

# Student Support Services Parent Handbook



Waterford School District ● Student Support Services  
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# STUDENT SUPPORT SERVICES PARENT HANDBOOK

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*Dear Parents:*

*The Waterford School District is proud of the programs and services that are provided to meet the needs of students. Parents are important members of the educational team that help to determine the appropriate programs and services for their child. 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 the special education process, programs and services. Parents will always have additional information available at meetings, conferences and in the Procedural Safeguards.*

*In Michigan, programs and services are available for identified special education students from birth through age 25. Special Education provides specifically designed instruction, at no cost to parents, to meet unique educational needs of students who are found eligible under one of the areas of disability recognized under 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.*

*The Waterford School District offers a full continuum of services to identified students. 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. Placement and programming decisions are made at Individual Educational Planning Team meetings. The Waterford School District is committed to providing quality programs designed to meet students' individual needs.*

*If your questions are not answered in this handbook, please feel free to contact the Student Support Services Department at 501 N. Cass Lake Road, Waterford, Michigan, 48328, and (248) 682-3242.*

*Sincerely,*

*Nadine M. Milostan*

*Nadine M. Milostan  
Executive Director, Student Support Services*

## THE ROLE OF THE PARENT ADVISORY COMMITTEE

Parent Advisory Committee (PAC) members play an important role in how the special education programs and services are delivered in Oakland County. The responsibilities, as defined by the county plan and by the membership, are to attend and participate in the monthly PAC meetings.

Members will participate in developing the Oakland Schools plan for the delivery of special education programs and services, and review and advise on proposed changes to this plan.

The PAC committee serves as an informational source for all special needs children and their families as well as acting as a liaison between Oakland Schools and the local school districts with concerns and information.

PAC members can help you understand special education and your rights. The members can direct you to the appropriate persons, agencies or documents to help you. The representatives can share information regarding assistance programs, respite, advocacy issues, and state or local organizations. They can be contacted at [wpac@wsdmi.org](mailto:wpac@wsdmi.org)

Since parent involvement is essential to Waterford School District, it has formed a local PAC. The PAC is organized to ensure that quality special education programs and services are available for the students in Waterford School District. The PAC representatives meet once a month with the Executive Director of Student Support Services to discuss issues relative to the special education community.

## CATEGORIES OF DISABILITIES

**AUTISM SPECTRUM DISORDER (ASD)** - Students identified with Autism Spectrum Disorder have a neurological disorder that interferes with the development of reasoning, social interactions, and communication. It is a lifelong disability that makes learning difficult and can lead to serious behavior problems. Children with Autism Spectrum Disorder have substantial problems in the area of communication which may include immature speech, inability to understand complex speech patterns or words. It is not uncommon for students with Autism Spectrum Disorder to be nonverbal and use alternate means of communicating.

**COGNITIVE IMPAIRMENT (CI)** – Students identified with a Cognitive Impairment have mild, moderate, or severe mental impairments as identified upon a comprehensive evaluation by a multidisciplinary team. Cognitive impairments shall be manifested during the developmental period and determined through the demonstration in several areas including; adaptive behavior, low developmental rates on intellectual measures, depressed scores on standardized tests of reading and arithmetic, and general lack of development in the cognitive domain. The impairment must adversely affect a student's educational performance.

**DEAF/BLIND** - Students identified as Deaf/Blind have a combination of hearing loss and vision loss, such that the combination necessitates specialized interpretation of spoken and written information in a manner appropriate to that person's dual sensory loss.

**EARLY CHILDHOOD DEVELOPMENTAL DELAY (ECDD)** – Students identified with Early Childhood Developmental Delay must be between the ages of birth to seven years. The label implies that the primary handicap cannot be differentiated through the criteria of the other handicapping conditions. The child must manifest impairment in one or more areas of development equal to or greater than 1/2 of the expected development for their chronological age, as measured by more than one developmental scale. The impairment must not be able to be resolved by medical or nutritional intervention. The students must be reclassified by the age of seven into one of the other disability categories.

**EMOTIONAL IMPAIRMENT (EI)** - Students identified with Emotional Impairment exhibit behaviors, over an extended period of time that seriously interferes with the learning environment. Students often have trouble with self-control and are frequently disruptive. Their emotional problems negatively affect their academic performance.

**HEARING IMPAIRMENT (HI)** - Students identified with a Hearing Impairment have a hearing loss, which interferes with development or adversely affects educational performance in a general education setting. Hearing problems range from a mild hearing loss that adversely affect education to total deafness which is evidenced through the students inability to process linguistic information through hearing, with or without amplification.

## **CATEGORIES OF DISABILITIES (cont.)**

**LEARNING DISABLED (LD)** – Students identified as Learning Disabled have a severe discrepancy between their intellectual ability and their academic achievement. 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 writing, math, spelling, listening, and speaking skills. Students function below their intellectual level in one or more of these specific areas.

**PHYSICAL IMPAIRMENT (PI)** - Students identified with a Physical Impairment have a severe orthopedic impairment that adversely affects their educational performance. They may have congenital anomalies such as the absence of a limb. Others may have cerebral palsy or muscular dystrophy.

**OTHERWISE HEALTH IMPAIRMENT (OHI)** - Students with an Otherwise Health Impairment have a physical challenge which adversely affects their ability to learn. Some students have "health impairments" which limit strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, hemophilia, lead poisoning, leukemia, or diabetes. If a student is identified as Otherwise Health Impaired, the conditions must adversely affect the student's educational performance.

**SEVERE MULTIPLE IMPAIRMENT (SXI)** – Students identified with Severe Multiple Impairments have more than one disability, for example, they may be both blind and have a cognitive impairment. Their combination of impairments causes such severe education problems that placement in a special education program for one of their disabilities is not sufficient.

**SPEECH AND LANGUAGE IMPAIRMENT (SLI)** – Students identified with a Speech and Language Impairment have communication disorders that affect their educational performance. Communication disorders include stuttering, voice impairments, articulation, and language impairments. Slow vocabulary development, unclear speech and poor listening skills are a few of the symptoms that may be exhibited that may impact educational performance.

**TRAUMATIC BRAIN INJURY (TBI)** - Students identified with a Traumatic Brain Injury have had a brain injury that results in problems in learning, social function, and physical functioning. The students often have trouble in areas such as communication, memory, perception, reasoning, and judgment.

**VISUAL IMPAIRMENT (VI)** – Students identified as Visually Impaired have a visual impairment which, even when corrected, negatively affects their learning. Visual problems range from partial sight to total blindness.

# PROJECT FIND

## **What is Project Find?**

Project Find is a program of active outreach by the Michigan Department of Education and local school districts. Within the Waterford School District, Project Find specifically refers to the identification and service for youngsters, birth through age six. The primary purpose is to identify young children who have a disability that makes learning difficult and to find appropriate special education services to aid in the child's development.

Programs are mandated by IDEIA (federal law) and Michigan rules for persons who are affected by one or more learning impairments, including hearing, vision, speech, mental, physical, and emotional. The early years are important in a child's development, and therefore specific attention is given to this age group for whom school attendance is not mandatory. Disabilities, whether mild or severe, interfere with the learning process of a child, so early intervention is critical.

## **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.
- Information on eligibility requirements for Special Education services.

After a referral is made, parents are contacted and information is gathered. If appropriate, an appointment is made with parents and children to gather future information through screening or in-depth diagnostic assessments. If the child qualifies as a special education student, possibilities for programs and services will be reviewed to meet the child's unique needs.

## **What program is available?**

The Early Intervention program is available for babies, toddlers and pre-school aged children. Ancillary services may include physical therapy, occupational therapy, and speech and language services. Consultation services from social workers, school psychologists, and teacher consultants for visual, hearing, physical and autistic impairment may also be available.

## **Who may refer a child?**

Any concerned parents, physician, agency, or individual may refer a child to Project Find by contacting the Student Support Services Department and requesting the Project Find Coordinator.

# PRESCHOOL PROGRAMS AND SERVICES

The Waterford School District provides a full continuum of programs and services for eligible students with disabilities. The options for service reflect our belief in supporting students in the least restrictive environment while ensuring educational success.

## **PRESCHOOL**

**Early Intervention Special Education Services** – Early Intervention Special Education Services are special education programs for infants from birth to three years of age. Staff members provide services to these children to facilitate reaching their optimal level of educational functioning. The staff members include an Early Intervention Special Education Teacher, Occupational Therapist, Physical Therapist, Psychologist, School Social Worker, and a Speech and Language Provider. Together, these professionals provide an educational program that will prepare each child to succeed in school. Classes are housed at Stepanski Early Childhood Center. There are classes for parent/child up to 18 months and parent/child for 18 months to three years. Parent involvement and participation are essential components of both programs.

**Early Childhood Developmental Delay Programs** – Early Childhood Developmental Delay Programs (ECDD) are an intensive preschool program established to provide support to children with a variety of identified special needs. The students range in age from three to six years. The programs provide a developmentally appropriate curriculum with opportunities for “hands on” experiences, social interactions, and active engagement in the learning process. A teacher of the ECDD Programs provides primary instruction with the support of teacher assistants. A Speech and Language Provider, Occupational Therapist, Physical Therapist, Social Worker, and School Psychologist may provide additional support. To support parent participation and education, group meetings are scheduled as well as home visits and extensive home/school communication systems.

## PRE-REFERRAL

The Waterford School District uses a Student Assistance Team (SAT) 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 "SAT" consists of a building administrator, the classroom teacher, a counselor (in the secondary schools), and special education instructional, and diagnostic staff. The team listens as the student's learning issues are described as well as what strategies have been tried. Strategies and interventions are discussed and developed for possible implementation in the classroom. Some possibilities include, but are not limited to:

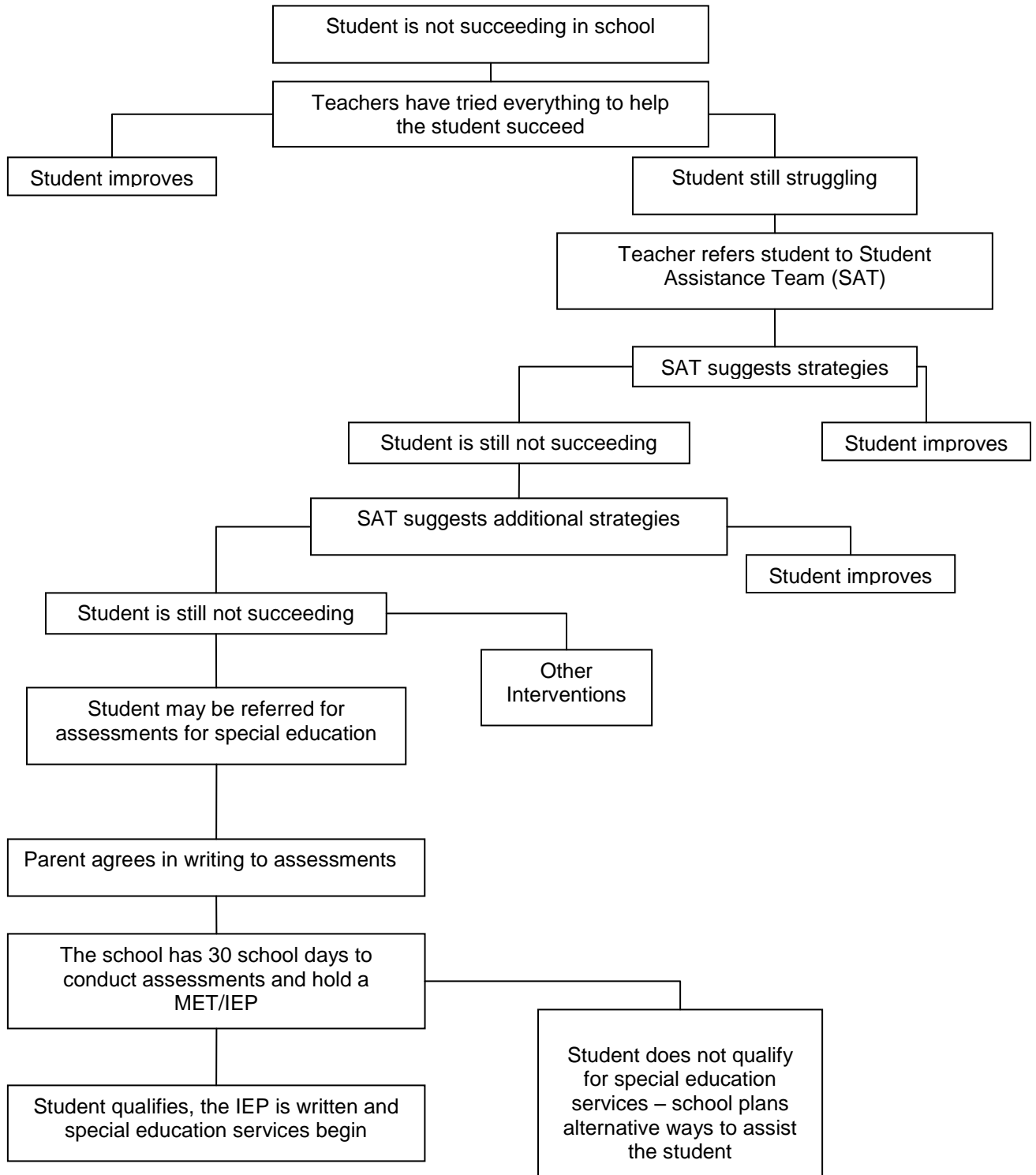
- Accommodations in the delivery of instruction.
- Classroom peer supports.
- Organizational tools for use within the classroom and at home.
- The development of an action plan for behavioral support.
- Modifications to the curriculum.
- Supplementary materials and technology.

The teacher will typically report back to the SAT 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 SAT process. Every attempt is made to keep parents informed of the success of classroom interventions.

If you have questions about your child's progress, the best place to begin is with your child's teacher and/or the building principal. They are the best informed about how your child is functioning and whether additional help should be sought. A special education referral should never be processed without input from the building team. It is important to assist students to meet success in the general education setting.

# THE STUDENT ASSISTANCE TEAM PROCESS

This outline gives a brief overview of the referral, evaluation and placement process used in all districts. Since the process is individualized, differences may occur, but the process is never compromised.



## **THE MULTIDISCIPLINARY EVALUATION TEAM (MET)**

An evaluation of the student with a suspected disability is the next step after a referral to special education has been processed and parental consent has been obtained. The Multidisciplinary Evaluation Team (MET) consists of educational professionals with knowledge in the suspected area of disability. The team may include teachers, speech and language providers, psychologists, educational consultants, physical or occupational therapists, and social workers.

The MET will evaluate the strengths of your child. The team will review important information, including school records, assessment data, medical history, and information that you may provide about your child. If you have had an outside evaluation of your child, it would be appropriate to share the information with the MET.

**The MET evaluation is very important. You can assist the team by providing all the information you can concerning your child. The team will help your child feel comfortable about the testing situation. Be sure to assist the staff by talking to your child and helping him/her try to understand that the process is geared to help him/her meet success in the school setting.**

Once the MET evaluation is complete and you will be invited to participate in a meeting to discuss eligibility. At the meeting, an eligibility recommendation will be presented to an Individual Educational Planning Team (IEPT). Using the evaluation information, the IEPT determines whether or not your child is eligible for special education programs and/or services.

### **The MET process in review:**

- **Parental consent must be received prior to the evaluation.**
- **A team of professionals will be involved in the assessment process, which must be completed within thirty (30) school days.**
- **More than one assessment tool (test) will be used to recommend special education eligibility.**
- **The evaluation tools cannot discriminate on the basis of language or culture.**
- **Outside assessments and evaluation data will be considered during the process.**
- **Parent input is a component of each step of the MET process.**

# **THE INDIVIDUALIZED EDUCATIONAL PLANNING TEAM (IEPT)**

## **What is the Individualized Educational Planning Team (IEPT)?**

An IEPT is the team that meets to review the needs of your child. It is a required meeting, and parents are a very important member of the team. The IEPT determines the eligibility of a student and the appropriateness of programs and/or services to be provided. The IEPT reviews the information and recommendations provided by the Multidisciplinary Evaluation Team (MET).

## **Who participates in the IEPT?**

- A representative of the school district, other than the student's teacher.
- A special education teacher or service provider. If the student was not previously enrolled, a teacher who is appropriate for the student's age and ability should be invited.
- A general education teacher if the student is enrolled in general education or if general education placement will be considered.
- Parents are always invited and encouraged to participate. Meetings are scheduled with parents to ensure their availability.
- The student is invited to participate in all or part of the meetings, as appropriate. Students at age 14 must be invited for transition purposes.
- At initial IEPTs and three year re-evaluations, a member of the MET is required to participate.

## **What is the parent role in the IEPT?**

Parents should participate in the meeting, sharing ideas and opinions. It is also important that parents ask for explanations whenever presented information is not clearly understood.

## **The following is a list of suggestions on specific ways the parent can assist the team:**

- Write down any information that you would like the school staff to know about your child.
- Come to the IEPT with any reports by outside consultants or therapists that the staff needs in order to have a complete picture of your child.
- Share information with staff regarding your child's strengths and/or weaknesses, particularly any of which the staff may not be aware.
- Help staff understand your child by describing your child's behavior at home.
- Complete the Parent Input form
- Avoid pre-deciding which program you feel is best for your child until you have had an opportunity to hear programs discussed.
- Focus on the 'T' in IEPT. Remembering that you are a member of the team will benefit your child.

## **THE INDIVIDUALIZED EDUCATIONAL PLANNING TEAM**

### **When is an IEPT held?**

An IEPT is held annually after the initial MET evaluation (or reevaluation) of your child. The IEPT is scheduled at a mutually agreeable time. If parents are unable to attend, they have the right to provide input in other ways. An IEPT may be scheduled more than once a year if deemed appropriate by staff or parents.

## **THE INDIVIDUALIZED EDUCATIONAL PLAN (IEP)**

### **What is an Individualized Education Plan (IEP)?**

An IEP is a plan, developed and written, that outlines specific goals and objectives for a student on an individual basis. The IEP designates the instructional and support staff that will work with the student on the goals during a specific period of time. IEPs are developed at least annually. The IEP is developed at, or by an Individualized Educational Planning Team (IEPT).

### **What is included in the IEP?**

- The student's Present Level of Academic Achievement and Functional Performance (PLAAFP). This includes academic, behavioral, social, communication, and physical areas of development
- Student's eligibility
- Annual goals and short-term objectives
- A list of related services to be provided to the student
- The amount of time in general education and special education
- Least restrictive environment options
- Transition needs for students over the age of 14

### **When is the IEP signed?**

Parents may sign the IEP at the end of the annual meeting. Parents also have the option of taking the IEP home to study and review prior to signing. Since an IEP must be developed through a team process, parents may not write on the document. If there are questions, parents should contact a member of the team for clarification.

### **What happens if parents disagree with the IEP?**

Parents and staff should work together to develop the student's program. Parents and staff often need to hold further discussions to help determine appropriate goals, programs, or services for the student. However, if the disagreement can not be resolved, parents have rights they can explore.

# RESOLVING DISPUTES

## How are parental concerns handled?

Most problems or concerns about a child's education are best resolved at the school. Staff members at the school are the most familiar with the child and the child's program/services and have the tools available to serve the child's best interest. When problems or questions arise, parents should first contact the child's teacher. The office staff is very helpful in helping you understand each teacher's schedule and their availability to meet. Most teachers and special education service providers have e-mail or voice mail boxes which can help with contacting them. If problems cannot be resolved after meeting with the teacher/service provider, a meeting can be scheduled with the building principal or a designee from the Student Support Services Department. Working together with parents, staff can resolve most concerns expeditiously.

## CHAIN OF CONTACT

1. Classroom Teacher
2. Special Education Caseload Manager
3. Building Principal
4. Supervisor of Student Support Services
5. Director of Student Support Services
6. Superintendent of Schools
7. Oakland Schools Compliance Support Services
8. Michigan Department of Education

## When is it appropriate to file a complaint?

After all attempts to resolve problems and issues at the building/district level has been exhausted, it may be appropriate to contact the Intermediate School District. In the case that a parent feels that the school district has been unresponsive and has not made appropriate progress in dealing with an issue, parents may contact the Oakland Schools Special Education Compliance Officer. The concerns are first discussed at the County level which could lead to a resolution to the problem. If discussion does not offer to a solution to the concern, a formal complaint may be filed.

A formal complaint is a written allegation. The statement(s) must indicate that there has been an uncorrected violation, misinterpretation, or misapplication of specific special education laws. The statement could also indicate that a child's IEP is not being implemented as written. Oakland School's special education personnel will explain parental rights regarding complaints and provides copies of related rules. Complaints are investigated by Oakland Schools following specific guidelines:

- The Intermediate School District must investigate the complaint within 21 calendar days.
- The complaint must be investigated by a member of the special education staff who has no authority over programs or services against which the complaint is filed.
- The ISD must give a copy of its findings to the parent and the district in writing.

## **RESOLVING DISPUTES (cont.)**

### **What is an Independent Evaluation?**

Parents have the right to request an independent educational evaluation at public expense if there is disagreement with the evaluation conducted by the school district. The request should be made at the IEPT that is convened following the MET to determine eligibility. Following your request, the school district will provide information as to where an evaluation can be obtained. The district has the option to honor your request for payment or to refuse payment. If the district refuses payment of an independent evaluation, an impartial due process hearing officer will determine if the district must pay for the evaluation.

### **What is Mediation?**

The goal of mediation is to settle the dispute so that a due process hearing does not become necessary. The following regulations apply to mediation:

- The parent and district must agree on the mediator.
- The mediator must not impose a decision on the parent or the school district. The mediator can assist the parent and the district in coming to a resolution.
- If a resolution is reached, the mediator must provide a written description of the resolution.

The IEPT must meet to incorporate the mediated agreement into the IEP

### **What is a Due Process Hearing?**

If you disagree with the IEPT regarding the identification, evaluation, or placement of your child, you have the right to a special education due process hearing. This hearing is designed to settle your dispute with the school district. You must request a hearing in writing.

### **If you exercise your right to a hearing, you also have the right to:**

- Have the hearing at a time and place reasonably convenient for you.
- Be told of any free or low cost legal and other relevant services available.
- Have access to your child's records so you may prepare for the hearing.
- Have a hearing officer who is agreeable to both you and the school district.
- Be accompanied, represented, and advised at the hearing by legal counsel or a parent advocate and present your own witnesses and evidence.
- Have your child present if you desire.
- Have a written or electronic transcript of the hearing upon request.
- Have a written decision within 45 days after the district receives the initial request for the hearing.
- Appeal to the State Department of Education for a state review of the local hearing decision.

### **NOTE**

**Parents can change their mind after a request for a hearing has been made. The request to cancel the meeting must be in writing. Once a hearing officer has been selected, the hearing officer must approve the cancellation.**

## PROGRAMS AND SERVICES

The programming options listed below are in order from the least to the most restrictive.

**Teacher Consultant Services** – Special Education students are enrolled in general education classes with the support of a certified Teacher Consultant. The Teacher Consultant works with the general education teacher to help make accommodations for the student. The Teacher Consultant provides direct support to instructional staff while providing indirect support to students.

**Resource Programs** – Eligible students are enrolled in general education for the majority of their day. Direct instructional support is provided to the student in areas of identified need by a Special Education Teacher for the remainder of the school day. The Resource room teacher in the resource program will instruct students in the areas of weakness as well as provide consultation to the student's general education teacher. Resource Programs are available in all of the schools within the district.

**Categorical Classroom Programs** – For students who require more extensive special education support, self-contained classrooms are available. Students participate with non disabled peers in all areas deemed appropriate by the IEPT. Categorical programs are available for students identified as CI, ASD, VI and EI, in selected schools, and transportation is provided by the district.

**Post-Secondary Program – CI Program at Kingsley Montgomery School** is the post-secondary program that provides support to eligible students after the age of eighteen. Students enrolled in the program have significant developmental and cognitive impairments. The program provides instruction with an emphasis on daily living skills in real-life situations, a large community component, which enables learners to participate as independently as possible in the community in which they live.

**ASD Transitions Program – Oakland University** – Program is designed for students to meet the ASD/OU program requirements. The program is designed to meet the needs of post-secondary Autism Spectrum Disorder students. Emphasis is on community transition activities.

**Center Programs** - Students who have been identified as having **Severe Multiple Impairments, Severe Emotional Impairments, or Severe Cognitive Impairments** may be eligible to attend programs operated by a center program. Although the decision remains a determination of the IEPT, the students recommended for these programs generally have needs that exceed the parameters of the typical school environment. The Waterford School District provides transportation at no cost to parents.

## **EDUCATIONAL SUPPORT STAFF**

The Waterford School District provides ancillary and other related services for students. Some staff primarily serves as members of the diagnostic team while others may provide direct support to the student. Services that may be provided for students are determined through the IEPT. All support staff may be part of a student's MET and or IEPT. Services that the district provides include:

**OCCUPATIONAL THERAPIST** - The Occupational Therapist works with students who need individual exercises or adaptations for coordination of fine motor and perceptual motor problems. As well as direct support, the Occupational Therapist may help other professional or paraprofessional staff members support the student on a daily basis. The support provided by the Occupational Therapist must support the student to meet success in the educational environment.

**PHYSICAL THERAPIST** - The Physical Therapist evaluates and provides support for students who need treatment for gross motor control, basic mobility, and balance. The Physical Therapist helps the staff who works with the student on a daily basis to understand the student's physical capabilities and limitations. Support may include assisting a student with the use of adaptive equipment or instructing staff about the safe way to lift or transfer a student. Physical Therapist services are based on a prescription from a physician. Activities supported through physical therapy have educational relevance.

**SCHOOL PSYCHOLOGIST** – The School Psychologist evaluates students' intelligence, personality, and perceptual-motor skills using tests, observations and other procedures. The School Psychologist may also administer achievement tests and is capable of overlaying the results of these evaluations with school curriculum.

**SCHOOL SOCIAL WORKER** – The School Social Worker may evaluate a student's social and emotional adjustment. School Social Workers provide direct support to all students in making behavioral and academic progress. Goals that are most often written on IEPs that require social work support are related to social, emotional, or school adjustment problems. School Social Workers serve as resource persons to educational staff, students, and parents in providing problem solving techniques; acting as a liaison between the school, home, and community while coordinating and developing community resources. School Social Workers also take a leadership role in the development of student behavior plans.

**SPECIAL EDUCATION TEACHER** – The Special Education Teacher consults with general education teachers to develop and maintain academic programming for students with an Individual Educational Plan. Collects, analyzes, interprets data, and participates in the special education process. Provides direct and indirect support to students on their caseload and manages caseload ancillary services.

**SPEECH AND LANGUAGE PROVIDER** - The Speech and Language Provider evaluates students who may qualify for special education programs and services due to a disability in the areas of language development, articulation, voice, and fluency. Speech and Language Providers provide instructional support to students and are involved with helping students with augmentative communication. Speech and Language Providers also consult with educational staff, parents, and community agencies relating to speech and other communication disorders.

**TEACHER CONSULTANT** - The Teacher Consultant primarily evaluates academic achievement testing for students referred as potentially qualifying for special education programs and services. Each high school has a Teacher Consultant. A Teacher Consultant may provide instruction and/or behavioral support to students functioning in the general education classroom. The Teacher Consultant serves as a resource for general education and special education teachers, other support staff, parents, and building administrators.

**TRANSITION COORDINATOR** - The Transition Coordinator is responsible for monitoring the work-site based educational programs. The transition coordinator serves as a resource to students, parents, and staff in studying options that are available in school and adult life. The coordinator helps to facilitate community agency linkages.

## COMMONLY USED ACRONYMS

<b>ADA</b> Americans with Disabilities Act	<b>MET</b> Multidisciplinary Evaluation Team
<b>ADD</b> Attention Deficit Disorder	<b>OHI</b> Other Health Impairment
<b>ADHD</b> Attention Deficit Hyperactive Disorder	<b>OCR</b> Office of Civil Rights
<b>AI</b> Autistic Impaired	<b>OM</b> Orientation and Mobility
<b>CEC</b> Council for Exceptional Children	<b>OSE</b> Office of Special Education – Federal
<b>CI</b> Cognitive Impairment	<b>OT</b> Occupational Therapist/Therapy
<b>CMH</b> Community Mental Health	<b>PA</b> Public Act
<b>CP</b> Cerebral Palsy	<b>PAC</b> Parent Advisory Committee
<b>DD</b> Developmental Delay	<b>PI</b> Physical Impairment
<b>DSS</b> Department of Social Services	<b>PL</b> Public Law
<b>ECDD</b> Early Childhood Developmental Delay	<b>PT</b> Physical Therapist/Therapy
<b>EI</b> Emotional Impairment	<b>SAT</b> Student Assistance Team
<b>FAPE</b> Free Appropriate Public Education	<b>SEA</b> State Education Agency
<b>H/H</b> Homebound/Hospitalized	<b>SLD</b> Specific Learning Disability
<b>HI</b> Hearing Impairment	<b>SLI</b> Speech and Language Impairment
<b>IDEA</b> Individuals with Disabilities Education Act	<b>SLP</b> Speech and Language Provider
<b>IEP</b> Individualized Education Plan	<b>SSW</b> School Social Worker
<b>IEPT</b> Individualized Educational Planning Team	<b>SXI</b> Severe Multiple Impairment
<b>IQ</b> Intelligence Quotient	<b>TBI</b> Traumatic Brain Injury
<b>ISD</b> Intermediate School District	<b>TC</b> Teacher Consultant
<b>LD</b> Learning Disabled	<b>VI</b> Visual Impairment
<b>LEA</b> Local Education Agency	
<b>LRE</b> Least Restrictive Environment	
<b>MDE</b> Michigan Department of Education	

## Medicaid Billing

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, Transportation, Nursing Services, Case Management 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.

New 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 K. Powell, MA  
Manager, Medicaid Billing Department

## RESOURCES FOR PARENTS

The following represents a few of the resources available to support parents of students with disabilities. Many resources, organizations, and support groups, locally and state-wide, have been established with "parent support" as the focus. PAC parents and district special education administrators can further assist parents in locating additional resources.

ARC of Oakland County  
1641 W. Big Beaver Road  
Troy, MI 48084-3501  
(248) 816-1900

Autism Society of Oakland County  
6320 Wimbley Lane  
West Bloomfield, MI 48323  
(248) 452-9183

CAUSE  
Citizens Alliance to Uphold Special  
Education  
3303 W. Saginaw Street  
Lansing, MI 48917-2303  
(517) 886-9167

CHADD of Southwestern Oakland  
41601 Fawn Trail  
Novi, MI 48374  
(248) 349-5825

Easter Seal Society  
1105 N Telegraph Road  
Waterford, MI 48328  
(248) 975-9769

JARC  
28366 Franklin Road  
Southfield, MI 48034  
(248) 352-5272

Learning Disabilities Association of  
Michigan  
200 Museum Drive  
Lansing, MI 48933  
(248) 353-8222

Michigan Department of Education  
Special Education and Early  
Intervention Services  
608 West Allegan  
Lansing, MI 30008  
(517) 373-9433

MI Child - Oakland County Health  
Division  
1200 N. Telegraph Road  
Pontiac, MI 48341-0432  
(248) 858-0003

MORC  
Macomb Oakland Regional Center  
1270 Doris Road  
Auburn Hills, MI 48326  
(248) 276-8000  
Toll Free: (866) 593-7412

Oakland Family Services  
114 Orchard Lake Road  
Pontiac, MI 48341-2244  
(248) 858-7766

Oakland Schools  
2111 Pontiac Lake Road  
Waterford, MI 48328  
(248) 209-2000

Waterford Youth Assistance  
5640 Williams Lake Road, Ste 201  
Waterford, Michigan 48329  
Phone: 248-618-7383

**WATERFORD SCHOOL DISTRICT  
NONDISCRIMINATION ASSURANCE**

The Waterford Board of Education will comply with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U. S. Department of Education. No person on the basis of race, color, religion, national origin or ancestry, age, sex, disability, height and weight, or marital status shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program, activity, or event.

Inquiries related to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and Title IX of the Education Amendments of 1973 should be directed to the appropriate compliance officer.

Title IX of the Education Amendments of 1973

Inquiries Regarding Personnel:  
Human Resources  
Waterford School District  
501 N. Cass Lake Road  
Waterford, Michigan 48328  
Phone (248) 682-7800

Title VI of the Civil Rights Act of 1964

Human Resources  
Waterford School District  
501 N. Cass Lake Road  
Waterford, Michigan 48328  
Phone (248) 682-7800

Inquiries Regarding Programs/Courses/Students-  
Elementary:

Supervisor of Elementary Education  
Waterford School District  
501 N. Cass Lake Road  
Waterford, Michigan 48328  
Phone (248) 682-7800

Title II of Americans with Disabilities Act &  
Section 504 of the Rehabilitation Act of 1973

Executive Director of Student Support Services  
Waterford School District  
501 N. Cass Lake Road  
Waterford, Michigan 48328  
Phone (248) 682-3242

Inquiries Regarding Programs/Courses/Students –  
Middle/High School:

Supervisor of Secondary Education  
Waterford School District  
501 N. Cass Lake Road  
Waterford, Michigan 48328  
Phone (248) 682-7800

**GRIEVANCE PROCEDURES FOR NONDISCRIMINATION:**

**Section I**

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the District's Civil Rights Coordinator:

Assistant Superintendent of Business and Human Resources  
Waterford School District  
501 N. Cass Lake Road  
Waterford, MI 48328  
248-682-7800

The individual may also, at any time, contact the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611.

## **Section II**

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the District's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

### **Step 1**

A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

### **Step 2**

If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant within ten (10) business days.

### **Step 3**

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days.