

EQUITY

Special Populations Handbook

2016/2017

Table of Contents

Letter to Stakeholders	
EQUITY Mission and Vision	
Section 1: SPECIAL EDUCATION	4
Understanding Special Education	5
Special Education Program and Services	6
Accommodations/Modifications	7
What is an IEP?	8
RTI/Child Find	9
Student Support Services Intervention Team	10
SPED Flow Chart	11
Section 2: SECTION 504	12
Understanding Section 504	13
The 504 Process.....	14-16
The difference between IEP and Section 504	17-21
IDEA/Section 504 flowchart	22
Section 3: McKinney Vento (Homeless)	23
Understanding McKinney Vento	24-25
School Identification of McKinney Vento Students	26
School Homeless Flowchart	27
Next Steps.....	28
Resources	29
Notice of Non-Discrimination.....	30

Dear Friends, Families, Partners, and Community,

EQUITY Education is a non-profit charter management organization that operates three schools in the Detroit area. We aim to create and sustain remarkable schools to prepare students for success in college, career, and in life. By providing an environment built on high expectations and support, effective operations and growing our talent; EQ is helping increase educator effectiveness, creating a culture of achievement, and improving student outcomes now and in the future. A part of reaching this goal is to believe in all children and provide whatever supports/accommodations are needed for them to be successful in their educational journey. This handbook was developed to educate all stakeholders about Special Education, Section 504, and McKinney Vento. We at EQUITY hope you find this resource valuable and use it to **Empower, Improve, and Impact** the lives of all students.

Best Wishes,

The EQUITY Family

EQUITY Vision

Our vision is that one day all schools will be remarkable. Providing a highly challenging, stimulating and supportive environment that unlocks the potential of all children, teachers and leaders and creates an educational ecosystem of equity and excellence.

EQUITY Mission

EQUITY's mission is to create remarkable schools for all students, regardless of zip code, by unleashing potential.

What We Believe

It is our core belief that creating and sustaining excellent and equitable schools for all children is the most critical issue today; that high quality education is the only way to change the life trajectory and outcomes for kids.

SPECIAL EDUCATION

Understanding Special Education

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA).

In Michigan, special education and related services are available to eligible students, ages 3 through not more than 25 years of age, as of September 1, of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a “student with a disability” and entitled to continue a special education program or service until the end of that school year.

To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

In the state of Michigan a child must qualify under one of the thirteen categories listed below.

Every school district has the legal responsibility to identify, locate and evaluate children who are in need of special education services. The law calls this child find (RTI/SSIT).

Categories of Disabilities

Autism	Cognitive Impairment	Visual Impairment
Deaf-blindness	Emotional Impairment	Physical Impairment
Traumatic Brain Injury	Hearing Impairment	Other Health Impairment
Speech & Language Impairment	Early Childhood Developmental Delay	Specific Learning Disability
Severe Multiple Impairment		

Special Education Program and Services

All students with a Disability must be in the Least Restrictive Environment. (LRE) looks at the setting in which the student will be receiving an education. The law presumes that students with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting. In other words, students should spend as much time as possible with peers who do not receive special education.

EQUITY Education Schools Offer the following services for qualified students under The Individuals with Disabilities Act (IDEA). However, additional services are available if required by the students Individual Educational Plan (IEP).

Resource Program – Elementary and Secondary

Resource Room Teachers provide services to students whose disabilities require a moderate amount of intervention. However, there is no specific minimum of service that a student can receive in a Resource Program. Resource Teachers perform a wide variety of services such as reading instruction, math instruction, tutoring for special subjects, and homework assistance. In addition, Resource Teachers at Equity Schools use a push in classroom/pull-out model to best support students Individual needs.

School Social Work Services (SSW)

School Social Workers play a primary role in assessing, evaluating and observing a student's social, emotional, and behavioral adjustment that may be interfering with school success. They also provide support for at risk students, when appropriate, through short-term direct support, groups, crisis intervention, and resources/referrals to parents and educational staff.

Occupational and Physical Therapy Services (OT/PT)

The Occupational and Physical Therapists evaluate and provide services to students whose level of functional fine and gross motor abilities impede them from maximizing their participation in the educational process. They provide direct or consultative support to students, family and staff.

Speech and Language Services (SLP)

The Speech and Language Therapist provides services that will meet the communication needs of students. Consultation services at a pre-referral level are provided to parents and professional staff by the Speech and Language Pathologist (SLP). They are also involved in identification, assessment, and delivery of services to speech and language impaired students ranging in age from birth through 25 years. Programming for eligible students is planned to meet their individual communication needs.

Accommodations and Modifications

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to actively participate with other students in the general education classroom and in school-wide activities.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

Accommodations can include changes in the following:

- Presentation of a lesson
- Instructional strategies
- Student response format and procedures
- Time/scheduling
- Environment
- Equipment
- Assignment structure-paper/pencil work

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

Modifications include changes in the following:

- Instructional level
- Content/curriculum
- Performance criteria (assessment/testing)
- Assignment structure-paper/pencil work

What Is an IEP?

The Individualized Education Plan (IEP) is a written document that outlines a child's education. As the name implies, the educational program should be tailored to the individual student to provide the maximum benefit. The key word is individual. For example, a program that is appropriate for one child with autism may not be right for another. Each child's program is designed to meet his or her needs.

The IEP is the cornerstone for the education of a child with a disability. It should identify the services a child needs so that he/she may grow and learn during the school year. It is also a legal document that outlines:

- 1) The child's special education plan (goals for the school year)
- 2) Services needed to help the child meet those goals
- 3) A method for evaluating the student's progress

At EQUITY schools, our special education staff follows a clear and supportive process to develop an IEP. Annually, team members meet to discuss the student's unique learning issues and education-related goals. After the IEP is held, the special education provider will make sure the IEP is being implemented. Additional IEP meetings may be held if the parent/guardian or school asks for a review.

By law, the following people must be invited to attend the IEP meeting:

- One or both of the child's parents
- The child's teacher or prospective teacher
- A representative of the public agency (local education agency), other than the child's teacher, who is qualified to provide or supervise the provision of special education
- The child, if appropriate
- Other individuals at the discretion of the parent or agency (e.g. a physician, advocate, or neighbor)

RTI/Child Find

Equity Schools aim to create a culture of high expectations and support for every student. To that end, when a student is having academic or behavioral difficulties, the school is determined to provide these students with the support and attention they need and deserve.

The Individuals with Disabilities Act (IDEA 2004) requires schools to provide systematic, measured, appropriate educational interventions to students to ensure that students have been provided appropriate instruction. Response to Intervention (RTI) is a well-integrated system of instruction/intervention guided by child outcome data.

RTI/Child Find is a way to:

- Work with students who are having trouble learning
- Accurately monitor individual progress
- Use data to make informed decisions regarding student instruction
- Make sure that all students can reach their potential

RTI is a result of the:

- Changes in federal and state regulations
- Need for earlier identification of the diverse educational needs of all students
- Need to replace the archaic “wait to fail” model of intervention
- Need to implement effective interventions that are based on research and evidence

The RTI/Child Find Teams at Equity Schools are identified as Student Support Intervention Teams.

Student Support Intervention Team

Each EQUITY Student Support Intervention Teams consists of various staff members and the referring teacher. The team comes together to problem-solve and create strategies to be used in the general education setting for a child having difficulty either academically, socially, or behaviorally.

There are no rules for membership on the Student Support Intervention Team. Generally, the team includes:

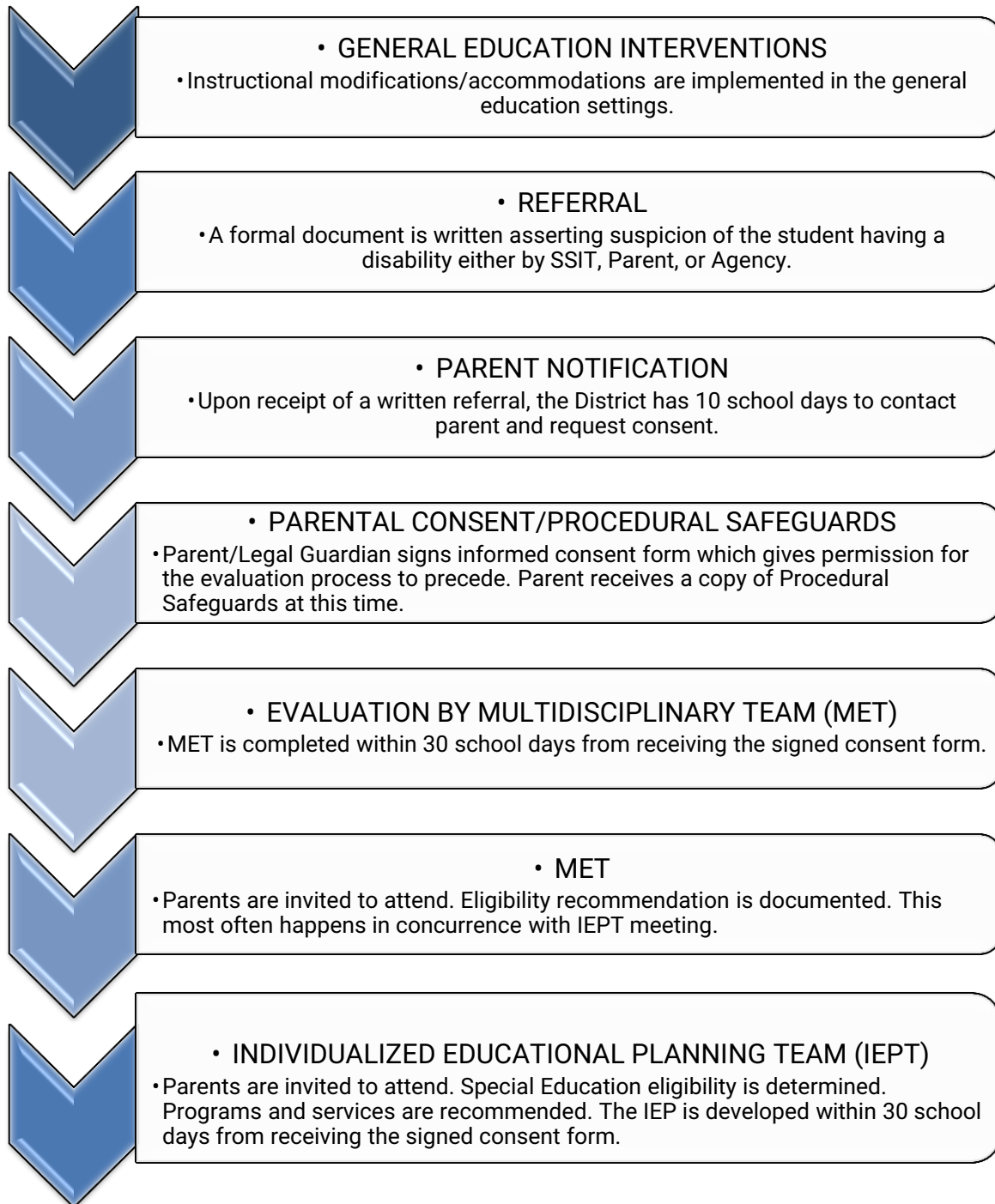
- Building Administrator
- Referring Teacher
- One teacher from grades each grade band (K-2, 3-5, 6-8, 9-12)
- Resource Room Teacher
- Social Worker and/or Behavior Specialist
- Speech & Language Therapist (optional)
- Occupational Therapist (optional)
- Physical Therapist (optional)
- Partnership Agencies (optional)
- Parent (optional)

The team meets once a month (or more often if necessary) to analyze student academic and behavior data to determine interventions most helpful to the student. Team meetings begin after school screens students, which takes place during the first two weeks of September. In addition, the SSIT meets after Tier 1 interventions have been established and tracked for six weeks, usually in mid-October.

Parents are notified that their child is referred to the SSIT and input is obtained before the initial meeting. The team initially meets without parents to work through an initial plan. Parents may be invited to subsequent meetings depending on the child's progress.

Teachers referring students to SSIT should work with academic or behavior specialists on Tier 1 or 2 interventions, prior to making a referral. Teachers should seek the support of the school leadership team to work through the referral process and ensure the most timely & effective supports are enacted.

SPED Identification Flowchart



Section 504

UNDERSTANDING SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with disabilities. The law provides: No otherwise qualified individual with a disability...shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....

29 U. S. C. § 794

Section 504 is based on the principle that students with disabilities shall not be denied access to educational facilities, programs and opportunities on the basis of their disability.

For a student to qualify for Section 504 protection, the student must: (1) have a mental or physical impairment (2) which substantially limits (3) one or more major life activities. **All three criteria must be met before the student is eligible for Section 504 protection.**

Section 504 requires that the School District offer a Free Appropriate Public Education (FAPE) to each eligible student who has a physical or mental impairment that substantially limits a major life activity. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of non-disabled students, and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement and procedural safeguards. The FAPE obligation extends to all students described in this paragraph, regardless of the nature or severity of their disability.

The Section 504 Process

The Section 504 Process consists of four steps: (1) Referral; (2) Evaluation; (3) Eligibility Determination; and (4) the Section 504 Plan. For eligible students, with a plan, the district must also provide regular reviews of the plan, reviews to support changes in program and/or transitions across grade levels, and conduct re-determination evaluations.

The referral to the school may be made by a parent, staff member, or the student. The school must conduct a timely evaluation to determine the student's eligibility under Section 504. From the date a referral request is received, a time frame of thirty (30) school days is recommended for completion of the identification, evaluation, and, if necessary, development of a Section 504 Plan for each student, who is referred pursuant to the School District's Section 504 policy.

The determination of eligibility is based on the evaluation and is a team decision that includes persons knowledgeable of the student, the evaluation findings, and the meaning of the data. If determined to be eligible, an appropriate plan is developed and implemented. The EQUITY school will be responsible for the implementation of the plan and to provide regular review of the appropriateness of the plan. A Section 504 plan may be revised or discontinued at any time. The plan should be reviewed at least annually and updated, as needed, based on changes in student status and the context at school. A Section 504 plan review is also necessary when there is a change in program, building assignment, or staff. A 504 plan may be discontinued with proper notice, evaluation and review.

Referral

A student who, because of a suspected mental or physical impairment, is believed to be in need of accommodations or educational services under Section 504, may be formally referred by a parent, teacher, other certified school employee(s), or the adult aged student himself/herself. The referral process involves proper documentation of the presenting concerns, notice to parents, consent, and notice of procedural safeguards. Parents/Guardians are to be provided with copies of referral and consent forms and given the opportunity for clarification of terms, timelines, and procedural safeguards.

Evaluation

A determination of Section 504 eligibility (*i.e.*, a physical or mental impairment that substantially limits a major life activity within the school environment) must be based on a multi-source evaluation. The evaluation procedures to be followed may, but need not, include all of those which are followed in evaluating students under the Individuals with Disabilities Education Act ("IDEA").

The evaluation process should begin with a thorough review of the student's educational records. Evaluation standards require that assessments are (1) used for the purposes they were developed; (2) administered by qualified personnel; (3) tailored to assess the specific area of concern and not to provide a global ability score; and (4) selected and administered to ensure the test accurately reflects the student's abilities rather than reflecting the impairment. The following sources of information may be considered as appropriate evaluation methods:

- Observations of the student
- Standardized tests or other assessments by school staff
- Parent/Student/Teacher interviews
- Behavior rating scales or other checklists

- Pertinent medical information
- Information provided by the parent

If a student is suspected of having a physical impairment and the EQUITY school does not already have a current diagnosis documented by a physician, input from a physician may be sought as part of the evaluation process. **Please note that a diagnosis of a physical or mental impairment does not, in and of itself, determine eligibility under Section 504.** As mentioned above, there must also be separate findings that the impairment substantially limits a major life activity.

Medical evaluations are NOT required under Section 504. The school district may NOT require the parent to provide medical information or evaluation. If the evaluation team determines that a medical evaluation is necessary, the district/school must pay for it. ***Letter to Veir, 20 IDELR 864 (OCR, 1993).***

The Difference between an IEP and Section 504

	<u>IEP</u>	<u>Section 504</u>
Basic Description	A blueprint or plan for a child's <u>special education</u> experience at school.	A blueprint or plan for how a child will have access to learning at school.
What It Does	<p>Provides individualized special education and <u>related services</u> to meet the unique needs of the child.</p> <p>These services are provided at no cost to parents.</p>	<p>Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.</p> <p>As with IEPs, a <u>504 plan</u> is provided at no cost to parents.</p>
What Law Applies	<p><u>The Individuals with Disabilities Education Act (IDEA)</u></p> <p>This is a federal special education law for children with disabilities.</p>	<p><u>Section 504 of the Rehabilitation Act of 1973</u></p> <p>This is a federal civil rights law to stop discrimination against people with disabilities.</p>
Who Is Eligible	<p>Students must meet two requirements:</p> <ol style="list-style-type: none"> 1. A child has one or more of the <u>13 specific disabilities</u> listed in IDEA. Learning and attention issues may qualify. 2. The disability must affect the child's educational performance and/or ability to 	<p>Student must meet two requirements:</p> <ol style="list-style-type: none"> 1. A child has any disability, which can include many learning or attention issues. 2. The disability must interfere with the child's ability to learn in a general education classroom. Section 504 has a <u>broader definition of a disability</u> than IDEA.

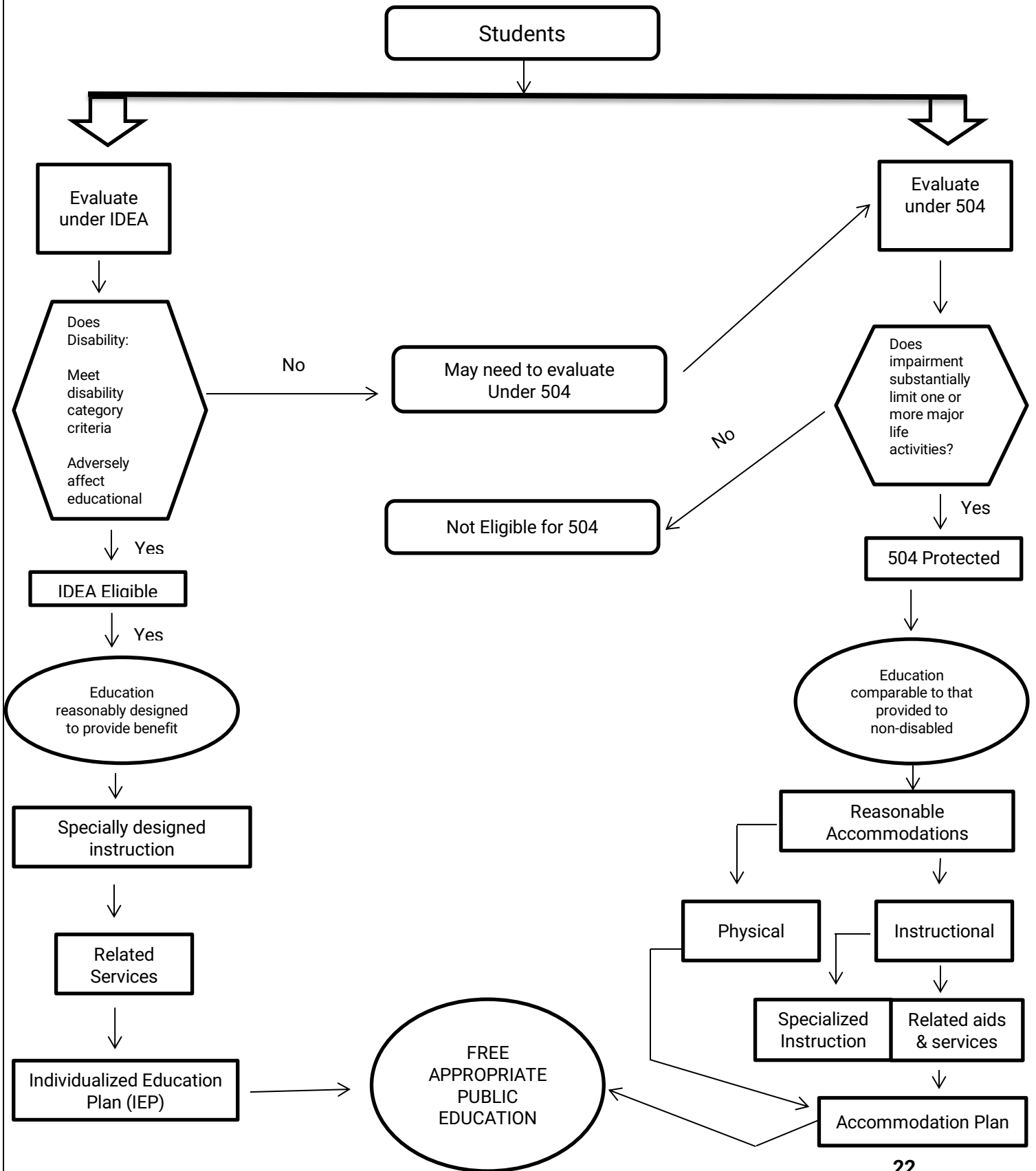
	<p>learn and benefit from the general education curriculum.</p>	<p>That's why a child who doesn't qualify for an IEP may still be eligible for a 504 plan.</p>
<p>Independent Educational Evaluation</p>	<p>Parents can ask the school district to pay for an independent (IEE) by an outside expert. The district does not have to agree.</p> <p>Parents can always pay for an outside evaluation themselves, but the district is not obligated to use it.</p>	<p>Does not allow parents to ask for an IEE. As with an IEP evaluation, parents can always pay for an outside evaluation themselves.</p>
<p>Who Creates the Program/Plan</p>	<p>There are strict legal requirements about who participates. An IEP is created by an <u>IEP team</u> that must include:</p> <ul style="list-style-type: none"> • The child's parent • At least one of the child's general education teachers • At least one special education teacher • School psychologist or other specialist who can interpret evaluation results • A district representative with authority over special education services 	<p>The rules about who's on the 504 team are less specific than they are for an IEP.</p> <p>A 504 plan is created by a team of people who are familiar with the child and who understand the evaluation data and special services options. This might include:</p> <ul style="list-style-type: none"> • The child's parent • General and special education teachers • The school principal

	<p>With a few exceptions, <u>the entire team must be present for IEP meetings.</u></p>	
<p>What's in the Program/Plan</p>	<p>The IEP sets learning goals for a child and describes the services the school will give her. It's a written document.</p> <p>Here are some of the most important things the IEP must include:</p> <ul style="list-style-type: none"> • The child's <u>present levels of academic and functional performance</u>—how he/ she is currently doing in school. • <u>Annual education goals</u> for the child and how the school will track his/her progress. • The services the child will get—this may include special education, related, supplementary and extended school year services. • The timing of services—when they start, how often they occur and how long they last. • Any <u>accommodations</u>—changes to the child's learning environment. • Any <u>modifications</u>—changes to what the child is expected to 	<p>There is no standard 504 plan. Unlike an IEP, a 504 plan does not have to be a written document.</p> <p>A 504 plan generally includes the following:</p> <ul style="list-style-type: none"> • Specific <u>accommodations</u>, supports or services for the child. • Names of who will provide each service. • Name of the person responsible for ensuring the plan is implemented.

	<p>learn or know.</p> <ul style="list-style-type: none"> • How the child will participate in standardized tests. • How the child will be included in general education classes and school activities. 	
Parent Notice	<p>When the school wants to change a child’s services or placement, it has to tell parents in writing before the change. This is called <u>prior written notice</u>. Notice is also required for any IEP meetings and evaluations.</p> <p>Parents also have <u>“stay put” rights</u> to keep services in place while there’s a dispute.</p>	<p>The school must notify parents about evaluation or a “significant change” in placement. Notice doesn’t have to be in writing, but most schools do so anyway.</p>
Parent Consent	<p>A parent must consent in writing for the school to evaluate a child. Parents must also consent in writing before the school can provide services in an IEP.</p>	<p>A parent’s consent is required for the school district to evaluate a child.</p>
How Often It’s Reviewed and Revised	<p>The IEP team must review the IEP at least once a year. The student must be reevaluated every three years to determine whether services are still needed.</p>	<p>The rules vary by state. Generally, a 504 plan is reviewed each year and a reevaluation is done every three years, or when needed.</p>

<p>How to Resolve Disputes</p>	<p>IDEA gives parents <u>several specific ways to resolve disputes</u> (usually in this order):</p> <ul style="list-style-type: none"> • Mediation • Due process complaint • Resolution session • Civil lawsuit • State complaint • Lawsuit 	<p>Section 504 gives parents <u>several options for resolving disagreements</u> with the school:</p> <ul style="list-style-type: none"> • Mediation • Alternative dispute resolution • Impartial hearing • Complaint to the Office of Civil Rights (OCR) • Lawsuit
<p>Funding/Costs</p>	<p>Students receive these services at no charge.</p> <p>States receive additional funding for eligible students.</p>	<p>Students receive these services at no charge.</p> <p>States do not receive extra funding for eligible students. But the federal government can take funding away from programs (including schools) that do not comply.</p> <p>IDEA funds cannot be used to serve students with 504 plans.</p>

IDEA/SECTION 504 FLOWCHART



McKinney Vento (Homeless)

Understanding McKinney Vento

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same academic achievement standards, to which all students are held.

In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The McKinney-Vento Act defines “**homeless children and youth**” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –

- Children and youth who are: - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals; or awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned

buildings, substandard housing, bus or train stations, or similar settings;

- Migratory children who qualify as homeless because they are living in circumstances described above.

School districts, as recipients of Federal financial assistance and as public entities, must ensure that their educational programs for homeless children are administered in a nondiscriminatory manner.

School Identification of McKinney Vento Students

Some students may be afraid of identifying themselves as homeless due to fears of stigma or negative repercussions. It is the responsibility of Equity school faculty and staff to be key members of the school district's McKinney-Vento identification team and notify the school's Homeless Education Liaison of eligible students. Common signs that Equity faculty and staff can recognize and help the school's Local Homeless Education Liaison identify students who may be experiencing homelessness include:

- Attendance and transportation problems
- Reactions/statements by student, parent or guardian
- Social and behavioral concerns
- Lack of continuity of education
- Poor health/nutrition
- Poor hygiene
- Lack of personal space after school (residing in a home with 15 people and two bedrooms, or sleeping in a restroom)

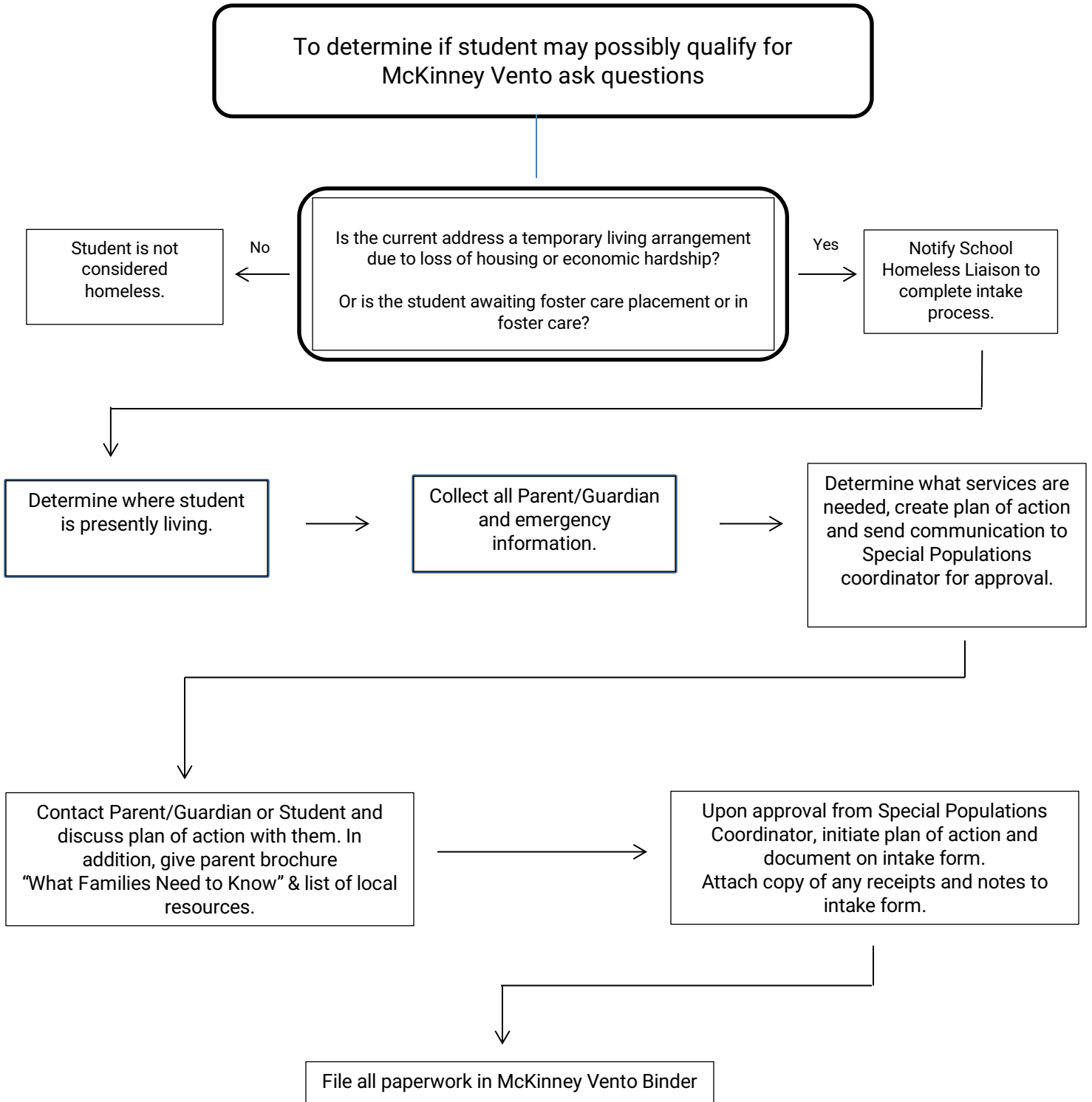
Upon receiving notification of a potential McKinney Vento eligible student the school's Homeless Education Liaison will contact student and/or parent/guardian for an intake interview to determine need and eligibility. Once the need and/or eligibility is determined the student or parent/guardian will be notified with a plan of action that may consist of school resources, community resources, and/or referral to agency.

Schools serve as important places for students who are experiencing homelessness to find assistance. Lack of stable housing can be confusing and difficult to explain. Resources are available through Equity schools and community agencies to help families in these situations, as well as advocate for those who need assistance.

Homeless students are frequently eligible for assistance to pay for college. If an identified McKinney Vento student is determined to be unaccompanied, they are automatically eligible to complete the Free Application for Federal Student Aid (FAFSA) as an independent student, as they are not in physical custody of a parent or guardian.

It cannot be emphasized enough that determining whether a particular child or youth fits the definition of homeless is a case-specific inquiry.

McKinney Vento School Flowchart



Next Steps

If you suspect your child has a disability or qualifies as under the McKinney Vento, please notify his/her teacher or school principal.

Someone from the school will contact you within 48 hours to discuss your concerns and next steps.

If Additional, information or questions are needed please contact the Equity Director of Special Populations Michille Few at 313-977-9178.

Resources

Name	Address	Phone	Support
Autism Society of Michigan	2178 Commons Parkway Okemos, MI 48864	517-882-6722	Autistic
Michigan Association of Children with Emotional Disorders	30233 Southfield Road # 219 Southfield, MI 48076	248-433-2200	Emotionally Impaired
Michigan Association for Deaf & Hard of Hearing	304 W. Grand Blvd., Ste. 3-600 Detroit, MI 48202	313-456-3700	Hearing Impaired/Speech/Language
Michigan Listening and Language	24380 Orchard Lake Rd. Ste.102 Farmington, MI 48336	248-918-0470	Hearing Impaired/Speech/Language
Learning Disabilities Association of Michigan	200 Museum Drive Lansing, MI 48933	517-485-8160	Learning Disabilities
Arthritis Foundation, Michigan Chapter	1050 Wilshire Drive, #302 Troy, MI 48064	248-649-2891	Physically & Otherwise Health Impaired
Cystic Fibrosis Foundation, Michigan Chapter	2265 Livernois, Ste. 410 Troy, MI 48063	248-269-8759	Physically & Otherwise Health Impaired
Epilepsy Foundation of Michigan	25200 Telegraph Rd., Ste.110 Southfield, MI 48033	248-351-7979	Physically & Otherwise Health Impaired
Muscularly Dystrophy Association	28446 Franklin Rd. Southfield, MI 48034	734-416-7076	Physically & Otherwise Health Impaired
National Multiple Sclerosis Society-Michigan	21311 Civic Center Drive, #100 Southfield, MI 48076	248-350-0020	Physically & Otherwise Health Impaired
Michigan's Integrated Technology Supports	6412 Centurion Dr., Ste. 100 Lansing, MI 48917	517-908-3930	Physically & Otherwise Health Impaired
United Cerebral Palsy Association of Metropolitan	23077 Greenfield, Ste. 205 Southfield, MI 48075	800-827-4843 248-557-5070, ext. 152	Physically & Otherwise Health Impaired
Greater Detroit Agency for the Blind & Visually Impaired	16625 Grand River Detroit, MI 48227	313-272-3900	Visually Impaired
Service to Enhance Potential	32229 Schoslercraft Livonia, MI 48150	734-261-7530	Visually Impaired
Children with Attention Deficit Disorders	47934 Wadebridge Ct. Canton, MI 48187	734-730-1135	ADHD
Brain Injury Association of Michigan	7305 Grand River, Ste.100 Brighton, MI 48114	800-772-4323 810-229-5880	Brain Injury
The ARC Michigan Metro Office	51 W. Hancock Detroit, MI 48201	313-831-0202	Support Agency
Citizen Alliance to Special Education	924 Centennial Way, Ste. 460Lansing, MI 48075	800-221-9105 517-886-9167	Support Agency
Michigan Protection Advocacy	4095 Legacy Parkway, #500 Lansing, MI 48911	800-288-5923	Support Agency
National Center for Homeless Education	5900 Summit Avenue, #201 Browns Summit, NC 27214	800-308-2145	Homeless
Wayne Metropolitan Community Action Agency	321 50 Dorsey St. Westland, MI 48186	313-463-7056	Homeless
Michigan Coalition Against Homelessness	15851 S. Old U.S. 27, Building 30, Ste. 315 Lansing, MI 48906	517-485-6536	Homeless
Wayne County RESA Special Education, McKinney Vento, Section 504	33500 Van Born Rd, Wayne, MI 48184	734-334-1300	ISD



NOTICE OF NON-DISCRIMINATION

Equity Education Schools shall not discriminate against any person based on race, color, religion, national origin or ancestry, sexual orientation, gender, age, disability, height, weight, or marital status in any of its programs, services, activities or employment.

Inquiries regarding nondiscrimination policies should be directed to:

Human Resource Director at 13510 Virgil, Detroit, MI 48223 (313)977-9178