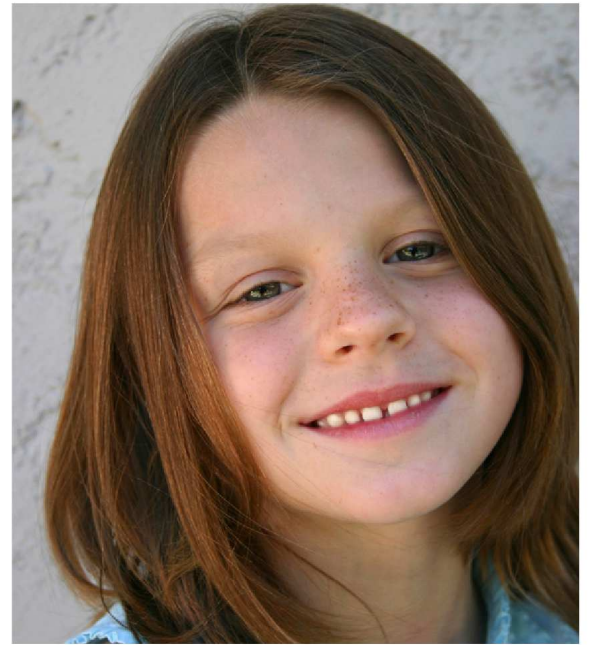




Special Education Handbook for Parents



Bloomfield Hills Schools

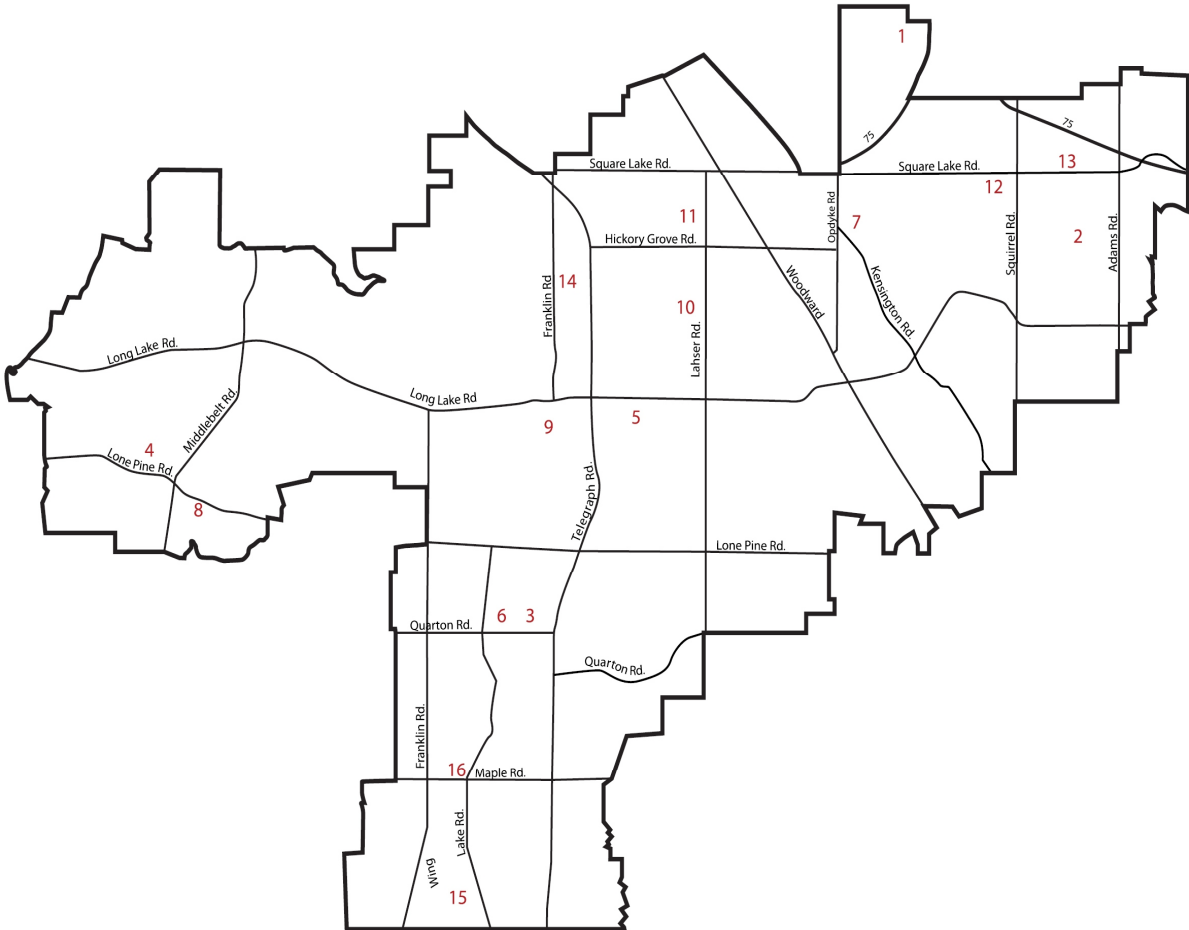
Scholarship · Opportunity · Integrity

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4175 Andover Road
Bloomfield Hills, MI 48302
www.bloomfield.org/content/view/9/25

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Bloomfield Hills School District



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| <p>1 Fox Hills Center Bloomin' Tots 1661 Hunters Ridge</p> <p>2 Eastover Elementary (K-4) Deaf and Hard of Hearing 1101 Westview</p> <p>3 Conant Elementary (K-4) Bloomin' Kids 4100 Quarton Road</p> <p>4 Lone Pine Elementary (K-3) Bloomin' Kids and Tots 3100 Lone Pine Road</p> <p>5 Way Elementary (K-4) 765 W. Long Lake Road</p> <p>6 Bloomfield Hills Middle (5-8) 4200 W. Quarton Road</p> <p>7 East Hills Middle (5-8) 2800 Kensington Road</p> <p>8 West Hills Middle (4-8) 2601 Lone Pine Road</p> | <p>9 Andover High School Business Office 4200 Andover Road Maintenance/Operations 4220 Andover Road Central Administration 4175 Andover Road</p> <p>10 Lahser High School 3456 Lahser Road</p> <p>11 Model High School 2800 Lahser Road</p> <p>12 International Academy 1020 E. Square Lake Road</p> <p>13 Bowers Academy 1223 E. Square Lake Road Bowers Farm 1219 E. Square Lake Road</p> <p>14 Johnson Nature Center 3325 Franklin Road</p> | <p>15 Doyle Center Instructional Services Informational Services Post-Secondary Program (PREP) Recreation/Athletics SCAMP Student Services/Central Enrollment 7273 Wing Lake Road</p> <p>16 Wing Lake Developmental Center 6490 Wing Lake Road</p> |
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Forward

Dear Parents:

Bloomfield Hills Schools is proud of the programs and services that are provided to meet the needs of students with disabilities. Parents are important educational team members that help determine the appropriate programs and services for their child. Staff is committed to helping you become a full partner of this team. This handbook is one of the resources developed to help you, as a parent, enter into a full partnership by providing information and answers regarding special education programs and services.



Rules and guidelines for special education are not constant. Parents will have information available at meetings, conferences, and in the *Procedural Safeguards*. Additional information is also available upon request.

In Michigan, programs and services are provided to identified students with disabilities from birth through age 25. Special Education offers specifically designed instruction at no cost to parents to meet the unique educational needs of students who are found eligible under one of the areas of disability recognized in the Michigan Administrative Rules for Special Education. Programs and services include classroom instruction, consultation, ancillary support, adaptive supplies, and materials designed to meet the identified educational goals of students.

Bloomfield Hills offers a continuum of services to special education students. A vast majority of students receive educational support in their neighborhood school with assistance from a resource teacher, speech and language pathologist, or a teacher consultant. Special education services are available at all of the District's schools. Students who require more support than is available at their neighborhood school may attend programs at designated schools within the District or at a county center program. All placement and programming decisions are made at Individualized Educational Planning Team meetings. Bloomfield Hills Schools is committed to providing quality programs designed to meet students' individual needs. Although this handbook includes some general guidelines, decisions are based on each student's individual educational requirements. Your specific questions and concerns will need to be individually addressed.

Feel free to ask your child's teacher or principal if you have any questions about your child's program or services. You may also contact the office of the Director of Special Education at (248) 341-5415 if you need additional information.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn Packard".

Carolyn Packard
Director for Special Education

Dear Parents:

When we parents first encounter the special education system, we are often overwhelmed by the amount of information we receive and the concerns we have for our child. In Bloomfield Hills, parents can turn to the Bloomfield Hills Association for Special Education (BHASE) and to the Oakland Schools Parent Advisory Committee (PAC) representatives for education and support. We want you and your student to feel welcomed, to be well informed, and to be knowledgeable of the opportunities that present themselves to students, educators, and families across the District.

Parents, educators, and professionals will gather at noon for brown bag lunch meetings and some evening meetings to share resources, exchange information and build networks across the District. BHASE "coffees" are held monthly for support and conversation. We also plan for two flagship events:

- **The Golden Apple Award Dinner** which is held each spring to celebrate achievements in special education and honor individuals who have made outstanding contributions to children with different abilities. **SAVE THE DATE:** The Golden Apple Award Dinner will be held May 3, 2011, at East Hills Middle School at 6:30 p.m. Contact your school's BHASE representative for more information.
- **Disability Awareness Workshops** are held at each elementary school, designed to help fourth-grade students get a taste of what life is like when a family or individual is affected by disability. Sponsored by Bloomfield Hills and presented by parent volunteers, these workshops take students through a variety of stations that simulate different disabilities. Contact your PTO or Barbara Kappy at 248-341-5839 or bkappy@bloomfield.org for more information.

Regarding communications between school and families, *BHASElines* is our parent newsletter and is sent to each family whose son or daughter receives special education services. Watch for news about upcoming events, resources, and networking opportunities. Stay informed...be sure to sign up for the Listserv (found on www.bloomfield.org under the Special Education tab). Also, visit us on the web at <http://bhase.bloomfield.org>.

Bloomfield Hills Schools sends two representatives to the Oakland Schools Parent Advisory Committee (PAC). Members of the PAC participate in developing the county's plan for the delivery of special education programs and services. PAC members also receive information about special education issues around the county and state. That information is shared at the lunch meetings held at the Administration Building. PAC representatives are appointed by their local Board of Education and serve a three-year term. Current representatives are Colleen Holmes (cholmes7@comcast.net) and Janet Eason (janeteason@comcast.net). For more information on PAC go to: <http://www.oakland.k12.mi.us/Departments/SpecialEducation/ParentAdvisoryCommittee/OaklandSchoolsPAC/tabid/931/Default.aspx>

Each school has a volunteer BHASE representative who shares information and resources with PTOs, networks with staff and parents, and participates in the noon meetings with other BHASE representatives from across the District. Meetings are hosted by the PAC representatives and the Director of Special Education. Meeting dates/times are posted on the BHASE website and also communicated through the Listserv.

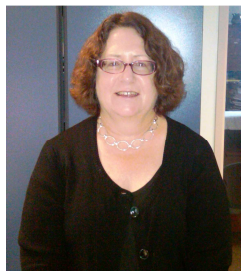
Last but not least, becoming a member of the BHASE, a 501(c)(3) organization, means that your dollars help fund student scholarships for summer programming and other programs that benefit individuals and families affected by disability in the District. We greatly appreciate your generosity and support, especially during these economic times.

If you have any questions, please do not hesitate to contact us. We look forward to meeting you!

Sincerely,



PAC Rep. - Colleen Holmes
cholmes7@comcast.net
248-891-6291



PAC Rep. - Janet Eason
janeteason@comcast.net
248-421-1629

**What can you do to become an
advocate for your child?
*Become Involved ...Get Educated
Learn the Tricks of the Trade
Know Law Language
Learn to Navigate the System
Network ... Become an Advocate
Make a Difference!***

What is Project Find?

The early years are important in a child's development; therefore, specific attention is given to this age group for whom school attendance is not mandatory. Impairments, whether mild or severe, interfere with the learning process of a child, so early intervention is critical.

Project Find is a program of active outreach by the Michigan Department of Education and local school districts. Within Bloomfield Hills Schools, Project Find specifically refers to the identification and service for youngsters birth through age six. The primary purpose is to identify young children with disabilities that make learning difficult and to find appropriate special education services to aid in the child's development.

Programs are mandated by IDEA (federal law) and Michigan rules for persons who are affected by one or more learning impairments including hearing, vision, speech, mental, physical, and emotional.

What services are provided?

- Referrals to and consultation with community agencies, preschools, and day care centers.
- Screenings and diagnostic assessments in the area of speech and language, self-help, social/emotional, learning, and physical development.
- Information to parents about child development consultation, parent groups, and information resources.

Who should you contact?

Julie Magulak is our District Project Find Coordinator. You may reach her at (248) 341-7962.



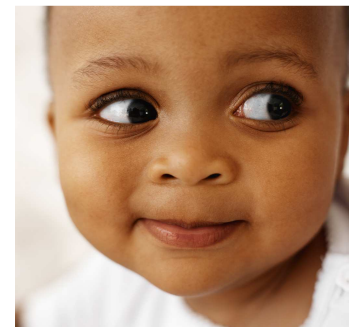
Child Find

Child Find is a component of Individuals with Disabilities Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities who are in need of early intervention or special education services. To receive Early Intervention Programming or Special Education, children must meet eligibility guidelines according to the IDEA. If you suspect your child has a disability affecting his or her school performance, please notify your child's teacher, counselor, principal, or Carolyn Packard, Director for Special Education at (248) 341-5415.

Free Ages and Stages Developmental Screening

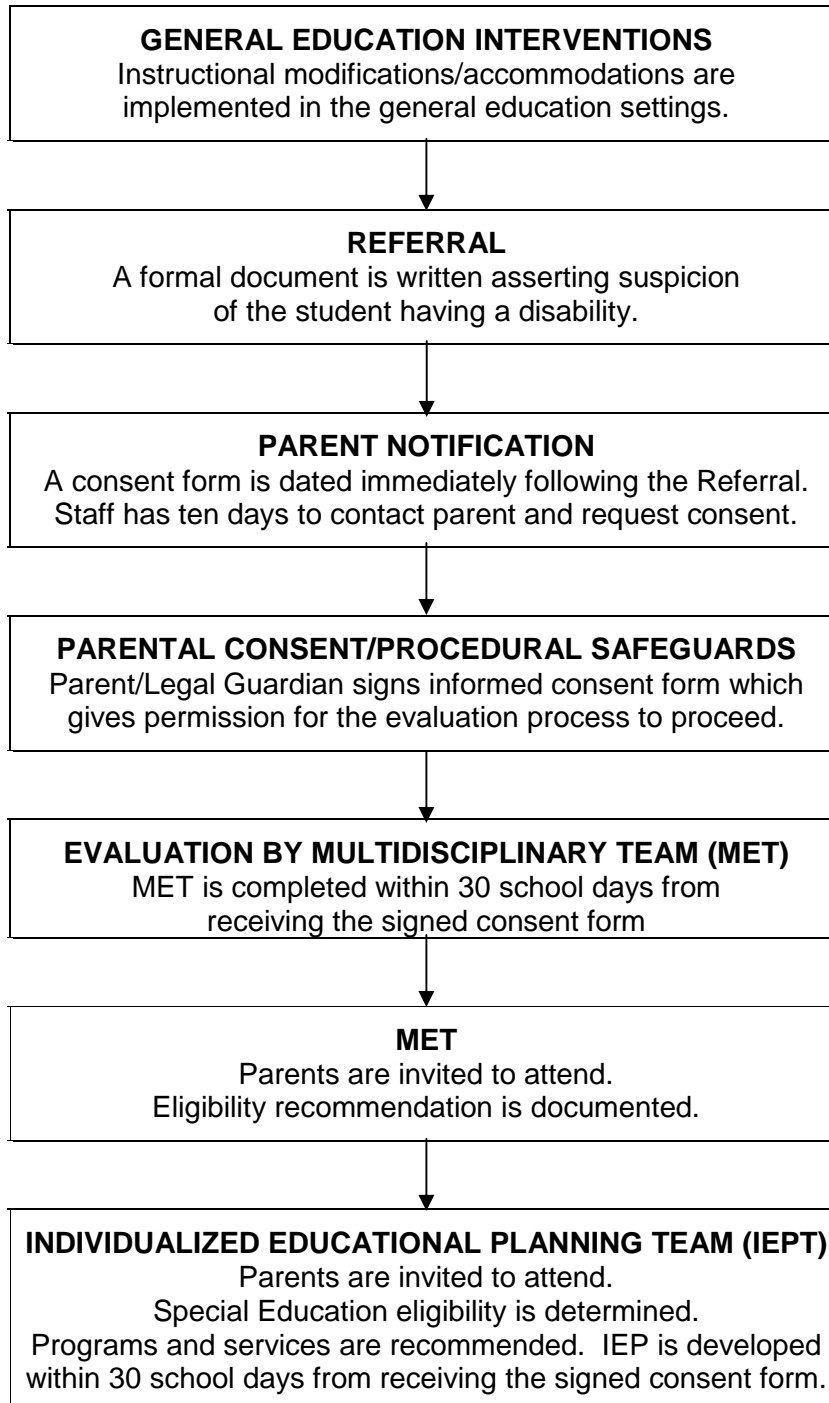
Oakland Schools offers a free Ages and Stages Developmental Screening where parents can access developmental information, services, and resources for children four-months through five-years (60-months) of age.

For a free screening, go to <http://asq.uoregon.edu/>. To learn more, contact Dr. Dawn Koger at (248) 209-2266 or email dawn.koger@oakland.k12.mi.us.



The Special Education Referrals

This outline gives a brief overview of the referral, evaluation, and placement process. Since the process is individualized, differences may occur.



Building Instructional Team (BIT)

Bloomfield Hills School District uses a Building Instructional Team (BIT) process to help determine what possible causes might exist for a student's lack of progress in the school setting. Usually the classroom teacher has some concerns and brings them to the attention of the building administrator. The BIT consists of a building administrator, the classroom teacher, a counselor (in the secondary schools), and special education instructional and diagnostic staff. The BIT listens as the student's learning and behavioral issues are described. Teachers will bring documented methods and strategies they have tried with a student to the team. Strategies and interventions are discussed and developed for possible implementation in the classroom. Some possibilities include:

- Adjustments in the delivery of instruction
- Classroom peer support
- Organizational tools for use within the classroom and at home
- The development of functional behavioral assessment and behavior intervention plan for positive behavioral support
- Assistance from general education consultants, paraeducators, or volunteers
- Supplementary aids, services, and supports (ie. materials and/or technology)

The teacher reports back to the team about the success of suggested strategies and interventions. Along with feedback, the teacher may get additional strategies for classroom implementation. The effectiveness of all interventions must be documented in a systematic way to assist the team in determining the success of the BIT process. Parents are kept informed of the success of classroom interventions.

It is always important to assist students to meet success in the general education setting. Bloomfield Hills Schools encourages a school-wide system that provides a full continuum of methods to support appropriate behavior, to promote safety, and to discourage violations of the Student Code of Conduct.

The Multidisciplinary Evaluation Team (MET)

A Multidisciplinary Evaluation Team (MET) will evaluate each student suspected of having a disability. This team consists of educational professionals with knowledge in the suspected area of disability. The team may include a teacher, speech and language pathologist, psychologist, educational consultant, occupational or physical therapist, or school social worker. As part of the evaluation process, you, as the parent, will be invited to provide information regarding your child.

Review the MET process:

- A referral is made to the school district when a child is suspected of having a difficulty.
- A meeting is held and available information is reviewed. The need for additional assessment(s) is determined.
- Special Education eligibility guidelines will be followed. An Evaluation Review will determine the evaluations necessary. More than one assessment tool will be used.
- Parental consent for evaluation is obtained.
- A team of professionals, who will be involved in the assessment process, will complete assessments within 30 school days.
- Parents will be invited to provide input. Information provided by the parent will be reviewed and considered.
- Following the completion of all assessments, evaluation results will be shared with parents prior to the IEP.
- A formal recommendation for eligibility for special education services will be determined and subsequently presented to the Individualized Educational Planning Team.

Categories of Disability

The following definitions are included in this handbook to help familiarize you with some of the requirements necessary for each area of disability as mandated by the Revised Administrative Rules for Special Education in Michigan. In the Bloomfield Hills Schools District, all children are treated as individuals. Their programs and services are based on their specific educational needs.

A student with a disability is defined as a person, age birth through 25 years, who is determined by an Individualized Education Planning Team to have one or more impairments necessitating special education or related services, or both.

Autism Spectrum Disorder (ASD) – Students identified with autism spectrum disorder have a lifelong developmental disability that adversely affects a student’s educational performance academically, behaviorally, and socially. Children with autism spectrum disorder may have varying degrees of difficulty with reasoning, social interactions, and communication.

Cognitive Impairment (CI) – Students identified with a cognitive impairment have mild (MiCI), moderate (MoCI), or severe (SCI) impairment in cognitive functioning. Cognitive impairment becomes evident in the early developmental period and is apparent in several areas including: impairment in adaptive behavior, a lack of development primarily in the cognitive domain, and comparatively lower scores in academic achievement. The degree of the cognitive impairment adversely affects the student’s educational performance.

Deaf-Blindness (DB) – Students identified with deaf-blindness have a concomitant hearing impairment and visual impairment. This combination causes severe communication and other development and educational needs.

Early Childhood Special Education (ECSE) – Students identified with an early childhood developmental delay must be between the ages of birth through seven years. The child must have a developmental delay in one or more areas equal to, or greater than, half of the expected development for their chronological age. (For example, a four-year-old may function at or below a two-year-old level.)

Emotional Impairment (EI) – Students identified with an emotional impairment exhibit behavioral problems, over an extended period of time, which interfere with the student’s ability to profit from learning experiences. The student may be unable to build or maintain relationships or to exhibit appropriate behavior and feelings.

Hearing Impairment (HI) – Students who are Deaf or Hard of Hearing include those who have varying types and degrees of hearing losses which interfere with development or adversely affect the student’s educational performance in the general education setting.

Learning Disability (LD) – Students identified with learning disabilities exhibit a pattern of strengths and weaknesses in performance and/or achievement relative to the student’s age, state approved grade level standards, or intellectual development. Findings are not due to a visual, hearing, motor, cognitive, or emotional impairment, cultural factors, environmental or economic disadvantage, or limited English proficiency. Students have a significant learning problem in one or more of the basic processes involved in understanding or using spoken or written language. These problems adversely affect the student’s reading, comprehension and/or fluency, writing, mathematics, spelling, fluency, listening, or oral expression.

Other Health Impairment (OHI) – Students with a health impairment have a chronic or acute health-related challenge which adversely affects their ability to learn. These health impairments may significantly limit strength, vitality, or alertness due to problems such as ADD/ADHD, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.

Physical Impairment (PI) – Students identified with a physical impairment have medically diagnosed severe orthopedic impairment that adversely affects their educational performance.

Severe Multiple Impairment (SXI) – Students identified with severe multiple impairments have more than one disability. This involves a cognitive impairment as well as any combination of the following: a hearing impairment, a visual impairment, a physical impairment, or a health impairment.

Speech and Language Impairment (SLI) – Students identified with a speech and language impairment have communication disorders that affect their educational performance. Communication disorders may include stuttering, articulation, voice, and language impairments.

Traumatic Brain Injury (TBI) – Students identified with a traumatic brain injury have acquired an injury to the brain through physical force resulting in significant problems with learning, social functioning, and physical functioning. Educational performance may be adversely affected in the areas of communication, memory, perception, reasoning, and judgment.

Visual Impairment (VI) – Students identified with a visual impairment may have partial sight or blindness. The visual impairment, even with correction, interferes with development or adversely affects educational performance.

The Individualized Educational Plan

An initial Individual Educational Planning Team (IEPT) meeting is held after a Multidisciplinary Evaluation Team (MET) makes a recommendation regarding a student's eligibility. When the IEPT accepts the recommendation and determines that the student is eligible for special education, the team designs a plan. The Individualized Educational Plan includes programs and/or special education services to meet your child's needs.

The IEPT would consist of the parent(s), a special education staff member, a district representative, and a general education teacher. An individual who can interpret the instructional implications of the evaluation results is required to attend the IEP. Dependent upon the student's needs, other members (speech therapist, physical therapist, etc.) could be invited to participate.

An IEPT meeting is also held for each eligible student on an annual basis. The teacher/case manager should contact the parent(s) to determine a mutually agreeable time for the meeting. Parents should attend as they are a vital part of the process. The child may attend if appropriate. If parents are unable to attend, they have the right to ask for the meeting to be rescheduled or may provide input to the IEPT meeting in another way. Parents or school staff may request that an IEP be held more often than once per year.

The Individual Education Plan includes legally required information such as:

- Determination of the student's eligibility
- Statements of the student's present level of academic achievement and functional performance (This includes academic, behavioral, social, communication, and physical areas of development and should focus on the student's needs related to the general curriculum.)
- Identification of annual goals and short-term objectives
- Description of evaluation procedures and schedules for determining the student's progress toward annual goals
- A list of supplementary aids and services to be provided to the student
- Discussion of least restrictive environment options which include how the child's disability affects his/her involvement and progress in the general curriculum
- Determination of appropriate programs and/or services
- The amount of time in general and special education, the projected initiation date, and the frequency/duration/location of services
- Exploration of prevocational and transition needs for students at the age of 16 or younger if needed
- Determination of the level of participation in national, state, and district assessments
- Parent signature indicating agreement for initial Individualized Education Program (IEP)
- Notice for Initial Provision of Services and Programs, or
- Notice for Provision of Services and Programs

Programs and Services – An Overview

Bloomfield Hills Schools provides an array of special education programs and services to foster the successful learning of students. The Individualized Educational Planning Team (IEPT) will determine which program and/or services are appropriate for each student. Special education programs and/or services are available for persons identified with:

| | |
|-----------------------------------|----------------------------|
| Autism Spectrum Disorder | Other Health Impairment |
| Cognitive Impairment | Physical Impairment |
| Deaf/Blindness | Severe Multiple Impairment |
| Early Childhood Special Education | Speech/Language Impairment |
| Emotional Impairment | Traumatic Brain Injury |
| Hearing Impairment | Visual Impairment |
| Learning Disability | |

BLOOMFIELD HILLS ACADEMIC RESOURCE PROGRAMS (ARP)

Fox Hills Center
Early Intervention Program
Early Childhood Special Education (ECSE/SEED)

Eastover

- early elementary years
- later elementary years

Lone Pine

- early elementary years

East Hills

- later elementary/middle school years

West Hills

- later elementary years
- middle school years

Andover

- high school years

Doyle Center

- post-secondary years

Ancillary and other related services are also available to address identified educational needs, including:

| | |
|-----------------------------------|------------------------------|
| Adapted Transportation | Physical Therapy |
| Assistive Technology | Psychological Services |
| Early Childhood Services | School Social Work Services |
| Interpreters | Speech and Language Services |
| Mobility and Orientation Services | Teacher Consultant Services |
| Occupational Therapy | Transition Services |

If the Individualized Educational Planning Team determines the student's needs are best met in a more specialized educational program, arrangements may be made with another school district to provide the services. The Oakland County Center Programs exist for the following disabilities:

| | |
|---------------------------------|-------------------------------|
| Autistically Impaired | Severely Cognitively Impaired |
| Hearing Impaired | Severely Emotionally Impaired |
| Moderately Cognitively Impaired | Severely Multiply Impaired |
| Physically Impaired | |

Bloomfield Hills Special Education Programs and Services

Early Intervention Program

The Early Intervention Program is designed for children from birth to age three years who are referred to the District Project Find Coordinator due to concerns regarding developmental growth. Following a comprehensive team evaluation, a determination is made as to the child's eligibility for special education services. The program, designed to provide support and guidance to parents, has two components – home visits and school sessions. Services are provided by a team of early childhood educational and developmental specialists.

Early Childhood Special Education (ECSE)/ Special Education for Early Development (SEED)

Special Education for Early Development (SEED) is a classroom-based program for two and one-half through five-year-old children with special needs. This program focuses on the development of basic concepts, social skills, and language skills. Each child has an individualized educational plan which is carried out within the activity-based curriculum. Services are provided by a team of early childhood educational and developmental specialists. The team may include a social worker, speech and language pathologist, or other therapists as needed. SEED is an integral part of the early childhood programming at Fox Hills Center.

Academic Resource Program (ARP)

In the Academic Resource Program, teachers and paraeducators provide direct instruction to students who are not fully included in the general education setting. Students are full participants in the school environment and are educated in general education classrooms to the maximum extent appropriate. Social workers, speech and language pathologists, and occupational or physical therapists provide services as determined by the IEP team. Modifications and support are provided in the academic and social environment. Special courses in prevocational, vocational, and personal adjustment skills are often part of the student's program. A community job coach works directly with high school students in a variety of community settings as part of their educational program to enhance job awareness and develop desired vocational competencies. Transition counseling is also provided to ensure post-school success. Academic Resource Programs are located at Eastover Elementary, Lone Pine Elementary, East Hills Middle, West Hills Middle, and Andover High School.

Resource Program

Resource programs are located in each elementary and secondary school. The programs provide a number of services including evaluation of achievement and placement of students along with individual and group instruction. Administrators and teachers are committed to educating students in the general education setting to the maximum extent appropriate. To accomplish this, special education teachers work closely with general education teachers in identify necessary accommodations for success based on the student's individual education needs. As a result of this educational support, a majority of special education students graduate from high school and participate in vocational programs, employment, or college.

Post-Secondary Program (PREP)

The PREP program offers a practical, educational alternative for special education students requiring further training and assistance after their high school experience. Students are instructed on lessons to help them be prepared, responsible, employable, and productive members of the community. Skill sets are centered around independent living and employability. Daily independent living skills include: cooking, budgeting, shopping, and self-care. Job skills cover preparing a resume, completing applications, interviewing, and appropriate conduct on the job. Social skills such as decision making, goal setting, self-control, and socially acceptable behavior and relationships are stressed. Recreation/leisure skills include accessing community resources, physical fitness, and managing unstructured time. Functional academics such as time, money, measurement, banking, reading newspapers and recipes are also covered. The program partners with Michigan Department of Labor and Economic Growth (MRS), Macomb Oakland Regional Center (MORC), Community Living Services (CLS), and the Disability Network depending on the needs of each individual student.

Assistive Technology

Each IEP team is required to consider the child's need for assistive technology (AT). Specific assistive technology services may include: an evaluation of the student's need for assistive technology, training of the student on how to use AT, modifications of AT, and other supports for school personnel. Examples of assistive technology include training staff or student to add new vocabulary to an augmentative communication device or to scan new materials into a software program that reads text.

Interpreter

The Bloomfield Hills Schools District provides sign language interpreters for students who are Deaf or Hard of Hearing to facilitate communication in general education classes. Additionally, students may request interpreter services for school related activities which occur outside of regular school hours.

Interveners

Bloomfield Hills Schools provides interveners to facilitate communication for students who are DeafBlind.

Occupational Therapist

The occupational therapist evaluates a student's fine motor skills, develops and implements therapy programs, and provides consultative support. The purpose of therapy is to direct a student's maximum functional academic performance and to provide suggestions for appropriate classroom/learning accommodations and modifications.

Paraeducator

Paraeducators assist special education teachers in elementary and secondary buildings. Teacher assistants provide direct and indirect support to students with special learning needs under the supervision of a certified teacher or other professional.

Physical Therapist

The physical therapist works to initiate or enhance the child's mobility. The therapist provides gross motor direct and consultative services. The therapist may also recommend adaptive equipment or modifications to accommodate students with special needs.

Private/Parochial Consultant

A multidisciplinary team services the private/parochial schools located within the District boundaries. Under the Auxiliary Services Act, consultative and evaluative supports are provided for eligible students.

Psychologist

The school psychologist provides consultation as well as evaluation of students being considered for special education services. The psychological evaluation often includes assessment of ability, achievement, and behavior. In addition, the psychologist is a valuable resource to teachers, parents, and other support staff.

School Social Worker

The school social worker assists children whose social, learning, or emotional problems are such that they interfere with the child's school experiences. The social worker often conducts screenings, counsels students and parents, and consults with school personnel. They may coordinate school and community resources.

Speech and Language Pathologist

Speech and language pathologists provide services to facilitate and enhance communication skills through an integrated team approach. Communication disorders may include difficulty with articulation, voice, fluency, or language. Individual communication needs are addressed through a continuum of service delivery models. These include collaborative, consultative, and direct services.

Teacher Consultant

Teacher consultants confer with special education students and their parents with the student's educational program and their learning requirements. They collaborate with general education teachers to promote the success and independence of students in the general education setting. They also assist in evaluation and appropriate placement of students to ensure success with the general curriculum.

Transition Coordinator

The Transition Coordinator works with the special education staff and the Building Instructional Team (BIT) to implement vocational programs and work study experiences. Services may include a vocational assessment, selection of job training sites, and ongoing monitoring and counseling. The coordinator is also the liaison between Oakland Technical Center, a vocational training school, and outside agencies such as the Department of Labor and Economic Growth, Michigan Rehabilitation Services. Other activities of the coordinator include working with students, parents, and staff to explore and develop a post-graduate plan.

Adaptive Recreation (Recreation Department)

A wide range of enrichment activities and classes for children, adults, and seniors are held at BHS facilities. A complete list is available by requesting a catalog or can be found online at www.bloomfieldrec.org. If your child has special needs and would like to participate in a class, contact Mike Cowdrey at (248) 433-0885 or mcowdrey@bloomfield.org.

Bloomfield Hills Association for Special Education (BHASE)

The Bloomfield Hills Association for Special Education (BHASE) is a non-profit, unincorporated organization for parents and special education staff. BHASE serves as an essential link between school personnel and parents who are working together to provide the best possible services to special students. The Department of Special Education at (248) 341-5415 can put you in touch with BHASE board members and parents, or you can check the BHASE link at www.bloomfield.org. BHASE encourages your membership and support!

SCAMP (Summer Camp)

SCAMP is a five-week summer day camp that seeks to provide therapeutic recreational experiences for individuals with disabilities ages 3-26 in the Metro Detroit Area. SCAMPers enjoy a variety of activities such as music and art therapy, social skill and language enrichment, outdoor activities, and swimming on beautiful Walnut Lake! SCAMP is operated through the Bloomfield Hills School District and is funded entirely through tuition and donations. Scholarships are available to families in need. Founded in 1967, SCAMP provides a fun and enriching experience. Please visit SCAMP at <http://scamp.bloomfield.org> for full program information.

The SCAMP office is located in the Bloomfield Recreation Department at 7273 Wing Lake Road, Bloomfield Hills, Michigan, 48301. General information is available by calling (248) 433-0885 or by email at scampfun@bloomfield.org.

Team Bloomfield and Special Olympics

Students eight-years and over are welcome to participate in Bloomfield Hills Schools special education athletics and Special Olympics to enjoy team camaraderie, get some exercise, and meet new friends. Special Olympics of Michigan is a year-round sport program. It is open to adults and children with intellectual disabilities. Some athletes may also have physical disabilities. Swimming training is available year-round. Bowling is a seasonal offering. If you are interested and would like additional information, please telephone Stacy Wright (248) 341-6408, e-mail swright@bloomfield.org, or check the Bloomfield Recreation website at <http://www.bloomfieldrec.org/blmfld/>.

Center Programs

Wing Lake Developmental Center

Wing Lake Developmental Center is operated by Bloomfield Hills Schools. The center provides a comprehensive learning environment with a wide spectrum of support services for students ages three through age 25 with severe cognitive and multiple disabilities. Attending students reside in a number of local districts within Oakland County. Services are provided under contractual arrangement with the resident districts. In addition to the classrooms at Wing Lake, some students enrolled in the program attend one of four Wing Lake satellite classrooms. These classrooms, at the preschool, elementary, middle and high school levels, are housed in general education buildings within the District.

The program goal is for each student to experience a beneficial and enjoyable day in a nurturing and supportive environment. A comprehensive curriculum encourages individualized skill enhancement through activities of daily living. Additional program activities include community-based participation, adaptive aquatics, hydrotherapy, bowling, peer pals with neighboring schools, music, and a foster grandparent program.

The Wing Lake staff reflects an array of specialized skills and talents. Each classroom team is comprised of a certified special education teacher and instructional assistants who are directly involved in implementing the educational program. The classroom support team may include occupational and physical therapists, speech and language pathologist, social worker, psychologist, adaptive physical education teacher, and nurse.

Early Intervention Deaf and Hard of Hearing Program

The Early Intervention Deaf and Hard of Hearing Program, available to Oakland County families, serves infants from birth to age three who are identified with a hearing loss through a newborn hearing screening or audiological

testing. This comprehensive program provides families with information regarding their baby's hearing loss and language development. While in this early intervention program, families are encouraged to explore different communication options in order to make informed decisions regarding their child's education. The program team includes an early childhood specialist, teacher of deaf education, speech and language pathologist, school psychologist, and occupational and physical therapists. Services include home visits, school sessions, audiological monitoring, and transition planning to appropriate preschool programs at age three.

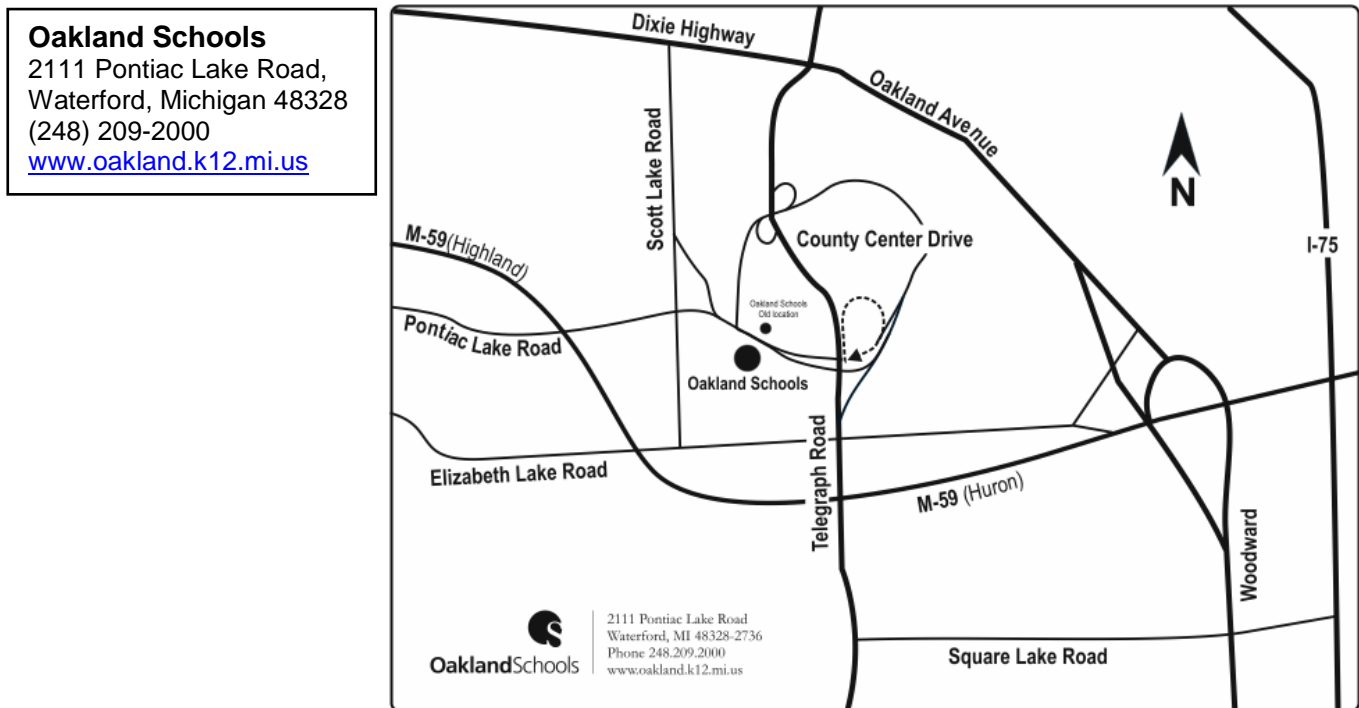
Deaf and Hard of Hearing Program

Bloomfield Hills School District houses a program for students who are Deaf or Hard of Hearing from school districts throughout Oakland County. Total Communication and Oral programs have been provided since the mid-1960s. Today, there are Deaf or Hard of Hearing students at the preschool, elementary, middle, and high school levels.

The program focuses on communication, social-emotional skills, language arts, and acquisition of content information related to the general curriculum. A student's access to the general curriculum is based on individual needs and may be provided in a basic classroom with a teacher of the Deaf/Hard of Hearing or in a general education class with an interpreter and tutorial support.

Language Arts is the primary focus of the curriculum. Literacy is supported in the classroom as well as through projects that include the parents.

Oakland Schools



The Oakland Intermediate School District (ISD) is a valuable resource to Bloomfield Hills Schools and parents, especially in the area of training, support services, and evaluation. It serves 28 school districts and many public school academies of Oakland County. As an ISD, Oakland Schools can provide clinical, consultative, and instructional services. Additionally, its Educational Resource Center provides library, media, and film services to educators. Pupil and support services include the following:

- Instructional services
- Curriculum management
- Center Program management
- Teacher consultants
- Speech and hearing clinic
- Technology and information services

Support Organizations

Child Care

Family Support Network of Michigan..... (800) 359-3722
Respite Coordinator for Macomb Oakland Regional Center (MORC) (248) 276-8000

Crisis Assistance

Common Ground Sanctuary (**Crisis**) (248) 456-0909 or (800) 231-1127
Haven (**Crisis**) (248) 334-1274
Oakland County Sheriff's Department (248) 858-4911
Poison Control Center..... (800) 222-1222

Health Services

Child Abuse and Neglect Council (248) 332-7173
Children's Eye Care of Michigan (313) 561-1777 or (248) 538-7400
Children's Special Health Care Services (248) 424-7900
Dental Clinic..... (248) 858-1306
Dept. of Community Health Children's Special Health Services www.michigan.gov/mdch (517) 241-7186
Donated Dental Services (248) 559-7767, (248) 858-1306 or (248) 858-1306
Hearing and Vision..... (248) 424-7070
Healthy Start (248) 335-5638
Immunization (**Minimal or no charge**)..... (248) 858-1305
MI Child – Health Insurance for Children..... (888) 988-6300
Nutrition Services (248) 858-1403
Oakland County Health Division..... (248) 858-1280
Oakland Family Services (248) 858-7766
Women, Infants, and Children (WIC)..... (248) 858-1272

Hospitals

Botsford (248) 471-8000
Children's Hospital – Detroit..... (313) 745-5437
Crittenton (248) 652-5000
DMC Network (888) 362-2500
Doctor's Hospital of Michigan..... (248) 857-7200
Henry Ford Health Systems (248) 661-4100
Huron Valley Sinai Hospital..... (248) 937-3300
Pontiac Osteopathic..... (248) 338-5000
Pontiac Osteopathic Hospital Physician Referral (248) 338-5274
Providence..... (248) 424-3000
St. John Oakland (248) 967-7000
St. Joseph Mercy Oakland (248) 858-3000
St. Joseph Mercy Hospital Physician Referral..... (800) 372-6094
William Beaumont – Royal Oak..... (248) 551-5000
William Beaumont – Troy (248) 828-5100
Beaumont Physician Referral..... (800) 633-7377

Transportation

SMART (866) 962-5515

**Disability Support and
Legal Services Available to Parents in Understanding the Special Education Process**

| | |
|--|---|
| AIDS (<i>Hotline</i>)..... | (800) 872-2437 |
| Al-Anon and Alateen..... | (313) 242-0300 |
| Alcoholics Anonymous Oakland County..... | (284) 541-6565 or (877) 337-0611 |
| Alzheimer’s Association..... | (248) 351-0280 |
| Alliance for the Mentally Ill (AMI) of Oakland..... | (248) 706-0591 |
| AMORC (Support for persons and families receiving services from Macomb Oakland Regional Center) | (248) 676-8124 |
| ARC of Oakland County..... | www.thearcoakland.org/ (248) 816-1900 |
| Association for Children’s Mental Health (ACMH) Oakland Chapter..... | (866) 374-4833 |
| Autism Society of America..... | (248) 393-3131 |
| Autism Society of Michigan..... | www.autism-mi.org (800) 223-6722 or (517) 882-2800 |
| Bloomfield Hills Association for Special Education (BHASE)..... | bhase.bloomfield.org/ (248) 341-5415 |
| Center for Educational Networking (CEN)..... | www.cenmi.org (888) 463-7656 or (517) 908-3900 |
| Child Abuse and Neglect Council..... | [Care House (248) 333-0999] (248) 332-7173 |
| Children and Adults with Attention Deficit Disorder (CHADD)..... | www.chadd.org (248) 988-6716 |
| Children’s Leukemia Foundation of Michigan..... | (248) 530-3000 |
| Citizens Alliance to Uphold Special Education (CAUSE)..... | www.causeonline.org (800) 298-4424 |
| Citizens Alliance to Uphold Special Education (CAUSE) Oakland-Macomb..... | (866) 454-4464 |
| Common Ground Sanctuary..... | www.commongroundsanctuary.org (800) 231-1127 or (248) 456-0909 |
| Community Dispute Resolution Program Oakland Mediation Center..... | www.mediation-omc.org (248) 338-4280 |
| Community Housing Network..... | (866) 282-3119 or (248) 928-0111 |
| Council and Advocacy Law Line..... | (888) 783-8190 |
| Council for Exceptional Children..... | www.cec.sped.org (888) 232-7733 |
| Deaf Community Advocacy Network (Deaf CAN)..... | www.deafcan.org (248) 332-3331 (248) 332-3323 TDD |
| Depressive and Bipolar Support Alliance (DBSA)..... | (734) 284-5563 |
| Disability Network Oakland and Macomb..... | (586) 268-4160 |
| Early On of Oakland County..... | www.oakland.k12.mi.us (248) 209-2084 |
| Early On: Public Awareness/Information/Referral..... | www.1800earlyon.org (800) 327-5966 |
| Easter Seals Disability Services (Michigan)..... | www.essmichigan.org (800) 757-3257 |
| Easter Seals Michigan Headquarters..... | www.mi.easterseals.com (248) 475-6400 |
| Emotions Anonymous..... | (651) 647-9712 |
| Epilepsy Foundation of Michigan..... | www.epilepsymichigan.org/ (800) 377-6226 or (248) 351-7979 |
| Family Support Network of Michigan..... | (800) 359-3722 |
| Grandparents Acting as Parents Support Group (GAP)..... | (248) 721-0118 |
| Haven..... | (248) 334-1284 |
| HUGS (<i>Help, Understanding, and Grief Support</i>)..... | (248) 937-3470 |
| Jewish Association for Residential Care (JARC)..... | (248) 538-6611 |
| Learning Disabilities Association of Michigan..... | www.lidaofmichigan.org (888) 597-7809 |
| Legal Aid and Defender Association Civil Law Group..... | (877) 964-4700 or (313) 967-5555 |
| Macomb Oakland Regional Center (MORC) . (866) 593-7412 Oak. (248) 276-8000 Mac. (586) 416-2065 | |
| Mental Health Association in Michigan..... | (248) 647-1711 |
| Mental Illness Research Association (MIRA)..... | (800) 896-6472 or (248) 644-6550 |
| Michigan Association for Children with Emotional Disorders..... | www.michkids.org (248) 433-2200 |
| Michigan Association for Deaf and Hard of Hearing..... | www.madhh.org (517) 487-0066 or (800) YOUR-EAR |
| Michigan Association for Foster, Adoptive, and Kinship Parents (MAFAK Parents)..... | (269) 637-5093 |
| Michigan Commission for the Blind..... | www.michigan.gov/mcb (800) 292-4200 |
| Michigan Department of Career Rehabilitation..... | (248) 706-2600 |
| Michigan Department of Civil Rights..... | www.michigan.gov/mdcr (517) 335-3165 |
| Michigan Department of Community Health..... | (517) 373-0408 |
| Michigan Department of Education..... | www.michigan.gov/mde (517) 373-3324 |
| Michigan Department of Education: Office of Special Education..... | (517) 373-0923 |
| Michigan Department of Education: Technical Assistance for Special Education..... | (888) 320-8384 |
| Michigan Department of Human Services..... | (517) 373-2035 |
| Michigan Department of Juvenile Justice..... | (517) 373-8226 |

| | |
|--|--|
| Michigan Department of Labor and Economic Growth, Rehabilitation Services | (800) 605-6722 x605 |
| Michigan Disability Rights Coalition | (800) 760-4600 |
| Michigan Mental Health Association..... | www.mha-mi.org (248) 647-1711 |
| Michigan Protection and Advocacy Service..... | www.mpass.org (800) 288-5923 |
| Michigan School for the Deaf and Blind | (810) 257-1400 |
| Michigan's Integrated Technology Supports (MITS)..... | www.cenmi.org/mits (517) 908-3930 |
| Multiple Sclerosis Social Service Organization..... | (248) 350-0020 |
| Muscular Dystrophy Association | www.mda.org (734) 416-7076 |
| Narcotics Anonymous..... | (877) 338-1188 or (248) 543-7200 |
| National Alliance for Research on Schizophrenia and Depression (NARSAD) | (800) 829-8289 |
| National Center for Learning Disabilities (NCLD) | www.ld.org (888) 575-7373 |
| National Dissemination Center for Children with Disabilities | www.nichcy.org (800) 695-0285 (TTY) |
| Oakland County Community Mental Health Authority..... | www.occmha.org (800) 341-2003 |
| Oakland County Early On | (248) 209-2084 |
| Oakland County Lawyer Referral Service | (248) 338-2100 |
| Oakland County Parent Resource Guide | www.oakland.k12.mi.us/greatparents/parentresourceguidewithlinks.pdf |
| Oakland Family Services | (248) 858-7766 |
| Oakland Livingston Human Service Agency..... | (248) 209-2600 |
| Oakland Livingston Human Service Agency Head Start..... | (248) 409-1605 |
| Oakland Schools Compliance Support..... | www.oakland.k12.mi.us (248) 209-2561 |
| Oakland Schools Families/Community Resources | www.oakland.k12.mi.us |
| Oakland Schools Special Education Office | (248) 209-2327 |
| Office of Civil Rights, US Dept. of Education www.ed.gov/about/offices/list/ocr/whatsnew.html | (216) 522-4970 |
| Overeaters Anonymous | (248) 559-7722 |
| Parents Without Partners | (248) 628-3627 or (734) 973-1933 |
| Space for Changing Families | (248) 355-9936 |
| SCAMP (Special Education Summer Camp Program) | (248) 341-6425 |
| Special Olympics – Michigan | (989) 774-3911 |
| Special Olympics – Southeast Region | (248) 370-0922 |
| Stepfamily National Resource Center | www.stepfamilies.info |
| Suicide National Help Line Network | (800) SUICIDE (784-2433) |
| Suicide Prevention Action Network | (800) 273-TALK (8255) |
| United Cerebral Palsy of Detroit..... | www.ucpdetroit.org (800) 827-4843 or (248) 557-5070 |
| United Way of Oakland County | (248) 456-8800 or (248) 456-8805 |
| University of Detroit Mercy Law Clinic | (313) 596-0262 |

Notice of Nondiscrimination Policy

It is the policy of the school district that no person shall, on the basis of race, color, national origin, creed or ancestry, sexual orientation, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity and in employment. Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI, which prohibits discrimination on the basis of race, color or national origin, or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to the office of the Director of Special Education.



Bloomfield Hills Association for Special Education (BHASE)

The Bloomfield Hills Association for Special Education (BHASE) is a non-profit, unincorporated organization for parents, special education staff, and administration. BHASE serves as an essential link between school personnel and parents who are working together to provide the best possible services to special students. Our mission is to help you and your child to feel welcomed in the District as well as informed about opportunities available. As an educator or support staff, BHASE would like the opportunity to support you. BHASE encourages your membership and participation. You can check the BHASE link at www.bloomfield.org or call the Special Education Office at (248) 341-5415.

BHASE REPRESENTATIVE RESPONSIBILITIES

1. Develop creative ways to communicate with other parents of special needs students in the building, e.g. occasional e-mails, articles in school newsletters, informal/formal parent meetings, meet and greets.
2. Attend building PTO meetings to represent the interests of children with special needs.
3. Meet at least annually with the building principal to share concerns and success stories.
4. Meet at least three times a year with BHASE representatives from other buildings and school administrators to share information and discuss current topics related to special education. Noon brown bag lunch meetings are scheduled for Wednesdays: September 29, January 19, and May 18. The location is the BHS Administration Building at 4175 Andover Road. Evening meetings will be held Wednesdays: November 17 and March 16, 6:30 – 8:30 p.m. at Wing Lake Developmental Center, 6490 Wing Lake Road.
5. BHASE representatives help with the Golden Apple Awards Celebration, May 3, 2011.

If you are a parent and interested in volunteering as a BHASE representative, please contact BHASE or your local PTO President.

Stay informed!

We recommend you sign up for the Special Education Listserv. It is the gateway to receiving communications from BHASE, notices on workshops and trainings as well as communications from Oakland Schools' Parent Advisory Committee. Paste this link into your browser, <http://listserv.bloomfield.org/mailman/listinfo>; then choose "BHS-Special-Ed" listserv. For helpful links and educational resources, visit BHASE on the web: <http://bhase.bloomfield.org>.

2010 – 2011 BHASE Membership Application

Dues help support program and scholarships.

Annual Dues: \$10 per person; ___ \$10 ___ \$25 ___ \$50 ___ \$75 ___ \$100 ___ other
(Please make checks payable to Bloomfield Hills Schools with "BHASE" noted in memo area. Thank you for your support!)

Name: _____ Address: _____

City/State/Zip: _____ Home Phone #: _____

Cell Phone #: _____ E-mail: _____

My child(ren) attend(s) school at: _____ Grade(s): _____

I am a: ___ Teacher ___ Administrator ___ Parent ___ Other: _____

___ I would like to volunteer with BHASE; please contact me.

___ I am interested in being a BHASE representative at my child's school; please contact me.

___ I would like to be placed on the BHASE mailing list/e-mail distribution list.

Detach and mail this membership application form with enclosed dues to:
Bloomfield Hills Schools, ATTN: Special Education/BHASE, 4175 Andover Road, Bloomfield Hills, MI 48302

District Special Education Telephone Numbers

Academic Resource Program (ARP)

| | |
|-----------------------------------|----------------|
| Lone Pine Elementary School | (248) 341-7300 |
| East Hills Middle School..... | (248) 341-6200 |
| West Hills Middle School..... | (248) 341-6100 |
| Andover High School | (248) 341-5500 |

Bloomfield Hills Association for Special Education (BHASE)..... (248) 341-5415

Deaf and Hard of Hearing Center Program

| | |
|--------------------------------------|----------------|
| Supervisor..... | (248) 341-7175 |
| Fox Hills Preschool Center..... | (248) 341-7950 |
| Conant Elementary School..... | (248) 341-7000 |
| Eastover Elementary School | (248) 341-7100 |
| Bloomfield Hills Middle School | (248) 341-6000 |
| East Hills Middle School..... | (248) 341-6200 |
| Lahser High School..... | (248) 341-5700 |

Director of Special Education (248) 341-5415

PREP Post-Secondary Program (248) 341-6386

Project Find..... (248) 341-7962

| | |
|---|----------------|
| Deaf and Hard of Hearing Early Intervention | (248) 341-7926 |
| Early Intervention | (248) 341-7917 |

Resource Rooms (RR)

| | |
|--------------------------------------|----------------|
| Conant Elementary School..... | (248) 341-7000 |
| Eastover Elementary School | (248) 341-7100 |
| Lone Pine Elementary School | (248) 341-7300 |
| Way Elementary School..... | (248) 341-7800 |
| Bloomfield Hills Middle School | (248) 341-6000 |
| East Hills Middle School..... | (248) 341-6200 |
| West Hills Middle School..... | (248) 341-6100 |
| Bowers Academy | (248) 341-5985 |
| Andover High School | (248) 341-5500 |
| Lahser High School..... | (248) 341-5700 |

SCAMP (Special Education Summer Camp Program)..... (248) 341-6425

Severely Cognitively Impaired/Severely Multiply Impaired

| | |
|--|----------------|
| Wing Lake Developmental Center and Program Supervisor..... | (248) 341-7900 |
|--|----------------|

Special Education for Early Development (SEED)

| | |
|-----------------------|----------------|
| Fox Hills Center..... | (248) 341-7954 |
|-----------------------|----------------|

Special Olympics (248) 341-6408

Transition Coordinator

| | |
|---------------------------|----------------|
| Andover High School | (248) 341-5500 |
|---------------------------|----------------|

*Equity and
Excellence in
Education*



1408 Scott Lake Road
Waterford, MI 48328-2735
Telephone: 248.209.2438
Facsimile: 248.209.2422
<http://www.oakland.k12.mi.us>

Medicaid Billing

JUNE 2010

Dear Parent/Guardian,

Since 1993, Oakland Schools and its local districts have participated in the Medicaid School Based Services program. This program allows the districts to bill the Medicaid program for reimbursement for health services provided in the schools to special education students who are eligible for Medicaid. Oakland Schools submits the claims to Medicaid on behalf of the local districts.

The Medicaid School Based Services Program in Michigan:

- Provides partial reimbursement for services such as Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services, Orientation and Mobility Services, Personal Care Services, Nursing Services, Case Management, Special Education Transportation and Assistive Technology Services.
- Does **NOT** affect a family's Medicaid insurance benefits and there is **NO** cost to the family, now or in the future.
- Helps school districts because it offsets some of the costs of health care that we provide to children and students.
- Is voluntary and requires parent or guardian to provide written consent to release information about their child in order to bill Medicaid. This consent may be revoked at any time by the parent or guardian.

This letter is being sent to the families of all special education students to provide notification that Oakland Schools and its local districts participate in this program.

Regulations which became effective October 13, 2006 require the districts to obtain your consent to release information in order to bill the Medicaid program. The school district will contact you to make this request for consent

If you have any questions regarding the information contained in this letter, please contact Cynthia Rae, Medicaid Consultant, (248) 209-2189.

Sincerely,

Susan Powell

Susan K. Powell, MA
Manager, Medicaid Billing Department

Acronyms and Abbreviations

| | | | |
|--------------|--|----------------|---|
| ADA | Americans with Disabilities Act | K-12 | Kindergarten through 12 th Grade |
| ADD | Attention Deficit Disorder | LEA | Local Educational Agency (Local School District) |
| ADHD | Attention Deficit Hyperactive Disorder | LRC | Learning Resource Center |
| AG | Annual Goal | LRE | Least Restrictive Environment |
| ARP | Academic Resource Program | MA | Mental Age |
| ASD | Autism Spectrum Disorder | MDE | Michigan Department of Education |
| AT | Assistive Technology | MDR | Manifestation Determination Review |
| AYP | Adequate Yearly Progress | MET | Multidisciplinary Evaluation Team |
| BHASE | Bloomfield Hills Association for Special Education | MMC | Michigan Merit Curriculum |
| BIP | Behavior Intervention Plan | NCLB | No Child Left Behind |
| BIT | Building Instructional Team | OCR | Office of Civil Rights |
| CA | Chronological Age | OHI | Other Health Impairment |
| CBM | Curriculum Based Measurement | OM | Orientation/Mobility Services |
| CEC | Council for Exceptional Children | OSE/EIS | Office of Special Education and Early Intervention Services |
| CI | Cognitive Impairment | OT | Occupational Therapist |
| CIMS | Continuous Improvement and Monitoring System | PA | Public Act |
| CMH | Community Mental Health | PAGES | Program of Assistance for General Education Students |
| CP | Cerebral Palsy | PC | Personal Curriculum |
| DB | Deaf-Blind | PI | Physical Impairment |
| DD | Developmental Delay | PL | Public Law |
| DHH | Deaf and Hard of Hearing | PLAAFP | Present Level of Academic and Functional Performance |
| DHS | Department of Human Services | PREP | Post-Secondary Program |
| DX | Diagnosis | PRR | Peer Reviewed Research |
| ECSE | Early Childhood Special Education | PSW | Pattern of Strengths and Weaknesses |
| EDP | Education Development Plan | PSY | Psychologist or Psychological Services |
| EI | Emotional Impairment | PT | Physical Therapist |
| EIPA | Educational Interpreter Performance Assessment | PWN | Prior Written Notice |
| EO | Early-On | REED | Review of Existing Evaluation Data |
| FAPE | Free Appropriate Public Education | RR | Resource Room |
| FBA | Functional Behavior Assessment | RTI | Response to Intervention |
| GERT | General Education Resource Teacher | SBR | Scientifically Based Research |
| GLCE | Grade Level Content Expectations | SEA | State Education Agency |
| HI | Hearing Impairment | SEED | Special Education for Early Development (ECSE Program) |
| HSCE | High School Content Expectations | SEI | Severe Emotional Impairment |
| H/H | Homebound/Hospitalized | S/L | Speech/Language Services |
| IDEA | Individuals with Disabilities Education Act | SLI | Speech and Language Impairment |
| IEP | Individualized Education Program | SXI | Severe Multiple Impairment |
| IEPT | Individualized Educational Planning Team | TBI | Traumatic Brain Injury |
| IFSP | Individual Family Service Plan | TC | Teacher Consultant |
| ISD | Intermediate School District | VI | Visual Impairment |
| IQ | Intelligence Quotient | VP | Video Phone |

Oakland Schools Parents' Frequently Asked Questions About Special Education

Parent Advisory Committee

1. What is the Oakland Schools Parent Advisory Committee (PAC)?

Oakland County's PAC is made up of volunteer representatives from each school district/public school academy within Oakland County.

PAC members:

- Participate in the development and review of the Oakland Schools County Plan for Delivery of Special Education Programs and Services
- Provide advisory input on matters regarding improvement of Special Education services within the Intermediate School District (ISD)
- Attend and participate at scheduled meetings
- Disseminate information and share ideas with the members, the ISD and their local school districts
- Provide families opportunities to be informed of Special Education processes
- Mentor new PAC members
- Encourage effective partnerships between families and schools

For more information on Oakland County's PAC go to:

<http://www.oakland.k12.mi.us/Departments/SpecialEducation/ParentAdvisoryCommittee/OaklandSchoolsPAC/tabid/931/Default.aspx>

2. How does a parent get on the PAC?

All parent representatives must have a child or children with an IEP who are currently receiving Special Education services. A representative must first be appointed by their local district/PSA school board and then by the Oakland Schools Board of Education. Contact your local director of Special Education to learn more about the opportunities available.

3. Are the PAC meetings open to the public?

Yes. The regular monthly meetings are held during the school year at Oakland Schools and are open to the public. The standard meeting format includes the opportunity for public comment. Oakland Schools is located at 2111 Pontiac Lake Road, Waterford, MI, 48328.

Evaluation

4. What do parents do when they suspect their child has a disability?

When parents suspect that their child has a disability, it may be helpful to contact the student's teacher to review their concerns and learn what resources the district has to support the student's learning.

School buildings often have in place "child study teams" or "student assistance teams". The teacher presents the student's learning and/or behavior concerns to the building team for suggestions on strategies and interventions. In Bloomfield, we have building instructional teams (BIT).

If those interventions are not successful and the student's learning and/or behavior are significantly different from same-aged peers, the parents or the teacher may make a referral for an evaluation for eligibility for Special Education services.

A parent starts the referral process by making a written request to the school administrator and/or Special Education staff asking that their child be evaluated for Special Education services due to specific concerns.

Within ten (10) school days of receiving the request, the district will contact the parent to review their concerns, make a plan for an evaluation and request their consent to evaluate their child.

5. Are grades a factor in considering eligibility for Special Education services?

What else is considered?

Yes. In all cases, the student's ability and achievement level are considered. The IEP Team would consider grades as one source of the multiple sources of data in their review.

In order to be eligible for Special Education services, the evaluation would need to show evidence of the suspected disability being an educational handicapping condition that requires specialized instruction beyond what could reasonably be delivered through general education. The IEP Team would assure that the suspected disability adversely affected the student's educational performance and was not due to lack of instruction in reading, math or limited English proficiency.

Michigan has thirteen areas of eligibility for Special Education services (e.g., speech & language impaired, specific learning disability, emotional impairment, cognitive impairment) and each has some factors for consideration specifically related to the type of suspected disability. The federal regulations requires each district to draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, as well as information regarding a child's physical condition, social or cultural background, and adaptive behavior. Grades are a factor; however, grades are only one factor among many others under consideration by the IEP Team.

6. Can a school district determine a child is not eligible for Special Education services when the child has been diagnosed by a doctor?

Yes. A doctor (e.g., family physician, psychiatrist, psychologist or neurologist) can make a diagnosis identifying a medical condition that is not an educational handicapping condition. For example, the medical condition may be managed without school intervention and does not interfere with the student's ability to be successful in school.

Examples:

- a. A doctor may diagnose Attention Deficit Hyperactivity Disorder (ADHD); however, the diagnosis by itself is insufficient for meeting the criteria for Special Education services under Otherwise Health Impaired (OHI).
- b. A student may have juvenile diabetes; however, the medical condition is managed through medication and diet with school intervention. Also, the medical condition does not interfere with the student's ability to be successful in school.
- c. A student may have been diagnosed with Pervasive Developmental Disorder (PDD) by a physician; however, the student is achieving with the expected range for his age, is participating in extracurricular activities, is completing schoolwork and passing tests.

The student has a mild issue with maintaining a preferred order in his school locker and work areas in classrooms, specific food preferences for lunch and some insistence in following routines and procedures. The student is engaging in conversation with peers and adults and is well known to the student body for his knowledge of sports facts.

The student has been provided accommodations in general education classes that meet his needs and does not require Special Education. In this case, the student has a medical diagnosis; however the student does not have an educational handicapping condition.

7. Can a parent request a second evaluation at district expense?

Yes. When the district has completed an evaluation, the results are reported to the IEP Team. A parent may believe that the results do not accurately reflect their child's abilities. In that situation, the parent may review the test results in more detail with the examiner. If the parent still thinks that the test results are different from how they see their child, the parent may request in writing to have a second evaluation. The retesting of the student by another examiner may be accomplished by a different staff person (e.g., a different speech and language therapist in the district).

A more formal process is for the parent to exercise their right to an independent educational evaluation (IEE). The retesting of the student may be done through an IEE at no cost to the parent. Parents may request an IEE whenever they disagree with an evaluation completed by the district. If the IEE is to be

completed at district expense, the district will provide information regarding the criteria for credentials of qualified examiners, suggested sources and locations, procedures for reimbursement, reasonable expected costs and notification that the parent is not restricted to using the sources for an evaluation recommended by the district.

The IEE process begins by the parent making a written request stating their disagreement with the district's evaluation and asking for an IEE. There are other restrictions and requirements for an IEE that are explained in the Parent Handbook and Procedural Safeguards available from your district's Special Education office.

8. Must parent-paid private evaluations be considered by an IEP team?

If a parent chooses to share a parent-paid private evaluation with the IEP Team, the IEP Team must consider the results. The information is valuable parent input to the IEP team. If a parent chooses to share the report, it is best practice to provide the information before the IEPT meeting. This will allow the IEP Team members time to consider the information in preparation for the team meeting.

9. Does a district have to honor outside opinions and suggestions, especially if it comes from the doctor?

As discussed in the above questions, at the next IEP Team meeting, the district will accept input from the parent and that may include medical reports, private therapist reports or input from other agencies. The IEP Team will consider input from sources outside of the district. The information contributes a perspective for the IEP Team in their development of the student's IEP. This information will be reviewed for its relevance to the student's needs in an educational setting.

IEP Meeting

10. Can the district hold an IEP team meeting without the parent in attendance?

Yes. The requirement is for the district to appoint (invite) a team of qualified individuals to attend the IEP team meeting. The district must arrange for this meeting at a mutually convenient time and place. If neither parent can attend and other creative means to ensure participation are exhausted (such as video conferences or conference calls), the district has the authority to hold the meeting.

An IEP team meeting may be conducted without the parent in attendance if reasonable efforts to include them have been documented.

The rules governing Special Education require the IEP team meeting to proceed on behalf of the student in order to assure their protection and right to a free appropriate public education (FAPE).

11. Can the district implement an unsigned IEP?

There are two different responses to this question depending on the purpose of the IEP team meeting.

If it is an initial IEP, the answer is no. A district does not have the authority to implement an initial IEP without parent consent (signature). A parent signature is required for an initial IEP to be implemented.

If it is not an initial IEP (i.e., Review/Revise IEP, Reevaluation, Other), the answer is yes. Once a student is eligible for Special Education services and has an IEP, the district is required to offer a free appropriate public education (FAPE) which is done through the IEP. It is important to understand that a parent signature is not required once the initial IEPT Report has been signed.

12. Is the parent voice as important as other members of the IEP team?

Yes. There are three references to this in rule and regulation.

1. The obligation of the public agency (district) to ensure that the IEP team for each student with a disability includes the parent(s)
2. The district requirement to *consider* parent input
3. The provision of *prior notice* where a district must provide a parent with a copy of the IEP before initiating or changing the identification, evaluation, educational placement or the provision of FAPE

The parent voice is heard throughout the IEP process by attending, participating and signing on the commitment page.

13. May a parent bring someone to their child's IEP team meeting?

Yes. It is permissible for a parent to invite other individuals who have knowledge or special expertise regarding the student to an IEP team meeting.

A parent may choose to bring someone to act as a support to them in the meeting. It is recommended that all participants of an IEP team meeting be made known to both parents and the district prior to the meeting.

14. How does a district determine educational placement?

Educational placement is made based on considering the least restrictive environment for the student. Identifying the least restrictive environment is made based on the student's needs and occurs through discussion of the IEP team. Parents as IEP Team members contribute to the discussion. Factors that contribute to an educational placement decision include the academic, developmental and functional needs of the student.

Placement is a need-based decision not a disability-based decision. For example, a student with an eligibility of Autism Spectrum Disorder (ASD) may have their educational needs met in a variety of settings such as, general education classroom, resource room or classroom for students with ASD. The needs of the student determine the educational setting.

15. Can IEP team meetings be taped?

Yes, as long as the district and parents both give permission. It is important to note that taping without mutual consent (district and parent), would be a violation of the rights and privacy of participants.

16. What is the Present Level Statement and why is it important?

The Present Level Statement is known as the Present Level of Academic Achievement and Functional Performance (PLAAFP). This is the section where student needs are identified. The Team then works to meet those needs through goals and objectives, supplementary aids and services, programs and services, or transition services and activities.

A PLAAFP includes 4 components:

1. Identified area(s) of need (e.g., math calculation, reading fluency, self-care, behavior, speech articulation)
2. Baseline data
3. Narrative summary of the baseline data in understandable terms
4. Description of the disability's impact on the student's involvement and progress in the general education curriculum

17. Can parents request to review the present level statement prior to the IEP?

Yes, if designated as a DRAFT. The present level statement is the basis of all other considerations in the IEP process; therefore, team development is critical and required. It is important to maintain the integrity of the IEP process as a written agreement for each student with a disability that is developed, reviewed and revised in a meeting.

18. Can parents provide a report to the IEP Team for consideration in the development of the present level statement?

Yes, a written report provided by the parent at the time of the IEP team meeting would constitute input. As a team member, a parent may provide a report describing their child's needs. The information will be considered by the IEP Team.

Keep in mind that any written report becomes a part of the child's educational record.

Accommodations

19. What factors does the district consider when assigning a one-to-one paraprofessional?

The IEP Team has the responsibility to identify specific and individualized student needs and generate multiple and workable options for meeting those needs, some of which may require extra and temporary paraprofessional assistance.

There may be rare circumstances in which educational needs as determined by the IEP Team necessitate some level of paraprofessional staff support beyond what the Michigan rules provide. The goal of utilizing paraprofessional staff is to support the student toward greater independence while teaching the student new routines and utilizing environmental supports.

In Michigan, paraprofessional staff are described in the Michigan Revised Administrative Rules for Special Education. By rule, programs for students with

- Cognitive Impairment (R 340.1738-1740)
- Severe Multiple Impairment (R 340.1748)
- Early Childhood Developmental Delay (R 340.1754)
- Autism Spectrum Disorder (R 340.1758)

include mandated student/instructional aide ratio. One factor to consider is the current student to staff ratio.

There is a caution in using paraprofessional services in a one-to-one capacity. Risks related to 1-to-1 paraprofessional support include:

- Dependence on adults
- Separation from classmates
- Loss of personal control
- Gender sensitive self-care issues
- Negative impact on teacher/student relationship

Some of the other factors an IEP Team considers includes: assistance needed to support learning for academics and functional skills, self-care needs, communication needs, health-related needs, behavior needs, and needs related to safety concerns.

20. Are there limitations to the accommodations that a student can receive?

Accommodations are limited to the extent that the student has genuine needs for support. "Supplemental aids, services and personnel supports" is the section in the IEP where the team discusses the need for accommodations. The accommodations are based on research to the extent practicable and are provided in general education classes or other education-related settings to enable students with disabilities to be educated with students without disabilities. These supplemental aids, services and supports may include peer tutoring, interpreters, and paraprofessional staff.

Examples of accommodations include: use of calculators, digitally recorded books, notes, note-taking, tape recorders and other technology devices and services. These aids may be provided either through general education or Special Education. A specific listing of any and all accommodations does not exist.

21. What is the difference between an accommodation and a modification?

Accommodations are supports to the student that assist learning the general education curriculum. Accommodations do not change the content of what is being taught. Accommodations change "how" something is taught to the student and how the student demonstrates understanding of what is taught.

Modifications are changes to the content of the general education curriculum. When course content is modified, the student is not on track for a high school diploma. A modification in the content for required courses results in the student earning a certificate of completion.

22. How are assistive technology services accessed?

"The need for assistive technology devices or services" is one of the 11 factors that the IEP Team discusses in order to provide a Free and Appropriate Public Education (FAPE). In discussing this factor, the team may conclude a need for an assessment of the student's need for assistive technology. The IEP Team considers the unique needs of the student regarding assistive technology and then determines how to address those needs. For instance, there may be technology devices from low tech (e.g., adaptive pencil grip) to high tech (communication device) that would be recommended through the "supplemental aids, services and personnel supports."

There may be an IEP recommendation or a written parent request for an assistive technology evaluation. Evaluation is the responsibility of the local district.

23. Who provides assistive technology equipment and support?

Local districts may provide service and equipment through district staff, contracted staff or by referring to the ISD. Sometimes the assistive technology equipment is on loan from the ISD, and district staff is trained to work with the equipment, the family and the student. It may be necessary to change equipment due to technological advances or due to changes in student skills. An ongoing collaborative relationship in the IEP process helps all staff, family members and students stay current on the student's needs for assistive technology.

24. Can an extra set of books be requested for use at home?

Yes, through the IEP Team discussion in the "supplemental aids, services and personnel supports" the request for an extra set of books can be reviewed. The team discussion may reveal other options that all may agree with or may determine which specific books need to be available to the student at home. If the team decides that an extra set of books is required, it will be written in this section of the IEP Team Report.

District Accountability

25. What is the general education and Special Education staff responsibility for a student achieving goals and objectives; is a district accountable for student progress and goal attainment?

The general education teachers and Special Education staff provide access to instruction as identified in supplementary aides, services and personnel supports, goals and objectives, and transition services and activities of the IEP. Teachers have the responsibility to identify the interventions that support goal attainment and to report on student progress.

Reports are required which describe the student's progress toward meeting their annual goals; however, goal achievement is not guaranteed.

26. What is a "Caseload" teacher?

A caseload teacher serves as the teacher of record assigned to a student at the building level. The caseload teacher is responsible for overseeing the students' instruction, performance and progress reporting.

Caseload also refers to the number of students a teacher may be responsible for as determined by Michigan Administrative Rules for Special Education under program or personnel rules. Michigan Administrative Rules are available in the folder of Laws, Regulations and Rules at: http://www.oakland.k12.mi.us/Services/SpecialEducation/Services/ComplianceSupportServices/t_abid/341/Default.aspx

Other

27. What is a 504 Plan?

"504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which specifies that no one with a disability can be excluded from participating in federally funded programs or activities including elementary, secondary or postsecondary schooling.

A student who has a physical or mental impairment which substantially limits one or more major life activities may need a written plan developed by a team that outlines necessary accommodations such as extended time for testing or access to a glucometer. It is a general education plan.

28. What is the process for resolving a parent and district dispute?

There are several options a parent and a district have when facing disagreement. These options may be either informal or formal dispute resolution.

Informal dispute resolution includes options such as:

- Actively checking for common understanding of the issue
- Requesting an IEPT meeting
- Adjourning a meeting

- Requesting additional information
- Inviting others who have special knowledge/expertise
- Requesting an IEP facilitator

Formal dispute resolution includes options such as:

- Mediation
- State Complaint
- Due Process Hearing Complaint
- Court of competent jurisdiction

For specific direction on how to access these options, refer to the procedural safeguards provided by your local district.

The Procedural Safeguards provided by your local district explains dispute resolution. Crucial to any process is maintaining open communication for student-centered outcomes. For more information regarding informal dispute resolution, go to:

<http://www.oakland.k12.mi.us/Portals/0/SpecialEd/Oakland%20County%20Parents%20guide%20for%20disput%20resolution.pdf>

29. What community resources are available for families who need modifications to their homes?

Modifications to homes, while important, do not fall within the responsibility of public education. Resources may be available through community agencies or social service organizations. For resources available in your area, consult your district parent handbook.

30. Can a student with an IEP be suspended or expelled?

Yes. Students with disabilities can be suspended or expelled as all students are responsible to follow the student code of conduct. Removals from school are considered a change in placement for students with IEPs when they exceed 10 school days. Ten school days occur in two ways: 10 consecutive school days or a total of 10 school days that constitute a pattern of removals.

Before the 11th day of suspension or expulsion, a student with an IEP must have a manifestation determination review (MDR). A team determines whether the behavior is a result of the student's disability during an MDR meeting. This meeting is recorded on a form which directs the process. The outcome of an MDR is an IEP team meeting. If the student's behavior was not a result of a disability, the school's code of conduct is applied.

In the IEP Team meeting, the members determine what Special Education services will be provided while the student is suspended or expelled.

The team may decide that the behavior was a manifestation of the student's disability. If so, they will review and revise the IEP in response to identified student needs.

For more information on manifestation determination review go to:

http://www.oakland.k12.mi.us/portals/0/SpecialEd/eLibrary/Discipline/Focus_on_Results_Expulsion_9-04.pdf

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