



STUDENT SERVICES

Parent Handbook

OXFORD COMMUNITY SCHOOLS

10 North Washington St, Oxford MI 48371

248.969.5074 / 248.969.5016 Fax / www.oxfordschools.org



creating a *World-class*



EDUCATION TODAY to shape tomorrow's
selfless, global leaders

VISION

To create a world-class education today to shape tomorrow's leaders.

MISSION

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

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The purpose of this handbook is to provide information to parents regarding programs and services available to students who may be identified as having a disability as defined under state and federal law.

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

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Dear Parents:

Welcome to Oxford Community Schools.

Oxford is proud of the programs and services that are available to meet the unique needs of students with disabilities. The success of your child's education is a shared responsibility with you and the school team. Your input, involvement and support are important. Teachers and parents must work and plan together in partnership for your child.

In Michigan, programs and services are available to identified students with disabilities from birth through 25 years of age. Special Education offers specially designed instruction at no cost to parents to meet the unique educational needs of students who are found eligible. Programs and services may include classroom instruction, consultation, ancillary support, adaptive supplies and materials designed to meet the identified educational goals of your child.

Oxford Community Schools has a full continuum of services and programs available and each child is planned for as an individual. The importance of your role as a parent cannot be overstated. No one knows your child like you do. Throughout your child's school years please remember to ask questions, share information and be involved. The district is committed to working together with you as a team to ensure your child reaches their maximum potential.

Although this handbook includes general guidelines, decisions are made on each child's individual educational needs. If you have additional questions that were not addressed in this handbook, please feel free to contact the Student Services Department at 248-969-5074.

Kind Regards,

Denise J. Sweat

Denise J. Sweat
Assistant Superintendent of Student Services
Oxford Community Schools

Parent Advisory Committee

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

Members will participate in developing the Oakland Schools plan for the delivery of special education programs and services, and review/advises on proposed changes to this plan. The PAC serves as an informational resource for all parents of children with special needs and their families as well as acting as a liaison between Oakland Schools and the local schools districts. PAC members attend monthly meetings, mentor new PAC members, disseminate information and share ideas with the members, the ISD and their local school districts and encourage effective partnerships between families and schools.

PAC members can help you understand special education and your child's rights. The members can direct you to the appropriate persons, agencies or documents for clarification. The PAC can share information regarding assistance programs, respite, advocacy issues and state or local organizations.

Oxford Community Schools has two board of education approved PAC members:

1. Andrea Perry
2. *(Position Open)*

For more information on Oakland County's PAC go to:
<https://oakland.k12.mi.us/instructional/technical-assistance/special-ed-compliance/parents-families/Pages/Parent-Advisory-Committee.aspx>

Child Find



Child Find is a component of Individuals with Disabilities Act (IDEA) that requires all local school districts to identify, locate, and evaluate all children with disabilities who are in need of special education services.

If you suspect your child has a disability affecting his or her school performance, please notify your child's teacher, counselor, principal, or Oxford Community Schools Student Services Department at 248.969.5074.

Multi-Tiered System of Support

The Multi-Tiered System of Support (MTSS) approach requires an integrated approach to the education of all children. General educators and special educators must work together to intervene early with integrity and with progress monitoring when children are struggling with basic skills. The MTSS process encourages the development of a single, well-integrated system that connects general education, remedial education and special education through appropriate practices, frequent measures of learning and explicit decision-making procedures driven by student learning.

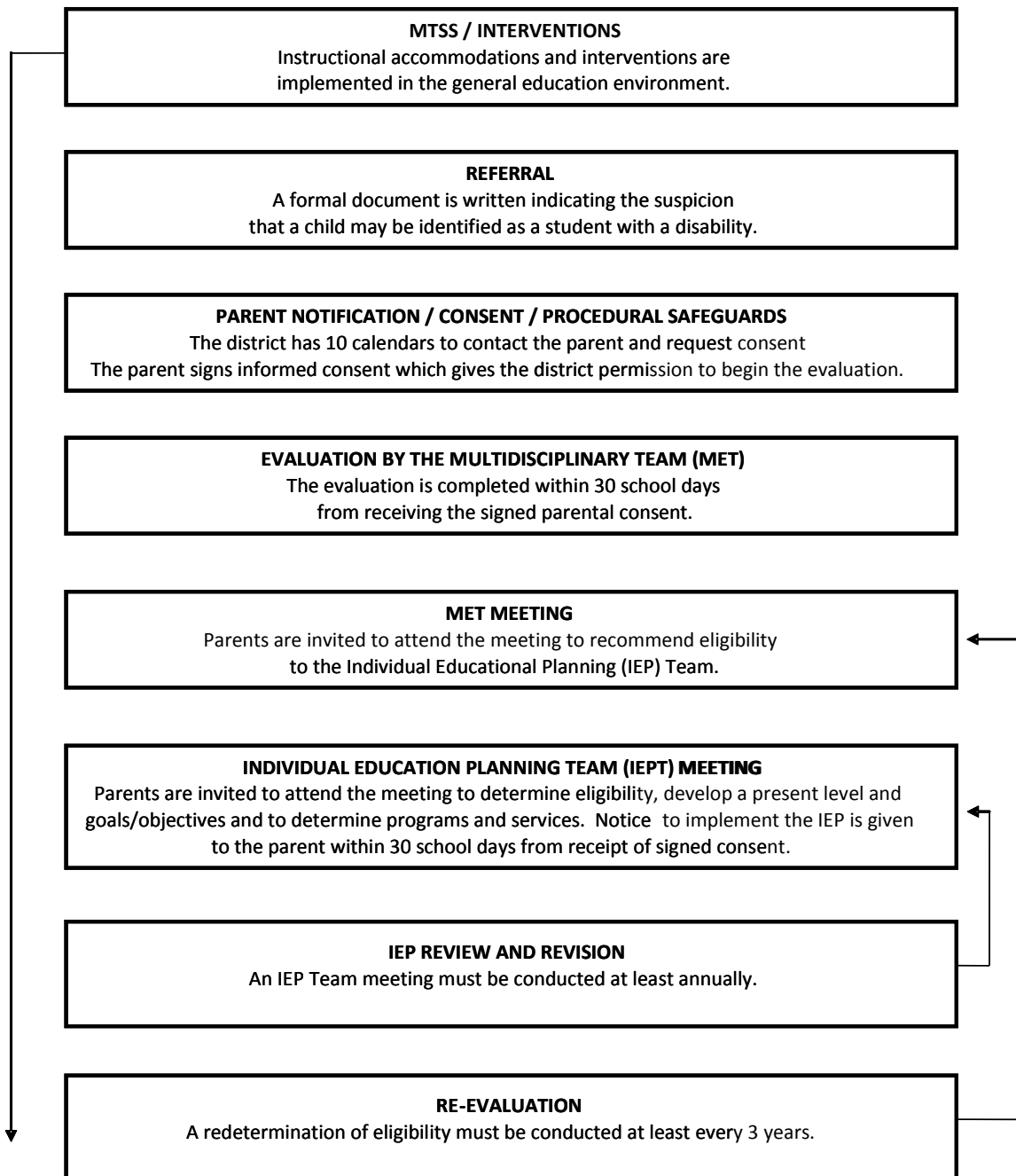
Oxford Community Schools uses a building level Multi-Tiered System of Support team process to help determine what possible causes might exist for a student's lack of progress in the general education environment and how these learning differences can be addressed in the general education setting. MTSS uses a multi-tier model of educational resource delivery. Each tier involves increasing intensity of services matched to the child's measured level of need. The outcomes of education interventions are established with student data. The student data is then used to determine appropriate instructional interventions and to evaluate if the interventions are working.

MTSS Review:

- A general education initiative designed to address the needs of struggling learners early in their educational experience.
- MTSS is based on a problem-solving model that uses data to inform decision-making.
- MTSS interventions are systematically applied and derived from research best practices.
- MTSS is highly dependent on progress monitoring and data collection.
- MTSS intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals.
- MTSS uses the measures of a student's progress to continue to shape instruction and interventions, as well as make other educational decisions.
- A three tiered model of interventions increasing in intensity to provide support to students
- A review of the data is completed regarding the student's responsiveness to the strategies, interventions and progress toward grade level expectations

Special Education Referral Process

This flow chart gives a brief overview of the referral, evaluation, and placement process for special education. Since each child's needs are unique the process is individualized and differences may occur.



Multidisciplinary Evaluation Team

A Multidisciplinary Evaluation Team (MET) will evaluate each child 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 therapist, psychologist, educational consultant, occupational or physical therapist, behavioral consultant or a social worker. As part of the evaluation process, parent input is required and the district always encourages parents to participate in the MET process.

Review of the MET Process:

- A referral is made to the school district
- A meeting is held and available information is reviewed, the need for additional assessment is determined
- An evaluation review will determine the evaluations necessary
- Parent consent for the evaluation is obtained
- Special education eligibility guidelines will be followed
- A team of professionals, will complete the assessment within 30 school days
- The parent will be invited to provide input, all information will be reviewed and considered
- Following the completion of all assessments, evaluation results will be shared with parents
- A formal recommendation for eligibility for special education services will be determined and subsequently presented to the Individualized Educational Planning Team

The MET makes a formal recommendation for eligibility to the Individual Educational Planning Team (IEPT). A child may be eligible under one or more of the following categories of disabilities:

Autism Spectrum Disorder (ASD)-Students with an autistic impairment has a lifelong developmental disability recognized by unusual patterns in thinking, socializing, body movement and language and/or speech development. These children may have difficulty relating to others. They may insist on routine, are slow to develop communication patterns, have unusual responses to sensory stimuli and exhibit repetitive play patterns and repetitive movements.

Deaf/Blind (DB)-Students identified with having both deafness and blindness have a concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs. Deaf-blindness may also refer to a documented hearing and visual loss that, if considered individually, may not meet the requirements for visual impairment or hearing impairment, but the combination of the losses affects educational performance.

Cognitive Impairments (CI)-Students have a significant cognitive or developmental delay that is well below the average rate of development. There are also delays in functional life skills and adaptive behavior. If the student can be tested in reading or math, the scores would be approximately in the lowest sixth percentile. Scores on tests of intelligence are below approximately 70. The lower the scores is below 70, the more severe the cognitive impairment.

Emotional Impairment (EI)-Students with emotional impairments demonstrate behavioral problems over an extended period of time that negatively affects their ability to learn. Relationships are usually poor, and behavior or feelings are inappropriate to the situation.

Multidisciplinary Evaluation Team

Hearing Impairment (HI)-Students who have a hearing loss which interferes with learning and development may have a hearing impairment.

Learning Disabled (LD)-Students with a learning disability are those with a severe pattern of strengths and weaknesses or the student demonstrates an inability to respond to specific strategies and interventions designed to address their weaknesses. Students may be identified as learning disabled in the areas of oral language, reading, writing and/or math.

Physical Impairment (PI) - Students with severe orthopedic impairment which adversely affects their ability to learn and may require specialized instruction, materials or equipment.

Otherwise Health Impairment (OHI)-Students with a determined medical condition, which causes limited strength, vitality or alertness, chronic or acute health problems adversely affecting educational performance may require specially designed instruction.

Early Childhood Developmental Delay (ECDD)- Students, newborn through seven years of age, who demonstrate developmental delays not identifiable as one of the other educational disabilities; such as language, reasoning, motor, self-care or social/emotional. There may be a long-term need for special education; however, a specific disability cannot yet be identified.

Severe Multiple Impairment (SXI)-Students with multiple impairments have more than one significant disability in intellectual, sensory,

health, physical or functional abilities. They require an intensive staff/student ratio and unique educational activities.

Speech and Language Impairment (SLI)-Students unable to understand or use language effectively may have a speech or language impairment. This type of disability may interfere with learning or social adjustment in school. These students may be recognized by a number of symptoms including poor listening skills, unclear speech, slow vocabulary development, immaturities in grammar, difficulties conversing with others, unusual quality of voice or stuttering and/or difficulties with interpersonal/social language and cues.

Traumatic Brain Injury (TBI)-Students who have acquired brain injury caused by external physical force that result in partial or total functional disability in at least one of the following areas: cognitive, speech or language, memory, attention, reasoning, behavior, physical functions and/or information processing. Therefore, the team will need to make accommodations for the students to experience success with academic tasks.

Visual Impairment (VI) – Students who have problems seeing (whether partially-sighted or blind) are often referred to as having a visual impairment which interferes with development or which may affect their learning. Among the characteristics is 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. The student may need orientation and mobility services.

The Individualized Educational Plan

An initial Individual Educational Planning Team (IEPT) meeting is held after a 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 IEP includes programs and/or services to meet the unique needs of the child.

The IEPT consists of the parent(s), a special education teacher, a general education teacher, and a district representative. An Individual who can interpret the instructional implications of the evaluation results is also required to attend the IEPT meeting, if an eligibility recommendation is being considered. Dependent upon the student's needs, other members (speech therapists, social worker, etc.) could be invited to participate.

An IEPT meeting is held for each eligible student on an annual basis. The teacher will contact the parent to determine a mutually agreeable time for the meeting. Parents should attend as they are a vital part of the process; the child may also attend if appropriate. Parents or school staff may request that an IEP be convened more often than once per year.

Review of the IEP Process:

- Determination of the student's eligibility is a function of the IEPT.
- Statements of the student's present level of academic achievement and functional performance and the identification of annual goals and short term objectives guide the team determination of the needed programs and services.
- The team must describe the evaluation procedures and schedule for determining the student's progress toward annual goals.
- If needed, supplementary aids and services will be identified by the team.
- A discussion of the least restrictive environment options which include how the child's disability affect their involvement in the general education curriculum will be documented.
- Determination of most appropriate programs and services are identified.
- The frequency, duration and location of programs and services is determined.
- Exploration of prevocational and transitional services needed for students at the age of 16 is documented.
- Level of participation in national, state and district assessment is determined.
- Parent signature indicating agreement or disagreement is obtained.
- District signature indicating agreement or disagreement is obtained.

Special Education Programs and Services

Oxford Community Schools offers a full continuum of services to meet the unique needs of students. All students must have access to the least restrictive environment that ensures optimal educational success.

Programs

Early Childhood Special Education (Birth to Three years of age)-The LAMBS program is a special education program for children ages birth to three. Teachers and ancillary staff provide services to children and their families to assist them in reaching goals and objectives related to skill development, communication and education functioning. Staff members may include an early childhood special education teacher, school psychologist, occupational therapist, physical therapist, social worker and a speech therapist. This program provides support to children and their parents approximately 2 times per week and is a combination of home and school visits.

Early Childhood Special Education (Three through five years of age)-The early childhood special education program is an intensive preschool program designed to provide support to children with a variety of identified special needs. The program is fully integrated with typically developing peers offering an age appropriate curriculum with opportunities for “hands-on” experiences which actively engages the child in the learning process. The program is available to children five days per week for 2 ½ hours each day. A parent component is also available providing educational and learning while giving parent the opportunity to network with one another. Home visits are set up with parents individually on an as needed basis.

Special Education 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 a portion of the school day. This program may be provided to students in the special education classroom or in the general education environment. The special education teacher in the resource program will instruct and grade students in the areas of weakness as well as provide consultation to the student’s general education teacher. Areas of need may include reading, math, or written expression. Resource Programs are available at all of the schools within the district.

Special Education Categorical Programs- Students who require more extensive special education support may attend small classrooms specifically for students with a higher level of need. The amount of time the student is supported in this type of setting is determined by the IEPT. Categorical programs are available for students identified with a present level of academic and functional performance that in is the moderately impaired range. These programs are not available at all schools, and therefore transportation to a categorical program is provided by the district.

Post-Secondary Programs-Oxford Community Schools provides support to eligible students after the age of eighteen if their significant developmental and

Special Education Programs and Services

cognitive impairments interfere with their abilities to function within the community. This program provides instructional emphasis on daily living skills in real-life situations. A large component of the program focuses on helping the students to live as independently as possible and utilize available community resources.

Center Programs-Students who have severe needs which cannot be met in the district may be eligible to attend programs operated by neighboring school districts. Placement in this type of setting is determined by the IEPT. Students recommended for these programs generally have needs that exceed the parameter of the typical school environment. Each Oakland County Center Program has a specific referral process that can be initiated when all available options within the district have been exhausted. Oxford Community Schools does not operate center programs. If a center program is needed, Oxford Community Schools identifies a district liaison to work with the parents and the attending center program. Students attending center programs are provided transportation to and from the program at no cost to the parents.

Services

Oxford Community Schools provides special education services to identified students to assist them in attaining their educational goals. Some staff members serve as part of the assessment team

while others provide direct support to the student. The type of services that a student receives is determined by the IEPT. Oxford Community Schools provide the following services:

Teacher Consultant-The teacher consultant (TC) evaluates academic and or behavioral achievement for students who are suspected of having a disability. They observe the student in the regular classroom and make educational recommendations to the team. The teacher consultant serves as a resource for general education and special education teachers, support staff, parents and building administrators suggesting accommodations, strategies and intervention to ensure a student make satisfactory progress within the general education curriculum. The TC may provide instructional and/or behavioral support to students functioning in the general and special education classroom.

Occupational Therapy-An occupational therapist evaluates and works with students who need exercises or adaptations to coordinate fine motor skills or to improve perceptual motor problems. The occupational therapist gives direct support to students and advises members of the team. The goal for the occupational therapist is to help the student to be successful in the educational environment.

Special Education Programs and Services

Physical Therapy-The physical therapist evaluates and provides support to students who need instruction in gross motor control, basic mobility, and balance. The physical therapist advises staff in understanding the student's physical capabilities and limitations. Physical therapy may include assisting a student with the use of adaptive equipment or instructing staff as to the safest way to lift or transfer a student. Physical therapy requires a prescription from a physician. Physical therapy gives a student increased support to achieve motor goals related to educational tasks within the classroom environment.

School Psychology-The school psychologist evaluates a student's intelligence, personality, perceptual-motor skills using tests, observations and other procedures. They may also administer achievement tests to determine the impact that intelligence has on achievement. The psychologist will also determine a student's profile of strengths and weaknesses comparing the results of the profile with the school curriculum making suggestions to ensure the student success. School psychologists may provide educational intervention and other services if designated on the IEP.

School Social Work-The school social worker may evaluate a student's social and emotional development. School Social Workers provide direct support to eligible special education students, advice staff, students, and parents on techniques to solving problems, acting as a liaison

between the school, home and the community. They also promote, coordinate and recommend community resources available to the students. School Social Workers may also take a leadership role in the development and implementation of student behavior plans.

Speech and Language-The speech and language therapist 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. They also provide instructional support to students and assist students with augmentative communication. Speech and language therapists consult with educational staff, parents, and community agencies relating to speech and other communication disorders. The type of speech services a child receives is based upon the recommendations from the IEP team.

Transportation-The same transportation services available to general education students are available to special education students. In addition, specialized transportation services are provided by the District if the IEPT determines that the student requires specialized transportation services to receive a free, appropriate public education (FAPE). The school district's responsibilities related to transportation include furnishing any specialized services documented on a student's IEP, such as a lift bus or safety harness.

Educational Choices

High School Diploma- A general education diploma is given to Students meeting all of the graduation requirements. Students need:

- 4 credits in English Language Arts*
- 4 credits in Mathematics
- 3 credits in Science
- 3 credits in Social Studies
- 0.5 credit in health and 0.5 credit in Physical Education
- 1 credit in Visual, Performing or Applied Arts
- 3 credits of combination electives
- Additional elective credits required

*Beginning with the Class of 2015, students must have 2 credits in a language other than English

Personal Curriculum – The Michigan Merit Law allows a parent or legal guardian of a student, or a student who is 18 years of age, to request certain modifications to the state high school graduation requirements under limited conditions. To ensure all students are effectively and consistently engaged in school regardless of need or disability, the use of PC modification is allowed by state statute for only four reasons:

1. A student wishes to modify the math requirement.
2. A student wishes to go beyond the academic requirements by adding more math, science, English language arts, or languages other than English credits.
3. A student with a disability needs to modify the credit requirements based on his/her disability.
4. A student has transferred from out of state or from a non-public school with year years of high school credit.

A parent, legal guardian or a student who has adult status may submit a PC request form to

the high school counselor. The PC committee comprised of parent, student, guidance counselor, school psychologist or other appropriate staff members will meet and review existing performance records, the Educational Development Plan (EDP), and the IEP if applicable. If approved, the committee will create a PC which includes measurable goals that are aligned with the student's IEP and EDP and methods to evaluate those goals.

Potential Adverse Effects of Using a Personal Curriculum – A personal curriculum which allows for modifications for students with disabilities that reduces the number of content expectations mastered by the student may affect the student's readiness to:

- Pass the Michigan Merit Exam
- Be admitted to college
- Be eligible for college scholarships
- Enter a trade school
- Secure a job in the career of their choice
- Be eligible for NCAA athletic programs

Certificate of Completion – A Certificate of Completion is not an academic credential. There are no state course 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. The student's Individual Education Plan (IEP) team will determine if the student will receive a high school diploma or a Certificate of Completion. Students who do not receive a high school diploma are eligible to continue receiving special education services until the age of 26. The student who accepts a Certificate of Completion is still able to participate in the senior graduation activities if they choose.

Support Organizations

Assn for Children's Mental Health

Phone: 888-226-4543

www.acmh-mi.org

ARC: Oakland County

Phone: 248.816.1900

thearcoakland.org

Autism Society of Michigan

Phone: 800.223.6722

www.autism-mi.org

Autism Society of Oakland County

Phone: 248-393-3131

autismsocietyoaklandcounty.org

Bridges For Kids

www.bridges4kids.org

Center for Educational Networking (CEN)

Phone: 888-463-7656

www.cenmi.org

Children and Adults with AD/HD (CHADD)

Local Chapter: 248-988-6716

National Chapter: 800-233-4050

www.chadd.org

Child and Adolescent Health Centers (CAHC)

Phone: (517) 335-9720

www.michigan.gov/mdhhs

Common Ground

Phone: 800.231.1127

commongroundhelps.org

Community Housing Network of Oakland County

Phone: 248-332-3323

communityhousingnetwork.org

Community Mental Health Authority

Phone: 800-231-1127

www.occmha.org

Council for Exceptional Children

Phone: 888-232-7733

www.cec.sped.org

DEAF Community Advocacy Network

Phone: 248.332.3331 or TDD 248.332.3323

www.deafcan.org

Deaf-Blind Central

Phone: 888-758-0508 (Voice/TTY)

<https://www.cmich.edu/colleges/chsbs>

Down Syndrome Guild of Southeast Michigan

Phone: 877-487-4905

www.dsgsemi.org

Early On Michigan

Phone: 800.327.5966

1800earlyon.org

Early On – Oakland Schools

Phone: 248-209-2084

www.oakland.k12.mi.us

Easter Seals Michigan, Headquarters

Phone: 248-475-6400

<http://www.easterseals.com/michigan/>

Epilepsy Foundation of Michigan

Phone: 800.377.6226

www.epilepsymichigan.org

Family Support Network of Michigan

Phone: 800-359-3722

www.michigan.gov/mdch

Support Organizations

Learning Disabilities Association of Michigan

Phone: 517-319-0270

www.lidaofmichigan.org

Macomb-Oakland Regional Center

Phone: 248-276-8000

www.morcinc.org

Michigan Alliance for Families

Phone: 800-552-4821

michiganallianceforfamilies.org

Michigan Commission for the Blind

Phone: 800.292.4200

www.michigan.gov/mcb

Michigan Deaf Association

info@mideaf.org

www.mideaf.org

Michigan Department of Civil Rights

Phone: 517.335.3165

www.michigan.gov/mdcr

Michigan Department of Education

Phone: 517.373.3324

www.michigan.gov/mde

Michigan Protection and Advocacy Service, Inc

Phone: 800.288.5923

www.mpas.org

Michigan Rehabilitation Services

Phone: 877.620.7942

www.michigan.gov/lara

Muscular Dystrophy Association

Phone: 800-572-1717

www.mda.org

National Center for Learning Disabilities (NCLD)

Phone: 888-575-7373

www.ld.org

Oakland Mediation Center

Phone: 248.338.4280

www.mediation-omc.org

Oakland Schools Compliance Support

Phone: 248.209.2561

<https://oakland.k12.mi.us>

Office of Civil Rights, US Department of Ed

Phone: 202-401-2000

www2.ed.gov

United Cerebral Palsy

Phone: 248-557-5070

www.ucpdetroit.org

Frequently Asked Questions

What should I do if I think my child has a disability?

You should contact or meet with your child's teacher, building principal or school counselor and explain why you think your child may have a disability.

Who may refer my child?

You or any qualified professional may refer a child for an evaluation by contacting your child's school. Within 10 calendar days, the District will contact you.

At what age must the District serve a child with a disability?

In Michigan, persons with disabilities from birth through 25 years of age are eligible for special education programs and services. Eligibility concludes when the student completes high school graduation requirements or becomes no longer eligible due to age.

How does special education differ from general education?

Special education is individualized instruction designed to meet the unique education needs of students with disabilities. Special education provides learning opportunities that are not provided in general education, although these services often may be combined with general education services.

Can I bring someone else with me to the IEPT meeting?

Parents may invite individuals who have knowledge or special expertise regarding the student. Their input will be considered by the IEP Team.

Can I take the IEP home to review before I sign it?

The parent need not sign the IEP form at the meeting. You may take a copy of the IEP home for review. You may not add or change the IEP without returning to the IEP Team to discuss additions or changes. If this is your child's first IEP, you must respond within ten calendar days after receiving notice of the District's intent to implement the IEP.

What if I do not agree with the IEP?

Parents can:

- Ask for an adjournment of the IEPT meeting prior to the completion of the meeting to gather further information
- Sign that you disagree but will allow implementation
- Contact the school to inform them why you disagree and ask for revision through a new IEPT
- Request an Independent Education Evaluation if you disagree with eligibility
- Request mediation
- Inform the District that you intend to file a Due Process Complaint Notice with the State

What is 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 standards of the Department of Education for all students and be designed to meet the student's IEP goals and short-term objectives.

Frequently Asked Questions

What is Least Restrictive Environment?

LRE is the setting in which the student receives an education. The law presumes that students with disabilities are most appropriately educated with their same-age, non-disabled peers in the general education setting. Attending special classes, separate schools, or removing students with disabilities from the general education classroom occurs only when the nature or severity of the disability prevent the student from achieving satisfactorily even when supplementary aids and services are used.

What are Procedural Safeguards?

Safeguards protect the rights of students with disabilities and their parents. They provide the information that parents need to make decisions about their child's education. The Procedural Safeguards explain the procedures used to resolve disagreements between parties. The Procedural Safeguards are developed from the state rules and federal regulations.

What is school based Medicaid?

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

Will my child be allowed to participate in extracurricular activities?

Students who have an IEP are welcome to try extracurricular activities, just as their general education peers. At the secondary level, varsity sports often involve a try-out process in which all students must participate.

Can my child be involved in the IEP process?

Students often provide valuable insight regarding their strengths, interest, and needs. When they are involved in determining their goals and objectives, they maybe more committed to achieving them. Student can participate in their own annual transition planning at 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. At age 18 both the student and parent are notified that the rights are transferred to the student, unless other legal decisions have been made.

How do I find out about the different program options that may be available to my child?

Your child's special education teacher or teacher consultant can inform you of different program options that may be considered for your child. You may also contact the Student Services Department for further dialogue on program and service options.

Acronyms and Abbreviations

ADA	Americans with Disabilities Act	K-12	Kindergarten through 12 th Grade
ADD	Attention Deficit Disorder	LD	Learning Disability
ADHD	Attention Deficit and Hyperactive Disorder	LEA	Local Educational Agency
ASD	Autism Spectrum Disorder	LRC	Learning Resource Center
AT	Assistive Technology	LRE	Least Restrictive Environment
AYP	Adequate Yearly Progress	MDE	Michigan Department of Education
BIP	Behavior Intervention Plan	MET	Multidisciplinary Evaluation Team
CBM	Curriculum Based Measurement	MMC	Michigan Merit Curriculum
CI	Cognitive Impairment	MTSS	Multi-Tiered System of Support
CIMS	Continuous Improvement Monitoring System	NCLB	No Child Left Behind
CP	Cerebral Palsy	OCR	Office of Civil Rights
DB	Deaf Blind	OHI	Other Health Impairment
DD	Developmental Delay	OM	Orientation and Mobility Services
DHH	Deaf and Hard of Hearing	OSE/EIS	Office of Special Education and Early Intervention Services
DHS	Department of Human Services	OT	Occupational Therapist
DX	Diagnosis	PA	Public Act
ECDD	Early Childhood Developmental Delay	PAC	Parent Advisory Committee
EDP	Educational Development Plan	PC	Personal Curriculum
EI	Emotional Impairment	PI	Physical Impairment
EO	Early On	PLAAFP	Present Level of Academic and Functional Performance
FAPE	Free Appropriate Public Education	PT	Physical Therapist
FBA	Functional Behavior Assessment	RR	Resource Room
GLCE	Grade Level Content Expectations	SEA	State Education Agency
HI	Hearing Impairment	SEI	Severe Emotional Impairment
H/H	Homebound/Hospitalized	SLI	Speech and Language Impairment
IDEA	Individuals with Disabilities Education Act	SXI	Severe Multiple Impairment
IEP	Individualized Education Program	TBI	Traumatic Brain Injury
IEPT	Individualized Education Planning Team	TC	Teacher Consultant
IFSP	Individual Family Service Plan	TTY	Teletypewriter for the Deaf
ISD	Intermediate School District	VI	Visual Impairment
IQ	Intelligence Quotient		

Protocol for Concerns

A five-step process for solving concerns has proven effective in that concerns are addressed and problems resolved immediately at the classroom level. The first essential step is to contact the source and gather facts. Please follow the steps below if you have concerns. Oxford Community Schools administration utilizes a problem solving approach and wants to resolve your concerns in an expedient manner.

First Step-Teacher

Questions or concerns regarding instructional practices in your child's classroom should first be directed to your child's classroom teacher during a scheduled meeting or through a telephone conversation. If your concern involves a special education teacher, then talk to your child's special education teacher.

Second Step-Building Principal

If more information is needed or if you still have questions or concerns, schedule a discussion with your child's principal.

Third Step-Assistant Superintendent

If questions still persist after contacting the special education administrators, please direct your concerns to the Associate Superintendent of Student Services.

Fourth Step- Superintendent

If problems or concerns have not been settled, please schedule a conference with the superintendent to discuss unresolved matters.

Fifth Step-Board of Education

The last level of contact with the district is the Board of Education. Please notify the Superintendent's Office if you plan to appeal directly to the Board. An agenda item entitled "Public Participation" will allow you to give a five minute presentation to the board.

Notice of Destruction of Special Education Records:

The Oxford Community School District permanently maintains essential special education and 504 Plan information on all graduated or exited students. Upon graduation or exit from the district, original paper copies of essential special education or 504 Plan documents are converted to an electronic format and paper copies are destroyed. Parents or eligible students may inspect or take possession of the original paper records prior to destruction.

If you would like to take possession of paper records prior to destruction, please notify the Student Services office at 248-969-5074 by June 30th of the year of graduation or exit from the Oxford School District.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

September 9, 2019

Dear Parent or Guardian,

Your child will soon start receiving special education services. While this may seem overwhelming at times, I want to assure you that we, along with your school and other educators across the state, are working hard to help your child receive the best possible education.

As Director of the Michigan Department of Education (MDE) Office of Special Education (OSE), I am happy to share additional resources available to support families. Family Matters resources are available to help you understand many of the confusing parts of special education and to connect you to other parent resources.

The Family Matters web page includes a series of fact sheets. Each fact sheet explains a different special education topic and provides additional resources for your consideration. The web page also includes a list of other helpful programs and state agencies. New fact sheets and resources will be added on an ongoing basis, so check the web page regularly to see what's new.

The main support for special education services for your child is provided by your local school district. However, our goal is that the Family Matters information will further support you and your child in understanding the special education process and requirements.

The MDE Office of Special Education would like to stay in touch with you. If you are interested in receiving Family Matters updates, please visit the Family Matters web page at www.michigan.gov/specialeducation-familymatters to sign up to receive notification when new information is available or contact the Michigan Alliance for Families for additional information on special education topics at www.michiganallianceforfamilies.org.

If you would like to speak with a staff member from the OSE, please call our toll-free number at 888-320-8384.

Sincerely,

Teri Chapman, Ed. S.
Director, Office of Special Education

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Procedural Safeguards

The *Individuals with Disabilities Education Act* (IDEA) is a federal law for special education. The IDEA includes protections for parents and students. These protections are called the procedural safeguards. Schools must provide a document explaining all of the procedural safeguards to parents.

How do the Procedural Safeguards protect parents?

The school must keep parents informed.

Schools must provide prior written notice to parents before taking many different actions. [Some of these actions also require parent consent.](#)

Parents have options if they disagree with a school decision.

Parents may request mediation, file a state complaint, or request a due process hearing to resolve a disagreement. Parents may also request an independent educational evaluation (IEE) if they do not agree with the results of a school evaluation.

Personal information is kept confidential.

Only people who need your information and child's records have access to it, unless you provide consent to share the information with others. Public reporting on special education never includes personally identifiable information.

Procedural Safeguards Notice

If you have questions regarding the Procedural Safeguards, ask your IEP team for additional information.

Parents must receive the Procedural Safeguards Notice:

- At least once a year.
- Upon a parent written request for evaluation.
- When a parent files his or her first state complaint and first due process complaint in a school year.
- When a student has a change of placement due to a violation of a student code of conduct.
- When requested by a parent.

September 2018




1-888-320-8384
(OSE information line)


michigan.gov/
specialeducation-familymatters


mde-ose@
michigan.gov

Family Matters fact sheets are intended to enhance public understanding of Michigan's special education system and are not a substitute for official laws and regulations.



Key Information in the Procedural Safeguards Notice

Independent Educational Evaluation (IEE)

If you disagree with the school's evaluation, you can request an evaluation to be done by a non-school professional. The district may have to pay for the evaluation in some cases.

Prior Written Notice and Parental Consent

Schools must give you written notice before many different actions, such as changing your child's identification, conducting evaluations, and changing educational placement. The notice must include the reason the school is taking the action or refusing the action.

Some school actions, such as conducting an evaluation, require your consent. You are also able to withdraw consent by doing so in writing.

Access to Education Records

Only certain individuals have access to your child's educational records. You may review your child's records.

Resolving Disagreements With the School

You can file a state complaint (investigated by the Michigan Department of Education with involvement by the Intermediate School District) or a due process complaint (resolved by an administrative law judge) if you disagree with a school decision. You may bring civil action if you disagree with the result of a due process hearing. You may also request mediation at no cost to attempt to resolve disputes with the school.

Child's Educational Placement

Generally, your child's placement is determined by the individualized education program (IEP) team (of which you are a member).

A school may choose to move your child into an interim alternative setting for disciplinary or safety reasons. The decision to move the child is a school decision and must follow certain procedures. However, the alternative setting that is selected is an IEP team decision.

If your child's placement is the cause of a due process complaint, your child's placement will not change until after the proceedings (if at all) in most cases.

Private Schools

If your school district fails to provide your child with a free appropriate public education, you might be able to enroll your child in a private school at the school district's expense.

If you file a due process complaint, and the hearing officer agrees that the private school placement is appropriate, the district may be required to pay the private school tuition.

Resources

- [Center for Parent Information and Resources \(CPIR\): Parental Rights Under IDEA](#)
- [Michigan Department of Education Procedural Safeguards Notice](#)
- [Michigan Special Education Mediation Program \(MSEMP\)](#)
Mediation program for dispute resolution



Family Matters

Learn about special education topics. Find resources to help you and your child.

What is Family Matters?

Family Matters is an outreach effort from the Michigan Department of Education, Office of Special Education (MDE OSE).

Family Matters provides parents with information about special education and other resources.

Visit our web page

michigan.gov/specialeducation-familymatters

What you'll find at

michigan.gov/specialeducation-familymatters

Fact Sheets

Our fact sheets explain special education laws, rules, and practices. The documents are easy to read and give links to more in-depth resources.

Updates

Sign up to receive updates that matter to families from the Office of Special Education (OSE).

Additional Resources

We list other organizations and state agencies that help parents and students who are receiving, or may be eligible for, special education services.

A Statewide Resource for Families

Michigan Alliance for Families offers workshops and can connect you with a parent mentor. Parent mentors can assist you in understanding how to navigate the educational system and are knowledgeable about state and local resources.



www.michiganallianceforfamilies.org

info@michiganallianceforfamilies.org

1-800-552-4821



1-888-320-8384
(OSE information line)

[michigan.gov/
specialeducation-familymatters](http://michigan.gov/specialeducation-familymatters)

[mde-ose@
michigan.gov](mailto:mde-ose@michigan.gov)

September
2019

