

Student Support Services

Who we are and what we're about!

The Student Support Services (SSS) department is located on the west side of Estabrook Elementary School, 1555 West Cross. E.Ruth Jordan is the Director, supported by Bev Cloud and Rhonda Hall, department secretaries.

The SSS department services 958 students with disabilities in 12 schools. We have a staff of over 175 which includes professional staff, teachers, and support staff. Our program covers center-based through full inclusion as prescribed by state and federal law.

Our students!

A "handicapped person" defined under Michigan's special education law as "a person who is under 26 years of age and who is determined by an individualized educational planning committee or a hearing officer to have a characteristic or set of characteristics pursuant to R340.1703 to R340.1715 that necessitates special education or ancillary and other related services, or both. Determination of an impairment shall not be based solely on behaviors relating to environmental, cultural, or economic differences."

The Michigan Administrative Rules for Special Education define eligibility for special education services within twelve categories of disability:

Ø Autism (Autistic Impaired, AI) - Students with autism have a lifelong, developmental disability that may include disturbances in rates and sequences of cognitive, affective, psychomotor, language, and speech development. People with autism may have difficulty relating to others in typical ways, insist on routine, be slow to develop communication patterns, have unusual responses to sensory stimuli (hearing, seeing, touch, etc.) and/or exhibit stereotyped play patterns and repetitive movements. Rule 340.1715

Ø Cognitive Impairment (CI) - Students with cognitive impairment learn at a slower rate than "typical" students. Learning and independence levels vary, and programs will range from teaching academic and vocational skills, teaching daily living and pre-vocational skills, to teaching basic self-help skills. These students' progress will often be measured with alternate assessments. Rule 340.1705

Ø Early Childhood Developmental Delay - Students eligible under this category are children up to 7 years of age whose development is significantly delayed in one or more areas, and who do not qualify under any other special education eligibility. Rule 340.1711

Ø Emotional Impairment (EI) - Students with emotional impairment demonstrate behavioral problems, related to withdrawal, depression, low self-esteem, anxiety, physical complaints, etc., over an extended period of time that negatively effect their ability to learn. Rule 340.1706

Ø Hearing Impairment (HI) - Students with any degree of hearing loss that interferes with learning. These persons may have mild or moderate hearing loss or be totally deaf. Rule 340.1707

Ø Physical Impairment (PI) - Students with physical impairment have physical challenges which affect their ability to learn and may require adapted and/or special materials or equipment. Rule 340.1709

Ø Other Health Impairment - Students with other health impairments have limited strength, vitality, or alertness which adversely affect the student's ability to learn. This includes attention deficit disorder, and health problems such as asthma, epilepsy, and diabetes. Rule 340.1709a

Ø Severe Multiple Impairment (SXI) - Students with multiple impairments have more than one disability in intellectual, physical and/or functional abilities. They typically require intensive intervention and supports for activities of daily living. Rule 340.1714

Ø Specific Learning Disability (SLD) - Students with learning disabilities have a significant discrepancy (difference) between intellectual ability and oral language and/or academic achievement in one or more areas of learning. Social and behavioral problems may be present, but major problems are with learning in school. They may experience difficulty with listening, thinking, speaking, reading, writing, spelling and/or mathematics. Rule 340.1713

Ø Speech and Language Impairment (SLI) - Students who have difficulty with understanding or use of language may have speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering. Rule 340.1710

Ø Traumatic Brain Injury - Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical force. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Rule 340.1716

Ø Visual Impairment (VI) - Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees. Rule 340.1708

Parent Information Handbook/Procedural Safeguards

A handbook has been developed by the Washtenaw Intermediate School District (WISD) Parent Advisory Committee (PAC) to give parents an introduction to the special education process and to acquaint them with special education programs and services. Services are provided by the WISD and/or local public school agencies (including local districts or public school academies/charter schools.)

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

PAC members serve as resource persons for other parents of children with special needs. They advise the WISD School Board on matters relating to special education programs and services, as described in the Michigan Administrative Rules for Special Education. They also take an active role in the development of the WISD Special Education Plan, a document that describes the delivery of special education services in the WISD and local public school agencies.

The PAC meets monthly, usually on the third Tuesday, September-June, at the WISD. Meetings are open to all parents and persons interested in special education. If you should need assistance, have a question, or wish to express a concern, please call your PAC representative or Special Education director listed on the inside back cover of the handbook.

The entire Parent Information Handbook is available through access of the WISD website:

<http://www.wash.k12.mi.us>