



Special Services

Parent Handbook

Lansing School District Special Services

The Lansing School District Special Education department, in collaboration with the Special Education Parent Advisory Committee, has developed this informational handbook to make the Individualized Education Program (IEP) process more manageable and user-friendly for parents.

This document provides an overview of the special education identification, evaluation, eligibility, and IEP process. It also includes contact information so that you can reach out for answers to questions.

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SPECIAL EDUCATION TIMELINE AND IMPLEMENTATION

1. REFERRAL

A child suspected of having a disability is referred for special education programs and services by contacting school district personnel such as the building administrator or teacher. The referral for a special education evaluation must be completed by a parent or guardian and submitted in writing.

2. PARENTAL CONSENT TO EVALUATE

The district must respond to the request. A review of existing educational data (REED) is conducted to gather data and develop an evaluation plan. This requires signed parental consent to evaluate a child suspected of having a disability.

ANYTIME WITHIN 10 SCHOOL DAYS from the date the district receives the referral

3. EVALUATION

A multidisciplinary Evaluation Team (MET) conducts the initial evaluation.

WITHIN 30 SCHOOL DAYS from the date the district receives the Parental Consent to Evaluate (REED) to completion of the IEP.

*If the parent and district agree, the timeline for initial activities may be extended beyond 30 school days.

4. NOTICE TO PARENT OF INTENT TO IMPLEMENT (if determined eligible)

The completed IEP district/designee. The district representative designee provides written notice to the parent about where and when the district intends to implement the IEP.

WITHIN 7 SCHOOL DAYS from the date the superintendent/designee signs the IEP and offers a Free and Appropriate Public Education (FAPE).

5. PARENTAL CONSENT FOR PROVISION OF PROGRAMS AND SERVICES

Parent Consent is required before the district is allowed to provide the initial special education programs and services that are in the IEP.

WITHIN 10 SCHOOL DAYS from the date the parent receives the Notice to Parent of Intent to Implement.

6. IMPLEMENTATION - The district implements the child's IEP.

WITHIN 15 SCHOOL DAYS from the date of the Notice to Parent of Intent to Implement.

Request for Initial Evaluation

When a student is suspected of having a disability, a request for an initial evaluation is submitted to district personnel. A request for an initial evaluation may be made by the parent or a public agency. When a request for an evaluation is verbally made the district must support the parent in documenting this request. A failure to acknowledge a verbal request could result in a violation of a districts child find obligation under § 300.111.

REED, Provide Notice and Request for Consent

Timeline 10

When a request for an initial evaluation is received, the district must complete a review of existing evaluation data (REED) and provide

Within 10 school days; counted from the date the district receives the request

notice in accordance with 34 CFR § 300.503. If the district plans to conduct an evaluation, the district must request parental consent to evaluate the student.

Evaluation

A Multidisciplinary Evaluation Team (MET) Conducts the initial evaluation and makes a recommendation to the IEP team regarding eligibility.

Individualized Education Program

Timeline **30**

The IEP team is convened to determine eligibility or ineligibility. If eligible, the IEP team develops the student's IEP. The IEP is completed when the district provides notice of an offer of a free appropriate public education (FAPE) to the student's parent or provides notice of ineligibility.

Within 30 school days; counted from the date the district receives the parental consent to evaluate.

Parental Consent for Programs and Services

Timeline **10**

Parental consent is required before special education programs and services are provided to a student for the first time (if eligible)

Within 10 school days; counted from the date the district provides the notice of an initial offer of a FAPE.

IEP implementation

Timeline **15**

Parental consent is required before special education programs and services are provided to a student for the first time.

Within 15 school days; counted from the date the district provides the notice of an initial offer of a FAPE. *If parent and district agree, timeline can be extended.

THE EVALUATION PROCESS

SPECIAL EDUCATION: THERE ARE 13 AREAS OF DISABILITY IN MICHIGAN

"Student with a disability" means a Person who has been evaluated according to the individuals with disabilities education act and Michigan rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have 1 or more of the impairments that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year or enrollment, and who has not graduated from high school.

 Abbreviation	 Disability	 Evaluation Team Must Include*	 Definition**
ASD (15)	Autism	Psychologist, Speech Provider, Social Worker	Autism is a neurological disorder that affects an individual's ability to communicate, understand language, and relate to others.
CI (05)	Cognitive Impairment	Psychologist	A cognitive impairment shall be manifested during the developmental period and affects academic, educational, and adaptive behavior performance primarily in the cognitive domain.
DB (17)	Deaf-Blindness	At least one medical professional as defined in MARSE	Naturally occurring; hearing impairment and visual impairment which causes severe communication and other developmental and educational needs.
DHH (07)	Deaf or Hard of Hearing	Audiologist, Otologist	Hearing loss that interferes with development or adversely affects educational performance
ECDD (11)	Early Childhood Developmental Disorder	Speech and language pathologist	A child through 7 years of age whose primary delay cannot be differentiated through existing criteria and manifests a delay in 1 or more areas of development greater than 1/2 expected development
EI (06)	Emotional Impairment	Psychologist, Social Worker	Emotional impairment shall be determined through manifestation of behavioral problem primarily in the affective domain, over an extended period, with numerous defined characteristics.
OHI (20)	Other Health Impairment	At least one medical professional as defined in MARSE	Due to a chronic or acute health problem; having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness educationally.
PI (09)	Physical Impairment	At least one medical professional as defined in MARSE	Severe orthopedic impairment that adversely affects a student's educational performance.
SXI (14)	Severe Multiple Impairment	Psychologist, other members depending on disability in physical domain	Severe multiple impairments shall be determined through the manifestation of a cognitive impairment along with a hearing impairment, visual impairment, physical impairment, or health impairment so severe that the student is medically at risk.
SLD (13)	Specific Learning Disability	General education teacher, qualified individual to interpret evaluation results	A disorder in 1 or more of the basic psychological processes that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
SLI (10)	Speech and Language Impairment	Speech and language pathologist	Communication disorder that adversely affects educational performance such as an impairment in language, articulation, fluency, or voice.
TBI (16)	Traumatic Brain Injury	At least one medical professional as defined in MARSE	An acquired injury to the brain which is caused by an external physical force and which results in total or partial functional disability or psychosocial impairment, or both.
VI (08)	Visual Impairment	Ophthalmologist or Optometrist	A visual impairment which, even with correction, interferes with development or which adversely affects educational performance.

*A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary team.

** Full definitions for each area of eligibility are available in the Michigan Administrative Rules for Special Education (MARSE).

WHAT IS AN IEP?

QUALIFYING FOR SPECIAL EDUCATION

PROGRAMS AND SERVICES

SPECIAL EDUCATION (K-12th Grade)

Upon eligibility for special education, program and classroom decisions are individualized and determined through the IEP process. These decisions are made based on the student's overall cognitive ability, academic and functional performance, and social/emotional functioning, and in looking at the student's educational benefit in the least restrictive environment (LRE).

Options for programs are outlined below from least restrictive to most restrictive:

- General education
- Teacher consultant service
- Resource room program or service
- Self-contained programming
- Center-based programming
- Homebound instruction

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS (AGES 3-5)

- Walk-in services (related services such as speech, occupational therapy, or physical therapy)
- ECRP
- ECSE
- Center-based programming

If during the evaluation or IEP process, you have questions or concerns, resources that can be contacted include the case manager, a special education teacher assigned to oversee the implementation and services of the IEP, or one of the special education leadership team members so that we can answer any questions. A directory is located toward the end of this document.

SPECIALIZED PROGRAMS IN LANSING

Autism Spectrum Disorder* at Riddle, Cumberland, Reo, Attwood, Gardner, Everett, Beekman)

Cognitively Impaired (mild, moderate and severe) at Dwight Rich, Sexton, Beekman

Multiple Impairments - at Beekman

Emotional Impairments - at Beekman, Sexton, Eastern

Visually Impaired - at Gardner, Sexton

Deaf and Hearing Impaired - at Gardner, Everett

Adult Transition - at Beekman

* Not all grade levels for programs available for each school listed

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

In Michigan, the IEP is a written document for students with disabilities, between the ages of 3 and 26 years old, who receive special education programs and related services. The purpose of an IEP is to identify each student's needs, develop reasonable learning goals, and document the services the school district will provide to help the student achieve these goals.

What's in the IEP?

The *Individuals with Disabilities Education Act* (IDEA) requires certain information be in the IEP. IEP forms can look different, but must include:

1. Present levels of academic achievement and functional performance (PLAAFP), which is information on how the student is doing in school and how his or her disability may affect progress in the general education curriculum.
2. Specific skills or sets of skills to be taught called 'goals.' These goals must be reasonable and achievable for the student.
3. A description of how the student's progress on these goals will be measured.
4. Special education and related services (such as speech therapy), including supplementary (or additional) aids and services the student will receive (also called accommodations).
5. Amount of time during the school day, if any, the student will spend apart from his or her peers without disabilities.
6. The student's participation in state and district tests, including test accommodations.
7. The projected start date for the services and

The IEP Team

Required IEP Team members who are responsible for developing a student's IEP include: the parents of the student, not less than one general education teacher of the student, at least one special education teacher who works with the student, a representative of the public agency, an individual who can interpret the instructional implications of evaluation results and, at the discretion of the parent or agency, other individuals who have knowledge of the child.

modifications provided to the student, including where, how often, and how long.

IEPs are legal, enforceable documents.

After an IEP becomes final, the school district is required to provide what is written in the IEP (the supports and services).

The school may prepare a draft of the IEP and share it before or during the meeting. Drafts are not considered enforceable documents.

You will need to provide signed consent before the school implements your child's first IEP. However,

When to do the IEP?

An initial IEP must be completed, and notice provided within 30 school days after you provide consent for your child's evaluation. Your child's eligibility is determined at the initial IEP meeting, based on the results of the evaluation and other relevant information. However, the IEP meeting and notice of the offer of special education programs or services might not be on the same day. The IEP must be reviewed annually to develop and/or revise the contents for your child's IEP. An IEP can happen more than once a year if revisions are needed.

For more information, see [Guidance for Timeline for Initial Evaluations](#).

after that, the school does not need your signed consent again for future IEPs. Your signature is not needed to make an IEP final.

If you do not agree with the final IEP, work with the school to make changes. If you cannot reach an agreement, other options can be sought including mediation, filing a state complaint, filing a due process complaint (request for a hearing), or withdrawing (or revoking) consent for services.

For more information, see the [Family Matters Special Education Problem Solving fact sheet](#).

Including Your Child

Often children begin taking part in the IEP process in high school when transition services are discussed. But your child can take part in the process at any age. The earlier your child is involved in educational planning, the more it helps him or her grow independence and self-advocacy. When your child is young, he or she may only be involved in the IEP for shorter periods, but this can be increased over time.

IEP Resources

- [Center for Parent Information and Resources \(CPIR\): The Short-and-Sweet IEP Overview](#)
- [Michigan Administrative Rules for Special Education \(MARSE\)](#)
- [Michigan Department of Education: IEP Development Process](#)
- [Michigan Alliance for Families: Individualized Education Program](#)
 - The Alliance IEP resources include a checklist and a webinar.

EDUCATIONAL TEAMS AND ROLES

Students who receive special education programs and services have an educational plan called an individualized education program (IEP). *The Individuals with Disabilities Education Act (IDEA)* requires a team of school staff and the parent of the student to work together to develop the IEP. There are multiple teams, team members, and roles that contribute to the development of a student's plan.

Teams

EDUCATIONAL TEAMS AND ROLES

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Teams

Multi-disciplinary Evaluation Team (MET)

The multi-disciplinary evaluation team (MET) is a team of professionals responsible for evaluating a child suspected of having a disability. After the evaluation is complete, the individualized education program (IEP) team determines your child's eligibility based on a recommendation from the MET.

Individualized Education Program (IEP) Team

If it is determined your child meets special education eligibility, the IEP team creates an IEP to support your child's unique needs. The IEP team must include appropriate school and district staff as well as you, the parent. If appropriate, your child may also be a participant of the team. You or the school may also invite anyone else who has specific knowledge or expertise about your child. The IEP includes modifications, programs, related services, or other supports as deemed appropriate as well as information on how your child's disability impacts his or her learning.

IEP Team Member Roles

General Education Teacher

A general education teacher instructs students on the curriculum used for all students. Your child's general education teacher is a required participant in the IEP if your child is, or may be, participating in general education. The general education teacher may work with a special education teacher or others on your child's IEP team to modify the curriculum, if necessary, to meet your child's unique needs.

Special Education Teacher

A special education teacher has specialized training in disability areas and in supporting students with disabilities. If your child spends any portion of his or her day in a special education program, the special education teacher or a special education provider is a required participant of the IEP team.

School District Representative

A school district representative (e.g., principal, special education director, or other administrator) supervises the provision of services, is required to be a part of the IEP team, and may be needed to support the implementation of the IEP.

IEP MEETING NORMS

We commit to seeking the best possible outcomes for the student, in their least restrictive environment.

- Meeting student's unique needs
- Supporting further education, employment, and independent living
- Helping our students to reach their full potential.

We are respectful of one another discussions of students, their families, and the professionals, programs, schools, and agencies that work with them.

- Allowing team members to finish speaking.
- Welcoming diverse perspectives
- Agreeing to disagree at times.

We engage in respectful and clear communication and terminology.

- Respecting language preferences
- Using terms and vocabulary for all to understand
- Using Student-first language
- Using Identity-first language
- Maintain culturally sensitive and equitable interactions.

We clarify actions that need to be taken after the meeting has ended.

Who may be invited to an IEP?

Speech and Language Pathologist

A speech and language pathologist is a licensed professional who provides speech and language support individually or in group settings. A speech and language pathologist may help your child with receptive and expressive language and communication and may provide support for oral motor development or other related needs.

Occupational Therapist

An occupational therapist is a licensed professional who provides support to enhance your child's ability to access learning and be successful in the learning environment. This may include working on handwriting or fine motor skills, helping to organize your child's workspace, working with the teacher to modify the classroom and adapt learning materials, helping support your child's personal living needs such as feeding and dressing, or support for sensory needs.

Physical Therapist

A physical therapist is a licensed professional who provides supports for improving mobility. This may include promoting motor development and designing and implementing physical therapy interventions. A physical therapist may also instruct other caregivers regarding the physical management of your child or select, modify, or customize adaptive equipment and assistive technology.

School Social Worker

A school social worker is a licensed professional who may consult with teachers, parents, and administrators as well as provide counseling and support to your child. A school social worker may assist with positive behavior interventions and supports, academic and classroom supports, and helps to address social-emotional needs.

School Psychologist

A school psychologist is a professional who is certified and has knowledge about certain disabilities and conducts psychological and academic assessments. A school psychologist may provide direct support and interventions to your child and may also consult with teachers, families, and other school staff.

Adaptive Physical Education

Adapted physical education may be included in an individualized education program (IEP). APE involves adapting or modifying physical education curriculum and instruction based on the unique needs and abilities of an individual qualifying for this related service.

Adapted physical education may be performed in a general physical education setting, a separate class setting with peers or assistants, or in a one-on-one setting with the student and the instructor depending on the needs of the student and their individualized goals.

Teams Resources

- [Center for Parent Information and Resources \(CPIR\) – The IEP Team](#)
- [Michigan Administrative Rules for Special Education \(MARSE\)](#)
- [Michigan Department of Education Office of Special Education \(MDE OSE\): Individualized Education Program \(IEP\) Development Process](#)

- [PACER Center: Who is On My Child's IEP Team?](#)
- [Michigan Alliance for Families: Multidisciplinary Evaluation Team \(MET\)](#)

GLOSSARY OF TERMS

SPECIAL EDUCATION TERMS AND COMMON ACRONYMS

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit with Hyperactivity Disorder
ARC	Advocacy organization for persons with developmental disabilities
ASD	Autism Spectrum Disorder
BIP	Behavior Intervention Plan
CBI	Community-Based Instruction
CI	Cognitive Impairment (mild, moderate, severe)
CIL	Center for Independent Living
CMH	Community Mental Health
CP	Cerebral Palsy
DB	Deaf Blindness
DD	Developmental Disability
ECDD	Early Childhood Developmental Delay
ECSE	Early Childhood Special Education
EI	Emotional Impairment
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
HI	Hearing Impairment
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IEPT	Individualized Education Program Team
IFSP	Individualized Family Service Plan
ISD	Intermediate School District
LD	Learning Disability (means same as SLD)
LEP	Limited English Proficiency
LEA	Local Education Agency (Local School District or Charter School)
LRE	Least Restrictive Environment

MDE	Michigan Department of Education
MET	Multidisciplinary Evaluation Team
MRS	Mi Dept. of Labor & Economic Growth/Michigan Rehabilitation Services (MRS)
NCLB	No Child Left Behind
O&M	Orientation and Mobility
OCR	Office of Civil Rights
OHI	Other Health Impairment (formerly Physically and Otherwise Health Impaired)
OSE	Office of Special Education
OSEP	Office of Special Education Programs (federal)
OT	Occupational Therapy
PAC	Parent Advisory Committee
PI	Physical Impairment (formerly Physically and Otherwise Health Impaired)
PLAAFP	Present Level of Academic Achievement and Functional Performance
PSA	Public School Academy (also known as Charter School)
PT	Physical Therapist
RESA	Regional Education Service Agency
SLD	Specific Learning Disability (means same as LD)
SLI	Speech and Language Impairment
SLP	Speech/Language Pathologist
SSI	Supplemental Security Income
SSW	School Social Worker
SXI	Severe Multiple Impairment
TBI	Traumatic Brain Injury (formerly Physically and Otherwise Health Impaired)
TC	Teacher Consultant
VI	Visual Impairment

GLOSSARY OF SPECIAL EDUCATION TERMS

Accommodations - Changes in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks. Accommodations are determined by the IEP Team and are documented in the student IEP Team report.

Adapted Physical Education - A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of children with disabilities who may not successfully engage in a regular physical education program.

Advocate - A person that works for the rights of and needed services for a disabled individual. The person can be a parent, guardian or a professional.

Age of Majority/Transfer of Rights - When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

Americans with Disabilities Act (ADA) - A federal law requiring accommodations for people with disabilities in the community and workplace.

Assessment - Testing or evaluation - including mental, social, psychological, physical, speech, occupational, vocational, or educational - done by school district personnel to gather information about a student.

Assistive Technology Device - Any item, piece of equipment, or product that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP Team.

Assistive Technology Service - Any service that helps a student with a disability to select, acquire, or use an assistive technology device. This includes training with the device.

Attention Deficit Hyperactivity Disorder (ADHD) - Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development and that interferes with developmentally appropriate social/academic functioning.

Autism - A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects an individual's educational performance.

Behavior Intervention Plan - A specific, proactive plan for managing behavior that is included in a student's IEP and is primarily for use in the school setting. It is based on a functional assessment of behavior and includes specific, measurable and positive ways to promote more functional, appropriate behavior.

Child Study Team/Student Support Team - A team of various educators in schools that meets to support the needs of students with academic, social, behavioral concerns. The focus of the team is to provide support to classroom teachers to implement accommodations and modifications so that students can be successful in general education.

Continuum of Service - The range of supports and services that must be provided by a school district that allows students with disabilities to be provided a free appropriate public education.

Due Process - A procedure guaranteed by federal law for resolving disputes regarding special education services.

Early Childhood Special Education (ECSE) - Special education and related services provided to children from birth to age 7.

Extended School Year (ESY) - Special education and related services provided to a qualified student with disabilities beyond the normal school year in accordance with the student's Individualized Education Program and at no cost to the parent of the child. The need for Extended Services is determined by the student's IEP Team.

Free Appropriate Public Education (FAPE) - Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) at public expense and under public supervision and direction at no cost to the student's parents.

Family Educational Rights and Privacy Act (FERPA) - A federal law which gives parents and the student over 18 years of age access to and control over all education records.

Functional Behavior Assessment (FBA) - A method for gathering information to determine what purpose a behavior serves. This is used to determine an appropriate intervention for that behavior. An FBA must include both formal and informal methods of gathering information and should be conducted in a variety of settings over a period of time. This assessment must be performed before a Behavior Intervention Plan (BIP) or behavior goals can be written.

Inclusion - This is the placement of students with disabilities in classrooms with typically developing students of the same age. Full inclusion has two central features. The first is moving students with disabilities into regular education classrooms and the second is sending special education support services into those same classrooms.

Individuals with Disabilities Education Act (IDEA) - The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The Act provides procedural safeguards, due process rights, as well as specific mandates regarding a free appropriate public education.

Independent Educational Evaluation (IEE) - Education evaluations of a student by an evaluator who does not regularly work for the school district. Parents who are not satisfied with the school district's evaluation can request an IEE at public expense.

Individualized Education Program (IEP) - The written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year.

Local Education Agency (LEA) - The school district or public-school academy (charter school) that is directly responsible for providing special education services in a geographical area.

Least Restrictive Environment (LRE) - A federal mandate that states that to the maximum extent appropriate, a child with disabilities must be educated with children who are not disabled.

Mainstreaming - Refers to the placement of children with special needs into educational settings for typically developing children. It differs from inclusion in that the individual is expected to work on and accomplish the same goals as the typical children without using special education teachers or excessive modifications.

Modification – A change in curriculum or instruction that substantially alters the requirements of the class or the content standards and benchmarks.

Multidisciplinary Evaluation Team (MET) – A group of individuals from various professional disciplines, such as educators, psychologists, and physicians that conduct an evaluation or recommendation of a student suspected of having a disability.

No Child Left Behind (NCLB) – January 8, 2002, President Bush signed NCLB into law. It is an education reform plan making changes to the Elementary and Secondary Education Act (ESEA). It is looking for stronger accountability for results, increased flexibility and local control, expanded options for parents and emphasis on teaching methods.

Occupational Therapy (OT) – A related service that focuses on the development of a student’s fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Office of Civil Rights (OCR) – An agency within the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. OCR investigates allegations of discrimination based upon disability.

Related Service – Special education services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, OT, PT, Speech, and School Social Work.

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

School Social Worker (SSW) – A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual’s educational needs including social, emotional, behavioral, and adaptive needs; provides intervention services.

Section 504 – A section of the federal law named the Rehabilitation Act of 1973, which prohibits discrimination of people with disabilities by any entity that accepts federal funds.

Special Education – Specifically designed instruction, at no cost to the parents, to meet the unique needs of an eligible individual, includes the specially designed instruction conducted in schools, in the home, in the hospitals and institutions, and in other settings.

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

Teacher Consultant (TC) – A certified special education teacher who provides support services to children with disabilities and provides consultation to the regular classroom teacher

and parents. The teacher consultant does not grade, give credit or teach a regular or special education course.

Transition Services - A coordinated set of activities that promote movement from school to post school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. Transition goals are determined by the IEP Team required at age 16 of the IEP year and are based on student and family vision, preferences, and interests.

CONTACT INFORMATION

LANSING SCHOOL DISTRICT SPECIAL EDUCATION DIRECTORY

Director: Eileen Pihoda

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Records Department: Anissa Dawsey

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- (517) 319-8300
- 4812 Aurelius Rd, Lansing, MI, United States, Michigan

SCHOOL DISTRICT BUILDINGS



Administration Building

- 519 W. Kalamazoo Street, Lansing, MI 48933
- Phone: 517-755-1000



Adult Education

- Dr. Eva L. Evans Welcome Center: 2400 Pattengill Ave, Lansing, MI 48910
- Phone: 517-755-1290



Attwood New Tech Magnet School (grades 4-7, ASD program)

- 915 Attwood Drive, Lansing, MI 48911
- Phone: 517-755-1210; 517-755-1215
- Principal: Sharon Hampton



Averill New Tech Elementary (grades Pre-K-3, ECSE program)

- 3201 Averill Drive, Lansing, MI 48911
- Phone: 517-755-1220; 517-755-1225
- Principal: Julie Ferguson



Beekman Center (grades K-Young Adult, center-based programs)

- 2901 Wabash Road, Lansing, MI 48910
- Phone: 517-755-1170
- Principal: Lori Abbott-Smith



Capital Area K-12 Online

- 4200 Wainwright Ave, Lansing, MI 48911
- Phone: 517-755-1650; 517-755-1655
- Principal: Amber Lee



Cavanaugh STEAM Elementary (grades K-3)

- 300 W. Cavanaugh Road, Lansing, MI 48910
- Phone: 517-755-1250
- Principal: Jeffrey Hager



Cumberland Elementary (grades K-4, ASD program)

- 2801 Cumberland Road Lansing, MI 48906
- Phone: 517-755-1280
- Principal: Martha Rususky



Dwight Rich School of the Arts (grades K-8, CI program)

- 2600 Hampden Drive, Lansing, MI 48911
- Phone: 517-755-1160
- Principal: Susan Basso



Eastern High School (grades 7-12 & International Baccalaureate, EI program)

- 626 Marshall Street, Lansing, MI 48912
- Phone: 517-755-1050
- Principal: Marcelle Carruthers



Everett High School (grades 9-12; Visual Performing Arts Focus/Comprehensive, ASD program)

- 3900 Stabler Street, Lansing, MI 48910
- Phone: 517-755-1080
- Principal: Amy Boyles



Forest View Elementary (grades Pre-K-3; Environmental Science)

- 3119 Stoneleigh, Lansing, MI 48910
- Phone: 517-755-1330
- Principal: Emily Brown



Gardner International Magnet School (grades K-8, ASD program for grades 4-8)

- 333 Dahlia Drive, Lansing, MI 48911
- Phone: 517-755-1120
- Principal: Kyle Burroughs



Gier Park (grades Pre-K-3)

- 401 East Gier Street, Lansing, MI 48906
- Phone: 517-755-1360
- Principal: Christopher Cadogan



J.W. Sexton High School (grades 7-12; STEM2 Early College Magnet, CI and EI programs)

- 102 S. McPherson Ave, Lansing, MI 48915
- Phone: 517-755-1070
- Principal: Daniel Boggan



Kendon Elementary School (Pre-K-3; Leadership and Communication Arts)

- 827 Kendon Drive, Lansing, MI 48910
- Phone: 517-755-1450
- Principal: Ladonna Mask



Lewton School (grades Pre-K-7; Spanish Immersion/Global Studies Magnet School)

- 2000 Lewton Place, Lansing, MI 48911
- Phone: 517-755-1460
- Principal: Richard Gutierrez



Lyons School (grades Pre-K-3)

- 2901 Lyons Ave, Lansing, MI 48910
- Phone: 517-755-1480
- Principal: Jaimi Nedziwe



Mt. Hope STEAM (grades 4-7)

- 1215 E. Mt. Hope Ave, Lansing, MI 48910
- Phone: 517-755-1550
- Principal:



North School (grades 4-7)

- 333 E. Miller Road, Lansing, MI 48911
- Phone: 517-755-1710 | 517-755-1715
- Principal: Kailyn Jones



Pattengill Biotechnical Magnet School (grades Pre-K-7)

- 815 North Fairview Ave, Lansing, MI 48912
- Phone: 517-755-1130
- Principal: Melissa Arocha



Post Oak Academy (Pre-K-8; International Baccalaureate Primary Years Program, Chinese Immersion Language Option)

- 2320 Post Oak Lane, Lansing, MI 48912
- Phone: 517-755-1610
- Principal: Jill Kolar



Reo School (grades Pre-K-3, ASD program)

- 1221 Reo Court, Lansing, MI 48910
- Phone: 517-755-1620
- Principal: Jekeia Murphy



Sheridan Road STEM Magnet School (grades 4-7)

- 16900 N. Cedar Street, Lansing, MI 48906
- Phone: 517-755-1630
- Principal: Marc Briggs



Vivian Riddle Elementary School (grades Pre-K-3, ASD program)

- 221 Huron Street, Lansing, MI 48915
- Phone: 517-755-1720
- Principal: Angie Morris



Wexford Montessori Academy (grades Pre-K-8)

- 5217 Wexford Road, Lansing, MI 48911
- Phone: 517-755-1740
- Principal: Elizabeth Bishop



Willow Elementary (grades Pre-K-3)

- 1012 W. Willow, Lansing, MI 48915
- Phone: 517-755-1680
- Principal: Steven Lonzo

