



Inclusion Solutions

A Note from the Editor

It is that time of the year again when parents sit down with school staff to develop an IEP for their child with a disability. Often, this meeting can be a difficult time for parent's who want their child fully included. As inclusive education is for the most part, not embraced by school districts as the paradigm of choice, we as parents need to more fully educate ourselves in the best ways to successfully include our own children.

This spring WIN held and will continue to hold educational meetings for parents and educators that increase our knowledge of best inclusive practices. In February, a group listened to staff and a parent from Bauerwood Elementary School discuss how they work as a team to provide an inclusive education for students at this Jenison Elementary. What great ideas and enthusiasm they shared! In March, we enjoyed listening to Dr. Jill England talk about integrating speech services into the general curriculum. With the use of videotapes, we saw firsthand how this can be successfully accomplished with planning.

In pre-planning for your child's IEP, I encourage parents to register for WIN's workshop on Saturday, April 13 called "Advocacy and Inclusive Education". This day will be filled with advice on how to best advocate for the supports and services your child will need to be successful, including review of your child's rights under IDEA and 504. In addition,

best practices in inclusive education will be reviewed. On May 9, parents and educators are welcome to attend "Using Visual and Manipulative Strategies to Facilitate Inclusion" by Robin Pegg, BS, COTA with Mona Shores Public Schools, who has extensive background in this area and a great flair for creativity.



I encourage everyone to attend these meetings. If you are a parent, this information is invaluable as you approach your child's IEP and oversee their inclusion in the future. You are a key team player in assuring the success of your child in his or her school. If you are an educator or itinerant professional, consider these sessions as time well spent toward improving outcomes

for an included student. In addition, I cannot tell you how much parents are impressed when staff from their school takes the time to come out to an evening meeting to learn. This effort goes a long way toward building teamwork that is crucial for success.

In this issue, there are some IEP tips for success. In addition, we look a little at the role of the paraprofessional. I hope that through this newsletter and our meetings, you enjoy the journey of learning about inclusive education and as a result, sharing your enthusiasm about it with others.

Lauri Stein

Inside this issue:

WIN Walk, WIN Contact Information	2
Upcoming Events, Paraeducator article	3
Paraeducator Article cont.	4-5
Paraprofessional Article	6-7
IEP Tips and Prior Written Notice	8
Polymaking and State-wide events	9
School Webpage Statements	10
Making a difference with our government	11

Coming Soon: The Third Annual “WALK FOR WIN”

**Mark your calendar for Saturday, June 8 at
Pinery Park in Wyoming!!**

We need your support this year!! Please help us reach our goal of \$10,000!

How can you help? If you are receiving this newsletter, you will be getting a walk flier in the mail in April. Please ask friends, families and co-workers to donate to the walk. If you have a child who will be walking, ask school staff and friends to support your child as he or she walks for WIN. If you know other people who would want to walk, copy the flier or call us for additional fliers. This is so important and so much fun too!!

Registration is at 9:00 a.m. and the walk begins at 9:30. Participants receive a free T-shirt, get a chance to win a free prize and enjoy some morning exercise and refreshments. Please join us June 8. Check our website (www.wmin.org) for more details too.



Board Members

- ◆ Barb Spidell
- ◆ Clark Goodrich
- ◆ Kathy Vogel
- ◆ Dr. Barbara Doumanian
- ◆ Rita Berlin
- ◆ Shaun Walters
- ◆ Lauri Stein
- ◆ Jeff Pellerito
- ◆ Michelle Woods

Advocacy Consultants

- ◆ Deanna Cowden
- ◆ Mary VandeWater



MISSION STATEMENT

The mission of WIN is to further the quality inclusion of students with disabilities into general education classrooms with appropriate supports.

Contact WIN at:
West Michigan Inclusion Network
P.O. Box 889
Ada, MI 49301

www.wmin.org
E-mail us at wmichinclusion@aol.com or
call our offices at: 616-954-9424

WIN is generously supported by time, energy and funding from those who support our mission and with grants from the Kate and Richard Wolters Foundation and the Sage Foundation. Thank you everyone!!

If you have any ideas for this newsletter; we can post websites, events, meetings, and articles that involve inclusion.

The role of Para -educators in your child's development

By Nancy Van Valkenburgh

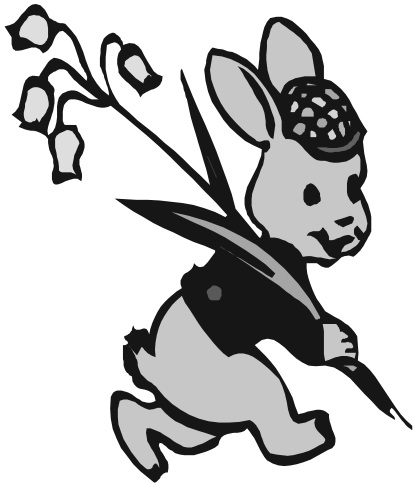
As the parent of a child with Down Syndrome and a former teacher, I decided to return to the workforce about five years ago. My daughter's health was good and our family could use the extra income but I still wanted to be available to my children during vacations and summer. I was also concerned about what lay in store for my daughter in her middle and high school years, so I decided to return to teaching as a paraeducator.

I have been an advocate for my child since her birth and came to believe in the philosophy of inclusion. The two students I have worked with over the years were fortunate to have parents who also believed in the advantages of an inclusive education for their children with disabilities. These parents had to advocate heavily with school officials and were able to con-

vince them that their children needed support in general education classes to succeed within the general education curriculum. Both parents were allowed (or insisted) that they sit in on the job interviews, ask questions, and give final approval of the paraeducator hired to work with their child. The fact that I understood their role as parents and advocates in their child's life and shared some of their hopes, dreams, and expectations for their children to lead a fulfilling and as independent a life as possible, helped me to win their approval.

The first student I worked with had cerebral palsy and was an honor student. His needs were basically physical such as help with getting his lunch, assistance with facilitating his

Continued on page 4...



Upcoming Events

- **Advocacy and Inclusive Education... A Workshop** Saturday, April 13, 2002... Prevo's Community Center, 6797 Cascade Road from 9:30 a.m. to 3:30 p.m., \$10 pre -registration required (includes lunch). Call or email to register
- **Using Visual & Manipulative Strategies to Facilitate Inclusion:** May 9th, 2002 from 7 to 9 p.m. With Robin Pegg (BS, COTA, Mona Shores Public Schools) Held at the Yankee Clipper Library, 2025 Leonard NE, Grand Rapids, MI
- **3rd Annual "Walk for WIN":** Saturday, June 8, 2002... Pinery Park on DeHoop between 28th street and Burton in Wyoming.
- **WIN 3rd Annual Inclusive Education Conference** Friday, October 25 at GVSU Eberhard Center Grand Rapids, MI .

Continued from page 3...

physical therapy sessions, and accessing bathrooms, but needed very few curricular modifications or adaptations. Shortly before his graduation I was asked to return the following year and become the aide to a student diagnosed with high function autism or Asperger's syndrome. The special education director at the time was one of the few people in the school district who believed in the benefits of inclusion for all children and, at the request of the parents, began the process of training me in my new role. I visited with an autism consultant, the student's middle school aide, observed and met with the student at the middle school, and began reading about autism in books provided by the parent. I began working with this young man the following September and attended our state autism conference in October at the request of the parent paid for by the school district. I also developed a good rapport with the parents and have been able to talk with them day or night about their child, his likes and dislikes, his learning styles, and successful techniques when dealing with problem behaviors. The knowledge I gained from the autism training and, more importantly, the parents, has been invaluable in working with this student, and has definitely been the cornerstone of my success with him over the past two years.

So what is the role of a paraeducator in an inclusive setting? They can be the single most important factor in your child's education. Inclusion would not exist without paras and they have the ability to either impede or facilitate learning. The important people in your child's educational life, beside the parents, are the general education teacher(s), the special education teacher, and the paraeducator. Along with other members of the "team", your child's IEP is developed and im-

plemented. In an ideal world, the general education teacher provides direct instruction and controls what the child learns (curriculum). The special education teacher is in charge of how the child learns (adaptations). These two collaborate to develop curricular modifications and adaptations specific to your child. Ideally, the paraeducator works under the direct supervision of the general and special education teachers and implements what the other teachers have developed and planned. However, in the real world, depending on the commitment to inclusion by the school district administration, the task of developing and facilitating curricular adaptations and modifications along with analyzing and modifying behavior and facilitating socialization often falls to the paraeducator. This has been my experience.

With all this responsibility falling in the lap of the paraeducator, there are qualities a paraeducator must possess that are vital to the successful inclusion of your child. First and foremost, they need to have ***knowledge about your child's disability.***

Parents should ask the school district to send your para to workshops and/or conferences that are put on by your local and state organizations. The state Autism conferences I attended were invaluable in understanding my student since my past experience was limited to my daughter with Down syndrome. Lend the para the books from your personal library or ask the school district to purchase books specific to your child's disability for their professional library. Secondly, they

need to have ***knowledge about your child,*** their personal interests, likes and dislikes, and learning styles and preferences. This information is vital when selecting and using appropriate supports in the inclusive classroom. Create a small scrapbook highlighting your child's life from birth to the present and share as much of your child's life as you choose. (See [Disability Solutions](#), Volume 1, Issue 3, September/October 1996, "The Mac Book, "Highlighting the *Person* in the IEP" at www.disabilitysolutions.org) This also helps them to *see your child as a child first* and their disability second. Thirdly, the paraeducator should have some ***teaching background or experience.*** Unfortunately, there are no guidelines in IDEA that specifically address the qualifications required of

paraeducators, but teacher certification to me is a must. Many school districts see the value of this and try to hire former teachers or recent graduates with teaching degrees, but other districts only require a high school diploma. The parent or relative of a



child with a disability who is willing to learn about teaching techniques could also be a good choice. Other qualities a good paraeducator should possess include ***the belief in the value of all children, a willingness to learn, an open mind, creativity, enthusiasm, and good communication skills.*** Behavior issues can be a stumbling block to the inclusion of your child in the regular education classroom, so the paraeducator needs ***a positive attitude, patience, flexibility, and be non-***

Continued on next page...

Continued from previous page...

judgmental in terms of behavioral differences that our children with disabilities sometimes exhibit. I realize not everyone could possibly possess all of these qualities, but your paraeducator should have those qualities that you feel are necessary to work successfully with your child.

In closing, a paraeducator can make or break your child's educational experience. They are the people who will communicate with you daily in the form of a parent/teacher notebook. They spend the most time one-on-one with your child and will be the ones that will hopefully develop the best techniques and strategies needed to encourage your child to learn both academically and socially. There are several books and websites I would recommend listed at the end of this article. Please take a look at them and make them available to your child's paraeducator and educational team. I have used these books and websites extensively in expanding my skills as a paraeducator and developing my philosophy of inclusion. Remember that teachers, special educators and therapists are not all-knowing and can always learn something about your child and his/her disability, especially in terms of inclusive education!



Books:

- *How to be a Para Pro: A Comprehensive Training Manual for Paraprofessionals*, Diane Twachtman-Cullen, Ph.D., David Lorenzo, 2000, Starfish Specialty Press (This book is mainly about working with kids with Autism but the techniques described can be applied to students with other disabilities.)
- *The Paraprofessionals Guide to the Inclusive Classroom-Working as a Team*, Mary Beth Doyle, Ph.D., 2002, Paul H.

Brookes Publishing Co., Inc.

- *Inclusion, An Essential Guide for the Paraprofessional*, Peggy Hammeken, 1996, Peytral Publications, Minnetonka, Minnesota

- *Inclusive High Schools, Learning from Contemporary Classrooms*, Edited by Douglas Fisher, Ph.D., Caren Sax, Ed.D., & Ian Pimpian, Ph.D., 1999, Paul H. Brookes Publishing Co., Inc.

- *Modifying Schoolwork, Teacher's Guides to Inclusive Practices*, R. Janney, Ph.D., & M.E. Snell, Ph.D., with invited contributors, 2000, Paul H. Brookes Publishing Co., Inc.

Websites:

- Wisconsin Paraeducators: (Check out their newsletters) www.cesa4.k12.wi.us/paraprof.htm
- Disability Solutions: (An entire issue devoted to Paraprofessionals) www.disabilitysolutions.org
- U.S. Department of Education: (An online handbook entitled *Roles of Paraprofessionals in Effective Schools*, 1997) www.ed.gov/pubs/Paraprofessionals/
- Philosophy of Inclusion: (Inclusion Press) www.inclusion.com

Nancy Van Valkenburgh is a former middle school teacher who has been working as a paraeducator for the past five years in a local high school. She is married with two children Michael, 20, and Jennifer, 13 who happens to have Down Syndrome. Jennifer is in an inclusive educational program in her neighborhood middle school.



"I'm not a teacher, but an awakener."

Robert Frost

An in-depth look at Paraprofessionals

This article is taken from *Disability Solutions*, a resource for families and others interested in Down syndrome and related disabilities. This article can be accessed from www.disabilitysolutions.org Volume 3, Issue 1.

Paraprofessionals in the Classroom: What Role Do They Play?

By Patti McVay

Students with disabilities are successfully included in general education classrooms across the country. Success is a result of scheduled planning, regular meetings, discussions, and openness to new ideas, and taking time to see children as children. In these meetings and discussions the foundation for success is built. For instance, when thinking about including a student with a disability in a general education classroom, the most common first response is to envision all the fears, barriers, and problems that may arise. However, when the team, including parents, takes time to discuss what they know about the student, the picture begins to change. Each member provides a new piece to the puzzle about that student, allowing the group to see how much is already known and how to make this experience a success. Some of the following ideas may assist parents and professionals to build a team that puts children first through communication, planning together, and finding ways to support each other no matter what difficulties arise.

Role of the Paraprofessional

As the team plans, they may decide that a student needs a paraprofessional to support the classroom teacher and the student. Paraprofessionals, or educational assistants, are important members of the education team. When a paraprofessional is assigned to

a teacher or classroom to assist students with special needs, it is crucial that they are viewed as support for all students. This encourages and allows the teacher to take ownership for every student in the class. It also provides the teacher and all students an opportunity for extra instruction and support. Paraprofessionals commonly assist with tasks such as:

- ✓ leading small group instruction designed by the teacher,
- ✓ gathering materials,
- ✓ providing assistance for personal care and other physical needs,
- ✓ assisting students to complete directions given by the teacher,
- ✓ facilitating interactions between students,
- ✓ adapting lessons under the teacher's guidance, and
- ✓ executing other, often unseen, but very important tasks for the classroom community.

As the complexity of classrooms change, the role of the paraprofessional also changes. With increased information and research, we can draw from the established best practices for paraprofessionals to ensure quality instruction for students. These best practices include all the activities listed above as well as an increasing role in the student-centered team.

Paraprofessionals are a great asset to the educational team, but there are some constraints on the responsibilities they can and should have. By law, a paraprofessional or education assistant cannot:

- ✓ write programs without supervision of certified personnel,
- ✓ create new, alternative instruction without direction from the teacher or other

- certified personnel,
- ✓ implement "behavior" ideas without direction of the teacher or other certified personnel, or
- ✓ take complete responsibility for any student

Sometimes when the role of the paraprofessional is unclear, they may actually be a barrier to student learning (see *My Child Has a New Shadow... And it Doesn't Resemble HER!* Page 5). It is helpful if the paraprofessional continually asks the following question while assisting a student: "Is this something a classmate, buddy, or peer tutor could be doing rather than me? Can this student be successful with less assistance overall?"

Often parents will advocate for the presence of a full-time paraprofessional out of concern for their child's success. It is important to discuss the role of the paraprofessional several times each year. If a student can be successful in the classroom once peer supports are developed, the role of the paraprofessional changes. For some students the paraprofessional will continue to be a necessity. However, their direct interaction with the student should lessen over time as natural supports and accommodations are developed and the student learns classroom routines.

Teacher-Paraprofessional Relationship

The relationship between the classroom teacher and the paraprofessional, along with their interaction with the rest of the team, is the key to success of students in any learning environment. It is working together that builds success. Here are some characteristics of a successful, growing

Continued on next page...

Continued from previous page...

ing team, particularly the teacher and paraprofessional relationship within that team:

- ✓ Time together in planned regular meetings. Initially these meetings will focus on learning to work together with the student(s). Later, the discussions will focus on problem-solving, brainstorming, and, most of all, celebrating the successes. When building the student's success is the focus of the team, there is a lot to celebrate.
- ✓ Teachers take ownership for all the students in their classroom by interacting, teaching, talking, and having fun with every student.
- ✓ Teachers and assistants share the different responsibilities for supporting all the students in the class. For instance, the teacher and paraprofessional may occasionally switch small groups providing a chance to implement new strategies and measure student growth.
- ✓ Paraprofessionals are careful not to take too much ownership of a student or activity. Sometimes this means waiting for the teacher to see a student has a concern instead of stepping in to meet the student's needs immediately.
- ✓ Paraprofessionals and teachers constantly ask, "Could a friend be doing this? Am I a barrier or preventing friends from interacting with this student by being too close or available?"
- ✓ Paraprofessionals look for opportunities to encourage and coach classmates or others on how to say something and when to say it rather than playing "interpreter."
- ✓ Paraprofessionals move throughout the classroom to help all the students rather than hover over the student with an IEP.
- ✓ Teachers, paraprofessionals, support staff, and other school staff make an effort to provide a high ration of reinforcement to directive. Studies suggest that a ration of four-to-one (four reinforcing comments to one directive) is ideal. This isn't easy. "Catching" specific students and classmates being c\good can make a big difference in classroom management.
- ✓ Teams consider other kids as team members too. Students often come up with ideas and solutions adults wouldn't even consider.
- ✓ Teachers and paraprofessionals look for ways to facilitate and encourage independence. This often means stepping back to prevent over helping or hovering.
- ✓ Staff help kids understand what is expected and how to do something correctly rather than tell them what

not to do. For instance, saying "Please walk in the hall" instead of "don't fun!" Or saying, "use your words (or communication device) to tell him how you feel when you're mad" instead of, "Don't hit!"

These are some ideal characteristics found in teams working together to build successful and positive classrooms for everyone. What is important is to be committed to working things out together.

Conclusion

Building and maintaining a team is not easy. It helps to clarify the roles and responsibilities of each team member at the beginning of the year (see Create-A team! on page 10). When there is confusion about who is to do something it is important for the team to discuss the answer together. For this process to be effective, however, it requires commitment by each team member to on-going problem solving rather than giving up when things get tough. This commitment is what helps the team get through difficult times as well. It works in life outside the school, and in building teams for successful students as well.

Patti McVay is the team leader for the Multnomah Education Service District Supported Education Team and Director of the Outreach Center for Inclusive Education in Portland, Oregon. Through the combined efforts of the Outreach Center and Supported Education team, Patti, her team consultants and paraprofessionals assist school teams including student with disabilities in general education classes. Through the Outreach Center, over 40 teams are supported in Oregon, Washington, California, Kansas, Florida and Massachusetts. Patti is also an adjunct professor at Portland State University and is a nationally recognized educator, working with teams to create learning environments that support all children, families, and educators.



An inclusion solution:

Steps towards planning your child's IEP

Need to start planning for your child's IEP? Here are some things to get in order:

Write your own goals and objectives for your child and bring those to the IEP to share with school staff. These can be revised and discussed as needed at the meeting.

Jot down what supports and services you feel are necessary for your child to be successful in the general education setting and how much if applicable.

Think about communication. Will you need a school

to home communication system and a home to school one? Do you feel regularly scheduled communication meetings will be of value? Put it in the IEP.

How will your child's progress be recorded? Make sure this is documented in the IEP.

Have you, as a parent, received a letter of invitation to the IEP stating who will be in attendance? Has the time and date been mutually agreed upon by you and the district? Are a copy of your procedural safeguards attached?

If at your IEP meeting your district is telling you they are not going to do something you have requested or are proposing something you are not in favor of, ask for Prior Written Notice. PRN is a procedural safeguard and provides for you a description of the action proposed or refused by the school district. See other information about PRN on this page.

If you feel you need someone like an advocate to come with you, bring one along. A parent can bring as many people with them as they feel they need

If you were refused something, the school owes you **your procedural safeguard of "Prior Written Notice"**

20 U.S.C. 1415©

- (1) a description of the action proposed or refused by the agency;
- (2) an explanation of why the agency proposes or refuses to take the action;
- (3) a description of any other options that the agency considered and the reasons why those options were rejected;
- (4) a description of each evaluation procedure, test, record or report that the agency used as a basis for the proposed or refused action;
- (5) a description of any other factors that are relevant to the agency's proposal or refusal;
- (6) a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (7) sources for parents to contact to obtain assistance in understanding the provision of this part.

From <http://www.reedmartin.com/priorwrittennotice.htm>

Reed Martin, J.D.

Apply for Partners in Policymaking

This is a great program for self advocates and parents!

Partners in Policymaking is a statewide leadership training program funded by the Michigan Developmental Disabilities Council and implemented by the Association for Community Advocacy in Ann Arbor. Each year, an eight-session course is offered beginning in September, and applications for the upcoming courses are now available.

Partners in Policymaking is about systems change. It prepares adults with disabilities, and par-

ents of young children with disabilities, representing various disabilities and cultures across Michigan, to advocate effectively with legislators and policymakers.

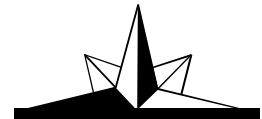
Previous experience in leadership or involvement with disability organizations is not required. As a participant, you will learn to use skills to influence policy, and you will create and pursue a vision for people with disabilities.

Two-day sessions are held one weekend a month from September through May (no session

in December). The sessions will be held at the Radisson Hotel in downtown Lansing, and all expenses are paid by the program. Attendance at all sessions is required.

For more information or to request an application contact:

Jennifer Hill Buehrer, Coordinator
Association for community advocacy
1100 North Main,
Suite 205
Ann Arbor, MI 48104
1-800-890-6084
E-mail: annerichardson@hotmail.com



“There are two lasting bequests we can give our children:
One is roots.
The other is wings.”

**Hodding Carter,
Jr.**

Other Michigan Events

- Because we can change the World: Building an Inclusive Community for Everyone**
Saturday, April 13 from 8:00 a.m. to 2:30 p.m. at the Farmington Training Center, 33000 Thomas, Farmington Hills, MI 48336. Presented by Farmington/Farmington Hills Multicultural-Multiracial Community Council, Farmington Public Schools Inclusion Forum, and Wayne State University. Cost is \$40 per person. Send registration to Judy Guillery at the above address. Check for more information on the Web at: www.coe.wayne.edu/CommunityBuilding
- 2002 Joint Conference/Inclusive Communities: Tools for Progress**
May 9 & 10 at the Novi Hilton. Presented by Arc Michigan, the Autism Society of Michigan and UCP Michigan. For more info contact UCP Michigan at 1-800-828-21714 or online at www.ucp.org/ucp_localdoc.cfm/87/8300/8300/8300-8300/3233

Importance of school's statement on Web

Does your school have a statement about its special educational philosophy on its website?

Check out your school district's website. What does it say about your district's philosophy about educating children in the least restrictive environment as is required by federal law? Does your district state a preference toward educating students with disabilities in general education classrooms with appropriate supports and services? If there are statements about diversity on your district's website, do these include students with disabilities?

To the right is one of the best examples I found from a Wisconsin school district. If you support inclusive education, share this website with your school board and staff. Another good site to check out is Wauwatosa Public Schools in Wisconsin. Does your district provide links to special education web sites to assist parents and staff understand the law?

A website says a lot about what a district values. Check out your districts.



A good example of a school district web page...

School District of Kettle Moraine

Pupil Services

Philosophy

The Kettle Moraine philosophy of *inclusive* education is based on the premise that all children benefit socially, physically, emotionally, creatively, and academically from parents, teachers, and administrators sharing the responsibility of meeting the needs within a common learning environment.

The educational atmosphere sought is one of mutual respect, freedom to develop individual potential and interests, and the ability to express ideas, feelings, and imagination.

Inclusive education involves all significant adults working collaboratively for the benefit of all children.

Least restrictive environment (LRE) is determined on an individual basis, with inclusion being the starting place. Removal from the regular classroom must be justified for each student with special education needs.

Special education in the School District of Kettle Moraine...

- operates not as a separate entity, but in collaboration and cooperation with all staff members.
 - is a service, not a place.
- includes a continuum of services offered to ensure student success
- serves students in the Least Restrictive Environment in which they can be successful.
- is provided in the neighborhood school whenever possible
- involves parents as partners in decision making about their child's educational program.
 - is driven by student need, not categorical label.
- uses a variety of techniques, strategies, and methods to address the different styles and rates of learning that students with disabilities exhibit.
- assists classroom teachers in providing necessary modifications for students to be successful.
- uses technology to assist students reach their potential.

<http://www.kmsd.edu/pupilsr.htm>

Give your input on IDEA re-authorization

This year Congress takes up the reauthorization of the Individuals with Disabilities Education Act or IDEA. This is shaping up to be quite a battle. The fact is that since the law was first passed in 1975, Congress has failed to live up to its pledge to fund 40 percent of the additional costs of educating students with special needs instead, funding about 16 percent. The lines are being drawn between those in Congress fighting for full funding of IDEA to those who think the whole special education system is broken and would like to dismantle parts of IDEA.

For a good summary of this topic from both sides of the issue, go to the webpage:

www.rethinkingschools.org/Archives/16_03/Prom163.htm

Get involved!!

Write or email or call our U.S. senators and let them know your thoughts:

Senator Levin (senator2@levin.senate.gov) Phone 202-224-6221, Fax 202- 224-1388

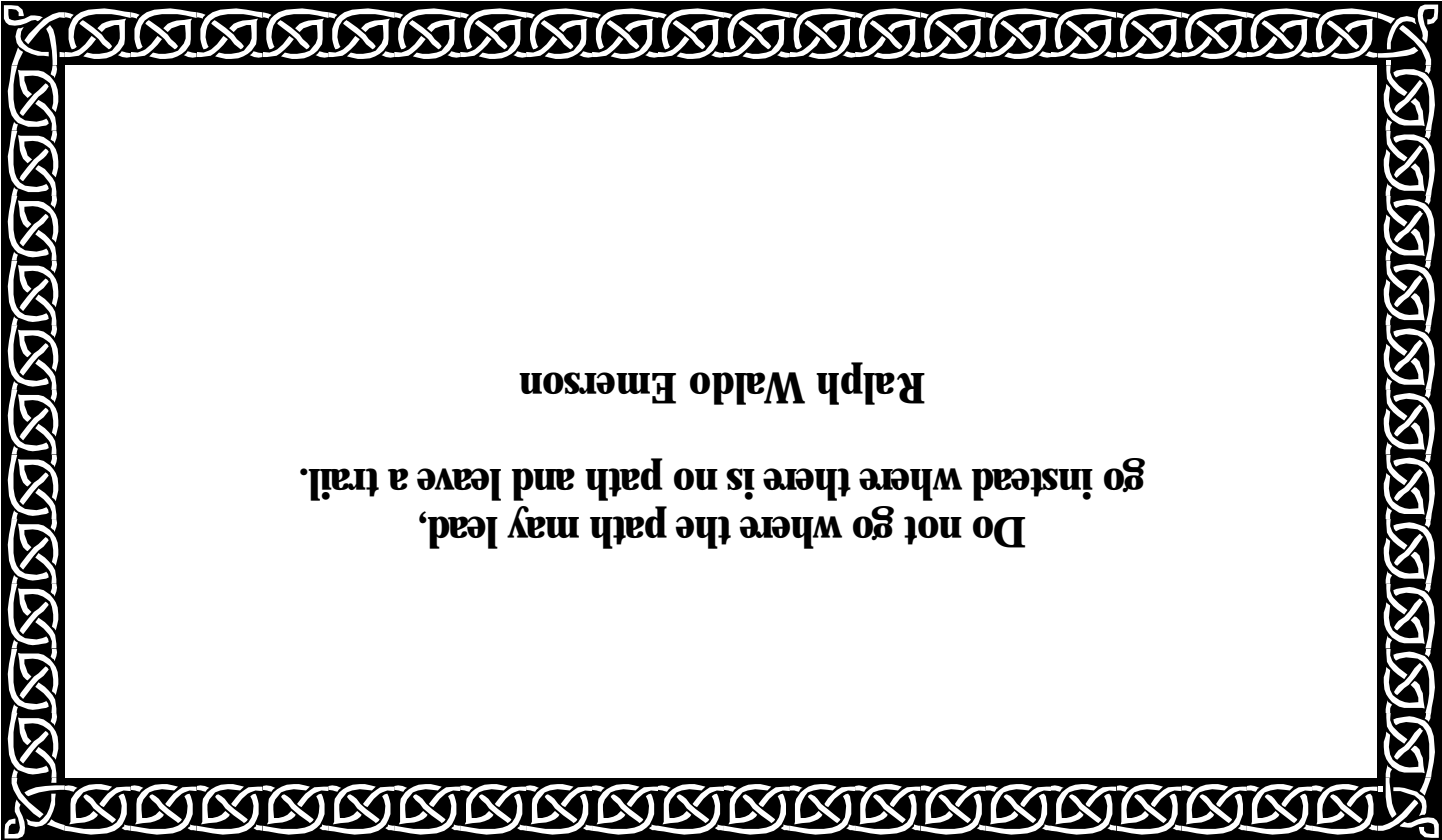
Senator Debbie Stabinow (senator@stabenow.senate.gov) Phone 202-224-4822.

Senator Ted Kennedy (senator@kennedy.senate.gov) Phone 202-224-4543.



Check us out online at:
www.wmin.org





**Do not go where the path may lead,
go instead where there is no path and leave a trail.**

Ralph Waldo Emerson



**West Michigan
Inclusion Network**

P.O. Box 889, Ada, MI 49301

Nonprofit Organization
U.S. Postage
PAID
Ada, MI
Permit # 150