



# Style Guide Standards

Supporting the communication needs of the  
Michigan Department of Education (MDE),  
Office of Special Education (OSE).

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These guidelines were compiled by the Center for Educational Networking (CEN) for the Michigan Department of Education (MDE), Office of Special Education (OSE). This document includes grammar, formatting, and style standards approved by the OSE.

The standards are used by CEN to ensure consistency in print and electronic materials produced for all Mandated Activities Projects.

This document will continue to evolve as standards change. Revised April 2012.

# CEN Standards

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## Introduction

The Michigan Department of Education (MDE), Office of Special Education (OSE) is committed to producing high-quality information in reader-friendly formats. Specific publication standards were created to help convey professionalism, excellence, and consistency among OSE supported initiatives. These guidelines were adopted by the Center for Educational Networking (CEN).

### The standards:

- Explain how to achieve a consistent look.
- Address style issues such as appropriate use of color and reader-friendly layout.
- Offer tips on planning, designing, producing, and disseminating information in a variety of formats.

### When planning or updating an informational product, please:

- Refer to these guidelines for tips.
- Review and be sure to include the MDE required elements.
- Allow time for OSE and MDE approval. If your document is intended for external audiences, it must be approved by OSE and MDE. This approval process can take four weeks or more.

## Required Elements

The MDE requires that publications, products, and information produced and disseminated for external audiences by its offices and projects include a number of elements.

### 1) MDE Logo

- The logo may be sized as necessary but should be featured prominently, usually on the document's front panel.
- Other organizational logos displayed along with the MDE logo should be approximately the same size as the MDE logo.
- Use the full color logo when possible. When printing one, two, or three color documents, use the grayscale or black-and-white logo.
- Electronic versions of the MDE logo may be obtained from the Center for Educational Networking (CEN). Visit [www.cenmi.org](http://www.cenmi.org) or contact (517) 908-3900 or (800) 593-9146 for assistance.



### 2) State Board of Education (SBE) Members and Logo

Any time the MDE logo appears on an OSE document, the State Board of Education (SBE) seal and names should also appear. Names of the SBE members may be omitted if space does not allow for printing in a legible manner. The list must include Ex-Officio members (Superintendent and Governor) as well.



#### State Board of Education

John C. Austin, President  
Casandra E. Ulbrich, Vice President  
Nancy Danhof, Secretary  
Marianne Yared McGuire, Treasurer  
Richard Zeile, NASBE Delegate  
Kathleen N. Straus  
Daniel Varner  
Eileen Weiser

#### Ex-Officio

Rick Snyder, Governor  
Michael P. Flanagan, Superintendent of Public Instruction

## Required Elements continued

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### 3) Statement of Funding

All grantees are required to acknowledge the source of funding that made the publication/document possible. Consult your project director for specific language.

#### **STATEMENT OF FUNDING**

This document was produced and distributed through an *Individuals with Disabilities Education Act* (IDEA) Mandated Activities Project for (title of project) awarded by the Michigan Department of Education (MDE). The opinions expressed herein do not necessarily reflect the position or policy of the MDE, the Michigan State Board of Education (SBE), or the U.S. Department of Education (USED), and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project, contact the Michigan Department of Education, Office of Special Education, P.O. Box 30008, Lansing, MI 48909, (517) 373-0923.

### 4) Statement of Compliance With Federal Law

The MDE must acknowledge compliance with federal law on its materials.

#### **STATEMENT OF COMPLIANCE WITH FEDERAL LAW**

The Michigan Department of Education (MDE) complies with all federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education (USED).

### 5) Print Quantity and Per-Piece Costs

The MDE is required to state the quantity and cost per piece for printed materials. The statement should be in a 7 point font.

This publication was printed (amount) times at a per piece cost of (per piece cost).

If the per-piece cost is less than a dollar (such as 17 cents), write it as "cost per piece of \$0.17."

### 6) Date of Document

Indicate the month and year the document was printed. The statement must specifically say the document was printed in that month and year, rather than simply list the month and year without context. However, if the document clearly states the month and year as its distribution date (such as for a newsletter or report), no further statement of a printing date is required.

Required elements five and six can be combined into one statement. This publication was printed (amount) times at a per piece cost of (per piece cost) in (month, year).

This publication was printed (amount) times at a per piece cost of (per piece cost) in (month, year).

## Required Elements continued

### 7) Compliance With Title IX

Title IX of the Education Amendments of 1972 is the landmark federal law that bans sex discrimination in schools. The MDE is in compliance with Title IX and its implementing regulation.

#### COMPLIANCE WITH TITLE IX

Title IX of the Education Amendments of 1972 is the landmark federal law that bans sex discrimination in schools, whether it is in curricular, extra-curricular or athletic activities. Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal aid."

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the U.S. Department of Education (USED), is subject to the provisions of Title IX. The MDE does not discriminate based on gender in employment or in any educational program or activity that it operates.

For inquiries and complaints regarding Title IX, contact:

Ms. Norma Tims, Office of Career and Technical Education, Michigan Department of Education, Hannah Building, 608 West Allegan, P.O. Box 30008, Lansing, MI 48909.

### Placement of Required Elements

There are few rules regarding the placement and presentation of required elements. Generally, the required statements appear together in unobtrusive locations. For brochures, required elements are often placed on the back panel. For booklets, required elements often appear on the inside cover, the table of contents, or the back cover.

Statements should be easily identifiable. The font should be consistent with the rest of the document.

#### BACK PANEL OF BROCHURE

**MDE Logo** → [Michigan Department of Education logo]

**SBE Logo** → [State Board of Education logo]

**SBE Members** → [List of SBE members: Kathleen N. Strick, John C. Austin, Carolyn L. Curtin, Marianne Yared McGuire, Nancy Danhof, Elizabeth W. Bauer, Reginald M. Turner, Casandra E. Ulbrich]

**Ex Officio Members** → [List of ex-officio members: Jennifer M. Granholm, Michael P. Flanagan]

**Statement of Funding** → [Text block describing funding and distribution]

**Date of Publication and Cost Per Piece** → [Text: This brochure was printed 7,500 times at a per piece cost of \$0.06 in February 2010.]

**Statement of Compliance With Federal Law** → [Section: STATEMENT OF COMPLIANCE WITH FEDERAL LAW]

#### INSIDE OF NEWSLETTER

**SBE Logo** → [SBE logo]

**SBE Members** → [List of SBE members]

**MDE Logo** → [MDE logo]

**Statement of Funding** → [Text block]

**Statement of Compliance With Federal Law** → [Text block]

**Compliance With Title IX** → [Text block]

## *Required Elements continued*

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### **When to Use Required Elements**

The MDE requires that publications, products, and information produced and disseminated for external audiences by its offices and projects include a number of elements. See the checklist below to determine the elements required for specific products.

#### **Books/Booklets**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Compliance with Title IX
- Print quantity and per-piece cost
- Date of document

#### **Brochures**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Print quantity and per-piece cost
- Date of document

#### **Reports**

- MDE logo

#### **Flyers**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Print quantity and per-piece cost
- Date of document

#### **Pocket Folders**

- MDE logo
- Print quantity and per-piece cost
- Date of document

#### **Bookmarks**

- MDE logo
- Print quantity and per-piece cost
- Date of document

#### **Display Boards**

- MDE logo
- Statement of funding

#### **Newsletters**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Compliance with Title IX
- Print quantity and per-piece cost
- Date of document

#### **PowerPoint**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Compliance with Title IX
- Date of document

#### **Films/Videos**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Compliance with Title IX
- Date of document

#### **Business Cards**

- Statement of funding

#### **Posters**

- MDE logo
- SBE logo
- List of SBE and Ex-Officio members
- Statement of funding
- Statement of compliance with federal law
- Print quantity and per-piece cost
- Date of document

## Writing Guidelines

Clear, concise text that uses active verbs will keep readers engaged. Accurate use of grammar and consistent use of style will ensure that readers will take away the intended meaning.

### General Writing Guidelines

- Tell the reader in the opening paragraph what to expect from reading the publication/document. For example, an article might aim to inform about a promising practice or program, offer technical assistance on a specific point of law or policy, or provide a brief overview of a broader issue.  
*Example: This publication will help parents and school district personnel understand how special education complaints are handled at the local district, intermediate school district, and state levels.*
- Avoid long introductions. The first five lines in a publication can make or break the reader's desire to continue.
- Outline the main points, and then begin with the most important.
- Include practical information for education stakeholders that will be applicable to the intended audience.
- Use as many active-voice sentences as possible. *Example: "The new program will serve families in Ingham County" rather than "The purpose of our program is that families of Ingham County will be served."*
- Resist the temptation to show off vocabulary. Write to express, not to impress. People go for big ideas, not big words.
- Fight the temptation to use jargon.
- Use "people-first" language. *Example: student with a disability, NOT disabled student; teacher of students with hearing impairments, NOT hearing impaired teacher.*
- If you must use a technical term, explain it as simply as possible. If it needs a more lengthy explanation, highlight the word and include a complete definition for a glossary.
- Define all terms readers might not know or understand.
- Use simple words: "best" instead of "optimum," "now" instead of "at the present time," "soon" instead of "in the near future."
- Keep sentences short—an average of 20 words. Limit each paragraph to two or three sentences.
- Write direct and easy-to-read sentences and paragraphs. Keep in mind the diverse reading levels of stakeholders. Bulleted paragraphs and graphs/charts may be effective for keeping information concise.
- Check all names of people, places, programs, school districts, etc. for correct spelling and consistency throughout the document. Also check all websites, addresses, phone numbers, fax numbers, email addresses, and other contact information to ensure they are accurate and operational.
- Include correct titles of persons referenced and other identifying information such as organization (if appropriate) and credentials (if appropriate), and check for accuracy and correct spelling.
- Use full names and terms (not nicknames/abbreviations such as "vo tech," or slang such as "rehab" for rehabilitation, or "kids" instead of children or students).

### Grammar and Style Guidelines

Be consistent in your style. Take extra care to ensure that spelling, punctuation, style, and formatting are consistent throughout the document. Check for correct spelling of names; complete, current, accurate contact information; and consistency in capitalization, headings, notes, and bibliographic formats.

- **Use the Following References:**
  - *The Gregg Reference Manual, Eleventh Edition*, by William A. Sabin (for grammar usage, punctuation, endnotes, and style).
  - *The Publication Manual of the American Psychological Association, Fifth Edition* (for document citations and sources).

## Writing Guidelines continued

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- **Publication Titles**—Italicize all publication titles. Articles within periodicals and chapters within books should be contained within quotes.
- **Quotes and Punctuation**—Periods and commas always go INSIDE the closing quotation marks. Semicolons and colons always go OUTSIDE the closing quotation mark. Question marks and exclamation points may go outside or inside the quotation marks, depending on the content (see *The Gregg Reference Manual*, rule 249).
- **Spacing**—Use only ONE space between sentences. The use of proportional-spaced type in word processors has eliminated the need for two spaces following a period or other end punctuation.

### OSE Style Standards

- **Acronyms**—Acronyms should be spelled out the first time they are used, followed by the acronym appearing in parentheses. *Example: Michigan Department of Education (MDE)*. Spell out acronyms in headings and again in the first use within the body text. Large documents with multiple sections may require that acronyms are spelled out in first uses for each section. Regardless of what is determined to be a first use, the most important point is to maintain consistency within the document.

**Acronyms Beginning a Sentence:** Do not start a sentence with an acronym. Begin with “the,” spell out the acronym, or restructure the sentence as necessary.

**Plural Acronyms:** Use a lowercase “s” at the end of pluralized acronyms. *Example: IEPs rather than IEPS.*

- **Acts and Legislation**—The full titles of legislative acts should be treated as publication titles and therefore should be written in italics. *Example: Individuals with Disabilities Education Act (IDEA).*

**Referencing Acts and Legislation:** Insert the exact citation when referencing specific items from rules and regulations (e.g., IDEA or the Michigan’s Administrative Rules for Special Education) so the reader can easily locate the original rule or statutory citation.

**Symbols:** “Section” is denoted as § (e.g., § 618); “sections” is denoted with §§ (e.g., §§ 618 and 619).

- **Capitalization**—Do not use excessive capitalization of words. Only full titles and proper nouns need to be capitalized.
- **Captions**—Identify all persons and activities in photos and include captions (if applicable). Be sure to have signed releases from parents of children who appear in the photos.
- **Charts and Graphs**—List the source of your data when using charts and graphs.
- **Data vs. Datum**—Datum is singular; data are plural.
- **Dropout**—Spell as one word, no hyphen except when using as a verb (drop out).
- **“Early On”**—The words *Early On*<sup>®</sup> must be italicized each time they appear, and the ® symbol must be included in superscript the first time the words appear within a document.
- **Eligibility Under IDEA Part B and Part C**—When stating students with disabilities are eligible for special education services, write that students with disabilities are eligible “under” IDEA Part B or Part C. When referring to students eligible under IDEA Part C, write as “children and students with disabilities ages birth through 2.” When referring to students eligible under IDEA Part B, write as “children and students with disabilities ages 3 through 21.” When referring to students eligible for special education services in Michigan, write as “children and students with disabilities ages birth through 25.”

## Writing Guidelines continued

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- **“email”**—Spell as one word, no hyphen.
- **“federal”**—Use lowercase.
- **Fiscal Years**—To avoid confusion in the time referenced, code the federal fiscal year as FFY and the state fiscal year as FY.

**FFY reporting data:** When reporting data for MDE and OSE, FFY refers to July 1 to June 30 because funding for education is from July 1 to June 30. Identify the FFY with the year in which the FFY starts. *Example: Data collected during July 1, 2009-June 30, 2010 should be identified as FFY 2009.*

**FY reporting data:** The state fiscal year is October 1 to September 30. Identify the FY with the year in which the FY ends. *Example: FY 2010 is the state FY from October 1, 2009-September 30, 2010.*

**FFY and FY in general writing:** Although education funding is from July 1 to June 30, a federal fiscal year is more commonly known to be the same as the state fiscal year, from October 1-September 30, with the fiscal year identified by the year in which it ends.

If writing materials that are doing more than reporting data, avoid using FFY or FY as a means of identifying time periods. For clarity, refer to the school year, which runs from July 1 to June 30.

- **“focused monitoring”**—Use lowercase.
- **Grades**—Write as 1st grade, 2nd grade, 3rd grade, etc. Or write as 1st grade, 2nd grade, etc.
- **Headings**—In displayed headlines (or headings), capitalize all words except: a, an, and, as, at, but, by, for, if, in, nor, of, off, or, out, the, to, and up.
- **Hypens**—Hyphenate the words of a compound adjective that occur before a noun (unless the adjective ends with “ly”). Do not hyphenate if the individual words occur in a normal order and no longer function as a compound adjective. *Examples—Use hyphen: This is a very up-to-date report. No hyphen: Please bring the report up to date.*
- **IDEA Reauthorizations**—Write the year of the reauthorization following the acronym. Example: IDEA 2004.
- **“individualized education program”**—Use lowercase.
- **“individualized education program team”**—When using the acronym after a first reference, always write as “IEP team,” not “IEPT.”
- **“individualized family service plan”**—Use lowercase.
- **“intermediate school district”**—When referencing ISDs, use lowercase words “intermediate school district(s)” unless referring to a specific district. *Example: Eaton Intermediate School District.*
- **“local educational agency”**—Use lowercase.
- **“Michigan Department of Education (MDE), Office of Special Education (OSE)”**—As with all acronyms, spell out the first reference followed by the acronym. In subsequent references to MDE’s Office of Special Education, use only the acronym “OSE.”
- **Numbers**—Spell out numbers from one through ten and use figures for numbers above ten. Example: We used to have two dogs, one cat, and one rabbit. Use the same style to express related numbers above and below ten. If any of the numbers are above ten, put them all in figures. *Example: We now have 5 dogs, 11 cats, and 1 rabbit.*

## Writing Guidelines continued

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- **“on-site”**—Write as a hyphenated word.
- **“percent”**—Spell out the word “percent” instead of using the symbol “%” in text.
- **“performance indicators”**—Write references to the State Performance Plan (SPP) “indicators” as “performance indicators.” Capitalize the word “Indicator” when referring to a specific performance indicator. Write the word “indicator” as lower case when referring to performance indicators in general. *Examples: Indicator 3; the SPP performance indicators.*
- **Phone Numbers**—Write the area code in parentheses, and a dash in between the remaining digits. For toll-free numbers, write the area code as 800 or 888 and do not include the 1. *Example: (517) 908-3900; (888) 463-7656.*

**Alternate style:** Use periods for separations. *Example: 517.908.3900; 888.463.7656.*

- **“policies, procedures, and practices”**—When listing these words, use this order. Example: Focused monitoring includes a review of policies, procedures, and practices.
- **“postsecondary”**—*Spell as one word, no hyphen.*
- **“preschool”**—*Spell as one word, no hyphen.*
- **Public School Academies (PSAs)**—When referencing PSAs, note that they are charter schools, possibly in a footnote. Example: Local Education Agencies (LEAs) include charter schools, known as Public School Academies (PSAs).
- **Punctuation in Lists**—Use a comma to separate three or more items in a series (including a comma before the conjunction). Example: It takes time, effort, and a good deal of money.
- **“race/ethnicity”**—Write both words, separated by a slash, when referencing race.
- **Specified races/ethnicities:** Capitalize specified races/ethnicities. Examples: White, Black, and Hispanic.
- **“school-age”**—Write as a hyphenated word.
- **School Year**—Write the school year with all four digits for both years, separated by a dash. *Example: 2007-2008 school year.*
- **“special education programs and services”**—Write references to special education programs as “special education programs and services.”
- **“state”**—Use lowercase.
- **“statewide”**—*Spell as one word, no hyphen.*
- **“timeline”**—*Spell as one word.*
- **“United States Department of Education”**—When using acronym, use USED.
- **“website”**—*Spell as one word; lowercase.*

### OSE Layout Standards

- **Font**—Use Verdana, 11 point font for body text.
- **Alignment**—Use aligned left for text, not full justified or block.

## Acronym List

<b>ACE</b>	Autism Collaborative Endorsement
<b>ADA</b>	<i>Americans with Disabilities Act</i>
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AI</b>	Autistic Impairment
<b>ALJ</b>	Administrative Law Judge
<b>APEPT</b>	Autism Program Evaluation and Planning Tool
<b>APR</b>	Annual Performance Report
<b>APWT</b>	Assessment Plan Writing Team
<b>ASD</b>	Autism Spectrum Disorder
<b>ASWD</b>	Assessment for Students with Disabilities
<b>AT</b>	Assistive Technology
<b>AYP</b>	Adequate Yearly Progress
<b>BAA</b>	Bureau of Assessment and Accountability
<b>CAC</b>	Content Advisory Committee
<b>CB</b>	Capacity Building
<b>CEN</b>	Center for Educational Networking
<b>CEPI</b>	Center for Educational Performance and Information
<b>CI</b>	Cognitive Impairment
<b>CIFM</b>	Continuous Improvement Focused Monitoring
<b>CIMS</b>	Continuous Improvement and Monitoring System
<b>CMS</b>	Centers for Medicare and Medicaid Services
<b>DD</b>	Developmentally Delayed/Disabled
<b>DHS</b>	Department of Human Services [(formerly Family Independence Agency (FIA))]
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills
<b>DRAM</b>	Dispute Resolution Association of Michigan
<b>EBs</b>	Extended Benchmarks
<b>ECE&amp;FS</b>	Early Childhood Education and Family Services (Office of)
<b>ECO</b>	Early Childhood Outcomes
<b>ECSE</b>	Early Childhood Special Education
<b>EETRK</b>	Early Education Tracking System
<b>EGLCEs</b>	Extended Grade Level Content Expectations
<b>EI</b>	Early Intervention
<b>EI</b>	Emotional Impairment
<b>EIPA</b>	Educational Interpreter Performance Assessment
<b>EIS</b>	Early Intervention Services
<b>ELA</b>	English Language Arts
<b>ELL</b>	English Language Learners
<b>ELPA</b>	English Language Proficiency Assessment
<b>EOSD</b>	Enhancing Opportunities for Students with Disabilities
<b>EOT&amp;TA</b>	<i>Early On</i> <sup>®</sup> Training and Technical Assistance
<b>ESA</b>	Educational Service Agency
<b>ESD</b>	Educational Service District
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free Appropriate Public Education
<b>FERPA</b>	<i>Family Educational Rights and Privacy Act</i>
<b>FI</b>	Functional Independence
<b>FFS</b>	Fee For Service
<b>FFY</b>	Federal Fiscal Year
<b>FM</b>	Focused Monitoring
<b>FY</b>	Fiscal Year
<b>GLCEs</b>	Grade Level Content Expectations
<b>HI</b>	Hearing Impairment
<b>HSCEs</b>	High School Content Expectations
<b>ICC</b>	Interagency Coordinating Council
<b>IDA</b>	Infant/Toddler Developmental Assessment
<b>IDEA</b>	<i>Individuals with Disabilities Education Act</i>
<b>IEP</b>	Individualized Education Program

## *Acronym List continued*

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<b>IFER</b>	Interim Federal Expense Report
<b>IFSP</b>	Individualized Family Service Plan
<b>IHE</b>	Institutions of Higher Education
<b>IIS</b>	Interagency Information System
<b>ISD</b>	Intermediate School District
<b>LD</b>	Learning Disability
<b>LEA</b>	Local Educational Agency
<b>LICC</b>	Local Interagency Coordinating Council
<b>LIO</b>	Low Incidence Outreach
<b>LRE</b>	Least Restrictive Environment
<b>LSCO</b>	Local School Community Organizations
<b>MAASE</b>	Michigan Association of Administrators of Special Education
<b>MASSP</b>	Michigan Association of Secondary School Principals
<b>MDE</b>	Michigan Department of Education
<b>MDCH</b>	Michigan Department of Community Health
<b>MDELEG</b>	Michigan Department of Energy, Labor and Economic Growth
<b>MDOC</b>	Michigan Department of Corrections
<b>MEAP</b>	Michigan Educational Assessment Program
<b>MEAS</b>	Michigan Educational Assessment System
<b>MEGS</b>	Michigan Electronic Grants System
<b>MEIS</b>	Michigan Education Information System
<b>MEMSPA</b>	Michigan Elementary and Middle School Principals Association
<b>MET</b>	Multidisciplinary Evaluation Team
<b>MFL</b>	Modified Full Independence
<b>MHSAA</b>	Michigan High School Athletic Association
<b>MI 3</b>	Michigan's Integrated Improvement Initiatives
<b>MiBLSi</b>	Michigan's Integrated Behavior and Learning Support Initiative
<b>MICC</b>	Michigan Interagency Coordinating Council
<b>MI-CIS</b>	Michigan Compliance Information System
<b>MI-TOP</b>	Michigan Transition Outcomes Project
<b>MIITS</b>	Michigan's Integrated Technology Supports
<b>MME</b>	Michigan Merit Exam
<b>MSD</b>	Michigan School for the Deaf
<b>MSEMP</b>	Michigan Special Education Mediation Program
<b>MTR</b>	Michigan Transition Resources
<b>MTSS</b>	Multi-Tiered Systems of Support
<b>NCCRESt</b>	National Center for Culturally Responsive Educational Systems
<b>NCSEAM</b>	National Center for Special Education Accountability and Monitoring
<b>NPRM</b>	Notice of Proposed Rule Making
<b>NSDC</b>	National Staff Development Council
<b>OHI</b>	Other Health Impairment
<b>OM</b>	Orientation and Mobility
<b>OSE</b>	Office of Special Education
<b>OSEP</b>	U.S. Office of Special Education Programs
<b>OSERS</b>	U.S. Office of Special Education and Rehabilitation Services
<b>OT</b>	Occupational Therapy/Therapist
<b>OTR</b>	Occupational Therapist, Registered
<b>PA</b>	Program Accountability
<b>PAC</b>	Parent Advisory Committee
<b>Part B</b>	Special Education (under IDEA 2004)
<b>Part C</b>	<i>Early On</i> <sup>®</sup> (under IDEA 2004)
<b>PBS</b>	Positive Behavior Support
<b>PBSYC</b>	Positive Behavior Support for Young Children
<b>PD</b>	Personnel Development
<b>PFR</b>	Program Fiscal Review
<b>PI</b>	Physical Impairment
<b>POHI</b>	Physical and Other Health Impairment

## *Acronym List continued*

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<b>PL</b>	Public Law
<b>PSA</b>	Public School Academy
<b>PT</b>	Physical Therapy/Therapist
<b>PTI</b>	Parent Training and Information Center
<b>PTA</b>	Parent Teacher Association
<b>RCN</b>	Regional Collaboration Networks
<b>REP</b>	Registry of Education Personnel
<b>RESA</b>	Regional Educational Service Agency
<b>RESD</b>	Regional Educational Service District
<b>RFP</b>	Request for Proposal
<b>RFR</b>	Request for Rule Making
<b>RICC</b>	Regional Interagency Coordinating Council
<b>RT</b>	Recreation Therapy/Therapist
<b>SA</b>	Service Area
<b>SB-CEUs</b>	State Board - Continuing Education Units
<b>SBE</b>	State Board of Education
<b>SBS</b>	School-Based Services
<b>SEA</b>	State Education Agency
<b>SEAC</b>	Special Education Advisory Committee
<b>SESOM</b>	Special Education Supervisors of Michigan
<b>SI</b>	Supported Independence
<b>SICC</b>	State Interagency Coordinating Council
<b>SIG</b>	State Improvement Grant
<b>SILC</b>	Statewide Independent Living Council
<b>SLI</b>	Speech and Language Impairment
<b>SOAHR</b>	State Office of Administrative Hearings and Rules
<b>SPAC</b>	Statewide Parent Advisory Committee
<b>SPP</b>	State Performance Plan
<b>SPSR</b>	Service Provider Self-Review
<b>SRC</b>	Sensitivity Review Committee
<b>SRSD</b>	Single Record Student Database
<b>ST</b>	Speech Therapy/Therapist
<b>START</b>	Statewide Autism Resources and Training
<b>SWIS</b>	School Wide Information System
<b>SXI</b>	Severe Multiple Impairments
<b>TA</b>	Technical Assistance
<b>TAC</b>	Technical Advisory Committee
<b>TAC</b>	Test Accommodation Coordinator
<b>TBI</b>	Traumatic Brain Injury
<b>TC</b>	Teacher Consultant
<b>TDD</b>	Telephone Device for the Deaf
<b>TS</b>	Transition Services
<b>TTY</b>	Telephone/Typewriter
<b>UDL</b>	Universal Design for Learning
<b>UIC</b>	Unique Identifier Code
<b>USED</b>	United States Department of Education
<b>VI</b>	Visual Impairment