


Woodland School Special Education Program:

Woodland School provides services in the least restrictive environment (LRE) that will meet the individual's educational needs. The determination of the setting, services, and programs is made in a collaborative effort with the student's Individual Educational Planning Team.

Following an evaluation, a student's planning team will recommend how and where to best meet the student's educational needs. The child's parent is an integral part of the team throughout the evaluation and educational planning process.

 [Northwest Education Services](#) (formerly Traverse Bay Area Intermediate School District-TBAISD) provides many of the services that students may be eligible for within our school buildings. Services such as Speech and Language, Occupational Therapy, Schools Social Work, Teacher Consultants for students with visual impairments, hearing impairments and physical impairments can sometimes be provided in the neighborhood school.

When a child's team determines there is a need for an increased service model, Northwest Ed. operates many categorical classrooms. These classrooms are currently located in Traverse City. Should a child's team determine a more restrictive placement is needed for educational success, Woodland School will work with Northwest Ed., along with MDE to assist in meeting the student's needs.

Resource Programs:

Woodland School offers both elementary and secondary resource program up to 8th grade, as determined by the Individualized Education Plan (IEP). These programs are taught by highly skilled and certified special education teachers. Resource room support can be provided by the special education teacher in either the general education classroom or in the special education classroom. When a special education teacher pushes into the classroom it is often referred to as co-teaching. Students with disabilities are with their general education peers the majority of the time and are receiving individualized help within the general education classroom. At times, students may be supported in the resource room to get additional instruction by the special education teacher.

Students who are being supported in the resource room will either be working on the [Michigan Common Core Standards](#) or the [Michigan Alternate Content Standards](#). The determination of standards is part of an IEP decision. Students who are working on Common Core Standards are working toward a traditional diploma at graduation. Students who are working on the Alternate Content Standards are working toward a Certificate of Completion upon graduation.

A traditional diploma indicates that the student has met all the [Michigan Merit](#) requirements outlined by the State of Michigan. A traditional diploma is required for many jobs, military, and post-secondary institutes. When a student earns their traditional diploma, all special education services are completed at that time. A certificate of completion allows a student to continue receiving special education services until the age of 26. If the team determines that a student will

earn a certificate of completion, they will still walk at graduation during their senior year. This would be offered in a traditional high school setting, Woodland School is a K-8 setting.

Secondary Transition Programs:

Not offered through Woodland School. North West Education offers these programs

Early Childhood Special Education (ECSE) Programs:

(ECSE is offered through TCAPS programming)

Child Find:

Child Find is a process for identifying students suspected of having a disability. Child Find states that school districts are required to conduct child find activities as stated by the IDEA regulations in Part B (§ 300.111) and Part C (§§ 303.302 and 303.303). In accordance with the IDEA and state law, districts must identify and evaluate children and youth from birth through age 25 who need early intervention services or special education services.

If you have concerns about your school age child's development, you can contact your child's teacher or building principal. Within 10 school days of receipt of a written request for an initial evaluation of a student suspected of having a disability, and before any formal evaluations take place, Woodland School will provide you with written notice and, when necessary, shall request written consent to evaluate. Woodland School will provide you with information about your family rights and procedural safeguards. Upon receipt of signed consent, the district may evaluate the student and determine if there is a need for special education and related services. Child Find evaluations are conducted at no cost to the parents.

Michigan Administrative Rules for Special Education (MARSE)

https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/MI-rules/MARSE_Supplemented_with_IDEA_Regs.pdf?rev=a9fd6c0ae03548fdad9195e24c4020ac

Special Education Discipline:

Woodland School follows a code of conduct, and has a school wide policy as stated in our family handbook on pages 18-19. In disciplinary cases involving students with an IEP. Special education discipline involves managing the behavior of students with disabilities in a manner that is fair, individualized, and compliant with federal laws, such as the Individuals with Disabilities Education Act (IDEA). IDEA requires schools to consider a student's disability when

addressing behavioral issues, ensuring that any disciplinary measures do not unjustly deprive them of their right to a free and appropriate public education (FAPE). When a student with a disability faces suspension or expulsion, Woodland School must conduct a manifestation determination review to assess whether the behavior in question is linked to their disability. If the behavior is found to be a manifestation, the school must consider alternative disciplinary measures and may need to revise the student's Individualized Education Program (IEP) to better address the behavior. Overall, special education discipline aims to balance accountability with the necessary supports to help students succeed. In a school setting, when a student with a disability reaches 10 days of suspension (whether consecutive or cumulative over the school year), it triggers specific legal protections under the Individuals with Disabilities Education Act (IDEA). At this point, the school must hold a manifestation determination meeting to review the relationship between the student's disability and the behavior that led to the suspension. This meeting, which includes the student's parents and relevant members of the IEP team, must determine whether the behavior was a manifestation of the student's disability or a result of the school's failure to implement the IEP properly. If the behavior is determined to be linked to the student's disability, the school must explore alternative disciplinary actions and may need to revise the student's IEP or behavior intervention plan to prevent future occurrences. If it is not related, the school may proceed with regular disciplinary measures, but the student must still receive educational services to ensure continued access to the general curriculum.

SECTION 504

Students who have a physical or mental impairment that substantially limit one or more major life activities are entitled to a free appropriate public education under Section 504 of the Rehabilitation Act. The District will follow applicable federal law, regulations, and guidance in identifying, locating, evaluating, and educating eligible students with disabilities under Section 504. Please contact the middle school counselor for more information about whether your student may be eligible for Section 504 supports.

Homeless/ McKinney Vento

Woodland School will provide a free public education to homeless children and youth who attend Woodland School and will provide them with the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless. A student or parent/guardian in a homeless situation who requires assistance should contact the District's homeless liaison: Whitney Wheeler wwheeler@woodlandschooltc.org (231)947-7474 ext. 122

Gifted/ Talented:

Woodland School offers a wide variety of courses within its multi-age classrooms, providing all students the opportunity to showcase their talents and develop their skills. Instead of separating gifted and talented students into distinct classes, Woodland emphasizes differentiated instruction and enrichment opportunities across various disciplines, including the arts, theater, and outdoor exploration. This inclusive approach allows students to engage in a challenging curriculum while fostering collaboration and creativity among peers of diverse abilities and ages. Through hands-on art projects, theatrical performances, outdoor learning experiences, group activities, and personalized learning opportunities, students can explore their interests, share their ideas, and excel in their unique strengths, creating a dynamic and supportive educational environment.

MTSS/ RTI:

At Woodland School, a school-wide Multi-Tiered System of Supports (MTSS) framework provides comprehensive assistance to all students, focusing on social-emotional learning (SEL) as well as K-8 math and reading interventions. This tiered system begins with high-quality, evidence-based instruction in the general education classroom, integrating SEL practices to support students' emotional and social well-being. For students who need additional help, more targeted interventions in math and reading are provided in small groups (Tier 2), while those requiring the most intensive support receive individualized, one-on-one interventions (Tier 3). Progress is continuously monitored to ensure the effectiveness of the interventions and to make informed decisions about each student's needs. By offering a holistic approach that addresses both academic and social-emotional development, Woodland School ensures that every student can thrive and reach their full potential.