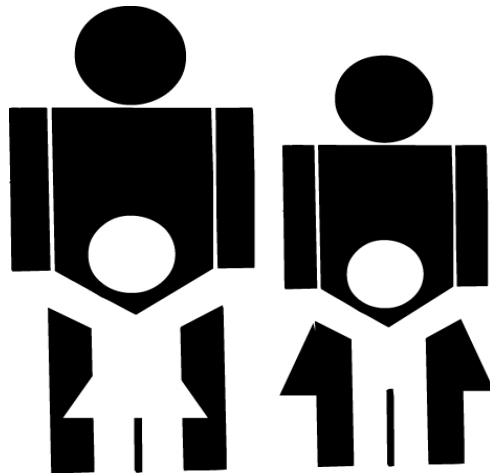




# Special Education Parent Handbook

April 2008



Helping Districts Help Students

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Dear Parents,

Livingston Educational Service Agency (LESA) is pleased to provide you with this Special Education Parent Handbook along with the Michigan Department of Education Procedural Safeguards Notice.

LESA is one of 57 educational service agencies (also known as intermediate school districts) in Michigan. We provide educational support services to the public and non-public schools in Livingston County, serving more than 30,000 students.

We hope you find our Parent Handbook easy to read and helpful. Its purpose is to provide you with information, contacts, and resources to help you better understand special education. Our goal is for the parents and staff in our local school districts to work together to help each child with a disability reach his/her maximum potential. If you would like additional information after reviewing this handbook, please contact your local school district Director of Special Education (page 3), the LESA Special Education Department listed below, or your local school district PAC representative (page 10).

We would like to thank the LESA Parent Advisory Committee (PAC) for its input and suggestions.

Very Truly Yours,  
The LESA Special Education Department,

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Additional copies of this handbook are also available electronically on the LESA website: <http://livingstonesa.org/>

## SPECIAL EDUCATION CONTACTS IN LOCAL SCHOOLS

**BRIGHTON AREA SCHOOLS**<http://bas.k12.mi.us/>

Marci Moloney, Director of Special Education

[MoloneyM@livingstonesa.org](mailto:MoloneyM@livingstonesa.org)

Julia Pritchard, Assistant Director of Special Education

[PritchJ@livingstonesa.org](mailto:PritchJ@livingstonesa.org)125 South Church Street, Brighton, MI 48116  
810-299-4080**CHARYL STOCKWELL ACADEMY**<http://www.csaschool.org/site/index.asp>

Teri Pettit, Director of Special Education

[tpettit@charterschoolpartners.com](mailto:tpettit@charterschoolpartners.com)9758 East Highland Road, Howell, MI 48843  
810-523-1411**FOWLERVILLE COMMUNITY SCHOOLS**<http://fvl.k12.mi.us>

Denis McBride, Director of Special Education

[mcbrieded@fvl.k12.mi.us](mailto:mcbrieded@fvl.k12.mi.us)700 North Grand Avenue, Fowlerville, MI 48836  
517-223-6193**HARTLAND CONSOLIDATED SCHOOLS**<http://www.hartlandschools.us/>

Sue Pearson, Director of Special Education

[SuePearson@hartlandschools.us](mailto:SuePearson@hartlandschools.us)9525 Highland Road, Howell, MI 48843  
810-626-2102**HOWELL PUBLIC SCHOOLS**<http://www.howellschools.com/>

Dawn Bentley, Director of Special Education

[bentleyd@howellschools.com](mailto:bentleyd@howellschools.com)

Carrie Darling, Assistant Director of Special Education

[darlingc@howellschools.com](mailto:darlingc@howellschools.com)411 North Highlander Way, Howell, MI 48843  
517-548-6358**KENSINGTON WOODS HIGH SCHOOL**<http://www.kensingtonwoodshs.com/site/index.asp>

Teri Pettit, Director of Special Education

[tpettit@charterschoolpartners.com](mailto:tpettit@charterschoolpartners.com)3700 Cleary Drive, Howell, MI 48843  
517-545-0828**PINCKNEY COMMUNITY SCHOOLS**<http://hal.pcs.k12.mi.us/>

Carol Pearsall, Director of Special Education

[cpearsall@pcs.k12.mi.us](mailto:cpearsall@pcs.k12.mi.us)2130 East M-36, Pinckney, MI 48169  
810-225-3917**LIVINGSTON ESA (Pathway School)**<http://lesa.k12.mi.us/pathway.html>

Pamela Holloway, Director of Special Education

[hollowp@livingstonesa.org](mailto:hollowp@livingstonesa.org)1429 West Grand River, Howell, MI 48843  
517-540-6873**WHAT IS SPECIAL EDUCATION?**

Special Education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

**WHY WOULD MY CHILD NEED AN EVALUATION?**

An evaluation is completed to answer these questions:

- Does the child have a disability that adversely affects his/her educational performance?
- How is the child currently performing in school?
- What are the child's educational needs?
- Does the child need special education programs and/or related services?
- What accommodations or modifications, if any, are needed to enable the child to meet annual goals in the Individualized Education Program (IEP) and participate, as appropriate, in the general curriculum?

**WHAT ARE THE STEPS IN THE EVALUATION PROCESS?**

Anyone who is concerned with a child's educational performance, including parents, teachers, social workers, physicians, or representatives of other agencies, may refer a child suspected of having a disability. Before a child is evaluated for a suspected disability, the school must notify the parent and describe any evaluation the school proposes to conduct. The parent must give informed consent for the child to be evaluated by signing the Evaluation Review form.

The next step involves gathering and reviewing existing information on the child by an IEP Team. This includes consideration of current classroom assessments, observations, and information provided by parents and school staff. Additional assessments may be given depending on the suspected disability concerns as specified on the Evaluation Review form. The school has 30 school days to complete an initial evaluation and hold the IEP.

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**HOW IS A CHILD EVALUATED FOR THE PRESENCE OF A DISABILITY?**

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A team called the Multidisciplinary Evaluation Team (MET) will conduct the initial assessment of the child's strengths and needs by reviewing and analyzing all available information about his/her suspected disability, including school records, aptitude and achievement tests, teacher recommendations, physical conditions, adaptive behavior, medical history, parent input, and other considerations as appropriate. The testing is done individually in the child's native language. The standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel.

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**WHO DECIDES IF A CHILD IS ELIGIBLE FOR SERVICES?**

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After the evaluation has been completed, the MET / IEP Team, consisting of qualified professionals and the parent, will analyze the written evaluation reports and decide if the child has a disability that adversely affects his/her educational performance, and is eligible for special education services. The MET / IEP Team completes a MET form to identify eligibility in preparation for an IEP. Both the MET and IEP are held in conjunction with one another.

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**WHO IS A "CHILD WITH A DISABILITY?"**

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The definition includes the following qualifications:

- Children from birth through age 25 who have not graduated with a regular high school diploma.
- Children who have the characteristics for a specific disability as defined in the Michigan Administrative Rules for Special Education. (See the special education categories listed on page 6 of this handbook.)
- Children who, because of that disability, need special education and related service support.

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**WHAT HAPPENS AFTER A CHILD / STUDENT IS FOUND ELIGIBLE?**

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Another role of the MET / IEP Team is to develop the student's Individualized Education Program (IEP). After the initial IEP is developed, and signed by the parent, the student begins to receive special education and related services per what was agreed upon by the IEP Team and identified on the IEP. Eligibility is required to be reevaluated every 3 years.

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**WHAT IS AN INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)?**

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An IEP is a written plan for a student with a disability that specifically identifies the special education programs and/or related services the student will receive. The IEP is developed at a meeting that is scheduled at a mutually agreeable time. The written document is a record of the IEP Team meeting. The IEP must be reviewed annually (at least every 12 months).

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**WHO ARE THE MEMBERS OF THE IEP TEAM?**

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- The parent(s) of the child;
- At least one general education teacher of the student (if the student is, or may be, participating in the general education environment);
- The special education teacher and/or provider of the student;
- A MET representative if a eligibility evaluation was given (initial or 3-year)
- The student, when appropriate
- Anyone else the school or parent deems necessary

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**SHOULD THE STUDENT BE INVOLVED IN THE IEP?**

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Absolutely. Students often provide valuable insights regarding their strengths, interests, and needs. When they are involved in determining their own goals and objectives, they are more committed to achieving them. Each student should have the option to be a part of the IEP Team process as early as possible.

Students should participate in their own transition planning by age 14, or younger if appropriate. These plans are updated annually with the IEP. When students turn 17 years of age, they are notified that their rights will be transferred to them upon reaching the age of majority (18). At age 18, both the student and parents are notified that the rights are transferred to the student.

## HOW DOES A PARENT PARTICIPATE IN THE DECISION-MAKING PROCESS?

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Parents are encouraged to be involved in a variety of ways:

- Parents are key members in all decision-making meetings such as meetings that determine the identification, evaluation, educational placement, re-evaluation, and the appropriate education of their child.
- Parents give consent for initial evaluations, initial placements, and re-evaluations.
- Parents will receive reports on their child's progress at least as often as non-disabled students.
- Parents must notify the school district if they intend to remove their child from the school, or plan to request a due process hearing.
- Parents are encouraged to be involved in parent groups at their local school or at LESA. LESA's Parent Advisory Committee (PAC) information can be found on the LESA website in the parent resources section. The Michigan Department of Education also involves parents in planning, implementing, and reviewing activities.

## WHAT IS INCLUDED IN THE IEP?

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The requirements include:

- A statement of the student's present level of academic achievement and functional performance (PLAAFP);
- A statement of measurable annual goals and short term objectives that are designed to enable the student be involved in, and progress in, the general education curriculum, and meet each of the student's other educational needs related to his/her disability;
- A statement of how the student's progress toward meeting the annual goals will be measured and how the parents will be regularly informed of that progress;
- A statement of the special education programs, related services, and/or supplementary aids to be provided to the student, and any program accommodations, modifications, or supports for school personnel to provide;
- An explanation of when the student will not participate with non-disabled children in the general education environment and other activities;
- A statement of any accommodations the student would need to take the state- and/or district-wide assessment tests; (If the IEP Team determines that the test is not appropriate for the student, a different assessment will be used.)
- The projected starting date for services as well as the duration, anticipated frequency, and location of where programs and services will be delivered;
- A statement of transition services that would prepare the student for adult life, beginning at age 14.

## WHAT IS A LEAST RESTRICTIVE ENVIRONMENT (LRE)?

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The IEP Team determines what setting is most appropriate for the student with a disability to receive a free and appropriate public education (FAPE). The law presumes that students with disabilities are most appropriately educated with their non-disabled peers in the general education setting. Attending special classes or separate schools, or removing students with disabilities from the general education environment occurs only when the nature or severity of the disability prevents the student from achieving satisfactorily even when supplementary aids and services are used.

## WHAT IS A FREE APPROPRIATE PUBLIC EDUCATION (FAPE)?

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A child's education and related services are to be provided at public expense, under public supervision and direction, and without charge. The services provided must meet the standards of the Department of Education for all students and be designed to meet the student's IEP goals and short-term objectives.

## WHAT IF I DISAGREE WITH THE IEP?

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If there are differences of opinion at the IEP Team meeting, it is not necessarily a bad sign. Differences of opinion may reflect that all participants are sincerely concerned about the child's education. Any official member of the IEP Team (including parents) may indicate his/her dissent with the IEP determinations by checking the appropriate box on the signature page of the IEP form.

If you do not agree with the IEP determinations, you can:

- Request that the meeting be adjourned and reconvened at a later time.
- Check the box on the IEP form that indicates your disagreement, but allow the IEP to be implemented.
- File a signed, written dissenting report to attach to the IEP.
- Check the box that indicates disagreement and request mediation (see Procedural Safeguards for more information on mediation).
- Check the box that indicates disagreement and appeal the recommendation through a due process hearing (see Procedural Safeguards for more information on due process hearings).

### SPECIAL EDUCATION ELIGIBILITY CATEGORIES

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The following is a list of special education eligibility categories as identified in the *Michigan Revised Administrative Rules for Special Education*:

**Autism Spectrum Disorder (ASD)**

Children with a restricted range of interests and impairments in social and communication skills

**Cognitive Impairment (CI)**

Children who are delayed in their mental development

**Deaf-Blindness (DB)**

Children who have both hearing and visual impairments

**Early Childhood Developmental Delay (ECDD)**

Children through age seven with developmental delays whose impairment cannot be identified under any other category

**Emotional Impairment (EI)**

Children with behaviors and/or emotional issues that interfere with their learning

**Hearing Impairment (HI)**

Children who are deaf or hard of hearing

**Learning Disability (LD)**

Children with disorders in the process of learning

**Other Health Impairment (OHI)**

Children with health impairments that interfere with learning

**Physical Impairment (PI)**

Children with physical impairments that interfere with learning

**Severe Multiple Impairment (SMI)**

Children who have both mental and physical impairments

**Speech and Language Impairment (SLI)**

Children who have not developed appropriate speech, language, or communication skills

**Traumatic Brain Injury (TBI)**

Children with a head injury that interferes with their learning

**Visual Impairment (VI)**

Children who are blind or partially sighted

### SPECIAL EDUCATION PROGRAMS AND SERVICES

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The IEP Team determines which programs and/or services are appropriate for each student. The IEP Team also determines how much time is spent in the general and special education environments. Each local school district and charter school must provide or contract for appropriate special education programs and/or services for students' needs as specified in the IEP:

A continuum of alternative placements is available through your local school district, LESA, or charter school. Examples of the types of programs and services available include Teacher Consultant services, resource programs, specialized classrooms, and a variety of related services. For the most part, the lower incidence programs (generally students with more extensive disabilities) are operated by LESA, and the higher incidence programs (generally students with less extensive disabilities) are operated by the local districts and charter schools.

If the IEP Team determines that one or more related services are needed, the local school district, LESA, or charter school must provide or contract for the following:

- Assistive Technology
- Homebound / Hospitalized Services
- Nursing Services
- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Program Consultants
- Psychological Services
- School Social Work Services
- Speech/Language/Communication Therapy
- Specialized Transportation
- Other related services as determined by the IEP Team

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**WHAT TRANSPORTATION SERVICES ARE AVAILABLE FOR SPECIAL EDUCATION STUDENTS?**

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The same transportation services available to general education students are available to special education students. In addition, specialized transportation services are provided by school districts if the IEP Team determines that the student needs those services to receive FAPE. It is the school district's responsibility to provide safe and efficient transportation, furnishing any specialized services documented on a student's IEP (such as a lift bus or safety harness), and following appropriate safety, medical, and traffic rules and procedures.

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**WHAT ARE PARENTS' RESPONSIBILITIES RELATED TO TRANSPORTING THEIR SPECIAL NEEDS CHILD?**

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It is important for parents to read transportation policies and procedures provided by their district transportation office, and to discuss those policies with their child, when possible. Besides reinforcing safety rules, it is the responsibility of parents to assist their child to and from the bus if he/she cannot travel independently between the residence and the bus due to physical problems, immature development, or inaccessibility of the residence. Teamwork, communication, and cooperation between parents and schools are important in achieving safe transportation of students.

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**RELEASE OF MEDICAID INFORMATION**

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If any of the special education programs and related services listed on page 6 are included on the child's IEP, and if the child is eligible for Medicaid at any time during the implementation of the IEP, the Medicaid consent form requests parental permission to bill the state Medicaid program to receive funding to help support these services.

Billing the state Medicaid program for the student's school-based services will NOT affect the family's Medicaid insurance benefits, and is at NO cost to the family, now or in the future. The district is simply asking permission to claim funds reserved by the state to help schools provide services listed on the IEP.

Billing the state's Medicaid program requires that the school releases information to the state about the student. The information released could include date of birth, disability, gender, school, dates of service, type of service, and progress reports.

Parents have the right to refuse consent to bill the state Medicaid system, and have the right to revoke this consent at any time. If consent is not provided, the district will provide the services on the IEP, but the district will not receive funding from the state's Medicaid system to help support these services.

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**NOTICE OF NONDISCRIMINATION POLICY**

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It is the policy of all Livingston county school districts that no person shall, on the basis of race, color, national origin, creed or ancestry, political belief, sex, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity and in employment.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI, which prohibits discrimination on the basis of race, color, or national origin, or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to the local Director of Special Education listed on page 1 of this document.

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**WHAT ARE THE PROCEDURAL SAFEGUARDS?**

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The *Procedural Safeguards Notice* is made available to protect the rights of students with disabilities and their parents. They provide the information that parents need to make decisions about their child's education. They explain the procedures used to resolve disagreements between parties.

The *Procedural Safeguards Notice* given with this handbook is created from state rules and federal regulations. Because it is a legal document, some parts may be difficult to understand. If you have questions regarding any of the procedural safeguards, please contact your local Director of Special Education, the LESA special education office, or other sources listed within this handbook.

**PARENT RESOURCES**

The following is a list of resources and phone numbers. A more comprehensive list, which includes all the resources listed below, are also located on the LESA website <http://lesa.k12.mi.us/specialedres.html> with links to the resources' websites.

**Attention Deficit Disorder / Hyperactivity**

Children & Adults with ADD (CHADD) 800-233-4050

**Allergy / Asthma**

American College of Allergy/Asthma/Immunology 847-427-1200

**Assistive Technology**

Closing the Gap 507-248-3294

Michigan Integrated Technology Support (MITS) 800-274-7426

**Autism**

Autism Society Of Michigan 800-223-6722

**Blind / Visually Impaired**

American Foundation for the Blind 800-AFB-LINE

Leader Dogs for the Blind 888-777-5332

Library of Michigan 800-992-9012

Michigan Commission for the Blind 800-292-4200

Parents of Blind Children of Michigan 800-292-7851

**Cancer**

American Cancer Society 800-ACS-2345

**Cerebral Palsy**

United Cerebral Palsy Association of Michigan 800-828-2714

**Communication Disorders**

American Speech/Language/Hearing Association 800-638-8255

DEAF CAN 248-332-3331

Michigan Association for Deaf/Hard of Hearing 800-YOUR-EAR

National Center for Stuttering 800-221-2483

**Cystic Fibrosis**

Cystic Fibrosis Foundation 800-344-4823

**Diabetes**

Juvenile Diabetes Research Foundation 800-533-2873

**Disabilities, general**

The Disability Network 810-239-7634

Easter Seals of Michigan 800-75-SEALS

National Center for Children with Disabilities 800-341-0285

National Rehabilitation Information Center 800-346-2742

**Down Syndrome**

National Down Syndrome Society 800-221-4602

**Early Childhood**

Child Find 517-540-6866

Early On® Livingston 517-540-6808

Great Start Livingston 517-540-6841

Head Start in Livingston County 517-540-6841

Livingston County Childcare Council (4C) 517-548-9112

Michigan School Readiness Program (MSRP) 517-548-2100

**Emotional Impairment**

Michigan Association for Children with EI 248-433-2200

**Epilepsy**

Epilepsy Foundation of Michigan 800-377-6226

**Learning Disabilities**

Learning Disabilities Association of Michigan 888-597-7809

National Center for Learning Disabilities 888-575-7373

**Mental Health**

Community Mental Health (CMH) of Livingston 517-546-4126

Federation of Families, Children's Mental Health 240-403-1901

Michigan Mental Health Association 800-969-6642

**Muscular Dystrophy**

Muscular Dystrophy Association 734-416-7076

**Parent Resources & Advocacy**

The Arc Of Livingston 517-546-1228

Center for Educational Networking (CEN) 800-593-9146

Child & Family Services of Michigan 800-878-6587

Children's Special Health Care Services 800-359-3722

Citizens Alliance to Uphold Special Ed (CAUSE) 800-221-9105

Family Support Network of Michigan 800-359-3722

Livingston County Department of Public Health 517-546-9850

Livingston Parent Advisory Committee 517-540-6804

Michigan Alliance for Families 800-552-4821

Michigan Department of Civil Rights 517-335-3165

Michigan Protection & Advocacy Service 800-288-5923

Michigan Special Education Mediation Programs 800-8RESOLV

Office of Civil Rights, US Dept of Ed 800-421-3481

Student Advocacy Center of Michigan 734-973-7860

**Professional Organizations**

Center for Educational Networking 800-593-9146

The Council for Exceptional Children 888-CEC-SPED

**Recreation Services**

Special Olympics 734-222-8283

St. George Special Ministries 810-229-6661

**Tourette Syndrome**

Tourette Syndrome Association 800-237-0717

**Transportation**

Livingston Essential Transit Service (LETS) 517-546-6660

**Traumatic Brain Injury**

Brain Injury Association of Michigan 800-772-4323

**HELPFUL HINTS TO MAKE THE MOST OF THE IEP PROCESS.**

While the IEP process can sometimes be complex, LESEA and the local school district staff will make every attempt to provide you, the parent, with guidance and support as the program is developed. The following suggestions can help you make the most of the IEP process for both you and your child.

**Before the IEP Team Meeting:**

- Obtain as much information as you can before the IEP Team meeting. Talk with your child's teacher and the people who evaluated your child. Read their reports in advance.
- Review the last IEP (if this is not the first). Do you think your child's goals have been met? What are some skills you think your child may need in the coming year? What new goals would like the IEP Team to consider?
- Write down any questions, concerns, and suggestions you have to take to the meeting for discussion.
- If possible, meet with your child's teacher and observe your child in his/her current program.
- Call the special education office for the location of specific programs being considered for your child. Call ahead to schedule a visit to any proposed program before the IEP Team meeting.
- You can call your PAC (parent advisory committee) representative if you need help with resources.
- If your child has received services from another agency, collect as much information as you can and share it with the school. This might include activities your child participates in outside of school. Be prepared to share your child's strengths and interests.
- If possible, it is helpful for both parents to attend the IEP Team meeting, you are also allowed to bring someone else with you, such as a grandparent, aunt, uncle, knowledgeable friend, advocate, or a professional.
- If you believe that your child is ready to attend his/her IEP (most schools begin this process by age 14), share that with your child's special education provider. Discuss the IEP process with your child before the meeting and help him/her think about skills or goals that he/she would like to work on in the coming year.

**During the IEP Team Meeting:**

- You are an important member of your child's IEP Team. Plan to participate fully in the meeting by sharing your opinions and ideas about the educational needs and programs for your child.
- Many special education terms and acronyms are used by the various members of an IEP Team at the meetings. Do not hesitate to ask for an explanation of the unfamiliar terms and/or acronyms.
- Ask about the advantages and disadvantages of various programs, accommodations, modifications, etc. as they are proposed. Ask for the reasoning behind a suggestion if you do not understand it.
- If your child attends the IEP Team meeting, make sure he/she provides input and participates in discussions about goals. If you or your child is uncomfortable, your child may leave the meeting at any time, and you may continue without him/her.
- If your child is 14 years old (or younger if appropriate) transition into adulthood needs and services will be discussed, and the transition pages will be included in the IEP.
- Ask what you can do at home to help your child to reach his/her educational goals.
- The completed IEP is a legal contract between you and the school district. You should review the completed form before you sign to make sure you understand and are comfortable with the contents. You may request a copy to take home with you to review before signing. While you do not have to sign the report at the meeting, it does need to be signed within 7 calendar days of the meeting. Remember that not signing or contacting the school within 7 days may indicate agreement. A school district does not have to have a parent signature to implement an annual IEP.

**After the IEP Team Meeting:**

- Keep all your child's special education paperwork together in a file or binder in a safe place. It is suggested you keep all IEPs, evaluation reviews, written evaluation reports, behavior plans, work samples, and extracurricular activity accomplishments.
- You are an important member of the IEP Team. Visit the school. Get to know your child's team of teachers, special education providers, therapists, paraprofessionals, and Principal.
- Keep positive communication channels open between school and home. Share unexpected information that may affect your child's behavior while at school (such as a late night, illness, conflicts, changes at home, etc.)
- The school district will give you reports on your child's progress on his/her IEP goals and objectives as often as every marking period, or more frequently if specified in the IEP. If you have questions regarding your child's progress, contact his/her special education provider. It helps the team when you share your perception of your child's progress.
- If you have concerns about the implementation of the IEP (for example, you don't think the program is working, or something may not be implemented, or too many conflicts are occurring), you should have open communication with your child's special education provider first. If your concerns have not been alleviated, you should contact the Principal or Director of Special Education. Remember, a parent has the right to request an IEP Team meeting at any time during the school year, and for any reason.

**LESA'S PARENT ADVISORY COMMITTEE (PAC)**

LESA has a Parent Advisory Committee (PAC), which is comprised of Livingston County parents or guardians who have a child with special needs. Two members, and one alternate, are recommended by each local school district for appointment by the LESA Board of Education. Care is taken to assure that the PAC membership represents students with various disabilities and of various ages.

The *Michigan Revised Administrative Rules for Special Education* defines a Parent Advisory Committee in R 340.1838

- (1) A parent advisory committee shall be appointed by each intermediate school district (ISD) board
  - (a) The PAC and its officers shall consist only of parents of students with disabilities with at least 1 parent from each constituent local school district and public school academy unless no parent agrees to serve on the PAC to represent the local school district or public school academy.
  - (b) Each constituent local school district board of education and each public school academy board of directors shall nominate at least one parent.
  - (c) The ISD board of education may nominate additional members not to exceed 33.3% of the total parent advisory committee membership.
- (2) The ISD board of education shall make every attempt to assure that all types of impairments and all identifiable organizations of parents of students with disabilities within the ISD are represented on the PAC.
- (3) The ISD board of education may recommend operational procedures for PAC review and adoption.
- (4) The ISD shall secure or allocate fiscal and staff resources to the PAC to make it efficient and effective in operation.
- (5) The PAC is responsible for determining and documenting the organizational structure of the committee, including all of the following:
  - (a) Officers, and their responsibilities
  - (b) Meeting times
  - (c) Notice of meeting times
  - (d) Voting procedures
  - (e) Terms of office
  - (f) Related matters
- (6) The PAC shall participate in the development of the ISD's plan or any modification of the plan for the delivery of special education programs and services as required by R 340.1833
- (7) The PAC may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the ISD.

**LESA 2007-2008 PAC Members:**

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