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Lake Orion Community Schools -Mission Statement

*The mission of Lake Orion Community Schools
Is to provide an exemplary education for all learners.*

Special Education Department - Mission Statement

*The mission of the Lake Orion Community Schools
Special Education Services Department
Is to support and prepare students with unique learning styles
To meet the challenges of tomorrow
By providing the educational environment
For all to learn today.*

Board of Education

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Special Education Director

Julie Gutman

Lake Orion Community Schools does not discriminate on the basis of race, color, religion, sex, national origin, disability, marital status, height, weight or age.
Board of Education policy forbids acts of illegal discrimination in all matters.

Dear Parents:

Lake Orion Community Schools is proud of the programs and services that are provided to meet the needs of students with disabilities. Parents are important members of the educational team that helps to determine the appropriate programs and services for their child. Staff is committed to helping you become a full partner. 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.

In Michigan, programs and services are available for identified handicapped students from birth through age 26. Special education provides specifically designed instruction, based on free and appropriate education, to meet unique educational needs of students who are found eligible under The Michigan Administrative Rules for Special Education. Programs and services include classroom instruction, consultation, ancillary support, and adaptive supplies and materials designed to meet the identified educational goals of students.

Lake Orion Community Schools offers a full continuum of services to identified students. A vast majority of students receive educational support in their neighborhood school with assistance from a resource teacher, speech and language provider 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 regional Center Programs. All placement and programming decisions are made at Individual Educational Planning Team meetings. Lake Orion Community Schools is committed to providing quality programs designed to meet students' individual needs. Although this handbook includes some general guidelines, decisions are based on individual student need.

If your questions are not answered in this handbook, please feel free to contact the Special Education Department at 590 Pine Tree Road, Lake Orion, Michigan 48362. Our phone number is 248-693-5430. Or, check us out at our Website, www.lakeorionschools.org.

Sincerely,

Julie Gutman
Special Education Director

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 PAC monthly 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 for help. The representative can share information regarding assistance programs, respite, advocacy issues, state or local organizations.

Lake Orion Community Schools has two active representatives. If you need more information, call the special education office at 248-693-5430.



Special Olympics

For Special Olympics information, contact:
Cheryl McGran at mcgrancheryl@gmail.com
Or the visit the Michigan Website at www.somi.org

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WHAT IS SPECIAL EDUCATION?

Special Education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

WHY DOES MY CHILD NEED AN EVALUATION?

An evaluation helps answers these questions:

- Does the child have the characteristics of a disability or specific disability?
- How is the child currently performing in school?
- What are the child's educational needs?
- Does the child need Special Education and related services?
- What additions or modifications, if any, are needed to enable the child to meet annual goals in the Individualized Education Program (IEP) and participate, as appropriate, in the general curriculum?

WHAT ARE THE STEPS IN THE EVALUATION PROCESS?

Before a child is evaluated for the first time, the school must notify the parent and describe any evaluation the school proposes to conduct. The parent must give informed consent for the child to be evaluated. The process involves gathering and reviewing existing information on the child by an IEP Team. This includes consideration of current classroom assessments, observations, and information provided by parents and school staff.

HOW IS A CHILD EVALUATED FOR THE PRESENCE OF A DISABILITY?

The testing is done individually in the child's native language. Standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel.

WHO DECIDES IF A CHILD IS ELIGIBLE FOR SERVICES?

After the evaluation has been completed, the IEP Team, consisting of qualified professionals, the parent and the child whenever appropriate, will decide if the child is eligible for Special Education service(s).

WHO IS A "CHILD WITH A DISABILITY?"

Any child age birth through age 25 who has not graduated with a regular high school diploma and, as the result of a comprehensive evaluation;

- Has the characteristics of a specific disability as defined in the Michigan Administrative Rules for Special Education. (See the Special Education categories listed on page 4 of this book.) and
- Needs Special Education and related services because of that disability.

WHAT HAPPENS AFTER A CHILD/ STUDENT IS FOUND ELIGIBLE?

Another role of the IEP Team is to develop the student's program or Individualized Education Program (IEP). As stated earlier, the IEP Team is comprised of the parents, school professionals, and the student, whenever appropriate. After the IEP is developed, the student begins to receive Special Education and related services as described in the IEP Team report.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

An “Individualized Education Program” means a written plan for a student with a disability that spells out the Special Education and related services the student will receive. The IEP is developed at a meeting that is scheduled at a mutually agreeable time. The written document is a record of the IEP Team meeting. The IEP is reviewed and revised at least once a year.

WHAT IS INCLUDED IN THE IEP?

The requirements include:

- A statement of the student’s Present Level of Academic Achievement and Functional Performance
- A statement of measurable annual goals and short-term objectives that address:
 - How to help the student be involved in and make progress in the general curriculum (or appropriate activities, for preschool children)
 - How the student’s progress toward the annual goals will be measured, and
 - How the parents will be regularly informed of that progress
- A statement of how Special Education programs/services and supplementary aids will be provided to the student, and any accommodation, modifications or other supports for the school personnel
- The projected starting date for services as well as the duration, anticipated frequency, and location of where programs and services will be delivered
- An explanation of the student’s Least Restrictive Environment (LRE)
- A statement of any accommodations the student will need to take the state - and/or district-wide assessment tests. If the IEP Team determines that the test is not appropriate for the student, a different assessment will be used.
- A statement of transition services no later than the first IEP that is to be in effect when a student is 16. This may be considered in an IEP at age 13.

Minor changes to a current IEP are made through an addendum. Minor changes include, but are not limited to:

1. Adding, modifying, or deleting instructional goals and objectives
2. Modifying the amount of time in the current program
3. Adding, modifying or deleting related services or provisions related to supplementing aids/services assessment, or transportation.

WHAT IS LEAST RESTRICTIVE ENVIRONMENT (LRE)?

LRE looks at the setting in which the student receives an education. The law presumes that students with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting.

Attending special classes or separate schools, or removing students with disabilities from the general education classroom occurs only when the nature or severity of the disability prevents the student from achieving satisfactory progress even when supplementary aids and services are used.

WHAT IS A “FREE APPROPRIATE PUBLIC EDUCATION” (FAPE)?

FAPE means that education and related services are provided at public expense, under public supervision and direction, and without charge. The services provided must meet the standards of the Department of Education for all students and be designed to meet the student’s IEP goals and short-term objectives.

HOW DOES A PARENT PARTICIPATE IN THE DECISION-MAKING PROCESS?

Parents are encouraged to be meaningfully involved by providing input about their child in a variety of ways:

- Parents are equal members in decision-making meetings such as meetings that determine the identification, evaluation, educational placement, reporting of progress toward goals, Review of Existing Educational Data (REED), and the appropriate education of the student.
- Parents give consent for initial evaluations, initial placements and reevaluations.

CAN THE STUDENT BE INVOLVED IN THE IEP?

Students often provide valuable insights regarding their strengths and needs. When they are involved in determining their own goals and objectives, they are more committed to achieving them. When appropriate, each student has the option to be a part of the IEP Team process. Students can participate in their own annual transition planning by age 16, or younger as appropriate. Students who are age 17 are notified that their rights will be transferred to them upon reaching the age of majority (18). At age 18 both the student and parents are notified that the rights are transferred to the student, unless other legal decisions have been made.

WHAT ARE PROCEDURAL SAFEGUARDS?

They are legal safeguards that protect the rights of students with disabilities and their parents. They provide the information that parents need to make decisions about their student's education. They explain the procedures used to resolve disagreements between parties. The Procedural Safeguards in this book are from state rules and federal regulations. Sometimes they are difficult to understand. If you have any questions regarding them, please contact Oakland Schools, your local school district, or sources listed in this handbook.

WHAT TRANSPORTATION SERVICE DOES A DISTRICT PROVIDE FOR STUDENTS WITH AN IEP?

The same transportation services available to general education students are available to students with IEPs. In addition, specialized transportation services are provided by school districts if the IEP Team determines that the student needs those services to receive a Free Appropriate Public Education (FAPE). The school district's responsibilities related to transportation include furnishing any specialized services documented on a student's IEP (such as a lift bus or safety harness) and following appropriate safety, medical, and traffic rules and procedures.

WHAT ARE MY RESPONSIBILITIES RELATED TO TRANSPORTATION OF MY CHILD WITH AN IEP?

It is important for parents/guardians to read transportation policies and procedures provided by their district or transportation office and to discuss those policies with your son/daughter, when possible. Besides reinforcing safety rules, it is the responsibility of parents to assist their child to the bus if he/she cannot travel independently between the residence and the bus due to physical problems, immature development, or inaccessibility of the residence. Teamwork, communication, and cooperation between parents and schools are important in achieving safe transportation of students.

WHAT IF I HAVE A CONCERN ABOUT MY CHILD'S SPECIAL EDUCATION SERVICES?

For most students and families, standard Home-School Communication Methods such as progress reports, daily logs, e-mail, phone calls, IEP meetings and conferences provide ample and effective opportunity to address concerns that may arise. In some instances, however, other strategies may be necessary. You may choose to contact your teachers or ancillary staff in writing or by email if you believe your child needs different or additional services and supports. A parent can, at any time, request an IEP Meeting using a dated letter or email. In this instance, send an additional copy of your request to someone else on your IEP Team or in your district. Explain in detail the purpose for convening the IEPT meeting. There is no requirement to wait for the scheduled annual review.

If you still have a concern or need to bring additional attention to your concern, contacting the Special Education Supervisor or Director for your district or the school principal by phone, email, or dated written correspondence can be effective. You may also choose to contact Oakland Schools (the Intermediate School District for Oakland

County) for guidance or assistance. This can be done through the website (<http://www.oakland.k12.mi.us>), by phone (248.209.2314), by email or in writing. Services from Oakland Schools are free and can be very helpful.

For those occasions when a more prescribed means of addressing a concern might be needed, there are several options for families. You may choose to request a facilitated IEP Team meeting using a dated request form, email or a phone call. The trained facilitators are neutral and this service is free to families. A second option is to request the use of a local resolution process through a dated letter or email. Resolution processes are also free to families. A third option would be to request mediation using a dated request form, email or phone call. This process is free and a signed mediation agreement is enforceable in court.

RESOLUTION SESSION

The purpose of a resolution session is for parents to discuss their concerns with district staff so that the parties have an opportunity to resolve the dispute. The district shall convene a meeting with the parents and the relevant member(s) of the IEP Team who have specific knowledge of the facts identified in the complaint. The meeting shall: (1) occur within 15 calendar days of receiving notice of the parent's complaint; (2) include a representative of the agency who has decision-making authority on behalf of the agency; (3) not include an attorney of the district unless the parent is accompanied by an attorney; (4) be a meeting where the parents of the child discuss their complaint.

Please see **Special Education Informal Dispute Resolution Processes** for more information. A copy can be found at <http://www.oakland.k12.mi.us/Portals/0/SpecialEd/OaklandCountyParentsguidefordisputeresolution>

WHAT FORMAL WAYS EXIST TO RESOLVE DISPUTES OR MAKE A COMPLAINT?

Dispute resolution is available whenever a dispute arises with respect to Special Education. It includes, but is not limited to mediation, state complaint, due process complaint, and as part of the due process complaint procedures, a resolution session.

MEDIATION (page 15 of the MDE Procedural Safeguards Notice)

The MDE has established procedures to make mediation available to allow you and the school district to resolve disagreements including matters arising prior to the filing of a state complaint or a due process complaint. Thus, mediation is available to resolve disputes whether or not you have filed a due process complaint to request a due process hearing.

STATE COMPLAINTS and DUE PROCESS COMPLAINTS (page 17 of the MDE Procedural Safeguards Notice)

There are separate procedures for State complaints and for due process complaints and hearings. Any individual or organization may file a State complaint alleging a violation the requirement of IDEA by a school district, the MDE, or any other public agency. Only a parent or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of a FAPE to the child. Staff of the MDE generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended. An Administrative Law Judge (ALJ) must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar days after the end of the resolution period (described on page 24 of the MDE Procedural Safeguards Notice), the ALJ may grant a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully in the MDE Procedural Safeguards Notice. www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf

SCHOOL-BASED MEDICAID

Medically necessary services already provided by schools may be billed under the school-based Medicaid Program. Enrollment by a school district for billing to Medicaid is not expected to result in any change in your child's program or services elsewhere. Districts are responsible for obtaining parent consent prior to initiating billing the Medicaid school-based program.

NOTICE OF NONDISCRIMINATION POLICY

Oakland Schools does not discriminate on the basis of sex, race, color, national origin, religion, height, weight, marital status, sexual orientation (subject to the limits of applicable law), age, genetic information, or disability in its programs, services, activities or employment opportunities. Inquiries related to employment discrimination should be directed to the Director of Human Resources at 248.209.2059, 2111 Pontiac Lake Road, Waterford, MI 48328-2736. For all other inquiries related to discrimination, contact the Director of Legal Affairs at 248.209.2062, 2111 Pontiac Lake Road, Waterford, MI 48328-2736.

SPECIAL EDUCATION DISABILITY AREAS

Each district must provide or contract for appropriate Special Education programs and/or services for students identified as having:

- Autism Spectrum Disorder
- Cognitive Impairment
- Deaf-Blindness
- Early Childhood Developmental Delay
- Emotional Impairment
- Hearing Impairment
- Other Health Impairment
- Physical Impairment
- Severe Multiple Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Additional Information

Appendix B – [Oakland County Guide to Community Resources](#)

Appendix C – [Oakland Schools Parents' Frequently Asked Question about Special Education – Parent Advisory Committee of Oakland Schools](#)

Appendix D – [Early On Oakland Community Guide](#)

PROCEDURAL SAFEGUARDS NOTICE



*Office of Special Education and
Early Intervention Services*

May 2009

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The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of this notice must be given to parents only one time a school year, except that a copy must be given to the parents: (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)]

This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement at private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (consent), §§300.502 through 300.503, §§300.505 through 300.518, and §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F).

The following acronyms are used throughout this document:

ALJ	Administrative Law Judge
BIP	Behavioral Intervention Plan
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
FBA	Functional Behavioral Assessment
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
MDE	Michigan Department of Education
OSE/EIS	Office of Special Education and Early Intervention Services
SOAHR	State Office of Administrative Hearings and Rules

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GENERAL INFORMATION**PRIOR WRITTEN NOTICE****34 CFR §300.503****Notice**

Your school district (the term "school district," as used in this Notice, includes a public school academy) must give you written notice (provide you certain information in writing), whenever it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
7. Describe any other choices that your child's individualized education program (IEP) Team considered and the reasons why those choices were rejected; and
8. Provide a description of other reasons why your school district proposed or refused the action.

Use of individualized education program as notice

A public agency may use the IEP as part of the prior written notice as long as the document(s) the parent receives meets all the requirements in §300.503.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; and
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; and
3. There is written evidence that 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; and
3. Notices related to a due process complaint.

PARENTAL CONSENT - DEFINITION

34 CFR §300.9**Consent**

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.

2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; and
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading, **Parental Consent — Definition**.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does **not** mean that you have also given your consent for the school district to start providing special education and related services to your child.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify, and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge or a public agency with responsibility for the general care of the child has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a child who, is:

1. A foster child, unless the child's foster parent has been assigned the right to make educational decisions on the child's behalf by a judge overseeing the child's case or a public agency with responsibility for the general care of the child;
2. Considered a ward of the State under State law;
3. Considered a ward of the court under State law; **or**
4. In the custody of a public child welfare agency.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time, and must make reasonable efforts to obtain that informed consent.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Revocation of parental consent

If you inform the school district in writing that you revoke (take back) your consent for your school district to provide special education and related services to your child, your school district:

1. May not continue to provide special education and related services to your child;
2. Must provide you with timely prior written notice, consistent with §300.503 of the IDEA regulations, of their proposal to discontinue special education and related services based on receipt of your written revocation of consent;
3. May not use due process procedures (i.e., mediation, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the services may be provided to your child;

4. Is not in violation of the requirement to make FAPE available to your child for its failure to provide further special education and related services to your child;
5. Is not required to have an IEP meeting or develop an IEP for your child for the further provision of special education and related services; and
6. Is not required to amend your child's education records to remove any reference to your child's receipt of special education and related services because of the revocation of consent.

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; and
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Your school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its consent override procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the school district's criteria that apply to IEEs.

Definitions

IEE means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each state to use whatever state, local, federal, and private sources of support are available in the state to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you submit a written request for an IEE of your child at public expense, your school district must respond, in writing, to the request within seven calendar days of the receipt of the request, indicating the district's intent to either: (a) provide the IEE at public expense; or (b) file a due process complaint to request a hearing to show that its evaluation of your child is appropriate.
2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
3. If you request an IEE of your child, the school district may ask why you object to the evaluation of your child obtained by your school district.

However, your school district may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

4. If an IEE that you obtain does not meet the school district's criteria, the school district may file a due process complaint. If the final decision in the hearing is that the evaluation did not meet the school district's criteria, public reimbursement of the expense of your IEE may be denied.

You are entitled to only one IEE of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for IEEs, in any decision made with respect to the provision of a FAPE to your child; and
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by an administrative law judge

If an administrative law judge (ALJ) requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an IEE at public expense.

CONFIDENTIALITY OF INFORMATION**DEFINITIONS****34 CFR §300.611**

As used under the heading, **Confidentiality of Information**:

- *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- *Education records* means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)). FERPA defines “education records” as records that are directly related to a student and maintained by an educational agency or by a party acting for the agency.
- *Participating agency* means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

PERSONALLY IDENTIFIABLE INFORMATION**34 CFR §300.32**

Personally identifiable means information that has:

- (a) Your child’s name, your name as the parent, or the name of another family member;
- (b) Your child’s address;
- (c) A personal identifier, such as your child’s social security number or student number; or
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS**34 CFR §300.612**

The Michigan Department of Education (MDE) must give notice to parents that the MDE has procedures and policies that are adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
4. A description of all of the rights of parents and children regarding this information, including the rights under the FERPA and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as “child find”), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the participating agency under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; and
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing as described under the heading, **Opportunity For a Hearing**.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the FERPA.

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; and
2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless disclosure of personally identifiable information contained in education records (without parental consent) is authorized under the FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Michigan's policies and procedures regarding confidentiality under Part B of the IDEA and the FERPA.

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STUDENT RIGHTS

34 CFR §300.625

Under the regulations for FERPA, the rights of parents regarding education records are transferred to the student at age 18.

The rights of parents under Part B of the IDEA regarding education records are also transferred to the student at age 18. However, a participating agency must provide any notice required under Part B of the IDEA to both the student and the parents.

MEDIATION**MEDIATION****34 CFR §300.506****General**

The MDE has established procedures to make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B or Part C of the IDEA, including matters arising prior to the filing of a state complaint or a due process complaint. Thus, mediation is available to resolve disputes under Part B or Part C of the IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading, **Filing a Due Process Complaint**.

Requirements

The procedures ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B or Part C of the IDEA; and
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; and
2. Who would explain the benefits and encourage the use of the mediation process to you.

The MDE must maintain a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The MDE must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the cost of the mediation process, including the costs of meetings. These services are provided by the Michigan Special Education Mediation Program at <http://www.cenmi.org/msemp>.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any federal court or state court of a state receiving assistance under Part B or Part C of the IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the MDE or the school district that is involved in the education or care of your child; and
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

STATE COMPLAINT PROCEDURES**DIFFERENCE BETWEEN DUE PROCESS HEARING COMPLAINT AND STATE COMPLAINT PROCEDURES**

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B or Part C requirement by a school district, the MDE, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of a FAPE to the child. While staff of the MDE generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an ALJ must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar days after the end of the resolution period, as described in this document under the heading, **Resolution Process**, unless the ALJ grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151**General**

The MDE must have written procedures (see Administrative Rules for Special Education, Rule 340.1701a, 340.1851-1853) for:

1. Resolving any State complaint, including a complaint filed by an organization or individual from another State;
2. The filing of a complaint.
3. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the MDE has found a failure to provide appropriate services, the MDE must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; and
2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152**Time limit; minimum procedures**

The MDE, through the Office of Special Education and Early Intervention Services (OSE/EIS), will include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the MDE determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; and (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of the IDEA; and
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; and (b) the reasons for the MDE's final decision.

Time extension; final decision; implementation

The MDE's procedures described above also must:

1. Permit an extension of the 60-calendar day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; or (b) the parent and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation.
2. Include procedures for effective implementation of the MDE's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; and (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading, **Filing a Due Process Complaint**, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the school district), then the due

process hearing decision is binding on that issue and the MDE must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the MDE.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a school district or other public agency has violated:
 - a. Any current provision of the administrative rules for special education;
 - b. 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services;
 - c. The individuals with disabilities education act of 2004, 20 U.S.C., chapter 33, §1400 et seq., and the regulations implementing the act, 34 C.F.R. part 300, and 34 C.F.R. part 303;
 - d. An intermediate school district plan;
 - e. An individualized education program team report, hearing officer decision, or court decision regarding special education programs or services; or
 - f. The state application for federal funds under the IDEA.
2. The facts on which the statement is based;
3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific child:
 - a. The name of the child and address of the residence of the child;
 - b. The name of the school the child is attending;
 - c. In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
 - d. A description of the nature of the problem of the child, including facts relating to the problem; and
 - e. A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received by the MDE or the ISD.

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the child at the same time the party files the complaint with the OSE/EIS.

The MDE has developed a model form to aid in the filing of a State complaint. The model form is available at www.michigan.gov/ose-eis. You are not required to use the model form. However, the complaint must contain the required information for filing a State complaint (See 1-4 above).

DUE PROCESS COMPLAINT PROCEDURES**FILING A DUE PROCESS COMPLAINT**

34 CFR §300.507**General**

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a FAPE to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; or
2. The school district withheld information from you that it was required to provide you under Part B or Part C of the IDEA.

Information for parents

The school district must inform you of free or low-cost legal and other relevant services available in the area if you request the information, or if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508**General**

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must file a due process complaint with the MDE, and provide a copy to the other party. The complaint must contain all of the content listed below and must be kept confidential.

Content of the complaint

The due process complaint must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;

5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; and
6. A proposed resolution of the problem to the extent known and available to you or the school district at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney), properly files a due process complaint that includes the information listed above. A due process complaint is properly filed when it has been received by the MDE and the other party.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the ALJ and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the school district) considers a due process complaint insufficient, the ALJ must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described below; or
2. The ALJ grants permission for the changes, not later than five days before the due process hearing begins.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

School district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading, **Prior Written Notice**, regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;

2. A description of other options that your child's IEP Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; and
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, **School district response to a due process complaint**, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The MDE has developed a model form to help you file a due process complaint. You are not required to use the MDE model form. However, the due process complaint must contain the required information for filing a due process complaint. The model form is available at www.michigan.gov/ose-eis.

(Note: Use of the model form does not guarantee that an ALJ would find the complaint sufficient if the other party objects to the sufficiency of the complaint.)

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading, **Procedures When Disciplining Children with Disabilities**, once a due process complaint is filed with the MDE and received by the other party, your child must remain in his or her current educational placement during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or school district agree otherwise.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related

services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

The school district must convene a resolution meeting with you and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in your due process complaint. The resolution meeting must be convened within 15 calendar days after the due process complaint is filed with the MDE, and received by the school district. The due process hearing cannot begin until the resolution meeting is conducted. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; and
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not required if:

1. You and the school district agree in writing to waive the meeting; or
2. You and the school district agree to use the mediation process, as described under the heading, **Mediation**.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you do participate in a meeting.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that an ALJ

dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint, or fails to participate in the resolution meeting, you may ask an ALJ to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the school district later withdraws from the mediation process, the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any state court of competent jurisdiction (a state court that has authority to hear this type of case) or in a district court of the United States.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS**IMPARTIAL DUE PROCESS HEARING****34 CFR §300.511****General**

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, after following the procedures described in the **Due Process Complaint** and **Resolution Process** sections.

Impartial administrative law judge

At a minimum, an ALJ:

1. Must not be an employee of the MDE or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as an ALJ;
2. Must not have a personal or professional interest that conflicts with the ALJ's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts; and
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

ALJs are State classified civil service employees who are attorneys and who are employed by the State Office of Administrative Hearings and Rules (SOAHR). The MDE (through the SOAHR) keeps a list that includes a statement of the qualifications of those persons who serve as ALJs.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must file a due process complaint within two years of the date you or the school district knew or should have known about the issue(s) addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; or
2. The school district withheld information from you that it was required to provide to you under Part B or Part C of the IDEA.

HEARING RIGHTS

34 CFR §300.512**General**

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; and
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

An ALJ may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; and
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513**Decision of administrative law judge**

An ALJ's decision on whether your child received a FAPE must be based on substantive grounds.

In matters alleging a procedural violation, an ALJ may find that your child did not receive FAPE only if the procedural inadequacies:

1. Impeded with your child's right to a FAPE;
2. Significantly impeded with your opportunity to participate in the decision-making process regarding the provision of a FAPE to your child; or
3. Caused a deprivation of an educational benefit.

Construction clause

None of the provisions described above can be interpreted to prevent an ALJ from ordering a school district to comply with the requirements in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision to advisory panel and general public

The MDE, after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing to the State special education advisory committee; and
2. Make those findings and decisions available to the public.

APPEALS**FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW**

34 CFR §300.514**Finality of hearing decision**

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described below.

TIMELINES AND CONVENIENCE OF HEARINGS

34 CFR §300.515

The MDE must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings or, not later than 45 calendar days after the expiration of the adjusted time period as described under the sub-heading, **Adjustments to the 30-calendar-day resolution period**:

1. A final decision is reached in the hearing; and
2. A copy of the decision is mailed to each of the parties.

An ALJ may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516**General**

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a state court of competent jurisdiction (a state court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 90 calendar days from the date of the decision of the ALJ to file a civil action.

Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; and
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process complaint, resolution meeting, and impartial due process hearing procedures) before going directly into court.

ATTORNEYS' FEES

34 CFR §300.517**General**

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing state educational agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; or (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing state educational agency or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any

improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; and
 - c. The court or ALJ finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

3. Fees may not be awarded relating to any meeting of the IEP Team unless the meeting is held as a result of an administrative proceeding or court action.
4. Fees also may not be awarded for a mediation as described under the heading, **Mediation**.
5. A resolution meeting, as described under the heading, **Resolution meeting**, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading, **Due Process Complaint**.

However, the court may not reduce fees if the court finds that the state or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

**PROCEDURES WHEN DISCIPLINING
CHILDREN WITH DISABILITIES****AUTHORITY OF SCHOOL PERSONNEL**

34 CFR §300.530**Case-by-case determination**

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading, **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

A school district is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been

similarly removed. Michigan does not require services to students who are non-disabled who have been removed for disciplinary reasons.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment (FBA), and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and if the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, the parent, and relevant members of the IEP Team (as determined by the parent and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a FBA, unless the school district had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the child; or
2. If a BIP already has been developed, review the BIP, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading, **Special circumstances**, the school district must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the BIP.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the MDE or a school district;
2. Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the MDE or a school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the MDE or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code. (See Attachment A.)

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. (See Attachment A.)

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the school district must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR § 300.531

The IEP Team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings, **Additional authority** and **Special circumstances**, above.

APPEAL

34 CFR § 300.532

General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; or
2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of an administrative law judge

An ALJ that meets the requirements described under the sub-heading, **Impartial administrative law judge**, must conduct the due process hearing and make a decision. The ALJ may:

1. Return the child with a disability to the placement from which the child was removed if the ALJ determines that the removal was a violation of the requirements described under the heading, **Authority of School Personnel**, or that the child's behavior was a manifestation of the child's disability; or
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the ALJ determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings, **Due Process Complaint, Hearings on Due Process Complaints**, except as follows:

1. The MDE arranges for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless the parents and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A decision made in an expedited due process hearing is final, except that any party involved in the hearing (you or the school district) may bring a civil action, as described under the heading "Civil Actions, Including The Time Period In Which To File Those Actions."

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, the parent or school district has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the MDE or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading, **Authority of School Personnel**, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534**General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child's teacher, or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or has refused special education services; or
2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a school district does not have knowledge that a child is a child with a disability, as described above under the sub-headings, **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by the parents, the school district must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
2. Prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district :

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the FERPA.

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE**GENERAL****34 CFR §300.148**

Part B of the IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a FAPE available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose special education needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or an ALJ may require the agency to reimburse you for the cost of that enrollment if the court or ALJ finds that the agency had not made a FAPE available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. An ALJ or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the MDE and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent IEP meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
3. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the above requirements would likely result in physical harm to your child; and
2. May, in the discretion of the court or an ALJ, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirements would likely result in serious emotional harm to the child.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY**34 CFR §300.520**

When a student with a disability reaches the age of majority (age 18 in Michigan if a legal guardian has not been appointed by the court), the public agency must provide any notices required under Part B of the IDEA to both the student and the parent and all rights accorded to the parent under Part B of the IDEA transfer to the student. All rights accorded to the parent also transfer to students who have reached the age of majority and who are incarcerated in an adult or juvenile federal, state, or local correctional institution.

Attachment A – Federal Definitions**Serious Bodily Injury**

18 USC 1365(h)

- (3) The term “serious bodily injury” means bodily injury which involves –
- (A) a substantial risk of death;
 - (B) extreme physical pain;
 - (C) protracted and obvious disfigurement; or
 - (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and
- (4) The term “bodily injury” means –
- (A) a cut, abrasion, bruise, burn, or disfigurement;
 - (B) physical pain;
 - (C) illness;
 - (D) impairment of the function of a bodily member, organ, or mental faculty; or
 - (E) any other injury to the body, no matter how temporary.

Weapon

18 USC 930(g)

- (2) The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

Special Education

Oakland County Guide To Community Resources

For parents of a child with a disability



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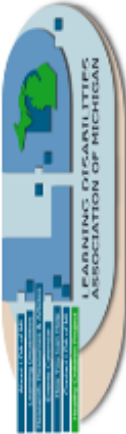

OaklandSchools



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Resource	Phone number	Website	About
 <p>Association for Children's Mental Health</p>	<p>888.226.4543</p> <p>1.888.ACMH.KID</p> <p>1.888.226.4543</p>	<p>www.acmh-mi.org</p>	<p>The Association for Children's Mental Health (ACMH), Michigan's statewide family run organization, offers peer delivered support, advocacy, education and information to parents/caregivers of youth with behavioral, emotional and mental health disorders. ACMH staff are parents of youth with special needs and offer experiences to assist families in accessing services and supports and offer hope from another parent who has been where they are.</p>
 <p>The Arc of Oakland County</p>	<p>248.816.1900</p>	<p>www.thearcoakland.org</p>	<p>The Arc of Oakland County advocates for the rights and full participation of all children and adults with intellectual and other related developmental disabilities. We strive to improve systems of supports and services; connect families; inspire our community and influence public policy. We are a non-profit, charitable organization funded in part by the United Way for Southeastern Michigan, and through the kindness of our most generous individual donors. We proudly serve individuals and families throughout Oakland County as a local affiliated chapter of The Arc of Michigan and The Arc of the United States.</p> <p>Focused areas: Special education law, advocacy, government benefits, estate planning, guardianship, and referrals.</p>
 <p>AUTISM SOCIETY OF MICHIGAN providing hope • making human connections • changing lives</p> <p>Autism Society of Michigan</p>	<p>800.223.6722</p>	<p>www.autism-mi.org</p>	<p>The Autism Society of Michigan</p> <ul style="list-style-type: none"> • Serves a membership made up of parents, families, professionals, persons with autism spectrum disorders, advocates, organizations and other community members • Provides advocacy to families • Provides education consultation and technical assistance to schools • Provides support, information, referral and education to families of newly-diagnosed children with autism spectrum disorder
 <p>Autism Society of America Oakland County Chapter</p> <p>Autism Society of Oakland County</p>	<p>Main: 248.393.3131</p>	<p>autismsocietyoaklandcounty.org</p>	<p>Provides advocacy and supports meaningful participation in all aspects of life for individuals with Autism Spectrum Disorders and their families.</p>
 <p>Children and Adults with Attention Deficit/Hyperactivity Disorder</p>	<p>Eastern Oakland County 248.988.6716</p> <p>Eastern Wayne and Macomb 586.566.6786</p>	<p>www.chadd.org</p> <p>See website for additional chapters</p>	<p>Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), provides education, advocacy and support for individuals with AD/HD.</p>



 <p>Community Living Services of Oakland County</p>	<p>CLS Oakland County 642 E. Nine Mile Ferndale, MI 48220 Main: 248.547.2668 Fax: 248.547.3052</p>	<p>www.comlivserv.com/oaklandcty</p>	<p>Community Living Services of Oakland County (CLS/OC) is a non-profit organization that promotes community inclusion, full citizenship and a self-determined life for people with developmental disabilities.</p>
 <p>bridges4kids Building Partnerships Between Families, Schools, and Communities</p> <p>Bridges for Kids</p>	<p>Not Applicable</p>	<p>www.bridges4kids.org</p>	<p>We are a non-profit organization providing a comprehensive system of information and referral for parents and professionals seeking help for children from birth through transition to adult life.</p>
 <p>Council for Exceptional Children The voice and vision of special education</p> <p>Council for Exceptional Children</p>	<p>National CEC Contact: 800.224.6830 Michigan CEC Contact: www.michigancec.org</p>	<p>www.michigancec.org</p>	<p>The primary purpose of the Michigan Council for Exceptional Children shall be to advance the education of individuals with exceptionalities. Specifically, the Michigan Council for Exceptional Children intends to assist and provide support to the Council for Exceptional Children (CEC) in all its efforts on behalf of persons with exceptionalities and to participate in all appropriate governance activities of CEC subject to the general supervision and control of CEC.</p>
 <p>Common Ground</p>	<p>800.231.1127</p>	<p>commongroundhelps.org</p>	<p>Common Ground is the point of entry in Oakland County for accessing agency services for individuals with a developmental disability. Helps youths, adults and families in crisis. The agency provides a lifeline for runaway and homeless youths, families in crisis, victims of crime, people with mental illness and others in critical situations.</p>
 <p>Community HOUSING NETWORK Opening Doors • Transforming Lives. Community Housing Network of Oakland County</p>	<p>570 Kirts Blvd # 231 Troy, MI 48084-4156 248.928.0120</p>	<p>communityhousingnetwork.org</p>	<p>Community Housing Network is a nonprofit organization committed to providing homes for people in need through proven strategies of homelessness prevention, housing assistance and development, community education and referral, advocacy, and additional services. We help people who are homeless, people with disabilities, and anyone in a housing crisis.</p>
 <p>Deaf Community Advocacy Network</p>	<p>Main 248.332.3323 Video Relay Service 248.209.6437</p>	<p>www.deafcan.org</p>	<p>Advocacy, interpreting, parenting programs, sign language, youth leadership, direct service, information, referrals, independent living, and workshops</p>

 <p>Deaf-Blind Central</p>	<p>Phone: 989.774.2725 V/TTY Toll Free: 888.758.0508 V/TTY VP: 989.774.2726 Fax: 989.774.1572</p>	<p>www.chsbs.cmich.edu</p>	<ul style="list-style-type: none"> • If your child has problems with seeing and hearing, or you suspect that he or she does, we may be able to give you valuable information to help your child learn, communicate, play and grow. • You may want to learn how other families with children who experience problems with seeing and hearing have helped their children grow up to do their best. • You may want to know about your choices when teaching your child to communicate, when selecting a school program, or when planning family activities that include everyone. • You may want to become more involved in the inner workings of our project. We provide training to parents who wish to become support for other families.
 <p>Down Syndrome Guild of Southeast Michigan</p>	<p>Phone: (248) 556-5341 Toll-Free: (877) 487-4905 Fax: (248) 556-5385</p>	<p>www.dsgsemi.org</p>	<p>The DSG will provide support, resources and advocacy for individuals with Down syndrome, their families and caregivers with the goal of increasing opportunities and awareness.</p>
 <p>Early On Michigan</p>	<p>800.Early On 800.327.5966</p>	<p>www.1800earlyon.org</p>	<p>Assists families with infants and toddlers, from birth until they turn 36 months or 3 years of age, who may be experiencing delays in their development or if they have a diagnosed disability.</p>
<p>Early On® Oakland Early On - Oakland Schools</p>	<p>Main: 248.209.2084 Fax: 248.209.2522</p>	<p>www.oakland.k12.mi.us</p>	<p>A network of services for families of children birth to age three who are developmentally delayed, or are at risk of developing delays because of an established medical condition, or who have a disability.</p>
 <p>Easter Seals of Michigan</p>	<p>248.475.6400</p>	<p>www.mi.easterseals.com Children and Family Services</p>	<p>Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for more than 80 years. Whether helping someone improve physical mobility, return to work or simply gain greater independence for everyday living, Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals.</p>
 <p>Epilepsy Foundation</p>	<p>Southfield Office Phone: 248.351.7979 or 800.377.6226 Fax: 248.351.2101</p>	<p>www.epilepsymichigan.org</p>	<p>Provides: Public and Professional Education & Awareness Programs, such as Seizure First Aid and disability awareness training; Education and Support Programs for people with epilepsy and their families, including Living Well with Epilepsy educational workshops, Camp Discovery, and Adult and Family Retreats; Advocacy Programs; Epilepsy Today Conferences; and Education and Consultation Services, including toll-free phone services, a video library, and literature</p>

<p>Family Support Network of MI (The Family Center for Children and Youth with Special Health Care Needs (FCCYSHCN))</p>	<p>800.359.3722</p>	<p>www.michigan.gov/mdch</p>	<p>The Family Center's primary purpose is to help shape CSHCS policies and procedures and to help families navigate the CSHCS system. Through its <i>Family Support Network of Michigan</i>, the Center provides emotional support and information to statewide families of children with special health care needs. The Center is also the coordinating partner of Michigan's <i>Family-to-Family Health Education and Information Center</i>.</p>
	<p>248.538.6611</p>	<p>www.jarc.org</p>	<p>JARC is a Farmington Hills, Michigan-based nonprofit, nonsectarian agency dedicated to enabling people with disabilities to live full, dignified lives in the community, and to providing support and advocacy for their families. JARC operates 20 group homes and a variety of independent living programs for adults, and serves more than 450 families who have a child or adult with a disability who is living at home.</p>
 <p>Learning Disabilities Association of Michigan</p>	<p>Toll Free: 888.597.7809</p> <p>Phone: 517.485.8160</p> <p>Fax: 517.485.8462</p>	<p>www.ldaofmichigan.org</p>	<p>We work to enhance the quality of life for all individuals with learning disabilities and their families through advocacy, education, training, service and support of research.</p>
 <p>Michigan Department of Education Low incident Outreach</p>	<p>Toll free 888.760.2206</p>	<p>mde-lío.cenmi.org</p>	<p>MDE-LIO provides outreach services to all local education agencies (LEAs), public school academies (PSAs), intermediate school districts (ISDs), and children with a visual impairment, students who are deaf and/or hard of hearing, and their families, as well as other resource agencies.</p> <p>The goal is to provide technical assistance and resources to enable local service providers to serve and improve the quality of education for students with a visual impairment or those who are deaf and/or hard of hearing.</p>

 <p>Macomb-Oakland Regional Center</p>	<p>Clinton Township Office Main : 586.263.8700 Toll Free : 866.807.6940 TTY : 586.286.5036 FAX: 586.412.7889</p> <p>Auburn Hills Office Main: 248.276.8000 Toll Free: 866.754.3398 TTY: 248.276.8009 FAX: 248.276.9280</p>	<p>www.morcinc.org</p>	<p>The Macomb-Oakland Regional Center Inc. (MORC) helps individuals with disabilities and mental illness realize their dreams as full members of their communities. We do this through comprehensive services and supports, training, education, and advocacy.</p>
 <p>Michigan Alliance for Families</p>	<p>Lansing Main Office 800.552.4821</p>	<p>michiganallianceforfamilies.org</p>	<p>Michigan Alliance for Families and Michigan Alliance - PTI provide information, support, and education to families of children and young adults with disabilities from birth to age 26, connects families to resources in their own community and helps facilitate parent involvement as a means of improving services and results for children with disabilities. Michigan Alliance can assist you in knowing your rights, effectively communicating your child's needs, and advising how to help your child develop and learn.</p>
<p>MICHIGAN COMMISSION FOR THE BLIND</p>	<p>Main: 734.421.6599 e-mail: viic@vi-info-center.org</p>	<p>www.vi-info-center.org</p>	<p>This program has the primary responsibility for preparing legally blind men and women for gainful, competitive employment. Program counselors work closely with each client in developing a rehabilitation program that is suited to the client's interests, aptitudes and potential skills.</p>
 <p>Children's Special Health Care Services</p>	<p>Family Phone Line 800.359.3722</p> <p>Oakland Main: 248.858.0056</p> <p>Fax: 248.452.2195</p>	<p>www.michigan.gov/mdch</p>	<p>The State of Michigan agency that assists individuals with special health care needs in accessing the broadest possible range of appropriate medical care, health education and supports.</p> <p>Assure delivery of these services and supports in an accessible, family-centered, culturally competent, community-based and coordinated manner.</p> <p>Promote and incorporate parent/professional collaboration in all aspects of the program.</p> <p>Remove barriers that prevent individuals with special health care needs from achieving these goals.</p>

			<p>The Center for Educational Networking (CEN) provides high-quality, creative, and timely marketing and communication services and supports for the Office of Special Education and Early Intervention Services (OSE-EIS) and its Mandated Activities Projects (MAPs). Visit Focus.cenmi.org to access FOCUS on Results guidance and technical assistance articles and videos related to special education issues relevant to parents. Also visit www.cenmi.org for web news, upcoming events, links to the OSE-EIS initiatives supporting special education and the Special Education Facts, documents summarizing Michigan's outcomes on the State Performance Plan. CEN also posts news and information on Facebook. Become a FAN of CEN!</p>
 <p>Michigan's Integrated Technology Supports</p>	<p>517.908.3930 517.853.1904 TTY 517.908.0709 fax</p> <p>E-Mail: mits.email@gmail.com</p>	<p>mits.cenmi.org</p>	<p>The overall purpose of Michigan's Integrated Technology Supports (MITS) is to provide:</p> <ul style="list-style-type: none"> • information services • support materials • technical assistance • training to local and intermediate school districts in Michigan in order to increase the capacity to address the needs of students with disabilities for assistive technology.
 <p>Michigan Protection & Advocacy Service</p>	<p>800.288.5923 in Michigan, voice/TTY</p> <p>or</p> <p>517.487.1755 in Lansing, voice/TTY</p>	<p>www.mpas.org</p>	<p>People with disabilities have to deal with a wide variety of issues. We try to answer any questions you may have relating to disability. We have experience in the following areas: discrimination in education, employment, housing, and public places; abuse and neglect; Social Security benefits; Medicaid, Medicare and other insurance; housing; Vocational Rehabilitation; HIV/AIDS issues; and many other disability-related topics.</p>
 <p>National Dissemination Center for Children with Disabilities</p>		<p>www.nichcy.org</p>	<p>NICHY serves the nation as a central source of information on disabilities in infants, toddlers, children, and youth. Here, you'll also find easy-to-read information on IDEA, the law authorizing early intervention services and special education. Our State Resource Sheets will help you connect with the disability agencies and organizations in your state.</p>

 <p>Michigan Rehabilitation Services</p> <p>Michigan Rehabilitation Services</p>	<p>Waterford – Main Office 2805 Pontiac Lake Road, Suite 1A Waterford, MI 48328-2680 Main: 248.706.2600 Toll Free: 877.620.7942 TTY: 248.338.0444</p> <p>Satellite Locations: Pontiac Michigan Works! 1847 N. Perry Pontiac, MI 48340 248.276.9470</p> <p>Troy Michigan Works! 550 Stephenson Hwy. Suite 400 Troy, MI 48098 248.825.5101</p> <p>Oxford Michigan Works! 1370 S. Lapeer Rd. Oxford, MI 48371 248.969.2399</p>	<p>www.michigan.gov/lara</p>	<p>MRS partners with individuals and employers to achieve quality employment outcomes and independence for persons with disabilities.</p>
 <p>Oakland Mediation Center</p>	<p>248.338.4280</p>	<p>www.mediation-omc.org</p>	<p>Provides free mediation services for issues related to special education for parents and districts</p>

 <p>Oakland Schools</p>	<p>Main: 248.209.2314</p> <p>Compliance Support: Michelle Gulley Compliance Consultant 248.209.2089 michelle.gulley@oakland.k12.mi.us</p> <p>Matthew Korolden Compliance Consultant 248.209.2552 matt.korolden@oakland.k12.mi.us</p> <p>Lydia Moore Early Childhood Special Education Consultant 248.209.2308 lydia.moore@oakland.k12.mi.us</p> <p>Cathy Schmidt Transition/Post-High Consultant 248.209.2504 cathy.schmidt@oakland.k12.mi.us</p>	<p>Special Education www.oakland.k12.mi.us/Departments/SpecialEducation</p> <p>Compliance Support www.oakland.k12.mi.us/Services/ComplianceSupportServices</p> <p>Parent Advisory Committee www.oakland.k12.mi.us/Departments/SpecialEducation/ParentAdvisoryCommittee</p> <p>Professional Development</p>	<p>The Oakland Schools Department of Special Education provides staff and services to the constituent school districts within Oakland County to support the identification and education of students with disabilities. Services include, but are not limited to, teacher consultants for evaluating and instructing students with low incidence disabilities, audiological evaluations, regulatory technical assistance, access to assistive technology and a range of professional learning opportunities for educators, parents, and administration.</p> <p>The Oakland County Parent Advisory Committee represents each LEA/PSA within Oakland County. Parent representatives have a child/children with a disability(ies) and are appointed by the LEA/PSA and Oakland County School Boards. The committee participates in the development and review of the Oakland Schools County Plan for Delivery of Special Education Programs and Services. The PAC also provides advisory input on matters regarding improvement of Special Education services within the ISD.</p>
 <p>OCR Office for Civil Rights Office of Civil Rights</p>	<p>NA</p>	<p>www2.ed.gov</p>	<p>The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.</p>
 <p>United Cerebral Palsy</p>	<p>248.557.5070</p>	<p>www.ucpdetroit.org</p>	<p>The mission of United Cerebral Palsy of Metropolitan Detroit (UCP/Detroit) is to advance the independence of all people with cerebral palsy and other disabilities while supporting their right to self-determination and inclusion through programs that focus on person centered advocacy, employment, assistive technology and independence.</p>

Community Resource Guide

2013

Early On® Oakland

Community Resource Guide

A guide to finding the right resources
to match a child's and family's needs.



revised 3.05.13





Early On® Oakland
2111 Pontiac Lake Road
Waterford, MI 48328-2735
248.209.2084
248.209.2522 Fax

Don't worry. But don't wait.

If that little voice inside your head is telling you that something “isn’t quite right” with your baby or toddler, don’t wait to reach out for help. The first years of a child’s life are too important to let slip by, waiting to see if your little one “outgrows” your concern. Put your mind at ease, and give your child the help he or she may need.

**Call Early On® Oakland at:
248.209.2084 or 866.456.2084**

Early On Oakland® coordinates services for families with children birth to three years who have a developmental delay or health condition. Your Service Coordinator will help you identify activities, programs and other supports to connect your child and family to what you need.

**Call Early On® Oakland at:
248.209.2084 or 866.456.2084**

Visit us on the web at www.oakland.k12.mi.us/earlychildhood

Community and Internet Resources

The following resources are not all inclusive, and suggestions only.

They are NOT recommendations!

Early On[®] Oakland & Oakland Schools do not specifically endorse or recommend any service provider.

Accessible Playgrounds:

Accessible to all children, with and without disabilities.

All Kids Playground at Hess Hathaway in Waterford	http://twp.waterford.mi.us/parksandrec/hess_info.htm
Inglenook Park Boundless Playground in Southfield	http://www.michigan.org/Property/Detail.aspx?p=B11690
Paradise Peninsula Playscape – Waterford Oaks Playground	http://www.destinationoakland.com/thingstodo/playgrounds
Wing Lake School Boundless Playground in Bloomfield Hills	http://www.michigan.org/Property/Detail.aspx?m=4&p=B9327

Advocacy Organizations:

AIDS Partnership – Michigan	800.872.2437	www.aidspartnership.org
Association for Children's Mental Health	888.226.4543	www.acmh-mi.org
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
Down Syndrome Guild of Southeast Michigan	877.487.4905	www.dsgsemi.org
Easter Seals Michigan – North Office.....	248.475.6300	www.essmichigan.org
Easter Seals Michigan – South Office	248.483.7804	www.essmichigan.org
Family Support Network of Michigan.....	800.359.3722	www.michigan.gov/mdch
JARC	248.538.6611	www.jarc.org
Michigan Alliance for Families.....	800.552.4821	www.michiganallianceforfamilies.org
Michigan Council for Maternal and Child Health.....	517.482.5807	www.mcmch.org
Michigan Protection and Advocacy Service.....	800.288.5923	www.mpas.org
The Arc of Oakland County.....	248.816.1900	www.thearcoakland.org
United Cerebral Palsy of Metro Detroit.....	800.827.4843	www.ucpdetroit.org

Autism:

Autism Alliance of Michigan	313.964.2620	www.autismallianceofmichigan.org
Autism and Behavioral Support Center	248.276.8086	www.autismsupportcenter.org
Autism ASK.....	248.618.1275	www.autism-ask.com
Autism Society of America – Oakland County	248.393.3131	www.asaoakland.org
Autism Society of Michigan	800.223.6722	www.autism-mi.org
Autism Speaks	888.288.4762	www.autismspeaks.org
Beaumont Center for Human Development.....	248.691.4744	www.beaumont.edu/chd
Center for Autism Spectrum Disorders.....	248.821.0144	www.centerforasd.com
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
Center for Neuropsychology, Learning and Development.....	734.994.9466	www.cnld.org
Children's Hospital of Michigan – Autism Center....	248.305.6172	www.childrensdmc.org/autism
Como Pediatric Communication Center	248.828.3800	www.comopedspeech.com
Easter Seals Michigan – P.L.A.Y. Project	248.475.6300	www.essmichigan.org
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347	www.farconservatory.org

Judson Center Autism Connections	248.549.4339	www.judsoncenter.org
Kaufman Children's Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidspeech.com
Learning Disabilities Clinic	248.545.6677	www.ldclinic.com
Macomb Oakland Regional Center	866.807.6940	www.morcinc.org
Mind Matters Center	734.222.0201	www.mindmatterscenter.com
Oakland County Community Mental Health Authority	800.231.1127	www.occmha.org
Oakland Schools.....	248.209.2564	www.oakland.k12.mi.us
Oakland University Center for Autism Research, Education and Support (OUCARES)	248.370.2424	www.oakland.edu/oucares
Pfeiffer Treatment Center.....	866.504.6076	www.hriptc.org
Dr. Richard Solomon – Ann Arbor Center for Developmental & Behavioral Pediatrics	734.997.9088	www.aacenter.org
Sunfield Center for Autism	734.222.9277	www.sunfieldcenter.com
University Center for the Child and the Family	734.764.9466	www.umuccf.org

Blind and Visually Impaired:

American Council of the Blind	800.424.8666	www.acb.org
American Foundation for the Blind	800.232.5463	www.afb.org
Deaf and Blind Children's Fund.....	877.332.3254	www.deafblindchildren.org
Leader Dogs for the Blind	888.777.5332	www.leaderdog.org
Lion's Club International Vision Support Services		www.lionsclubs.org
Low Vision Associates	248.593.3670	
Oakland Talking Book Service at Rochester Hills Public Library	800.774.4542	http://otbs.rhpl.org
Penrickton Center for Blind Children	734.946.7500	www.penrickton.com
ROPARD – Association for Retinopathy of Prematurity and Related Diseases	800.788.2020	www.ropard.org
Visually Impaired Information Center	734.421.6599	www.vi-info-center.org

Camps:

Check your local Library, Parks and Recreation Department and local Community Education Centers for other summer programs.

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Camp Casey	877.338.8315	www.camp-casey.org
Camp Michi-Mac (Asthma).....	734.259.8108	www.campmichimac.org
Center for Autism Spectrum Disorders.....	248.821.0144	www.centerforasd.com
E. L. Johnson Nature Center.....	248.341.6487	http://naturecenter.bloomfield.org
FAR Conservatory of Therapeutic and Performing Arts	248.646.3347	www.farconservatory.org
Franklin Kids Club.....	248.352.8000	www.franklinclub.com
Friendship Circle	248.788.7878	www.friendshipcircle.org
Friends of Different Learners.....		www.friendsofdifferentlearners.org
Jewish Community Center	248.661.1000	www.jccdet.org
Judson Center Autism Connections	248.549.4339	www.judsoncenter.org
Kaufman Children's Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidspeech.com
Kids in Motion	248.684.9610	www.kimpediatrics.com
Oakland University Center for Autism Research, Education and Support (OUCARES)	248.370.2424	www.oakland.edu/oucares
Rochester Avon Recreation Authority (RARA).....	248.656.8308	www.rararecreation.org

SCAMP (Bloomfield)	248.433.0885	http://scamp.bloomfield.org
SCAMP (Clarkston).....	248.623.8089	www.clarkstonscamp.com
SCAMP (Rochester)	248.656.8308	www.rararecreation.org
School for the Mind and Body	248.814.7100	www.schoolforthemindandbody.com
SLC Therapy.....	866.752.0899	www.slctherapy.com
The Community House	248.644.5832	www.communityhouse.com

Camp Websites:

Brave Kids Camps	www.bravekids.org
Choice Camps	www.choicecamps.com
Domino's Petting Farm.....	www.pettingfarm.com
Kids Camps	www.kidscamps.com
My Summer Camps	www.mysummercamps.com
Summer Camps.....	www.summercamps.com
Very Special Camps and Programs for People with Special Needs	www.verspecialcamps.com

Childcare:

Great Start Connect.....	800.552.1183	Or	
	211.....		www.greatstartforkids.org
Oakland County Child Care Council (4C's)	248.333.9545		www.oaklandchildcare.org

Cleft Lip & Palate Resources:

About Face	800.665.3223	www.aboutfaceusa.org
Children's Craniofacial Association	800.535.3643	www.ccakids.com
Children's Hospital of Michigan Cleft Palate Cranial Facial Center.....	313.745.0247	www.childrensdmc.org
St. John Providence Cranial Facial Institute	248.465.5300	www.stjohnprovidence.org

Counseling Services:

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Attachment Coalition.....	248.345.2410	www.attachmentcoalition.org
Catholic Social Services of Oakland County	248.548.4044	www.cssoc.org
Centro Multicultural La Familia.....	248.858.7800	http://centromulticultural.org/
Child and Family Solutions Center	248.851.5437	www.childandfamilysolutionscenter.com
Christian Family Services.....	248.557.8390	www.cfs-michigan.org
Early Childhood Associates	248.860.0466	www.earlychildhoodassociatesmi.com
Easter Seals Michigan – North Office.....	248.475.6300	www.essmichigan.org
Easter Seals Michigan – South Office	248.483.7804	www.essmichigan.org
Jewish Family Service	248.592.2300	www.jfsdetroit.org
Judson Center Autism Connections	248.549.4339	www.judsoncenter.org
Macomb Oakland Regional Center	866.807.6940	www.morcinc.org
Oakland County Community Mental Health Authority	800.231.1127	www.occmha.org
Oakland Family Services	248.858.7766	www.oaklandfamilyservices.org
Oakland Livingston Human Services Agency.....	248.209.2600	Or
	248.542.5860	www.olhsa.org

Oakland University Center for Autism Research,
 Education and Support (OUCARES) 248.370.2424 www.oakland.edu/oucares
 University Center for the Child and the Family 734.764.9466
<http://iha.umich.edu/about-us/university-center-child-family>

Crisis Intervention and Domestic Violence:

CARE House – The Child Abuse and
 Neglect Council of Oakland County 248.332.7173 www.carehouse.org
 Centro Multicultural La Familia
 Program M.U.J.E.R. 248.858.7800 <http://centromulticultural.org/>
 Childhelp – Prevention and
 Treatment of Child Abuse 800.422.4453 www.childhelp.org
 Children’s Protective Services..... 855.444.3911 www.michigan.gov/dhs
 Common Ground 800.231.1127 www.commongroundhelps.org
 HAVEN 248.334.1274 Or
 877.922.1274 www.haven-oakland.org

Culturally Specific Support:

ACCESS – Dearborn 313.842.7010 www.accesscommunity.org
 Arab American and Chaldean Council 248.559.1990 www.myacc.org
 Catholic Social Services – Hispanic Outreach..... 248.338.4250 www.cssoc.org
 Centro Multicultural La Familia..... 248.858.7800 <http://centromulticultural.org/>
 Easter Seals Michigan – Centro Latino 248.706.3450 www.mi.easterseals.com
 Oakland Primary Health Services 248.322.6747 www.oaklandprimaryhealth.org

Deaf and Hard of Hearing:

Deaf Community Advocacy Network 248.332.3331 Or
 (DEAF C.A.N.I!)..... TTY 248.332.3323 www.deafcan.org
 Deaf and Blind Children’s Fund..... 877.332.3254 www.deafblindchildren.org
 Michigan Deaf and Hard of Hearing People 586.778.4188 www.michdhh.org
 Michigan Early Hearing Detection 517.335.8955 www.michigan.gov/mdch
 Oakland Audiology 248.673.8000 www.oaklandaudiology.com

Dental Services:

Dental Lifeline Network 888.471.6334 www.nfdh.org
 Oakland County Dental Program 248.858.1306 www.oakgov.com/health
 OCC Dental Hygiene Clinic..... 248.942.3260
 Tri-County Dental Health Council..... 248.559.7767 www.dentalhealthcouncil.org
 University of Detroit Mercy School of Dentistry 313.494.6700 <http://dental.udmercy.edu>

Developmental Pediatricians:

Beaumont Center for Human Development..... 248.691.4744 www.beaumont.edu/chd
 Dr. Mary Bedard-Lusis 313.745.5383 www.childrensdmc.org
 Dr. Nitin Chouthai..... 313.833.4490 www.childrensdmc.org
 Dr. Rajendra Desai 248.858.3526 www.stjoesoakland.com
 Dr. Eileen Donovan..... 313.996.1960 www.oakwood.org/cef
 Dr. John Dorsey 248.644.1221
http://www.ucomparehealthcare.com/drs/john_m_dorsey/
 Dr. Cheryl Hack 248.435.9240
 Dr. Stephani Hines..... 248.691.4744
www.mhweb.org/oakland/humandevel.htm

Dr. Tisa Johnson-Hooper	800.436.7936	www.henryfordhospital.com
Dr. Esam Kazem	248.858.3225	www.stjoesoakland.com
Dr. Ernest Krug III	248.551.5000	www.beaumont.edu
Dr. Girija Natarajan	313.745.4000	www.childrensdmc.org
Dr. David Obudzinski	248.644.1221	
	http://www.healthgrades.com/physician/dr-david-obudzinski-23b3v	
Dr. Athina Pappas	313.745.4000	www.childrensdmc.org
Dr. Richard Solomon	734.997.9088	www.aacenter.org
Dr. Susan Youngs	313.996.1960	www.oakwood.org/cef

Educational Support:

Early On® Oakland.....	248.209.2084.....	Or.....	866.456.2084
		www.oakland.k12.mi.us/earlychildhood	
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347.....	www.farconservatory.org	
Great Start for Kids – Oakland	248.209.2098.....		
Developmental Screenings.....	www.greatstartforkids-oakland.org/developmentalscreenings		
Learning Disabilities Clinic	248.545.6677	www.ldclinic.com	
Mind Matters Center	734.222.0201	www.mindmatterscenter.com	
Oakland Schools.....	248.209.2000	www.oakland.k12.mi.us	
Project Find	248.209.2308.....	www.oakland.k12.mi.us	
Walnut Lake Preschool	248.339.6263.....	www.walnutlakepreschool.org	

Emergency Resources:

Active Faith Community Services	248.437.9790	www.activefaithcs.org	
American Red Cross	877.788.0014	www.redcross.org	
Baldwin Center	248.332.6101	www.baldwincenter.org	
Department of Human Services	855.275.6424	www.michigan.gov/dhs	
F.I.S.H. – Oxford/Orion	248.628.3933		
Focus HOPE	313.494.5500	www.focushope.edu	
Forgotten Harvest	248.967.1500	www.forgottenharvest.org	
Furniture Bank of Southeastern Michigan	248.332.1300	www.furniture-bank.org	
Gleaners Community Food Bank	866.453.2637	www.gcfb.org	
Grace Center of Hope – Pontiac	855.435.7424	www.gracecentersofhope.org	
Homeless Student Education Program	248.209.2414	www.oakland.k12.mi.us	
Lighthouse Community Development	248.920.6200	www.lighthouseoakland.org	
Lighthouse Emergency Services – Clarkston	248.620.6116	www.lighthouseoakland.org	
Lighthouse Emergency Services – Pontiac	248.920.6000	www.lighthouseoakland.org	
Lighthouse PATH	248.335.1950	www.lighthouseoakland.org	
Neighbor for Neighbor	248.634.0900	www.neighborforneighbor.net	
Oakland Livingston Human Services Agency	248.209.2600	Or	
	248.542.5860	www.olhsa.org	
Open Door Outreach Center	248.360.2930	www.opendooroutreachcenter.com	
Open Hands Food Pantry	248.546.1255x6	www.openhandspantry.org	
Rochester Area Neighborhood House	248.651.5836	www.ranh.org	
Safety Center at Children’s Hospital of MI	313.745.1111	www.childrensdmc.org	
Salvation Army – Pontiac	248.334.2407	www.salvationarmy.org	
Salvation Army – Royal Oak	248.585.5600	www.salvationarmy.org	
South Oakland Shelter	248.809.3773	www.southoaklandshelter.org	
St. Vincent DePaul	877.788.4623	www.svdpdet.org	
Troy People Concerned	248.528.9199	www.tpchelps.org	
United Way for Southeastern Michigan	313.226.9200	www.uwsem.org	
United Way 2-1-1	211	www.uwsem.org	

Financial Planning Services:

Planned Financial Services..... 248.625.0000 www.plannedfinancialservices.org

Funding/Scholarship Options:

Children's Therapy Fund..... 248.514.2290
<http://www.volunteermatch.org/search/org41145.jsp>
Children with Special Needs Fund 800.359.3722 www.michigan.gov/mdch
Eagles, Fraternal Order of..... www.foe.com
Elks, Benevolent and Protective Order of..... www.elks.org
Family Support Subsidy for Children
 Diagnosed AI, SMI or SXI (MORC)..... 866.807.6940 www.morcinc.org
FAR Conservatory of
 Therapeutic and Performing Arts..... 248.646.3347 www.farconservatory.org
Knights of Columbus..... www.kofc.org
Macomb Oakland Regional Center – for
 Severely Developmentally Disabled 866.807.6940 www.morcinc.org
Moose, Family Fraternity of..... www.mooseintl.org
Oakland County Youth Assistance 248.858.0050 www.oakgov.com
Optimist International www.optimist.org
Rotary International..... www.rotary.org
Thomara Latimer Cancer Foundation..... 248.557.2346 www.thomlatimercares.org

Genetic Pediatricians:

David J. Aughton, MD, Chief, Pediatric Genetics
 Beaumont Children's Hospital 248.551.0487
 www.beaumontchildrenshospital.com/genetics
Children's Hospital of Michigan 313.745.5437
 www.childrensdmc.org/geneticandmetabolicdisorders
Michigan State University Clinic 517.364.5440
 <http://www.phd.msu.edu/Divisions/HumanGenetics/ClinicalGenetics.aspx>
University of Michigan Health System 734.764.0579
 http://www2.med.umich.edu/departments/pediatrics/interests/index.cfm?group_id=GENETICS

Governmental Agencies:

Administration for Children and Families www.acf.hhs.gov
Department of Human Services 855.275.6424 www.michigan.gov/dhs
Michigan Department of Community Health www.michigan.gov/mdch
Oakland County Community
 Mental Health Authority 800.231.1127 www.occmha.org
Social Security Information 800.772.1213 www.socialsecurity.gov

Hair Replacement Resources:

Wigs 4 Kids..... 586.772.6656 www.wigs4kids.org

Health:

Center for Exceptional Families 313.996.1960 www.oakwood.org/cef
Children's Hospital of Michigan Safety Center 313.745.1111 www.childrensdmc.org
Children's Special Health Care Services 800.359.3722 www.oakgov.com/health
Detroit Institute for Children 313.832.1100 www.detroitchildren.org
Developmental Disabilities Institute –
 Wayne State University 313.577.2654 www.wayne.edu

Dr. Eric Mintz – Network Spinal Analysis Care	248.862.2202	www.drericmintz.com
Holistic Pediatrician, Susan McCreadie, MD	810.333.6288	www.nourishmd.com/#
Hospitals:		
Beaumont Hospital – Royal Oak.....	248.898.5000	www.beaumont.edu
Beaumont Hospital – Troy	248.964.5000	www.beaumont.edu
Botsford Hospital.....	248.471.8000	www.botsfordsystem.org
Children’s Hospital of Michigan	313.745.5437	www.childrensdmc.org
Crittenton Hospital Medical Center	248.652.5000	www.crittenton.com
Doctors’ Hospital of Michigan	248.857.7200	www.dhofm.com
Huron Valley Sinai Hospital	248.937.3300	www.hvsh.org
McLaren Oakland Hospital	248.338.5000	www.pohmedical.org
Providence Hospital	248.849.3000	www.stjohnprovidence.org
St. John Hospital	313.343.4000	www.stjohnprovidence.org
St. Joseph Mercy Oakland	248.858.3000	www.stjoesoakland.com
University of Michigan Hospital.....	734.936.4000	www.med.umich.edu
Maternal Child Health Advocate –		
Oakland Livingston Human Services	248.721.5270	www.olhsa.org
Mercy Place Clinic	248.333.0840	
		www.stjoeshealth.org/body_pontiac.cfm?id=2426
Metro Home Health Care	800.462.5632	www.metrohomehealthcare.com
Michigan Genetics Resource Center.....	866.852.1247	www.migrc.org
North Oakland Home Health Care	248.625.5865	
Nurse Family Partnership –		
For first time pregnant moms in Pontiac	248.858.1406	www.oakgov.com/health
Oakland County Health Division – North Oakland ...	248.858.1280	www.oakgov.com/health
Oakland County Health Division – South Oakland ..	248.424.7000	www.oakgov.com/health
Oakland County Health Division –		
Nurse on Call	800.848.5533	www.oakgov.com/health
Oakland Integrated Healthcare Network (Health)	248.724.7600	
		http://local.yahoo.com/details?id=102863050&stx=oihn&csz=Pontiac+MI
Oakland Integrated Healthcare Network (Health)	248.857.7432	
		http://local.yahoo.com/details?id=122613177&stx=oihn&csz=Pontiac+MI
Oakland Integrated Healthcare Network (Dental)	248.758.1231	
		http://local.yahoo.com/details?id=119014708&stx=oihn&csz=Pontiac+MI
Oakland Primary Health Services	248.322.6747	www.oaklandprimaryhealth.org
Poison Control Center Hotline.....	800.222.1222	www.poison.org
Women, Infants and Children (WIC).....	248.858.1272	www.oakgov.com/health

Home Visiting Programs:

Catholic Social Services of Oakland County	248.548.4044	www.cssoc.org
Centro Multicultural La Familia		
Early Head Start Program	248.858.7800	http://centromulticultural.org/
Greater Oakland Visiting Nurse.....	800.466.3234	www.vnaa.org
For Waterford	248.683.1770	www.vnaa.org
Maternal Child Health Advocate –		
Oakland Livingston Human Services	248.721.5270	www.olhsa.org
Michigan Community Visiting Nurse Association....	800.882.5720	www.vna.org
Oakland County Health Division – North Oakland ...	248.858.1280	www.oakgov.com/health
Oakland County Health Division – South Oakland ..	248.424.7000	www.oakgov.com/health
Oakland County Health Division –		
Nurse on Call	800.848.5533	www.oakgov.com/health

Oakland Family Services	248.858.7766x209	www.oaklandfamilyservices.org
Oakland Livingston Human Services Agency.....	248.209.2600	Or
	248.542.5860	www.olhsa.org
Oxford Early Head Start Home Based Program	248.969.5047	www.oxfordschools.org

Infant Massage:

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Beaumont Hospital.....	800.633.7377	www.beaumont.edu
Crittenton Hospital Medical Center.....	248.652.5269	www.crittenton.com
Kids in Motion	248.684.9610	www.kimpediatrics.com

Insurance Assistance:

Medicaid Help Line	800.642.3195	www.michigan.gov/mdch
MI Child – Healthy Kids.....	888.988.6300	www.healthcare4mi.com
MI Enrolls Children Special Health Care Helpline	877.274.2737	www.oakgov.com/health
Kathy Neville (Advocacy)	616.844.1056	
	http://www.michigan.gov/mdch/0,4612,7-132-2941_4868_7145-14667--,00.html	
Social Security Information	800.772.1213	www.socialsecurity.gov

Legal Resources:

Common Ground	800.231.1127	www.commongroundhelps.org
Legal Aid and Defender Association	248.253.1548	www.ladadetroit.org
Oakland County Bar Association Lawyer Referral Services	248.334.3400	www.ocba.org

Music, Movement and Art:

Check local Community Education, Parks and Recreation and YMCA for additional resources.

Amazing Wings Therapeutic Riding Center.....	810.636.5111	www.amazingwingsinc.com
Banbury Cross Therapeutic Equestrian Riding.....	248.628.7433	
Camp Casey	877.338.8315	www.camp-casey.org
Carousel Acres Equestrian Center.....	248.437.7669	www.carouselacres.biz
Clarkston Conservatory of Music	248.625.3640	www.clarkstonconservatory.org
Creative Arts Center	248.333.7849	
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347	www.farconservatory.org
Farmington Gymnastics Center.....	248.478.6130	www.farmingtongymnastics.com
First Impression Farm – Therapeutic Horseback Riding	586.727.6661	www.firstimpressionfarm.com
Friendship Circle.....	248.788.7878	www.friendshipcircle.org
Jewish Community Center – Oak Park.....	248.967.4030	www.jccdet.org
Jewish Community Center – West Bloomfield.....	248.661.1000	www.jccdet.org
Judson Center Autism Connections	248.549.4339	www.judsoncenter.org
Kaufman Children’s Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidspeech.com
Kids in Motion	248.684.9610	www.kimpediatrics.com
Kids Kicking Cancer	313.557.0021	www.kidskickingcancer.net
Musicmakers Center	248.380.9898	www.musicmakerscenter.com
Oakland University Center for Autism Research, Education and Support (OUCARES)	248.370.2424	www.oakland.edu/oucares
Offering Alternative Therapy with Smiles (OATS) Therapeutic Horseback Riding	248.620.1775	www.oatshrh.org

Rochester Conservatory of Music	248.656.1925	www.rochesterconservatory.com
Special Olympics – Michigan	989.774.3911	www.somi.org
The Art Experience	248.706.3304	www.theartexperience.org
Wildwind Equestrian Center	248.486.7433	www.wildwindstable.com
Wildwood Farms – Therapeutic Horseback Riding	248.437.5124	

Neurology:

Check local hospital directories.

Children’s Hospital of Michigan Sleep Center	313.745.5437	www.childrensdmc.org
Henry Ford Neurology.....	313.916.2585	www.henryford.com
MIND Institute – Michigan Institute for Neurological Disorders	248.553.0010	www.mindonline.com
Mind Matters Center	734.222.0201	www.mindmatterscenter.com
University of Michigan – Pediatrics	734.936.4179	www.umich.edu

Nutrition:

Beaumont Hospital Feeding Therapy	248.898.5000	www.beaumont.edu
Children’s Hospital Nutrition Therapy Clinic	313.745.5437	www.childrensdmc.org
LaLeche League Michigan	800.525.3243	www.llli.org/web/michigan.html
Medela Breast Feeding National Network	800.435.8316	www.medela.com
Metro Home Health Care	800.462.5632	www.metrohomehealthcare.com
Michigan State Extension Breastfeeding Initiative ..	517.432.3243	http://bfi.fcs.msue.msu.edu/
Michigan State Extension – Nutrition.....	248.858.0897	www.oakgov.com/msu/
Oakland County Health Division – North Oakland ..	248.858.1280	www.oakgov.com/health
Oakland County Health Division – South Oakland ..	248.424.7000	www.oakgov.com/health
Oakland County Health Division – Nurse on Call	800.848.5533	www.oakgov.com/health
St. John Hospital Rehabilitation	800.711.8150	www.stjohnprovidence.org
Women, Infants and Children (WIC).....	248.858.1272	www.oakgov.com/health

Occupational Therapy:

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Beaumont Hospital Pediatric Rehabilitation.....	248.655.5660	www.beaumontchildrenshospital.com/rehabilitation
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
Children’s Hospital of Michigan – Rehabilitation	313.745.5437	www.childrensdmc.org
Crittenton Hospital Medical Center.....	248.652.5315	www.crittenton.com
Como Pediatric Communication Center	248.828.3800	www.comopedspeech.com
Detroit Institute for Children	313.832.1100	www.detroitchildren.org
Easter Seals Michigan	248.475.6300	www.essmichigan.org
Euro Peds – Doctors’ Hospital of Michigan	248.857.6776	www.dhofm.com
Kaufman Children’s Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidsspeech.com
Kids in Motion	248.684.9610	www.kimpediatrics.com
Leaps and Bounds Therapy Services.....	734.449.4649	http://lbtherapy.com
Metro Home Health Care	800.462.5632	www.metrohomehealthcare.com
Sensory Systems Clinic	586.293.1234	www.sensorysystemsclinic.com
SLC Therapy.....	866.752.0899	www.slctherapy.com

St. John Hospital Rehabilitation	800.711.8150	www.stjohnprovidence.org
St. Joseph Mercy Oakland Outpatient Rehabilitation Services – Pontiac	248.758.7720	www.stjoesoakland.com
Orion Township	248.393.1175	www.stjoesoakland.com
White Lake	248.758.7790	www.stjoesoakland.com

Parent and Child Groups:

Check your local Parks and Recreation, Community Education brochures and the Playgroup section of this guide.

Abilities Center.....	248.926.0909	www.abilitiescenter.com
As Your Baby Grows – Beaumont Hospital	248.898.5000	www.beaumont-hospitals.com
Baby Care Basics – Providence Hospital	248.849.3000	www.stjohn.org/providence
Beaumont Hospital Parenting Program	248.898.3230	Or .....248.964.3995 www.beaumontchildrenshospital.com/parenting-program
Caring for My Family – MSU Extension.....	248.858.0897	http://www.oakgov.com/msu/
Catholic Social Services of Oakland County	248.548.4044	www.cssoc.org
Crittenton Hospital Medical Center.....	248.652.5000	www.crittenton.com
Even Start – Michigan Department of Ed	517.373.8483	www.michigan.gov
Japanese Mother/Baby Club – Botsford Hospital.....	248.471.8000	www.botsfordsystem.org
Kaufman Children’s Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidsspeech.com
New Moms – Providence Hospital	248.849.3000	www.stjohn.org/providence
Oakland County Youth Assistance.....	248.858.0050	www.oakgov.com
Oakland Family Services (all county)	248.858.7766	www.oaklandfamilyservices.org
Oakland Livingston Human Services Agency.....	248.209.2600	Or 248.542.5860
STEPS – Hispanic Parenting Education Catholic Social Services	248.338.4250	www.cssoc.org
University Center for the Child and the Family	734.764.9466	www.umuccf.org

Parent Education:

Great Parents Great Start Oakland	248.209.2229	www.oakland.k12.mi.us/earlychildhood
Oakland Family Services – Parents as Teachers	248.858.7766x209	www.oaklandfamilyservices.org

Parent Support Organizations:

Check your local school district for Parent Support Groups.

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Association for Children’s Mental Health	888.226.4543	www.acmh-mi.org
Autism Society of America – Oakland County	248.393.3131	www.asaoakland.org
Beaumont Hospital Parenting Program	248.898.3230	Or .....248.964.3995 www.beaumontchildrenshospital.com/parenting-program
Brain Injury Association of Michigan.....	800.444.6443	www.biami.org
Bridges for Kids .....	.....	www.bridges4kids.org
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
CHADD – Attention Deficit Disorders	800.233.4050	www.chadd.org
Down Syndrome Guild of Southeast Michigan .....	.....	www.dsgsemi.org
Early On® Oakland.....	248.209.2084	Or 866.456.2084 www.oakland.k12.mi.us/earlychildhood
Exceptional Parent.....	.....	www.eparent.com
Family Alliance Network.....	877.326.9411	www.familyalliancenenetwork.net

Families for Russian and Ukrainian Adoption.....	866.441.3097	www.frua-mi.org
Family Support Network – Parent Participation Program	800.359.3722	www.michigan.gov
Friendship Circle	248.788.7878	www.friendshipcircle.org
Friends of Different Learners.....	.....	www.friendsofdifferentlearners.org
Grandparents Acting as Parents (OLHSA)	248.396.8236	www.olhsa.org
Grandparents Raising Grandchildren .....	.....	www.raisingyourgrandchildren.com
Greater Oakland Mothers of Multiples .....	.....	www.gomoms.org
Great Parents Great Start Oakland	248.209.2229 .....	.....
.....	.....	www.oakland.k12.mi.us/earlychildhood
Great Start Collaborative – Oakland.....	248.209.2229	www.greatstartforkids-oakland.org
Judson Center Autism Connections	248.549.4339	www.judsoncenter.org
Michigan Alliance for Families.....	800.552.4821 .....	.....
.....	.....	www.michiganallianceforfamilies.org
Michigan Organization Mothers of Twins Clubs .....	.....	www.momotc.org
MOMS Club .....	.....	www.momsclub.org
Mothers & More .....	.....	www.mothersandmore.org
National Association for the Education of Young Children (NAEYC)	800.424.2460	http://families.naeyc.org
Partnership for Dads	248.646.1445	www.partnershipfordads.org
Project Star (formerly Project Challenge)	248.209.2366 .....	.....
.....	.....	www.oakland.k12.mi.us/earlychildhood
Spaulding for Children – Parent Support for Adoptive Parents	248.443.7080	www.spaulding.org
The Arc of Oakland County.....	248.816.1900	www.thearcoakland.org
United Cerebral Palsy	248.557.5070	www.ucpdetroit.org

Pediatric Ophthalmology:

Associated Retinal Consultants.....	800.450.2964 .....	.....
.....	.....	www.associatedretinalconsultants.com
Beaumont Children’s Hospital	248.551.2020 .....	.....
.....	.....	www.beaumontchildrenshospital.com/pediatric-ophthalmology
Children’s Eye Care of Michigan	313.561.1777	www.childrenseyecaremich.com
Children’s Hospital of Michigan Eye Care Clinic.....	313.745.3937	www.childrensdmc.org
Henry Ford Ophthalmology Center	313.824.4800	www.henryford.com
Kresge Eye Institute	313.577.8900	Or
.....	248.594.6702	www.kresgeeye.org

Physical Therapy:

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Accelerated Rehabilitation Centers	248.409.0490	www.acceleratedrehab.com
Beaumont Hospital Pediatric Rehabilitation.....	248.655.5660 .....	.....
.....	.....	www.beaumontchildrenshospital.com/rehabilitation
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
Children’s Hospital of Michigan – Rehabilitation	313.745.5437	www.childrensdmc.org
Como Pediatric Communication Center	248.828.3800	www.comopedspeech.com
Crittenton Hospital Medical Center.....	248.652.5315	www.crittenton.com
Detroit Institute for Children	313.832.1100	www.detroitchildren.org
Euro Peds – Doctors’ Hospital of Michigan	248.857.6776	www.dhofm.com
Home Therapy for Kids	248.346.4306	www.hometherapyforkids.com
Kids in Motion	248.684.9610	www.kimpediatrics.com
Leaps and Bounds Therapy Services.....	734.449.4649	http://lbtherapy.com

Metro Home Health Care	800.462.5632	www.metrohomehealthcare.com
Neil King Physical Therapy	248.853.7555	www.neilkingpt.com
Novi Doctors of Physical Therapy	866.684.9280	www.nudocpt.com
Providence Park Rehabilitation	248.465.4190	www.stjohn.org/providencepark
Sensory Systems Clinic	586.293.1234	www.sensorysystemsclinic.com
St. John Providence Physical Therapy.....	800.711.8150	www.stjohnprovidence.org
St. Joseph Mercy Oakland Outpatient Rehabilitation Services – Pontiac	248.758.7720	www.stjoesoakland.com
Orion Township	248.393.1175	www.stjoesoakland.com
White Lake	248.758.7790	www.stjoesoakland.com

Playgroups:

Check your local School Districts, Library, Parks and Recreation Department and local Community Education Centers for other playgroup offerings.

Clarkston Conservatory of Music	248.625.3640	www.clarkstonconservatory.org
Great Parents Great Start Oakland	248.209.2229	www.oakland.k12.mi.us/earlychildhood
Oakland Family Services – Early Learning Communities.....	248.858.7766x302	www.oaklandfamilyservices.org
Waterford Stepanski Early Childhood Center	248.666.9593	www.waterford.k12.mi.us/stepanski

Public School Districts in Oakland County:

Avondale.....	www.avondale.k12.mi.us
Berkley.....	www.berkleyschools.org
Birmingham.....	www.birmingham.k12.mi.us
Bloomfield Hills	www.bloomfield.org
Brandon	www.brandonschooldistrict.org
Clarenceville	www.clarenceville.k12.mi.us
Clarkston	www.clarkston.k12.mi.us
Clawson.....	www.clawson.k12.mi.us
Farmington.....	www.farmington.k12.mi.us
Ferndale	www.ferndaleschools.org
Hazel Park	www.hazelpark.k12.mi.us
Holly.....	www.has-k12.org
Huron Valley	www.huronvalley.k12.mi.us
Lake Orion	www.lakeorion.k12.mi.us
Lamphere	www.lamphere.k12.mi.us
Madison	www.madisonschools.k12.mi.us
Novi	www.novi.k12.mi.us
Oakland Schools.....	www.oakland.k12.mi.us
Oak Park.....	www.oakparkschools.org
Oxford.....	www.oxfordschools.org
Pontiac.....	www.pontiac.k12.mi.us
Rochester	www.rochester.k12.mi.us
Royal Oak.....	www.royaloakschools.com
Southfield.....	www.southfield.k12.mi.us
South Lyon.....	www.slcs.us
Troy	www.troy.k12.mi.us
Walled Lake	www.wlcsd.org
Waterford.....	www.waterford.k12.mi.us
West Bloomfield	www.westbloomfield.k12.mi.us

Resource Lists:

Info Michigan	www.infomi.com/dir/org/community.php?county=Oakland
Julie's List	http://julieslist.homestead.com
Oakland County Resources	www.oakgov.com/health/Pages/links.aspx
Save Our Children Coalition.....	www.saveourchildrencoalition.org

Respite:

Benjamin's Hope.....	www.benjaminshope.net
Children's Special Health Care Services	800.359.3722 www.michigan.gov/cshcs
Little Mary's Hospitality House	231.848.4699 www.littlemarys.org
Macomb Oakland Regional Center	866.807.6940 www.morcinc.org
The Arc of Oakland County.....	248.816.1900 www.thearcoakland.org

Sensory Integration Programs:

Abilities Center.....	248.926.0909 www.abilitiescenter.com
Como Pediatric Communication Center	248.828.3800 www.comopedspeech.com
Easter Seals Michigan	248.475.6300 www.essmichigan.org
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347 www.farconservatory.org
Kaufman Children's Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430 www.kidspeech.com
Kids in Motion	248.684.9610 www.kimpediatrics.com
Sensory Systems Clinic	586.293.1234 www.sensorysystemsclinic.com
SLC Therapy.....	866.752.0899 www.slctherapy.com

Social – Emotional Therapy:

Abilities Center.....	248.926.0909 www.abilitiescenter.com
Attachment Coalition.....	248.345.2410 www.attachmentcoalition.org
Beaumont Center for Human Development.....	248.691.4744 www.beaumont.edu/chd
Center for Autism Spectrum Disorders.....	248.821.0144 www.centerforasd.com
Centro Multicultural La Familia.....	248.858.7800 http://centromulticultural.org/
Como Pediatric Communication Center	248.828.3800 www.comopedspeech.com
Early Childhood Associates	248.860.0466 www.earlychildhoodassociatesmi.com
Easter Seals Michigan – Infant Behavioral Health...	248.483.7804 www.essmichigan.org
Easter Seals Michigan – North Office.....	248.475.6300 www.essmichigan.org
Easter Seals Michigan – South Office	248.483.7804 www.essmichigan.org
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347 www.farconservatory.org
Great Start Collaborative – Oakland.....	248.209.2588 www.greatstartforkids-oakland.org
Judson Center Autism Connections	248.549.4339 www.judsoncenter.org
Kaufman Children's Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430 www.kidspeech.com
Macomb Oakland Regional Center	866.807.6940 www.morcinc.org
Michigan Association for Infant Mental Health.....	734.785.7700 www.mi-aimh.org
Michigan Council – Maternal and Child Health.....	517.482.5807 www.mcmch.org
Oakland Family Services – Fussy Baby Program....	248.858.7766x209 www.oaklandfamilyservices.org
Oakland University Center for Autism Research, Education and Support (OUCARES)	248.370.2424 www.oakland.edu/oucares
Project Star (formerly Project Challenge)	248.209.2366 www.oakland.k12.mi.us/earlychildhood

SLC Therapy.....	866.752.0899	www.slctherapy.com
University Center for the Child and the Family	734.764.9466	www.umuccf.org
Wraparound Services for Oakland County	248.209.2437	www.oakland.k12.mi.us

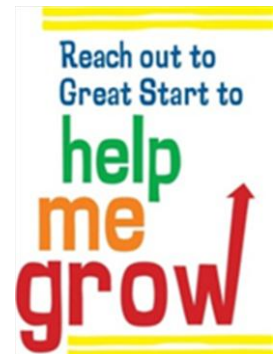
Speech and Language Therapy:

Abilities Center.....	248.926.0909	www.abilitiescenter.com
Beaumont Hospital Pediatric Rehabilitation.....	248.655.5660	www.beaumontchildrenshospital.com/rehabilitation
Center for Autism Spectrum Disorders.....	248.821.0144	www.centerforasd.com
Center for Exceptional Families	313.996.1960	www.oakwood.org/cef
Children's Hospital of Michigan – Rehabilitation	313.745.5437	www.childrensdmc.org
Como Pediatric Communication Center	248.828.3800	www.comopedspeech.com
Crittenton Hospital Medical Center.....	248.652.5315	www.crittenton.com
Deborah Colman Speech Pathologist	248.851.6045	
Doctors' Hospital of Michigan.....	248.857.7200	www.dhofm.com
Easter Seals Michigan – North Office.....	248.475.6300	www.essmichigan.org
Easter Seals Michigan – South Office	248.483.7804	www.essmichigan.org
FAR Conservatory of Therapeutic and Performing Arts.....	248.646.3347	www.farconservatory.org
Huron Valley Sinai Hospital.....	248.937.3300	www.hvsh.org
Kaufman Children's Center for Speech, Language, Sensory-Motor and Social Connections.....	248.737.3430	www.kidspeech.com
Kids in Motion	248.684.9610	www.kimpediatrics.com
Leaps and Bounds Therapy Services.....	734.449.4649	http://lbtherapy.com
Learning Disability Clinic	248.545.6677	www.ldclinic.com
Lepak and Associates.....	248.669.1230	www.lepakassociates.com
Metro Home Health Care	800.462.5632	www.metrohomehealthcare.com
Milstein Pediatric Speech and Language Services.....	248.788.0880	www.communication4kids.com
Providence Hospital – Southfield	248.849.3000	www.stjohn.org/providence
Providence Park Rehabilitation	248.465.4190	www.stjohn.org/providencepark
SLC Therapy.....	866.752.0899	www.slctherapy.com
St. John Hospital Rehabilitation	800.711.8150	www.stjohnprovidence.org
St. Joseph Mercy Oakland Outpatient Rehabilitation Services – Pontiac	248.758.7720	www.stjoesoakland.com
Orion Township	248.393.1175	www.stjoesoakland.com
White Lake	248.758.7790	www.stjoesoakland.com
Wayne State University Speech and Language Center.....	313.577.3339	www.wayne.edu



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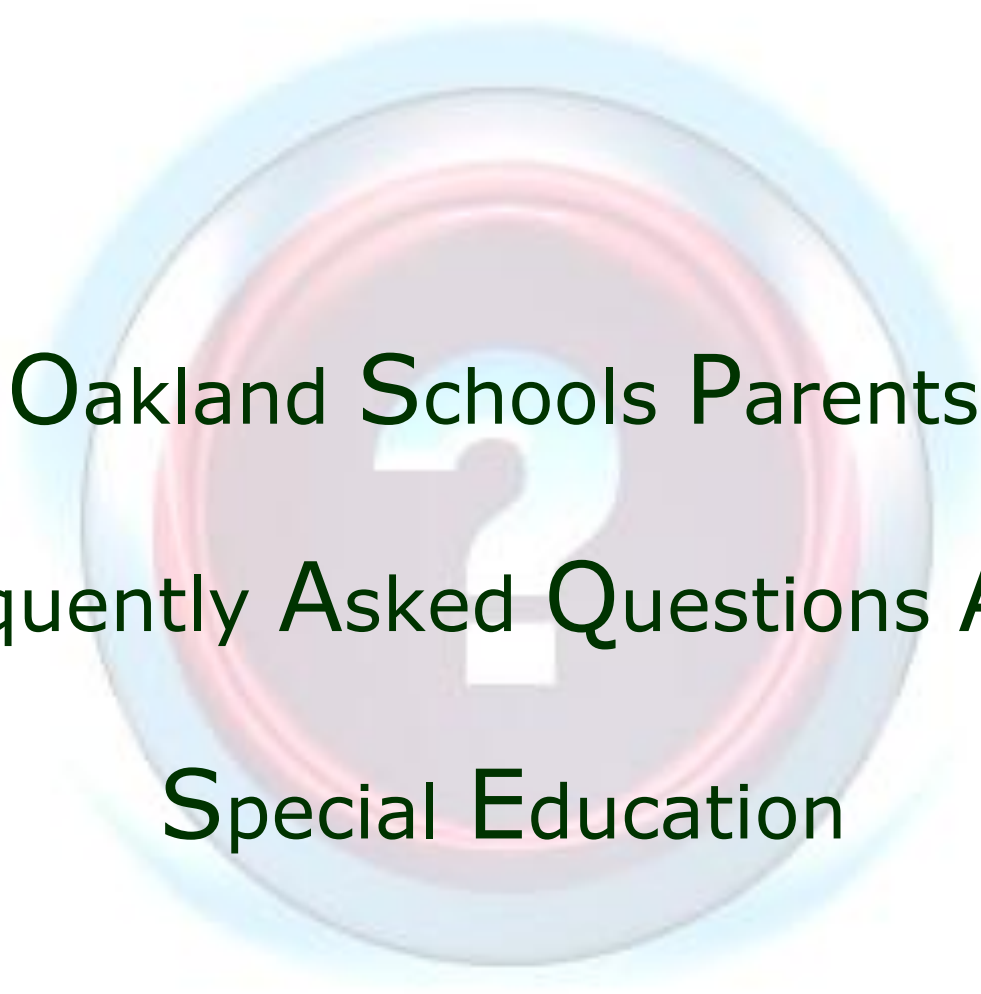
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Oakland Schools Parents' Frequently Asked Questions About Special Education

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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 a volunteer organization with 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 in 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 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. 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.

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 to determine eligibility for Special Education services.

A parent starts the referral process by making a written request to the school administrator and 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 written 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 of many sources when conducting a data 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 determine that the suspected disability adversely affected the student’s educational performance and was not due to lack of appropriate instruction 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 require 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 with a disability by a doctor or other professional?

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 substantially 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. If the parent believes that the results do not accurately reflect their child's abilities, a review of the test results in more detail with the examiner is appropriate. 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).

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.

A more formal process is for the parent to exercise their right to request an independent educational evaluation (IEE). The retesting of the student through an IEE is 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 is required to provide information regarding the criteria for credentials of qualified examiners, sources and locations, procedures for reimbursement, reasonable expected costs and notification that the parent is not restricted to using the sources for an evaluation provided by the district.

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 previous questions, at the next IEP Team meeting, the district is required to 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. An IEP team meeting may be conducted without the parent in attendance if reasonable efforts to include them have been documented. 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.

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 (e.g., Review/Revise IEP, Reevaluation, Other), the answer is yes. Once a student is determined to be eligible for Special Education services, and parents have consented to services, 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 consent has been signed.

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

Yes. There are three supporting references to the value of parental input and participation 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, and participating in the IEP Team meeting.

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

Yes. It is the parents right 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 good meeting etiquette 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. Factors that contribute to an educational placement decision include the parent/family input, academic developmental and functional needs of the student.

Placement is a need-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 recorded?

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 short for the formal term Present Level of Academic Achievement and Functional Performance (PLAAFP). This is the section of the IEP where the student's 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 prior to or at the time of the IEP Team meeting would constitute as 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 linked to the student's identified need 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, recording devices 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, how learning is supported, and how the student demonstrates understanding of what is learned.

Modifications are changes to the content of the general education curriculum. Typically, When course content is modified, the student may not meet curriculum requirements 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?

In discussing this factor, the team may conclude a need for an assessment of the student's need for assistive technology. There may be an IEP recommendation or a written parent request for an assistive technology evaluation. Evaluation is the responsibility of the local district. 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."

23. Who provides assistive technology equipment and support?

Local districts are responsible for providing service and equipment. This may be accomplished through district staff, contracted staff or by referring to the ISD. 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 the request for an extra set of books can be reviewed. The team discussion may reveal other options that all should explore all options for meeting the student's needs. If the team decides that an extra set of books is required, it will be documented in the 'supplemental aids, services and personnel supports' 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?

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

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/tabid/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?

For resources available in your area, consult your district parent handbook. 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.

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 may be 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 resulting from a pattern of removals for the same or substantially similar situations..

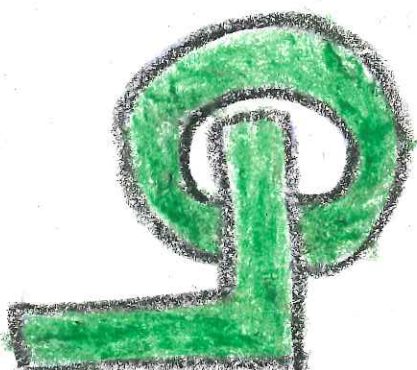
After the 11th day of suspension or expulsion, a student with an IEP must have a manifestation determination review (MDR). If a pattern of removals is identified, a team, which includes the parent, determines whether the behavior is a result of the student's disability during an MDR meeting. If the student's behavior was not a result of a disability, the school's code of conduct is applied.

In an IEP Team meeting, following an MDR, 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. In addition an FBA will be conducted and a BIP implemented.

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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