



Special Education Handbook For Parents



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Bloomfield Hills
S c h o o l s

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Bloomfield Hills Schools
7273 Wing Lake Road
Bloomfield Hills, MI 48301
www.bloomfield.org

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Dear Parents:

Welcome to Bloomfield Hills Schools! We are proud of our staff, programming and the community's commitment to excellence! It is vital that we all strive for academic excellence and opportunities that lead to possibilities for ALL students. As the director for the Department of Special Education, I personally believe that all students can learn and grow with good instruction.

The staff is determined to work on collaborative relationships with all stakeholders in the Individualized Education Plan Team process. Parents know their child better than any other individual. Your voice at the table needs to be present and acknowledged for your advocacy. There may be times when the staff views an instructional support differently than another team member, but we strive to negotiate the "best" plan for each and every child.

The students that attend Bloomfield Hills Schools are able to access some of the most talented educational leaders in the nation. They are passionate about student growth and providing the best opportunities for every student. We follow the Michigan Administrative Rules for Special Education (MARSE) that includes, but are not limited to, the following: classroom instruction, consultation, ancillary support, adaptive equipment, comprehensive evaluations and specialized instruction. Bloomfield Hills Schools is the host of two center-based programs that service students from the 28 LEAs in Oakland County. Wing Lake Developmental Center supports students with developmental delays, and the Deaf and Hard of Hearing Program (DHH) supports students who are hearing impaired.

Services are provided to students ages birth to twenty-six years of age. Students are referred as early as within a few hours of their birth from hospitals or doctor's offices. Each child's plan is developed by a Multidisciplinary Evaluation Team that includes school psychologists, speech and language pathologists, social workers, teacher consultants, Oakland Schools ancillary support staff and many other important members.

If you have a concern about your child's development, please contact their teacher for the information. The building principal or counselor can also be of assistance to answer your questions. I look forward to meeting with parents to navigate the least restrictive environment and supports for their child.

Sincerely,

Jennifer Perrone
Director of Special Education

Dear Parents:

Whether you are new to Bloomfield Hills Schools, or have been here for many years, and your family uses special education services, your journey can be overwhelming. Bloomfield Hills Schools has a parent group called Bloomfield Hills Parent Advisory Committee for Special Education (PAC). PAC is here to serve families who have an IEP or a 504 and are affected by disabilities.

With the start of a new school year, it is our mission to welcome and support families who have students with different abilities. We are also committed to working with the District to increase opportunities for all students in the education and community environments. We invite you to take the opportunity to connect with other parents who have similar needs and interests at a PAC meeting and/or at other venues related to special needs in the community. Please see the schedule located on the Special Education website.

As parents, we have found it helpful to sign up for the Special Education Listserv so we can keep up on timely meeting invites and other emails of interest. This is the quickest way to get in the loop with parent-to-parent communications, notices from the special education office, and trainings or happenings in our community or in other school districts related to special education.

Bloomfield Hills Schools sends a representative to the Oakland Schools Parent Advisory Committee (PAC). Members of the PAC participate in developing the county's plan for the delivery of special education programs and services. PAC members also receive information about special education issues around the county and state. That information is shared at the lunch meetings held at the Doyle Center. PAC representatives are appointed by their local Board of Education and serve a three-year term. The current representatives are Angela Grondz (248-202-7178 or email agrondz@wescodist.com) and Betsy Pilon (248-703-6914 or email betsypilon1@gmail.com)

For more information on PAC go to: www.oakland.k12.mi.us/educators/special-education

What is Project Find?

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

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

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

What services are provided?

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

Who should you contact?

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



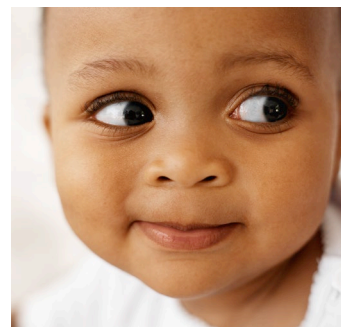
Child Find

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

Free Ages and Stages Developmental Screening

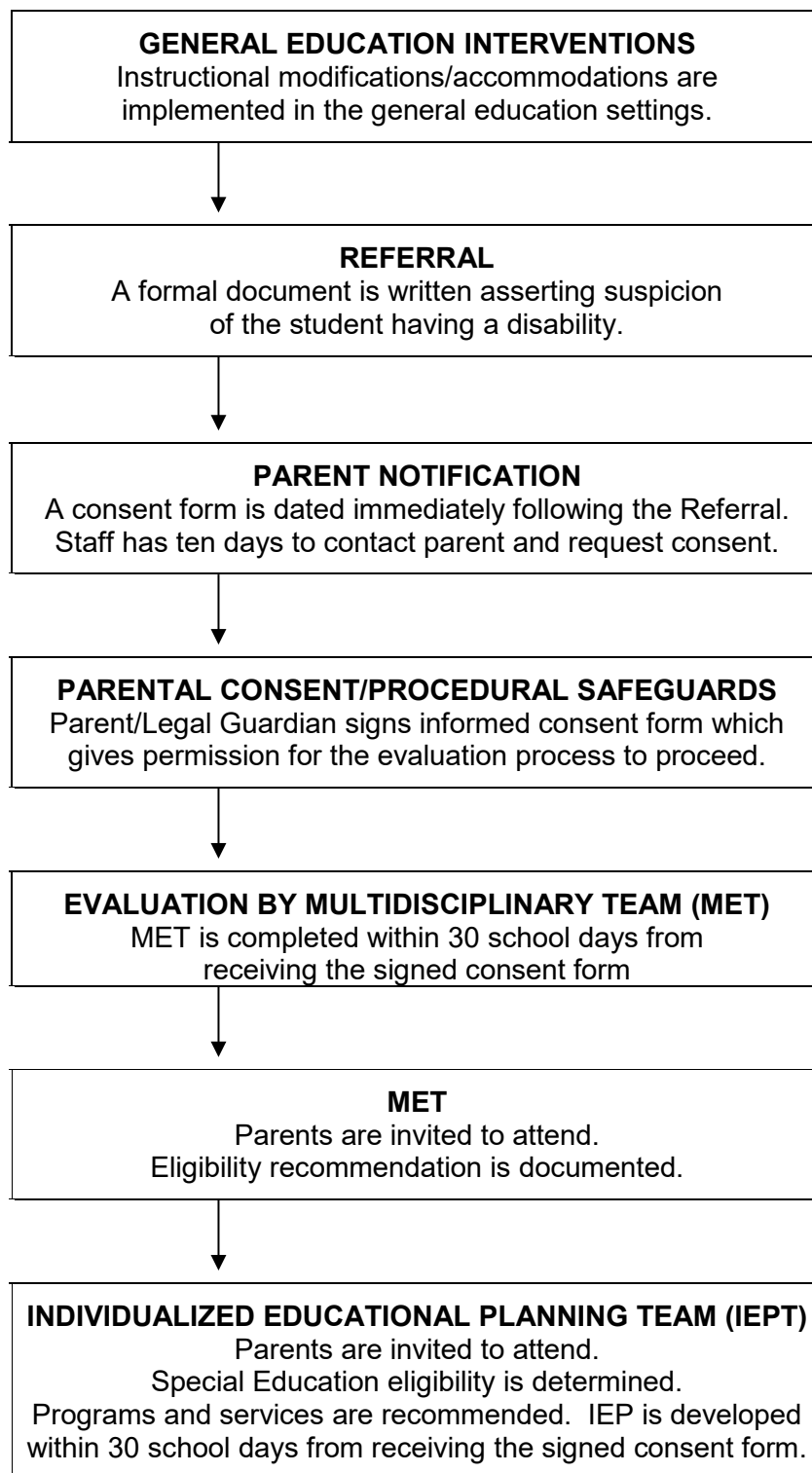
Oakland Schools offers a free Ages and Stages Developmental Screening where parents can access developmental information, services, and resources for children four-months through five-years (60-months) of age.

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



The Special Education Referrals

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



Building Instructional Team (BIT)

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

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

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

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

The Multidisciplinary Evaluation Team (MET)

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

Review the MET process:

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

Categories of Disability

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

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

Autism Spectrum Disorder (ASD) – Students identified with autism spectrum disorder have a lifelong developmental disability that adversely affects a student's educational performance academically, behaviorally, and

socially. Children with autism spectrum disorder may have varying degrees of difficulty with reasoning, social interactions, and communication.

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

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

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

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

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

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

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

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

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

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

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

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

The Individualized Educational Plan

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

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

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

The Individual Education Plan includes legally required information such as:

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

Programs and Services – An Overview

Autism Spectrum Disorder
Cognitive Impairment
Deaf/Blindness
Early Childhood Special Education
Emotional Impairment
Hearing Impairment

Learning Disability
Other Health Impairment
Physical Impairment
Severe Multiple Impairment
Speech/Language Impairment
Traumatic Brain Injury
Visual Impairment

BLOOMFIELD HILLS ACADEMIC RESOURCE PROGRAMS (ARP)

Fox Hills Center

Early Intervention Program

Early Childhood Special Education (ECSE/SEED)

Eastover Elementary School

- early elementary years
- later elementary years

Lone Pine Elementary School

- Early elementary years

Way Elementary School

- early elementary years

East Hills and West Hills

- later elementary years/middle school years

Bloomfield Hills High School

- high school year

Doyle Center

- post-secondary years

BLOOMFIELD HILLS FUNCTIONAL RESOURCE PROGRAM (FRP)

West Hills Middle School

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

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

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

Autistic Impaired	Moderately Cognitively Impaired
Hearing Impaired	Severely Multiply Impaired
Severely Cognitively Impaired	Physically Impaired
Severely Emotionally Impaired	

Bloomfield Hills Special Education Programs and Services

Early Intervention Program

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

Early Childhood Special Education (ECSE)/

Special Education for Early Development (SEED)

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

Academic Resource Program (ARP)

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

Functional Resource Program (FRP)

The Functional Resource Program (FRP) supports students with complex needs in West Hills Middle School. The students receive speech, occupational therapy, and social work as an embedded component of the program. The functional curriculum targets life skills to promote independence and socialization. These students are Certificate of Completion candidates requiring lifelong advocacy.

Resource Program

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

Post-Secondary Program (PREP)

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

Assistive Technology

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

Interpreter

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

Interveners

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

Occupational Therapist

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

Paraeducator

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

Physical Therapist

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

Private/Parochial Consultant

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

Psychologist

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

School Social Worker

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

Speech and Language Pathologist

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

Teacher Consultant

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

Transition Coordinator

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

Adaptive Recreation (Recreation Department)

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

SCAMP (Summer Camp)

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

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

Team Bloomfield and Special Olympics

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

Center Programs

Wing Lake Developmental Center

Wing Lake Developmental Center is operated by Bloomfield Hills Schools. The center provides a comprehensive learning environment with a wide spectrum of support services for students ages three through age 25 with severe cognitive and multiple disabilities. Attending students reside in a number of local districts within Oakland County. Services are provided under contractual arrangement with the resident districts.

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

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

Early Intervention Deaf and Hard of Hearing Program

The Early Intervention Deaf and Hard of Hearing Program, available to Oakland County families, serves infants from birth to age three who are identified with a hearing loss through a newborn hearing screening or audiological testing. This comprehensive program provides families with information regarding their baby's hearing loss and language development. While in this early intervention program, families are encouraged to explore different communication options in order to make informed decisions regarding their child's education. The program team includes an early childhood specialist, teacher of deaf education, speech and language pathologist, school psychologist, and occupational and physical therapists. Services include home visits, school sessions, audiological monitoring, and transition planning to appropriate preschool programs at age three.

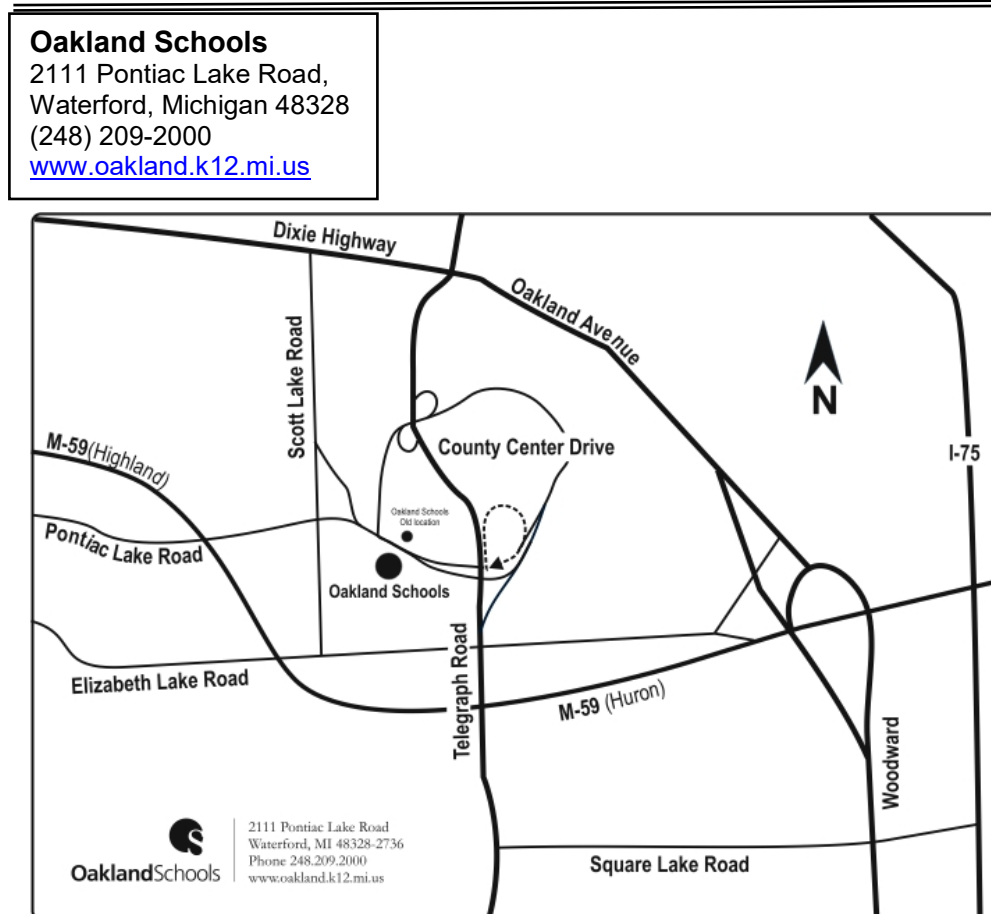
Deaf and Hard of Hearing Program

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

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

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

Oakland Schools



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

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

Support Organizations

Child Care

Children's Special Health Care Services	(800) 359-3722
Respite Coordinator for Macomb Oakland Regional Center (MORC)	(248) 276-8000

Crisis Assistance

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

Health Services

CARE House	(248) 332-7173
Children's Eye Care of Michigan	(313) 561-1777 or (248) 538-7400
Dental Clinic	(248) 858-1306
Dept. of Community Health Children's Special Health Services www.michigan.gov/mdch	(517) 241-7186
Donated Dental Services	(248) 559-7767, (248) 858-1306 or (248) 858-1306
Hearing and Vision	(248) 424-7070
MI Child – Health Insurance for Children	(888) 988-6300
Nutrition Services	(248) 858-1403
Oakland County Health Division	(248) 858-1280
Oakland Family Services	(248) 858-7766
Women, Infants, and Children (WIC)	(248) 858-1272

Hospitals

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

Transportation

SMART	(866) 962-5515
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Disability Support and Legal Services Available to Parents in Understanding the Special Education Process

AIDS (<i>Hotline</i>).....	(800) 872-2437
Al-Anon and Alateen	(313) 242-0300
Alcoholics Anonymous Oakland County.....	(284) 541-6565 or (877) 337-0611
Alzheimer's Association	(248) 351-0280
Alliance for the Mentally Ill (AMI) of Oakland.....	(248) 706-0591
AMORC (Support for persons and families receiving services from Macomb Oakland Regional Center)	(586) 263-8641
ARC of Oakland County.....	www.thearcoakland.org/ (248) 816-1900
Association for Children's Mental Health (ACMH) Oakland Chapter.....	(888) 226-4543
Autism Society of America	(800) 328-8476
Autism Society of Michigan	www.autism-mi.org (517) 882-2800
Bloomfield Hills Association for Special Education (BHASE).....	bhase.bloomfield.org/ (248) 341-5415
Brain and Behavior Research Foundation.....	(800) 829-8289
Center for Educational Networking (CEN).....	www.cenmi.org (888) 463-7656 or (517) 908-3900
Center for Parent Information and Resources	www.parentcenterhub.org (800) 552-4821
Child Abuse and Neglect Council.....	[Care House (248) 333-0999] (248) 332-7173
Children and Adults with Attention Deficit Disorder (CHADD).....	www.chadd.org (248) 988-6716
Children's Leukemia Foundation of Michigan.....	(248) 530-3000
Citizens Alliance to Uphold Special Education (CAUSE).....	www.causeonline.org (517) 886-9167
Common Ground Sanctuary	www.commongroundsanctuary.org (800) 231-1127 or (248) 456-0909
Community Dispute Resolution Program Oakland Mediation Center	www.mediation-omc.org (248) 338-4280
Community Housing Network.....	(866) 282-3119 or (248) 928-0111
Council and Advocacy Law Line	(888) 783-8190
Council for Exceptional Children	www.cec.sped.org (888) 232-7733
Deaf Community Advocacy Network (Deaf CAN).	www.deafcan.org (248) 332-3331 (248) 332-3323 TTY
Depressive and Bipolar Support Alliance (DBSA)	(800) 826-3632 or (248) 714-8088
Disability Network Oakland and Macomb.....	(586) 268-4160
Early On of Oakland County	www.oakland.k12.mi.us (248) 209-2084
Early On: Public Awareness/Information/Referral.....	www.1800earlyon.org (800) 327-5966
Easter Seals Disability Services (Michigan)	www.essmichigan.org (800) 757-3257
Easter Seals Michigan Headquarters.....	www.mi.easterseals.com (248) 475-6400
Emotions Anonymous	(651) 647-9712
Epilepsy Foundation of Michigan	www.epilepsymichigan.org/ (800) 377-6226 or (248) 351-7979
Family Support Network of Michigan.....	(800) 359-3722
Grandparents Acting as Parents Support Group (GAP)	(248) 209-2652
Haven	(877) 922-1274 or (248) 334-1274
Jewish Association for Residential Care (JARC).....	(248) 538-6611
Learning Disabilities Association of Michigan.....	www.laofmichigan.org (888) 597-7809
Legal Aid and Defender Association Civil Law Group	(877) 964-4700 or (313) 967-5555
Macomb Oakland Regional Center (MORC). (866) 593-7412 Oak. (248) 276-8000 Mac. (586) 263-8700	
Mental Health Association in Michigan.....	(248) 647-1711
Mental Illness Research Association (MIRA).....	(248) 644-6550
Michigan Association for Children with Emotional Disorders	(888) 929-9444
Michigan Association for Deaf and Hard of Hearing	www.madhh.org (888) 929-9444
Michigan Association for Foster, Adoptive, and Kinship Parents (MAFAK).....	www.mafak.co
Michigan Commission for the Blind	www.michigan.gov/mcb (313) 456-1646
Michigan Department of Career Rehabilitation.....	www.michigan.gov/mdhhs
Michigan Department of Civil Rights	www.michigan.gov/mdcr (517) 335-3165
Michigan Department of Community Health.....	(517) 373-3740
Michigan Department of Education	www.michigan.gov/mde (517) 373-3324
Michigan Department of Education: Office of Special Education	(517) 373-0923
Michigan Department of Education: Special Education Information Line.....	(888) 320-8384
Michigan Department of Human Services	(517) 373-2035
Michigan Department of Juvenile Justice	(517) 373-3740
Michigan Department of Labor and Economic Growth, Rehabilitation Services	(800) 605-6722

Michigan Disability Rights Coalition	(800) 760-4600
Michigan Mental Health Association.....	www.mha-mi.org (248) 647-1711
Michigan Protection and Advocacy Service.....	www.mpass.org (800) 288-5923
Michigan School for the Deaf and Blind	(810) 257-1400
Michigan's Integrated Technology Supports (MITS).....	www.cenmi.org/mits (517) 908-3930
Multiple Sclerosis Social Service Organization.....	(248) 350-0020
Muscular Dystrophy Association	www.mda.org (734) 416-7076
Narcotics Anonymous	(877) 338-1188 or (248) 543-7200
National Center for Learning Disabilities (NCLD)	www.nclld.org (888) 575-7373
Oakland County Community Mental Health Authority.....	www.occmha.org (800) 341-2003
Oakland County Early On	(248) 209-2084
Oakland County Lawyer Referral Service	(248) 338-2100
Oakland Family Services	(248) 858-7766
Oakland Livingston Human Service Agency (OLHSA)	(248) 209-2600
Oakland Livingston Human Service Agency Head Start.....	(248) 409-1605
Oakland Schools Compliance Support.....	www.oakland.k12.mi.us (248) 209-2007
Oakland Schools Families/Community Resources	www.oakland.k12.mi.us
Oakland Schools Special Education Office	(248) 209-2533
Office of Civil Rights, US Dept. of Education www.ed.gov/about/offices/list/ocr/whatsnew.html	(216) 522-4970
Overeaters Anonymous	(248) 559-7722
Parents without Partners.....	(734) 449-2236
Space for Changing Families	(248) 355-9936
SCAMP (Special Education Summer Camp Program)	(248) 341-6425
Special Olympics – Michigan	(989) 774-3911
Special Olympics – Southeast Region	(248) 370-0922
Stepfamily National Resource Center	www.stepfamilies.info
Suicide National Help Line Network	(800) SUICIDE (784-2433)
Suicide Prevention Action Network	(800) 273-TALK (8255)
United Cerebral Palsy of Detroit.....	www.ucpdetroit.org (800) 827-4843 or (248) 557-5070
United Way of Oakland County	(248) 456-8805
University of Detroit Mercy Law Clinic	(313) 596-0262

Notice of Nondiscrimination

It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Jennifer Perrone, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5415. Direct all other inquiries related to discrimination to: Kelly Bohl, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5425.

District Special Education Telephone Numbers

Academic Resource Program (ARP) and Functional Resource Program (FRP)

Eastover Elementary School	(248) 341-7100
Lone Pine Elementary School	(248) 341-7300
East Hills Middle School.....	(248) 341-6200
West Hills Middle School (ARP and FRP)	(248) 341-6100
Bloomfield Hills High School.....	(248) 341-5500

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

Deaf and Hard of Hearing Center Program

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

Director of Special Education (248) 341-5415

PREP Post-Secondary Program (248) 341-6386

Project Find (248) 341-7962

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

Resource Rooms (RR)

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

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

Severely Cognitively Impaired/Severely Multiply Impaired

Wing Lake Developmental Center and Program Supervisor.....	(248) 341-7900
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Special Education for Early Development (SEED)

Fox Hills Center.....	(248) 341-7954
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Special Olympics (248) 341-6408

Transition Coordinator

Bloomfield Hills High School.....	(248) 341-5700
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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 | • Psychological/Social Work | • Nursing |
| • Speech & Language | • Orientation & Mobility | • Case Management |
| • Occupational Therapy | • Assistive Technology Services | • Personal Care |
| • Physical Therapy | | • 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.