

Student Support Services Parent Handbook



Waterford School District
Student Support Services
501 N. Cass Lake Road Waterford, Michigan 48328
Phone: (248) 682-3242
Fax: (248) 682-6467
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Dear Parents:

The Waterford School District is proud of the programs and services that are provided to meet the needs of students. Parents are important members of the educational team that help to determine the appropriate programs and services for their child. This handbook is one of the resources developed to help you, as a parent, enter into a full partnership by providing information and answers regarding the special education process, programs and services. Parents will always have additional information available at meetings, conferences and in the Procedural Safeguards.

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

The Waterford School District offers a full continuum of services to identified students. Special education services are available at all of the district's schools. Students who require more support than what is available at their neighborhood school may attend programs at designated schools within the district. Placement and programming decisions are made at Individual Educational Planning Team meetings. The Waterford School District is committed to providing quality programs designed to meet students' individual needs.

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

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



THE ROLE OF THE PARENT ADVISORY COMMITTEE

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

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

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

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

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



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.

Special Education Evaluation Process

Why does my child need an evaluation?

An evaluation helps answer 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 consent 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. Additional assessments are identified, and the parent must give informed consent for the child to be evaluated.

How is a child evaluated for the presence of a disability?

A full and individual evaluation will be conducted by a multidisciplinary team 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 special education services? After the evaluation has been completed by the multidisciplinary evaluation team (MET), the IEP Team (IEPT), 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 characteristic of a specific disability as defined in the Michigan Administrative Rules for Special Education (MARSE) eligibility areas, and
- Needs special education and related services because of that disability.



Special education eligibility areas

As identified in the Michigan Administrative Rules for Special Education (MARSE), each district must provide appropriate special education programs and/or services for students identified as having:

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

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

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

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

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

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



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

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

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

Specific Learning Disability (SLD) - Students with a Specific Learning Disability demonstrate difficulty in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

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

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

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



Procedural Safeguards Notice

The Individuals with Disabilities Education Act (IDEA) is the Federal law concerning the education of students with disabilities. IDEA requires schools to provide parents of a child with a disability a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. This procedural safeguards notice must be given to you 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 and upon receipt of the first due process complaint 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.

THE MULTIDISCIPLINARY EVALUATION TEAM (MET)

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

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

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

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



The MET process in review:

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

What happens after a child/student is found eligible?

Another role of the IEP team is to develop the student's Individualized Education Program (IEP). As stated earlier, the IEP team is composed 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.

Individualized Education Program (IEP)

What is an IEP?

An Individualized Education Program is a written plan for a student with a disability that identifies and explains 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 and the district's offer of a free appropriate public education (FAPE) to the student. The IEP is required to be reviewed and revised at least annually.

What is included in the IEP?

The federal and state requirements include:

- The IEP team must consider the strengths of the student, the concerns of the parent, and the results of the most recent evaluation of the student.
- A statement of the student's present level of academic achievement and functional performance (PLAAFP).
- A statement of measurable annual goals and short-term objectives that address:
 - How to help the student be involved, 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 services, programs, and supplementary aids will be provided to the student, and any accommodations, modifications or other supports for the school personnel to provide to the student.
- 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 assessments. If the IEP Team determines that a test is not appropriate for the student, a different assessment will be used.

- A statement of the course of study, transition goals, and appropriate transition services (to be in effect when a student turns 16 years old)

What is a free appropriate public education (FAPE)?

A free appropriate public education ensures that the specially designed instruction and related services are provided at public expense, under public supervision and direction, and without charge to the family. 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.

What is the least restrictive environment (LRE)?

The least restrictive environment is a continuum of general and special education settings in which the student receives specially designed instruction. The law presumes that students with disabilities are most appropriately educated with their same-aged, non disabled peers in the general education setting. Districts must ensure, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled, and 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.

How does a parent participate in the decision-making process?

Parents are encouraged to be meaningfully involved by providing input about their child in 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 his/her own IEP meeting?

Students often provide valuable insights regarding their own 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 transportation services are provided to students with IEPs?

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 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. 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 child. 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.

Resolving Disputes

What if the parent disagrees with the IEP?

A parent has the right to request another IEP team meeting if a parent disagrees with an IEP. The parent should contact the student's special education teacher or provider, or the district special education administrator. Some changes to a current IEP may be made using an IEP Amendment, if the parent and district agree. Minor changes may include, but are not limited to:

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

What if I have a concern about my child's special education needs or 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 special education teachers or providers 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 IEP meeting. There is no requirement to wait for the scheduled annual review.

CHAIN OF CONTACT

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



What is Informal Dispute Resolution?

Informal Dispute Resolution refers to a number of collaborative methods for resolving special education concerns or formal complaints. These methods enable those with concerns to seek solutions through direct discussion and written correspondence. Learning collaborative communication skills and dispute resolution techniques will help parents, educators, and service providers become more effective in planning and decision making. Neutral individuals who facilitate communication and problem solving may be called on to support discussions, while allowing the parties to make their own decisions.

Local Resolution

Parents and district staff may resolve issues directly with each other. They do not have to agree on what happened or why, but may agree on steps to address the concern.

- If an action plan is developed, this agreement must be documented in writing and signed by the participants.
- The agreement could be written in a new IEP, through an amendment or Notice.
- Local resolution is not a required step before initiating mediation.

Mediation

Mediation is a voluntary process in which both parties must mutually agree to participate. During mediation, a trained, neutral mediator assists the parent(s) and district to discuss the issues, generate options, and negotiate resolution.

- Mediation is free of charge, it is confidential and it is voluntary.
- Mediation frequently occurs within one month of the mediation request.
- The mediator has no authority to impose an outcome.
- Mediation may result in a written agreement signed by both parties. This agreement is enforceable by court.
- Both parties may choose to allow the Oakland Mediation Center (OMC) to assign a mediator to the case or mutually agree to choose someone from the qualified mediator roster.
- Parents may bring someone that is knowledgeable about special education to the Mediation meeting for support.
- Parents may provide documentation from outside sources such as medical information or reports from previous service providers for support.

When is it appropriate to file a complaint?

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



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

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

What is an Independent Evaluation?

Parents have the right to request an independent educational evaluation at public expense if there is disagreement with the evaluation conducted by the school district. The parent should submit their request in writing with a signature and date. Following your request, the school district will provide information as to where an evaluation can be obtained. The district has the option to honor your request for payment or to refuse payment. If the district refuses payment of an independent evaluation, an impartial due process hearing officer will determine if the district must pay for the evaluation.

What is a Due Process Hearing?

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

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

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

NOTE

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



PROGRAMS AND SERVICES

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

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

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

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

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

Medicaid School Based Services Program:

- Provides partial reimbursement for services such as Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services, Orientation and Mobility Services, Transportation, Nursing Services, Case Management and Assistive Technology Services.
- Does **NOT** affect a family's Medicaid insurance benefits and there is **NO** cost to the family, now or in the future.
- Helps school districts because it offsets some of the costs of health care that we provide to children and students.



Medicaid Annual Notification Regarding Parental Consent

Background:

Since 1993, the State of Michigan has participated in a Federal program called Medicaid School-Based Services. The program assists school districts by providing partial reimbursement for medically-related services listed on a student's Individualized Educational Program (IEP) or Individualized Family Service Plan (IFSP). Although this partial reimbursement is available only for students who are Medicaid eligible, services are provided to **all** students with disabilities regardless of their Medicaid eligibility status.

The Michigan School-Based Services program is under the direction of the Michigan Department of Community Health.

In 2013, the regulations regarding Medicaid parental consent for School-Based Services changed. Prior to accessing a child's public benefits or insurance for the first time, and annually thereafter, school districts must provide parents/guardians written notification. So what does all this mean?

Is there a cost to you?

NO – IEP/IFSP services are provided to students while they are at school at NO cost to the parent/guardian.

Will School-Based Medicaid claiming impact your family's Medicaid benefits?

The School-Based Services program does NOT impact a family's Medicaid services, funds, or limits. Michigan operates the School-Based Services program differently than the family's Medicaid program. The School-Based Services program does not affect your family's Medicaid benefits in any way.

What type of services does the School-Based Services program cover?

- Evaluations
- Speech & Language
- Occupational Therapy
- Physical Therapy
- Psychological/Social Work
- Orientation & Mobility
- Assistive Technology Svcs.
- Nursing
- Case Management
- Personal Care
- Special Ed Transportation

What type of information about your child will be shared?

In order to submit claims for School-Based Services reimbursement, the following types of records may be required: first name, last name, middle name, address, date of birth, student ID, Medicaid ID, disability, service dates and the types of services delivered.

Who will see this information?

Information about your child's School-Based Services may be shared with the Michigan Medicaid agency and its affiliates for the purpose of verifying Medicaid eligibility and submitting claims.

What if you change your mind?

You have the right to withdraw consent to disclose your child's personally identifiable information to the Michigan Medicaid agency and its affiliates at any time.

Will your consent or refusal affect your child's services?

NO. Regardless of whether you have Medicaid coverage or not (and whether you provide consent or not) the school district will still provide services to your child pursuant to their IEP or IFSP.

What if you have questions?

Please call your school district's Special Education department with questions or concerns, or to obtain a copy of the parental consent form.



EDUCATIONAL SUPPORT STAFF

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

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

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

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

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

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

Speech and Language Pathologist - The Speech and Language Pathologist evaluates students who may qualify for special education programs and services due to a disability in the areas of language development, articulation, voice, and fluency. Speech and Language



Pathologists provide instructional support to students and are involved with helping students with augmentative communication. Speech and Language Pathologists also consult with educational staff, parents, and community agencies relating to speech and other communication disorders.

Teacher Consultant - A Teacher Consultant may provide instruction and/or behavioral support to students functioning in the general education classroom. The Teacher Consultant serves as a resource for general education and special education teachers, other support staff, parents, and building administrators.

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



ACRONYM LIST OF SPECIAL EDUCATION TERMS

504 Section 504 of the Rehabilitation Act of 1973	LRE Least Restrictive Environment
ADA Americans with Disabilities Act	MARSE Michigan Administrative Rules for Special Education
ADD Attention Deficit Disorder	MDE Michigan Department of Education
ADHD Attention Deficit Hyperactive Disorder	MDR Manifestation Determination Review
ASD Autism Spectrum Impaired	MET Multidisciplinary Evaluation Team
AT Assistive Technology	MORC Macomb Oakland Regional Center
BIP Behavior Intervention Plan	M-Step Michigan-Student Test of Educational Progress
CEC Council for Exceptional Children	OHI Other Health Impairment
CI Cognitive Impairment	OCR Office of Civil Rights
CMH Community Mental Health	OCTA Oakland County Transition Association
CP Cerebral Palsy	OFS Oakland Family Services
DB Deaf-Blindness	O&M Orientation and Mobility
DD Developmental Delay	OSE Office of Special Education
DSS Department of Social Services	OT Occupational Therapist/Therapy
ECSE Early Childhood Special Education	PA Public Act
ECDD Early Childhood Developmental Delay	PAC Parent Advisory Committee
EI Emotional Impairment	PC Personal Curriculum
ELL English Language Learner	PLAAFP Present Level of Academic Achievement and Functional Performance
ESY Extended School Year	PI Physical Impairment
FAPE Free Appropriate Public Education	PSY School Psychologist
FBA Functional Behavioral Assessment	REED Review of Existing Evaluation Data
H/H Homebound/Hospitalized	PT Physical Therapist/Therapy
HI Hearing Impairment	SAS Supplemental Aids and Services
IDEA Individuals with Disabilities Education Act	SAT Student Assistance Team
IEE Independent Educational Evaluation	SEA State Education Agency
IEP Individualized Education Plan	SLD Specific Learning Disability
IEPT Individualized Educational Planning Team	SLI Speech and Language Impairment
IFSP Individual Family Service Plan	SLP Speech and Language Pathologist
ISD Intermediate School District	SSW School Social Worker
LD Learning Disabled	SXI Severe Multiple Impairment
LEA Local Education Agency	TBI Traumatic Brain Injury
	TC Teacher Consultant
	VI Visual Impairment



ORGANIZATIONS THAT SUPPORT PARENTS

<p>The Arc of Oakland County Phone: 248.816.1900 http://thearcoakland.org</p>	<p>Autism Society of Michigan Phone: 800.223.6722 www.autism-mi.org</p>
<p>Bureau of Services for Blind Persons Phone: 800.292.4200 www.michigan.gov/leo/bureaus-agencies/bureau-of-services-for-blind-persons</p>	<p>Children and Adults with ADD/ADHD Phone: 248.988.6716 www.chadd.org</p>
<p>Common Ground Sanctuary Phone: 800.231.1127 www.commongroundsanctuary.org</p>	<p>Council for Exceptional Children (CEC) Phone: 800.224.6830 www.cec.sped.org</p>
<p>DEAF CAN Phone: 248.332.3331 www.deafcan.org</p>	<p>Disability Rights Michigan Phone: 800.288.5923 https://www.drnich.org/</p>
<p>Early On: Awareness/Information/Referral Phone: 800.327.5966 www.1800earlyon.org</p>	<p>Easter Seals Michigan, Headquarters Phone: 248.451.2900 www.mi.easterseals.com</p>
<p>Epilepsy Foundation of Michigan Phone: 800.377.6226 www.epilepsymichigan.org</p>	<p>Family Matters, MDE https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739---,00.html</p>
<p>Learning Disabilities Association of Michigan Phone: 888.597.7809 www.lidaofmichigan.org</p>	<p>Michigan Alliance for Families Phone: 1.800.552.4821 www.michiganallianceforfamilies.org</p>
<p>MDE – Office of Special Education Phone 888.320.8384 https://www.michigan.gov/mde/services/special-education</p>	<p>Michigan United Cerebral Palsy (MI-UCP) Phone: 800.827.4843 https://www.mi-ucp.org/</p>
<p>National Center for Learning Disabilities Phone: 888.575.7373 www.nclد.org</p>	<p>Oakland Community Health Network Phone: 800.341.2003 https://www.oaklandchn.org/</p>
<p>Oakland Mediation Center (OMC) Phone: 248.338.4280 www.mediation-omc.org</p>	<p>Oakland Schools Compliance Department Phone: 248.209.2007 www.oakland.k12.mi.us/district-support/special-populations/special-populations-compliance</p>
<p>Special Education Mediation Services Phone: 833.543.7178 www.mikids1st.org/</p>	<p>US Department of Ed, Office of Civil Rights Phone: 216.522.4970 https://www2.ed.gov/about/offices/list/ocr/addresses.html</p>



Non-Discrimination Policy

In compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, it is the policy of the Waterford School District that no person shall on the basis of race, color, religion, nation origin or ancestry, sex (including sexual orientation or transgender identity), age, disability, height, genetic discrimination, weight, marital or family status, military status, or any other legally protected category be illegally excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program, activity, or service or in employment. In accordance with Federal regulations, Waterford School District has appointed a Title VII, Title IX, Section 504/ADA, and Age Discrimination Act Coordinator.

Any questions, suggestions or complaints can be submitted to:

Executive Director of Human Resources

501 N. Cass Lake Rd, Waterford, MI 48328

248-706-4872

OR

Director of Operations, Transportation & Security

501 N. Cass Lake Rd, Waterford, MI 48328

248-674-2692