

Madison District Public Schools

Department of Special Education

Parent Resource Handbook:

Understanding

Special Education



Dear Families:

Welcome to the Madison District Public Schools. We are proud of our staff, programming, and the community's commitment to excellence! It is important that we all strive for academic excellence and opportunities that lead to possibilities for ALL students. In my role as the special education director, it is our department's beliefs that with the proper support and opportunities, every student can learn and succeed. Learning differences and disabilities are to be respected. Parents of children with special needs are viewed as valuable partners.

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 child.

The students that attend the Madison District Public Schools are able to access some of the most skillful and enlightening leaders in the nation. They are passionate about student growth and providing the best opportunities for every student. The Madison District Public Schools follows the Michigan Administrative Rules for Special Education (MARSE) that includes, but is not limited to, the following: classroom instruction, consultation, ancillary support, adaptive equipment, comprehensive evaluations, and specialized instruction.

Services are provided to students ages birth to twenty-six years of age. Students are referred as early as possible from hospitals or doctor's offices. A Multidisciplinary Evaluation Team that includes teachers, school psychologists, speech and language pathologists, social workers, occupational therapists, physical therapists, and Oakland Schools ancillary support staff, if appropriate, communicates and collaborates in developing a plan that is most appropriate for the child's learning needs. If you have a concern about your child's development, please contact their teacher for information. The building principal or counselor/social worker may also be of assistance to answer your questions.

It is my pleasure to serve the Madison District Public Schools community. I look forward to meeting with parents and developing an educational partnership with you to support your child by maximizing opportunities that will enhance your child's educational success.

Again, welcome to the Madison District Public Schools. I look forward to serving the students and working in partnership with our parents.

Educationally yours,

Aaron Ondra, LMSW, Ed.S
Director of Special Education

Table of Contents

Madison District Public Schools
26550 John R. Road
Madison Heights, MI 48071
www.madisondistrict.org

Welcome	Page 1
Table of Contents	Page 2
List of Schools	Page 3
Project Find/Child Find	Page 4
Special Education Referral Process	Page 5
Student Study Team (SST)	Page 6
Multidisciplinary Evaluation Team (MET)	Page 6-7
Categories of Disabilities	Pages 7-8
The Individualized Education Program (IEP)	Page 9
Programs and Services	Pages 10-11
Oakland Schools Central Coordination	Page 11
Early Intervention Program	Page 12
Early Childhood Special Education (ECSE)	Page 12
P.L.U.S. Resource Program	Page 12
Elementary and Secondary Resource Programs	Page 12
Assistive Technology	Page 13
Case Manager (Special Education Teacher)	Page 13
Interpreter for the Deaf/Hard of Hearing	Page 13
Occupational Therapist	Page 13
Para-educator	Page 13
Physical Therapist	Page 13
School Psychologist	Page 13-14
School Social Worker	Page 14
Speech and Language Pathologist	Page 14
Teacher Consultant	Page 14
Transition Coordinator	Page 14
Oakland Schools Resources	Page 15
Support Organizations	Page 16-20
District Phone Numbers	Page 21
Medicaid Annual Notification	Page 22-23
Notice of Non-Discrimination Statement	Page 24

Madison District Public Schools

List of Schools



Schools	Address	Administration	Phone
Madison Early Childhood Center	25601 Couzens Madison Heights, MI 48071	Lisa DiGiulio	248.543.5465
Madison Elementary School	27107 Hales St. Madison Heights, MI 48071	Felecia Hemingway Tung Tran	248.542.3414
Madison High School	915 E. 11 Mile Rd. Madison Heights, MI 48071	Stacey Cauley Jennifer Helchowski	248.548.1800
Madison Preparatory School (Credit Recovery High School Program)	915 E. 11 Mile Rd. Madison Heights, MI 48071	Stacey Cauley Jennifer Helchowski	248.548.1800
Wilkinson Middle School	26524 John R. Road Madison Heights, MI 48071	Tiffany Collins	248.399.0455

Project Find/Child Find

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 Madison District 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?

Amy Morris is our District Project Find Coordinator. You may reach her at (248) 543-5465.

Child Find

Child Find is a component of the 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 Aaron Ondra, Special Education Director at 248.399.7800..

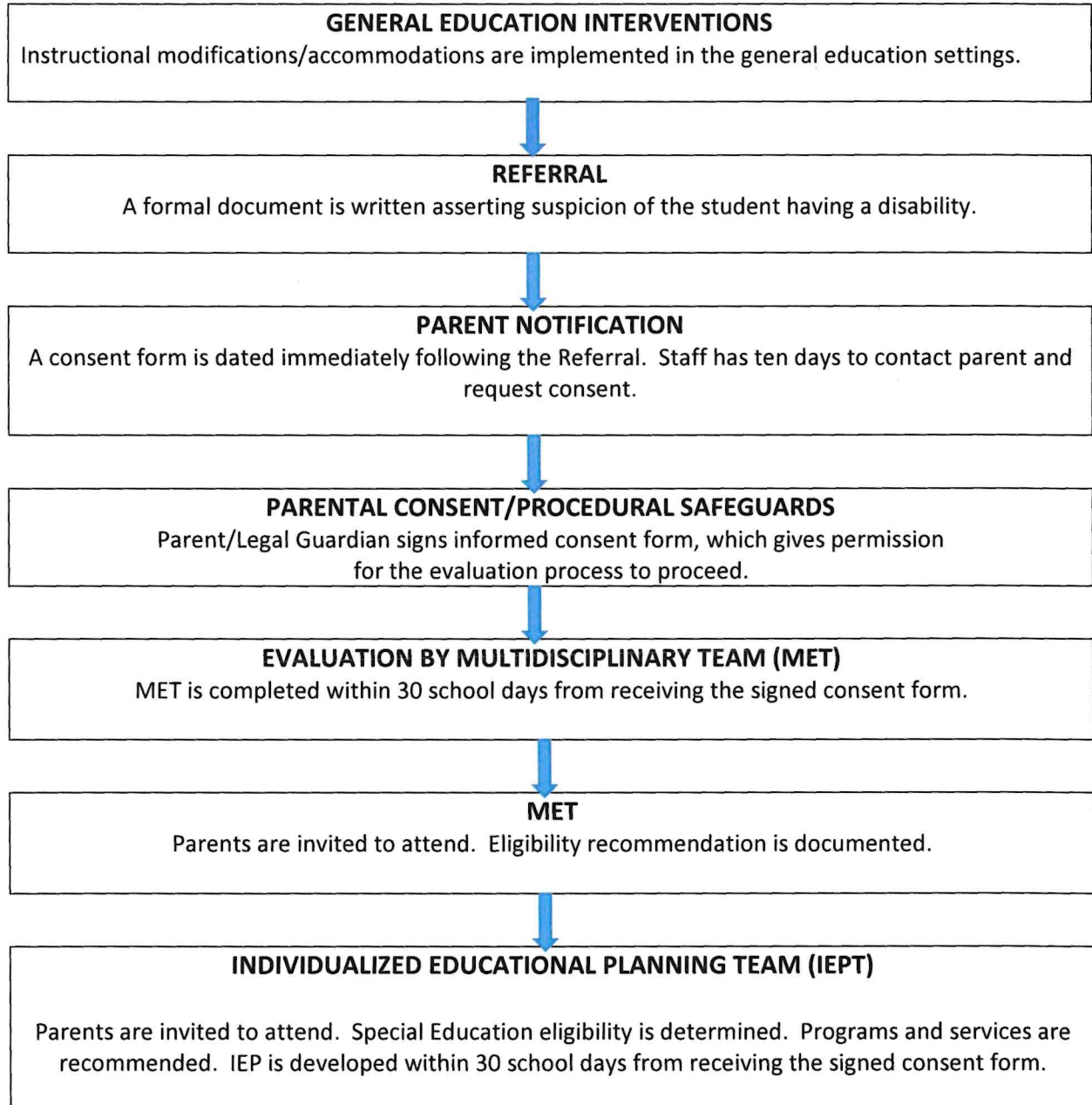
Free Ages and Stages Developmental Screening

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 Referral

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



Student Study Team (SST)

Madison District Public Schools uses a Student Study Team (SST) 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 SST consists of a building administrator, the classroom teacher, a counselor (in the secondary schools), and special education instructional and diagnostic staff. The SST 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, para-educators, or volunteers
- Supplementary aids, services, and supports (i.e., materials and/or technology)

The teacher reports 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 informed of the success of classroom interventions.

It is always important to assist students to meet success in the general education setting. Madison District Public 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. A Review of Existing Educational Data (REED) 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 Madison 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 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, 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 Program

An initial Individualized 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.

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 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 the Initial Individualized Education Program (IEP)
- Notice for Initial Provision of Services and Programs, or
- Notice for Provision of Services and Program

Programs and Services – An Overview

Madison District Public Schools provides an array of special education programs and services to enhance the successful learning of students. The Individualized Education Program Team (IEPT) determines which program and/or services are appropriate for each student based on his/her unique needs. Special education programs and/ or services are available for persons identified with:

Autism Spectrum Disorder	Physical Impairment
Cognitive Impairment	Severe Multiple Impairment
Deaf/Blindness	Specific Learning Disability
Early Childhood Special Education	Speech/Language Impairment
Emotional Impairment	Traumatic Brain Injury
Hearing Impairment	Visual Impairment
Other Health Impairment	

Madison District Public Schools District Programs

Madison Early Childhood

- Early Intervention Services (EIS): Ages 0 – 2.9 years
- Early Childhood Special Education (ECSE): Ages 3-5 years
- Elementary Resource Program: Grade K

Madison Elementary School

- 1 – Elementary Resource Program: Grades 1-3
- 2 – Elementary Resource Programs: Grades, 4-5
- 1– Elementary ASD program: grades 1-5

Wilkinson Middle School

- 1 – Secondary Resource Program: Grades, 6-7
- 1 – Secondary Resource Program: Grades, 7-8

Madison High School

- 1 – Secondary Resource Program: Grades, 9-10
- 1 – Secondary Resource Program: Grades, 10-11
- 1 – Secondary Resource Program: Grades, 11-12
- 1 – P.L.U.S. Resource Program: Grades, 9-12

Madison Prep Alternative High School

- 1- Secondary resource Program: Grades, 11-12

Virtual Learning Academic Center

- 1 – Elementary Resource Program: Grades, 1-5

Madison District Public Schools District Services

Assistive Technology	School Social Work Services
Interpreters (Deaf/Hard of Hearing)	Speech and Language Services
Occupational Therapy	Teacher Consultant Services
Physical Therapy	Transition Services
Psychological Services	Transportation Services

Oakland Schools Central Coordination

Center Program Placement Consideration Process

If the Individualized Education Program Team (IEPT) determines that based on the student’s unique learning needs that a more specialized educational program is needed, a referral may be submitted to Oakland Schools to request consideration of placement in a Center Program.

Oakland County Center Programs are located in various school districts within Oakland County. The Oakland County Center Programs exist for the following disabilities:

- Autism Spectrum Disorder
- Deaf/Hard of Hearing
- Severely Cognitively Impaired
- Impaired
- Severely Multiply Impaired

The Madison District Public Schools adheres to the Oakland School model of providing services along with a continuum based on the identified learning needs of the student. Center-Based programs may be either in integrated facilities with opportunities for students to be integrated into the school setting or in segregated facilities with no opportunity for integration. Placement in the specialized programs is coordinated through Oakland School. The resident district and the district that operates the program must agree on the placement. These decisions are determined in an IEP Team meeting following a review and deliberation on identified student needs and concerning student safety and dignity.

Madison District Public Schools Programs

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. A team of early childhood educational and developmental specialists provides services.

Early Childhood Special Education (ECSE)

The Early Childhood Special Education 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. A team of early childhood educational and developmental specialists provides services. The team may include a social worker, speech, and language pathologist, or other therapists as needed.

P.L.U.S. (Practical Life Usage of Skills) Resource Program

The P.L.U.S. Resource Program supports students with complex needs at all school building(s). The students in the P.L.U.S. program receive support that is more intensive. The special education teachers provide reading and math instruction. Based on the student's needs, the student may also receive occupational therapy, physical therapy, social work service, and speech service as an embedded component of the program.

The P.L.U.S. program utilizes the PAES Lab. PAES provides exploration through hands-on experience in providing real and meaningful job skills training. PAES provides the foundation basics for School-To-Work Transition Plans. PAES provides students with real knowledge that is relevant to their lives.

Elementary and Secondary Resource Programs

Resource programs are located in the elementary and secondary schools. 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 identifying necessary accommodations for success based on the student's individual education needs. Because of this educational support, a majority of special education students graduate from high school and participate in vocational programs, employment, or college.

Madison District Public Schools Services

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.

Case Manager (Special Education Teacher)

A case manager is responsible for making sure that the student's special education program, services, and supports are in place. The case manager ensures that those services and supports are being provided for in the way that's described in the Individual Education Program (IEP) so the student has the support needed to meet specific goals. The case manager makes certain that all paperwork and evaluations for the student are up-to-date. The case manager also has the responsibility of having check-ins with the parent to inform them of their child's progress.

Interpreter for the Deaf and Hard of Hearing

Madison District Public Schools 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.

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.

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, supports 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 the evaluation and appropriate program placement of students to ensure success with the general curriculum.

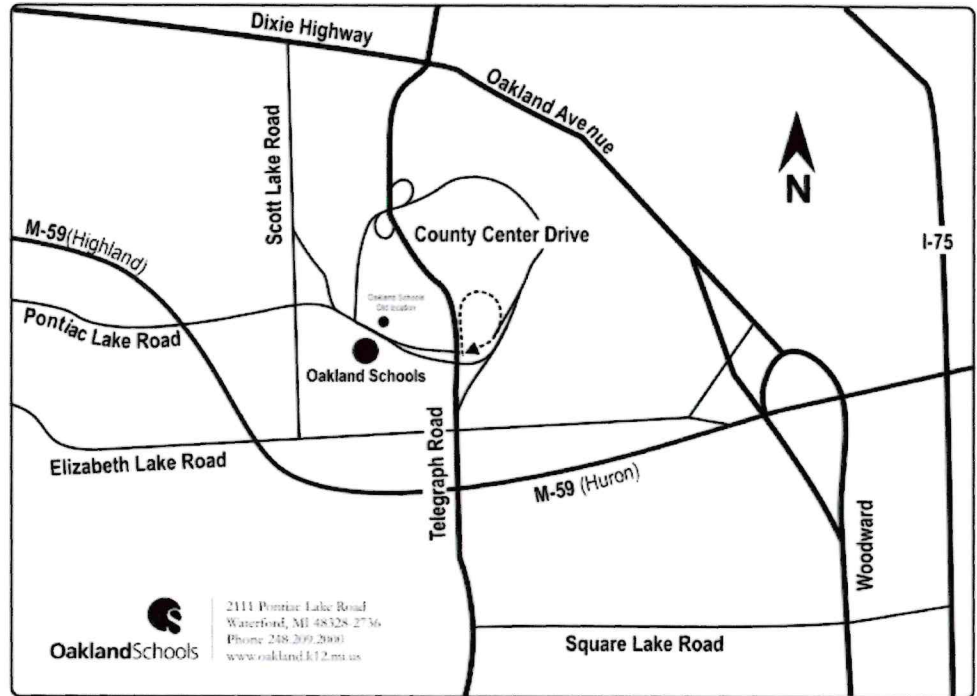
Transition Coordinator

The Transition Coordinator works with the special education staff 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.

Oakland Schools Resources

Oakland Schools

2111 Pontiac Lake Road,
Waterford, Michigan 48328
(248) 209-2000
www.oakland.k12.mi.us



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

Hospitals (cont.)

Henry Ford Health Systems	248.661.4100
Henry Ford Health Systems Physician Referral	800.HENRYFORD
Huron Valley Sinai Hospital	248.937.3300
Huron Valley Sinai Hospital Physician referral	888-DMC-2500
Ascension Hospital - Southfield	248.849.3000
Ascension Hospital - Novi	248.465.4100
St. Joseph Mercy Oakland	248.858.3000
St. Joseph Mercy Hospital Physician Referral	800.372.6094
St. Mary Mercy	734.655.4800
St. Mary Mercy Physician Referral	888.464.9355
William Beaumont – Royal Oak	248.898.5000
William Beaumont - Troy	248.964.5000
William Beaumont Physician Referral	800.633.7377

Transportation

SMART (Bus Service)	866.962.5515
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Disability Support and Legal Services Available to Parents in Understanding the Special Education Process

AIDS (Hotline) (part of Michigan Dept. of Community Health)	800.872.2437
Al-Anon and Alateen	248.706.1020
Alcoholics Anonymous Oakland County (24-hour hotline)	248.332.3521
Alzheimer's Association	800.272.3900 or 248.351.0280
Alliance for the Mentally Ill (AMI) of Oakland County	248.706-0591
AMORC (Support for persons & families receiving support from Macomb Oakland Regional Center)	248.676.8124
ARC of Oakland County	248.816.1900
Association of Children's Mental Health (ACMH) Oakland Chapter	866.374.4833
Autism Society of America	800.328.8475
Autism Society of Michigan	517.882.2800
Bureau of Services for Blind Persons	800.292.4200
Center for Educational Networking (CEN)	888.463.7656
Child Abuse and Neglect Council (CareHouse 248.333.0999)	248.332.7173
Children's Leukemia Foundation of Michigan	248.530.3000
Common Ground Sanctuary	800.231.1127
Community Dispute Resolution Program (Oakland Mediation Ctr.)	248.338.4280
Community Housing Network	248.928.0111
Council for Exceptional Children	888.2327733

Support Organizations

Child Care

Family Support Network of Michigan	800.359.3722
Respite Coordinator for Macomb Oakland Regional Center (MORC)	800.23.1127

Crisis Assistance

Common Ground Sanctuary (Crisis)	800.359.1127
Haven (Crisis)	248.334.1274
Oakland County Sheriff's Department (non-emergency)	248.858.4911
Poison Control	800.222.1222

Health Services

Brain & Behavior Research Foundation	855.897.9855
Child Abuse and Neglect Council	248.332.7173
Children's Eye Care of Michigan	248.538.700
Children's Special Health Care Services	800.359.3722
Department of Community Health	517.241.7186
Hearing and Vision	248.424.7070
Healthy Start	248.335.5638
Immunization (Minimal or no charge) North Oakland County	248.858.1305
Immunization (minimal or no charge) South Oakland County	248.424.7046
MI Child – Health Insurance for Children	888.988.6300
Nutrition Services (through Oakland County Health Department)	248.858.1403
Oakland County Health Division	248.858.1280
Oakland Family Services – North Oakland County	248.858.7766
Oakland Family Services – South Oakland County	249.544.4004
Woman, Infants, and Children (WIC)	888.350.0900, ext.81272

Hospitals

Botsford	248.471.8000
Botsford Physician Referral	877.442.7900
Children's Hospital - Detroit	313.745.5437
Crittenton	248.652.5000
Crittenton Physician Referral	888.9044325
DMC Network	888.362.2500
DMC Network Physician Referral	313.578.3212
Doctor's Hospital of Michigan	248.857.7200

*The support organizations noted above are offered as a starting point and should **not** under any circumstances be considered a referral or endorsement.*

Oakland Family Services	248.858.7766
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*The support organizations noted above are offered as a starting point and should **not** under any circumstances be considered a referral or endorsement.*

Disability Support and Legal Services Available to Parents in Understanding the Special Education Process (cont.)

Oakland Livingston Human Service Agency	248.209.2600
Oakland Livingston Human Service Agency Head Start	248.409.1605
Oakland Schools Compliance Support	248.209.2561
Oakland Schools Families/Community Resources	248.209.2000
Oakland Schools Special Education Office	249.209.2327
Online Colleges	202.367.9383
Space for Changing Families	248.355.9936
SCAMP (Special Education Summer Camp Program)	248.433.0882
Special Olympics - Michigan	989.774.3911
Special Olympics – Southeast Region	248.370.0922
Suicide National Help Line Network	800.784.2433
Suicide Prevention Actin Network	800.273.8255
United Cerebral Palsy of Detroit	800.827.4843 or 248.557.5070
United Way of Oakland County	248.874.1600
University of Detroit-Mercy Law Clinic	313.596.0262

The support organizations noted above are offered as a starting point and should **not** under any circumstances be considered a referral or endorsement.

Disability Support and Legal Services Available to Parents in Understanding the Special Education Process (cont.)

Counsel and Advocacy Law Line (Oakland County)	248.359.8960
Deaf Community Advocacy Network (Deaf CAN)	248.332.3331, 248.332.3323 (TDD)
Depressive and Bipolar Support Alliance (DBSA) – Crisis Hotline	800.273.TALK
Disability Network Oakland and Macomb	586.268.4160
Early On of Oakland County	248.209.2084
Early On: Public Awareness/Information/Referral	800.327.5966
Easter Seals Disability Services (Michigan)	248.475.6400
Emotions Anonymous	651.647.9712
Epilepsy Foundation of Michigan	800.377.6226
Family Support Network of Michigan	800.359.3722
Grandparents Group	248.426.4876
Haven	248.334.1274
Help, Understanding, and Grief Support (HUGS)	248.937.4847
Jewish Association for Residential Care (JARC)	248.538.6610
Learning Disabilities Association of Michigan	888.597.7809 or 877.964.4700
Macomb Oakland Regional Center (MORC)	800.231.1127
Mental Health Association in Michigan	248.647.1711
Mental Illness Research Association (MIRA)	248.644.6550
Michigan Alliance for Families	800.552.4821
Michigan Association for Children with Emotional Disorders	248.433.2200
Michigan Association for Deaf and Hard of Hearing	586.778.4188
Michigan Association for Foster, Adoptive, and Kinship Parents (MAFAK Parents)	855.MICKIDS
Michigan Department of Career Rehabilitation	800.605.6722
Michigan Department of Career Rehabilitation (Oakland County)	
Michigan Department of Civil Rights	517.335.3165
Michigan Department of Community Health	517.373.3740
Michigan Department of Education	517..373.3324
Michigan Department of Education: Office of Special Education	517.373.0923
Michigan Department of Juvenile Justice	517.373.3537
Michigan Department of Energy, Labor, and Economic Growth	517.373.3390
Michigan Disability Rights Coalition	800.760.4600
Michigan Mental Health Association	248.647.1711
Michigan Protection and Advocacy Service	800.288.5923
Michigan School for the Deaf and Blind	810.257.1400
Michigan’s Integrated Technology Supports (MITS)	517.908.3930
Multiple Sclerosis Social Service Organization	800.344.4867
Muscular Dystrophy Association	800.572.1717
Narcotics Anonymous	877.338.1188 or 248.543.7200
National Center for Learning Disabilities (NCLD)	888.575.7373
Oakland County Community Mental Health Authority	Crisis Hotline 800.231.1127 800.341.2003
Oakland County Early On	248.209.2084
Oakland County Lawyer Referral Service	248.338.2100

Madison District Public Schools

Handbook for Families with Children of Special Needs

Notice of Nondiscrimination Madison District Public Schools shall not discriminate against any person based on race, color, religion, national origin or ancestry, sexual orientation, gender, age, disability, height, weight, or marital status in any of its programs, services, activities or employment. Inquiries regarding nondiscrimination policies should be directed to:
Human Resource Specialist, 26550 John R. Road, Madison Heights, MI 48071.
Phone: 248.399.7800