



Special Education Handbook



SUCCESS STARTS HERE

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The government has made legal provisions to ensure that no person is discriminated against on the basis of race, color, national origin, sex, age, or disability. In order to protect these rights and assure compliance, the Farmington Public Schools District has appointed Mr. Christopher O'Brien as Coordinator of Title IX, Section 504, Title VI, the Age Discrimination Act, and Title II. Inquiries concerning the application of, or grievances for, any of these regulations should be addressed to: christopher.obrien@fpsk12.net.



Letter from Special Education Services Director



Dear Families,

The Special Education Department recognizes and appreciates that families are integral partners in their children's education. We are excited to have you actively involved in your child's educational journey, and we understand that sometimes the language we use in special education can be a bit confusing. Terms like IEPs, METs, LRE, and FAPE might sound like alphabet soup.

This handbook has been developed as a valuable tool to assist you in navigating special education. Inside, you will find information about state and federal rules and regulations, your child's procedural safeguards, and links to multiple resources.

Our school district takes pride in the comprehensive array of programs and services dedicated to students with disabilities, spanning from infancy through the age of 26. This handbook will give you information about the variety of services and programs. However, when it comes to deciding where and how your child learns best, it is a team effort at the Individualized Educational Planning (IEP) meeting.

If you ever have questions about your child's program or services, feel free to reach out to their teacher or principal. Additionally, you can always contact the Office of Special Education at 249.489.3388.

Sincerely,

Lydia Moore, PhD

PAC (Parent Advisory Committee) President Profiles

Hi, my name is Stacey Diefenbach, and I live in Farmington Hills with my husband Andrew and our two sons, James and Ian. Both of my sons were diagnosed with Autism by age 3 and it inspired me to become more involved in disability awareness and advocacy. This passion led to my current role as Executive Director of the Miracle League of Plymouth. The purpose of this non-profit is to provide an opportunity for individuals with disabilities or limitations to participate in baseball and other recreational activities they may not have otherwise had access to. In this position, I have worked closely with families of special needs individuals and other non-profits to promote inclusion for all ages.

I became a PAC Parent in the fall of 2021, and it's been an honor to be a representative of FPS through Oakland County Schools.

I look forward to continuing our work on what we can do for our families within our district.

If you have any questions or ideas, don't hesitate to reach out to me at:
Stacey.Diefenbach@gmail.com.

Hello, my name is Dana Bruton. I reside in Farmington Hills with my husband, Ernest, and our 2 sons, Ernest V. and Dorian. Our sons are both diagnosed with Autism, and Ernest also lives with ADHD. I believe that anything you love and cherish takes work. No matter what challenge you are faced with, having a disability does NOT define you. I am a strong believer in advocacy. My passion is not only being a voice for my sons, but for others as well.

I have been a Special Education Paraeducator for 14 years now. I absolutely look forward to waking up every day and making a difference in my students' lives.

Before moving to Farmington Hills in 2020, I lived in South Redford, and I represented my former city as the secretary sitting on the Wayne County Parent Advisory Committee (WCPAC) Board for 2 years.

I look forward to serving you and making connections with this AMAZING community.

Please feel free to reach out to me at:
danabruton7701@gmail.com.

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

When parents suspect that their child has a disability, it is helpful to contact the student’s teacher to review their concerns and learn what resources the district has to support the student’s learning. Schools often have in place “child study teams” or “student assistance teams.” The teacher presents the student’s learning and/or behavior concerns to the building team for suggestions on strategies and interventions.

In Farmington, we have building teams. If those interventions are not successful and the student’s learning and/or behavior are significantly different from same-aged peers, the parents or the teacher may make a referral for an evaluation for eligibility for Special Education Services.

A parent starts the referral process by making a written request to the school administrator and/or Special Education staff, asking that their child be evaluated for Special Education Services due to specific concerns. Within ten (10) school days of receiving the request, the District will contact the parent to review their concern, make a plan for an evaluation, and request their consent to evaluate their child.



Special Education Referral

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

General Education Interventions

Instructional modifications/accommodations are implemented in the general education settings. Examples: Building Team, English Language Learner (ELL), Multi-Tiered Systems of Supports (MTSS), Level Literacy Intervention (LLI), Title 1.

Referral

A formal document is written asserting suspicion of the student having a disability.

Parent Notification and Informed Consent

Within 10 school days of receipt of a written referral, the District will conduct a Review of Existing Evaluation Data and provide notice in accordance with 34 CFR §300.503, addressing whether or not the district will conduct an evaluation. If the district is to conduct the evaluation, an evaluation plan will be developed and parent consent requested. Parent receives a copy of Procedural Safeguards at this time

Evaluation By Multidisciplinary Team (MET)

The evaluation is completed within 30 school days from receiving the signed consent form.

MET

The parents and the MET team meet to review the evaluation and make a recommendation to the IEP team. This most often happens in concurrence with IEP team meeting.

Individualized Education Program Developed (IEP)

Special Education eligibility is determined. Programs and services are recommended. The IEP must be developed and the notice outlining the offer of a Free and Appropriate Public Education must be delivered within 30 school days from receiving the signed consent form (unless an extension is mutually agreed upon by the district and the parent).

For more information:

<https://www.michiganallianceforfamilies.org/evaluation/>.



Categories of Disabilities

The following definitions are included in this handbook to help familiarize you with some of the requirements necessary for each area of disability. They have been simplified for ease of understanding. Specific definitions can be found in the Michigan Administrative Rules for Special Education (MARSE). In the Farmington School 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 with autism spectrum disorder have a life-long developmental disability that adversely affects educational performance in academic, behavioral, and/or social ways. Students exhibit impairments in reciprocal social interactions; qualitative impairments in communication, and a restricted range of interests/repetitive behavior. Unusual or inconsistent responses to sensory stimuli may also be present. [Rule 340.1715](#)

Emotional Impairment (EI)

Students with emotional impairment demonstrate behavioral problems, related to withdrawal, depression, low self-esteem, anxiety, physical complaints, etc., over an extended period of time that negatively affect their ability to learn. [Rule 340.1706](#)

Cognitive Impairment (CI)

Students with cognitive impairment learn at a slower rate than “typical” students. Learning and independence levels vary, and programs will range from teaching academic and vocational skills, teaching daily living and pre-vocational skills, to teaching basic self-help skills. These students’ progress will often be measured with alternate assessments. [Rule 340.1705](#)

Deaf or Hard of Hearing (DHH)

Students with any degree of hearing loss that interferes with learning. These persons may have mild or moderate hearing loss or be totally deaf. [Rule 340.1707](#)

Early Childhood Developmental Delay (ECDD)

Students eligible under this category are children up to seven (7) years of age whose development is significantly delayed in one or more areas, and who do not qualify under any other special education eligibility.

[Rule 340.1711](#)

Other Health Impairment (OHI)

Students with other health impairments have limited strength, vitality, or alertness that adversely affect the student’s ability to learn. This includes attention deficit disorder, and health problems such as asthma, epilepsy, and diabetes. [Rule 340.1709a](#)

Physical Impairment (PI)

Students with physical impairment have physical challenges that affect their ability to learn and may require adapted and/or special materials or equipment. [Rule 340.1709](#)

Severe Multiple Impairment (SXI)

Students with multiple impairments have more than one disability in intellectual, physical, and/or functional abilities. They typically require intensive intervention and support for activities of daily living. [Rule 340.1714](#)

Specific Learning Disability (SLD)

Students with a specific learning disability have a disorder 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. [Rule 340.1713](#)

Speech and Language Impairment (SLI)

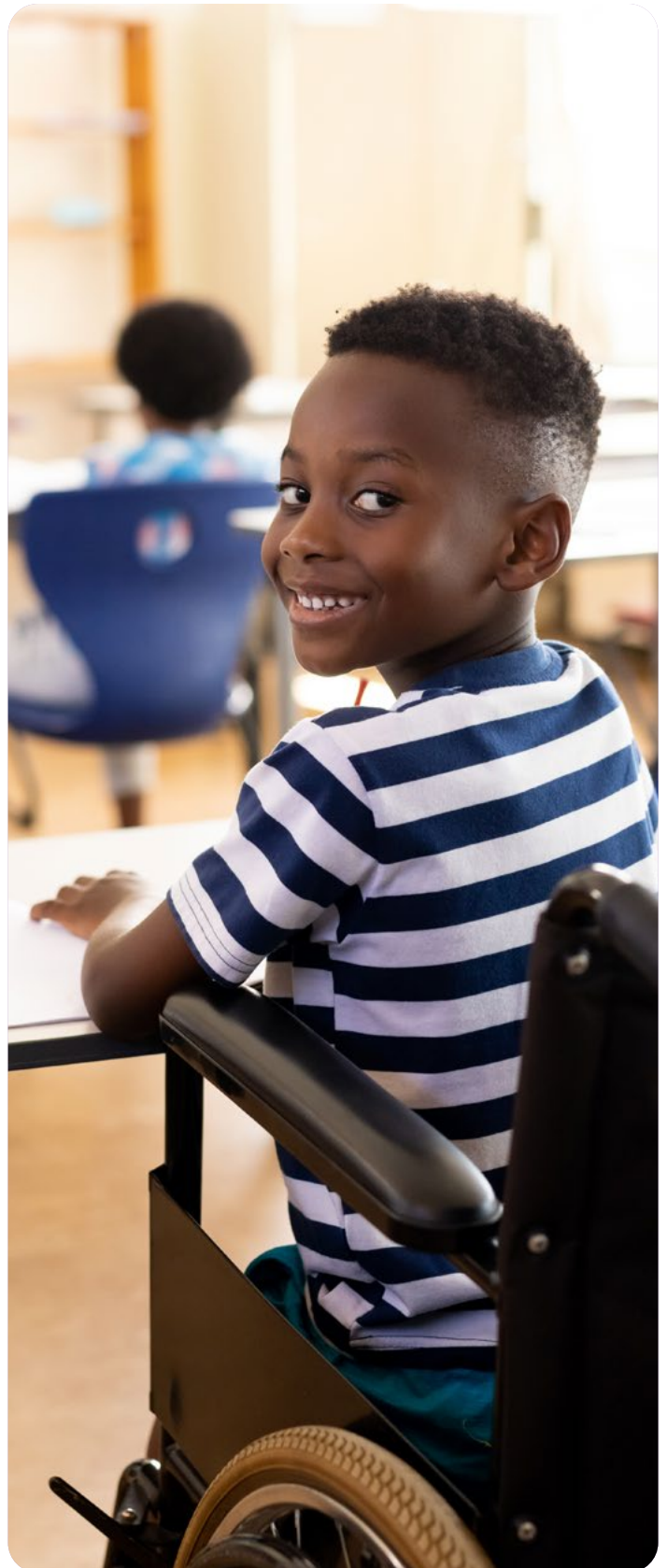
Students who have difficulty with understanding or use of language may have speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering. [Rule 340.1710](#)

Traumatic Brain Injury (TBI)

Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical force. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. [Rule 340.1716](#)

Visual Impairment (VI)

Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees. [Rule 340.1708](#)



Child Find, Early On, and Early Childhood Special Education Programs and Services

Child Find, a special education evaluation available through Farmington Public Schools, identifies resident children who may be in need of special education services. Child Find offers evaluations to children suspected of having a disability at no charge. Following the evaluation, eligible children are referred to appropriate programs and services.

If you suspect that your infant or toddler (birth to age three) may need services, please call Early On Oakland at 248.209.2084. For children ages three to five years, please call the Child Find Department at 248.785.2060. For ages six through 25, please contact your child's school administrator. Eligible children are referred to appropriate programs and services.

What is a Child Find evaluation?

A team specializing in the areas of concern that works with the parents and child to determine eligibility for Special Education Services. The Child Find Team and parents work together to determine the appropriate programs and services for eligible children.

The Child Find Team can include the following highly qualified specialists:

- Teacher Consultant
- Speech/Language Pathologist
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist

What types of services and programs are available?

A variety of programs and service options are available in Farmington Public Schools. Some of the possible programs that service children include

- Early Intervention
- Early Childhood Special Education (ECSE) Program
- Severely Multiply Impaired Program
- Speech/Language and other related services



Special Education Services and Programs (Kindergarten–Post Secondary)

Farmington Public Schools is committed to providing quality services and programs designed to meet students' individual needs by offering a full continuum of services to identified students from birth through 25. With few exceptions, students receive educational support in their neighborhood school with assistance from a variety of highly qualified special education professionals. Special education services are available at all of the district's schools. Students who require more support than is available at their neighborhood school may attend programs at designated schools within the district or at regional centers. All placement and programming decisions are made at Individualized Education Program (IEP) meetings.

Services

School Social Work Services (SSW)

School Social Workers play a primary role in assessing, evaluating, and observing a student's social, emotional, and behavioral adjustment that may be interfering with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. School Social Workers in Farmington Public Schools provide services to students eligible for special education in need of direct support for social, emotional, or behavioral problems. They also provide support for general education students, when appropriate, through short-term direct support, groups, crisis intervention, and resources/referrals to parents and educational staff. School Social Workers serve as resource persons to educational staff, students, and parents in providing problem-solving techniques, behavior intervention, resources, consultation, and training on various topics, and act as a liaison between the school, home, and community. School Social Workers also facilitate completion of functional behavior assessments, as well as the development, implementation, and monitoring of behavior intervention plans.

Teacher Consultant Services (TC)

The Teacher Consultant is a teacher with expertise in one or more areas of special education. The Teacher Consultant may participate on the diagnostic team. The Teacher Consultant provides assistance to general and special education classroom teachers regarding the students' individual needs. Additionally, the Teacher Consultant supports the coordination of special education services in buildings. Specialized Teacher Consultants are also available from Oakland County on an "outreach basis." Such TCs possess special knowledge about students with particular disabilities and are available to consult with all local staff who work with such students.

Speech and Language Services

The Speech and Language Department provides programs and services that will meet the communication needs of students within Farmington Public Schools. Consultation services, at a pre-referral level, are provided to parents and professional staff by the Speech and Language Pathologist (SLP). They are also involved in the identification, assessment, and delivery of services to speech and language impaired students ranging in age from birth through 25 years. Programming for eligible students is planned to meet their individual communication needs. Infants and preschoolers may receive services individually, in small group settings, or attend programs designed to meet specific needs. Elementary, middle, high school, and post-secondary level services are provided through a variety of models. Speech and Language Pathologists work closely with professional and paraprofessional staff at all of these levels to effectively integrate a child's speech and language skills into their school and community environments.

Occupational and Physical Therapy Services (OT/PT)

The Occupational and Physical Therapists evaluate and provide services to students whose level of functional fine and gross motor abilities impede them from maximizing their participation in the educational process. They provide direct or consultative support to students, family, and staff. Their services include:

- Defining the impact certain physical limitations may have in the educational or vocational setting.
- Assisting with the development of reasonable performance expectations.
- Acquiring and instructing on the use of adaptive equipment and assistive technology.
- Developing and training on daily exercise routines.
- Activities of daily living, as well as mobility training

Services to Special Education Students Attending Private Schools/Home Schooled

Special Education Services is obligated to provide special education services to K-12 students with disabilities attending registered private schools within our District boundaries. We are also obligated to serve students with disabilities who are “registered” as home-schooled students.

Psychology Services

School Psychologists help students across all age and grade levels to succeed academically, socially, and behaviorally. They also work with their fellow educators and parents to create safe, healthy, and supportive learning environments for all students. School Psychologists work with students and their families as part of the school community to identify and address learning/behavior/emotional problems that can interfere with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. They participate in the gathering and interpretation of relevant academic and behavioral data, which can guide general and special education interventions. School Psychologists also assist with the development and implementation of behavior plans with their fellow team members. A School Psychologist also consults with parents, teachers, and professionals in the community on behalf of students.

What is an Individualized Education Program (IEP)?

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

What is included in the IEP?

The requirements include:

- A statement of the student’s Present Level of Academic Achievement and Functional Performance.
- A statement of measurable annual goals and short-term objectives that address:
 - How to help the student be involved in and make progress in the general curriculum (or appropriate activities for preschool children)
 - How the student’s progress toward the annual goals will be measured
 - How the parents will be regularly informed of that progress
- A statement of how Special Education programs/services and supplementary aids will be provided to the student, and any accommodations, modifications or other supports by the school personnel.
- The projected starting date for services, as well as the duration, anticipated frequency, and location where programs and services will be delivered.
- An explanation of the student’s Least Restrictive Environment (LRE).
- A statement of any accommodations the student will need to take the state – and/or District-wide assessment tests. If the IEP Team determines that the test is not appropriate for the student, a different assessment will be used.
- A statement of transition services is to be considered during the school year of his/her 14th birthday. Minor changes to a current IEP may be made through an amendment.

Minor changes include, but are not limited to:

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



FAPE, LRE, and Accommodations and Modifications

What is a “Free Appropriate Public Education” (FAPE)?

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

What is Least Restrictive Environment (LRE)?

LRE looks at the setting in which the student will be receiving an education. The law presumes that students with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting. Attending special classes or separate schools, or removing students with disabilities from the general education classroom, occurs only when the nature or severity of the disability prevents the student from achieving satisfactory progress even when supplementary aids and services are used.

What are Accommodations and Modifications?

Accommodations are a change in the way students access instruction and demonstrate understanding. Accommodations do not change content, benchmarks, or performance criteria. Ex: extended time, alternate test format (oral or written). Students who have accommodations are generally working towards a diploma. Modifications change what students are expected to learn. Modifications change the content, benchmark, or performance criteria. Ex: content at instructional level instead of grade level, reduction in the number of benchmarks, or new ideas. Students who have modifications are usually working towards a certificate of completion.

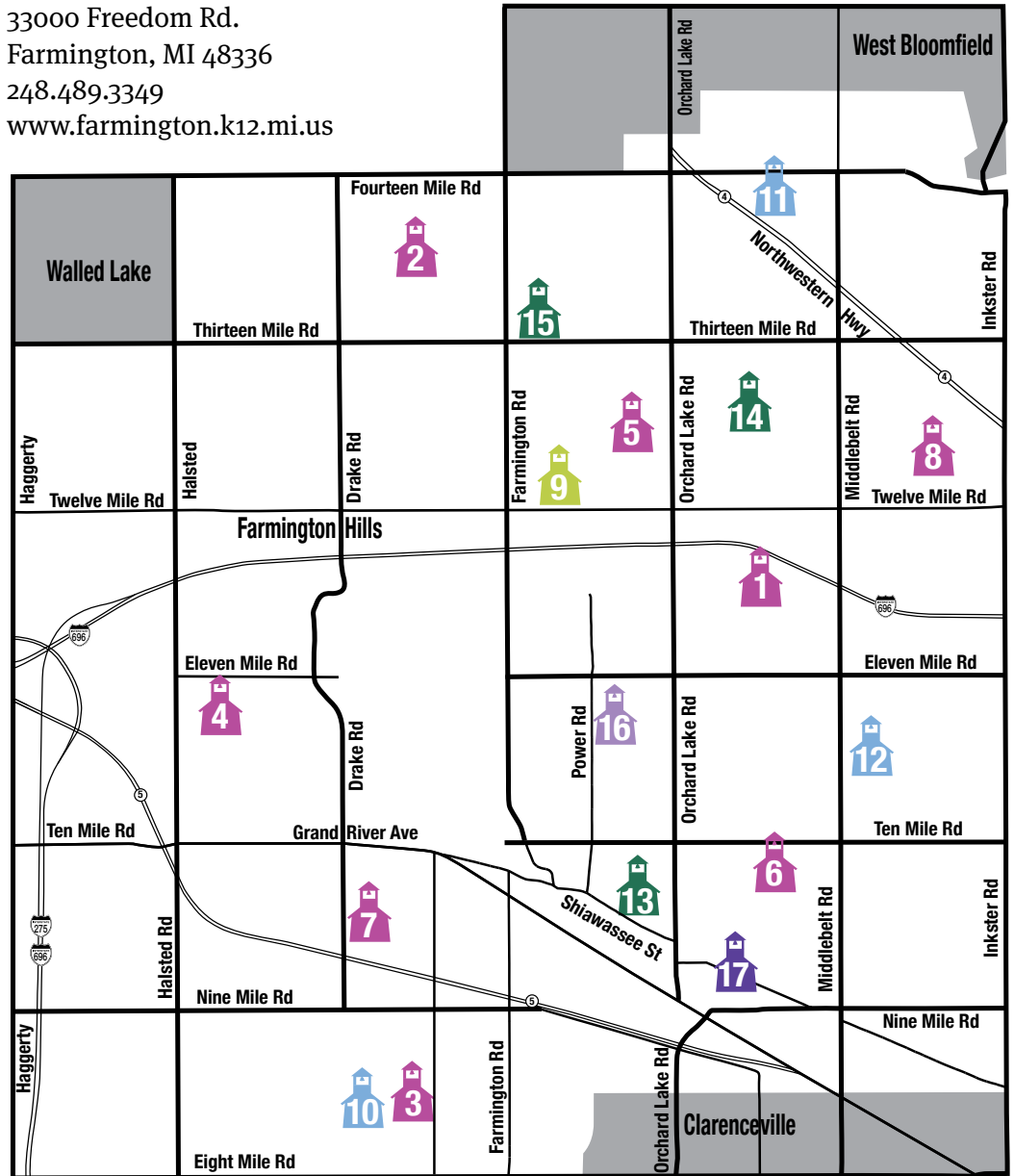


District Information



33000 Freedom Rd.
 Farmington, MI 48336
 248.489.3349
 www.farmington.k12.mi.us

1. **Beechview Elementary School**
 248.489.3655
 26850 Westmeath St.
 Farmington Hills 48334
2. **Forest Elementary School**
 248.785.2068
 34545 Old Timber Rd.
 Farmington Hills 48331
3. **Gill Elementary School**
 248.489.3690
 21195 Gill Rd.
 Farmington Hills 48335
4. **Hillside Elementary School**
 248.489.3773
 36801 W. 11 Mile Rd.
 Farmington Hills 48335
5. **Kenbrook Elementary School**
 248.489.3711
 32130 Bonnet Hill Rd.
 Farmington Hills 48334
6. **Lanigan Elementary School**
 248.489.3722
 23800 Tuck Rd.
 Farmington Hills 48336
7. **Longacre Elementary School**
 248.489.3733
 34850 Arundel St.
 Farmington 48335
8. **Wood Creek Elementary School**
 248.785.2077
 28400 Harwich Dr.
 Farmington Hills 48334
9. **Farmington STEAM Academy**
 248.785.2070
 32800 W. 12 Mile Rd.
 Farmington Hills 48334



10. **Power Middle School**
 248.489.3622
 34740 Rhonswood St.
 Farmington Hills 48335
11. **Warner Middle School**
 248.785.2030
 30303 W. 14 Mile Rd.
 Farmington Hills 48334
12. **East Middle School**
 248.489.3601
 25000 Middlebelt Rd.
 Farmington Hills 48336
13. **Farmington High School**
 248.489.3455
 32000 Shiwassee St.
 Farmington 48336
14. **Farmington Central High School**
 248.489.3827
 30175 Highmeadow Rd.
 Farmington Hills 48334
15. **North Farmington High School**
 248.785.2005
 32900 W. 13 Mile Rd
 Farmington Hills 48334
16. **Farmington Early Childhood Center**
 248.489.3808
 32400 Alameda St.
 Farmington Hills 48336
17. **Visions Unlimited**
 248.489.3833
 30415 Shiwassee St.
 Farmington Hills 48336

Exiting High School

High School Diploma

A general education diploma is given to students meeting all of the graduation requirements as defined by Farmington Public Schools.

Personal Curriculum

A Personal Curriculum (PC) is an option allowing modification of Michigan Merit Curriculum (MMC) requirements for high school graduation to individualize learning. This option requires a team-based approach, including parents, to tailor the curriculum while ensuring it aligns with the student's Educational Development Plan (EDP).

Certificate of Completion

A Certificate of Completion is not an academic credential. There are no state requirements, designated course sequence, or grade requirements for receiving a Certificate of Completion. Credits are not earned towards a Certificate of Completion. Generally, students concentrate on their IEP goals.

Students who do not receive a High School Diploma are eligible to continue receiving special education services until the age of 26 or per Rule 340.1702. The student who accepts a Certificate of Completion is still able to participate in senior graduation activities if they choose.



Acronyms and Abbreviations

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

What informal ways exist to resolve disputes?

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



When is it appropriate to file a formal complaint?

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

A **Formal Complaint** is a written allegation that must be filed with the Michigan Department of Education (MDE) and the public agency (the school district). 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' staff following specific guidelines:

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

A **Due Process 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. A Due Process Complaint must be filed with the office of Special Education of the Michigan Department of Education and the public agency (the school district). Once a complaint is properly filed, an administrative law judge is assigned to the case. Due Process timelines begin the day a complaint is filed.

Information about a Formal Complaint and/or Due Process Complaint is available through the MDE website:

michigan.gov/mde/services/special-education/dispute-resolution-options

Parent Resources

Oakland Schools Parent Handbook

<https://resources.finalsite.net/images/v1753123741/oaklandk12muis/ujp4lga9on6bi9sokcrj/2025-OS-parent-handbook.pdf>

Michigan Alliance for Families

<https://www.michiganallianceforfamilies.org/>

Oakland Community Health Network

<https://www.oaklandchn.org/>



Procedural Safeguards Notice

Please click on the link below to provide you with the Procedural Safeguards Notice from the Michigan Department of Education, Office of Special Education and Early Intervention Services, May 2009

[MDE Procedural Safeguards](#)



Medicaid Annual Notification Regarding Parental Consent



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

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.

Consent for Medicaid School-Based Services

Consent for Medicaid School-Based Services				
Student	Last:	First:	M:	ID:
School:				Grade: Birth Date:

The district is delivering this notice via: _____ On: _____

The Medicaid School-Based Services Program in Michigan:

- Provides partial reimbursement to school districts for services such as Evaluations, Occupational Therapy, Physical Therapy, Speech Therapy, Audiology, Psychological Services, Social Work, Orientation and Mobility, Transportation, Nursing, Personal Care, 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 to offset some of the costs of health care provided to children.
- Is voluntary and requires a parent or guardian to provide written consent to release information about their child to the Michigan Medicaid agency and its affiliates to obtain reimbursement. This may include name, address, date of birth, student ID, Medicaid ID, disability, dates and services delivered.

If your child receives any of the services listed above and qualifies for Medicaid benefits at any time during the school year, we request your permission to release information to enable your school district to access School-Based Medicaid Reimbursement. You have the right to withdraw this consent at any time. If you do not provide consent, the district will still provide the services.

I have received a copy of the Medicaid Annual Notification Regarding Parental Consent.

I understand and agree that Oakland Public School District and Oakland Schools may access my child's public benefits or insurance information in order to seek reimbursement for services rendered as listed on the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

I do not give permission for Oakland Public School District and Oakland Schools to seek reimbursement for services rendered as listed on the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

Parent/Guardian: _____

Signature Date

Medicaid Parental Notice and Consent Form

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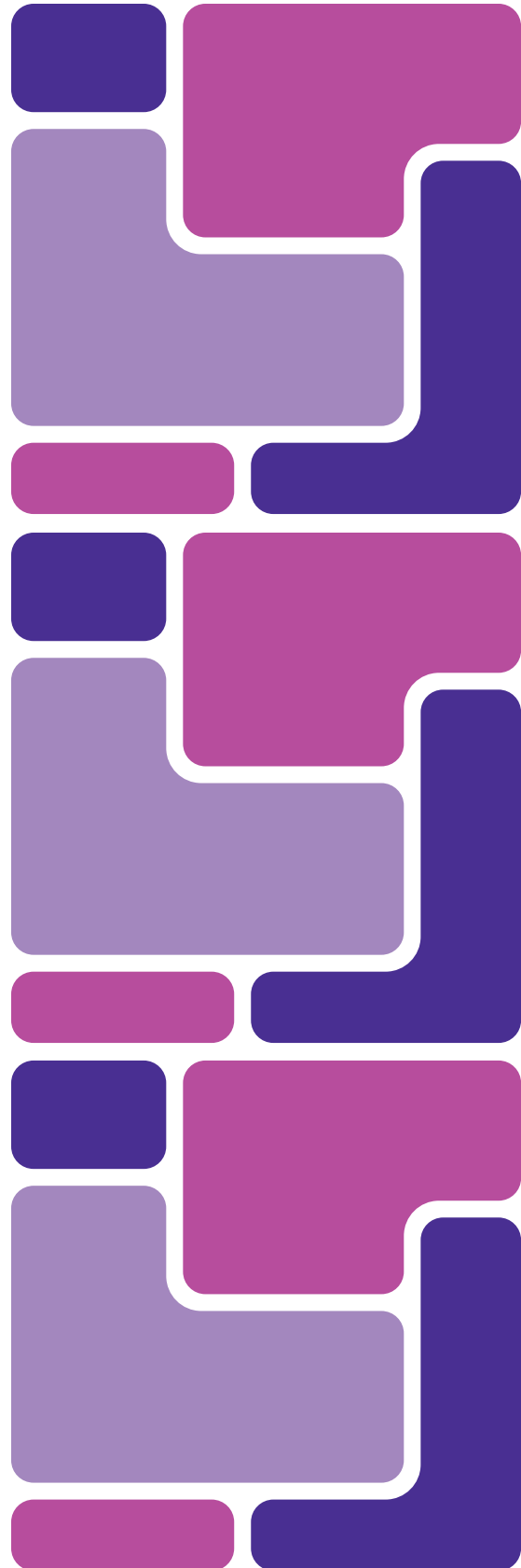
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