal preparation—assisting/cueing student in food preparation (including grinding food in a food processor).
8. Mobility/Positioning—assisting/cueing a student to adjust his/her position or prevent stiff muscles/sores or using a stander.
9. Personal Hygiene—assisting cueing a student with brushing teeth, maintaining hygienic conditions, assistance with nose/mouth wiping, female menstrual periods.
10. Redirection and intervention for behavior—any cueing or physical hands-on redirection of student for behavior purposes including implementation of behavior plan, de-escalating aggressive behavior, or specific intervention to respond to harmful activities to self or others.

Medicaid billing  
is due on/before  
the fifth busi-  
ness day of the  
month.



Personal Care Forms  
must be signed annually.

READY TO BILL

## OFFICE OF SPECIAL SERVICES AND STUDENT EQUITY

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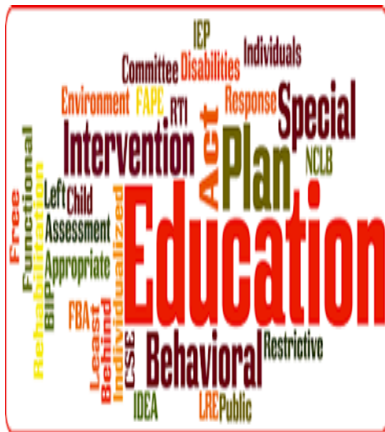
## TO PROPERLY USE THE VALIDATE BUTTON

- ◇ From the IEP Menu, click on the triangle next to IEP Demographics.
- ◇ Next click on the tab that says "Perform Operation requiring Entire Form Access".
- ◇ Then click on the "Validate Form" button.
- ◇ Now click on each area in red that pops up on the right side of the screen, make the necessary corrections.
- ◇ Continue to go back to the "Perform Operations Requiring Entire Form Access" page until you can see the "Mark IEP Complete" turn black.
- ◇ Click on the "Mark IEP Complete" a warning will pop up twice, say "OK" both times.



## IEP CHECK LIST

- ⇒ At least two parent contacts are documented. Note if the parent did not attend / did not respond IEP.
- ⇒ MET and REED information and dates are indicated on the green jacket for reevaluations.
- ⇒ All dates and student identification are completed accurately.
- ⇒ All participant signatures are completed on all necessary forms.
- ⇒ All reports are attached to MET report.
- ⇒ Eligibility is the primary disability.
- ⇒ Include the invitation for the REED and the separate invitation for the IEP meeting.
- ⇒ Appropriate programs and services are identified. Specific time and frequency of services are indicated.
- ⇒ Appropriated support/related services are indicated.
- ⇒ Least Restrictive Environment (LRE) considerations are addressed.
- ⇒ Quarterly progress reports are completed in conjunction with report cards. A copy of most recent progress report should accompany the IEP to the office.
- ⇒ Transportation concerns have been addressed.



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