

**CALHOUN ISD DELIVERY PLAN FOR
SPECIAL EDUCATION PROGRAMS & SERVICES**

August 2016

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ISD Plan Submission

Date: 03-15-2016

ISD: Calhoun Intermediate School District (13000)

ISD Superintendent: Dr. Terance Lunger

Pursuant to Rules 340.1835(a) of the *Michigan Administrative Rules for Special Education*, the following signature of the Calhoun Intermediate School district (CISD) Superintendent signifies the approval by the ISD.

The signature also acknowledges and confirms the following assistance statements:

R 340.1832(f)

The ISD and its constituent local educational agencies, including public school academies, assure that any personally identifiable data, information, and records of students with disabilities are collected, used, or maintained in compliance with 34 C.F.R. §§300.610 through 300.626.

MCL 380.1751(1)(b)

The ISD and its constituent local educational agencies, including public school agencies, assure that all copies or contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

Calhoun Intermediate School District Superintendent Signature

Terance Lunger-Superintendent, Calhoun ISD

Date

Pursuant to Rules 340.1835(a) and 340.1835(b) of the *Michigan Administrative Rules for Special Education*, the following signatures indicate the local school districts', public school academies', and Parent Advisory Committee's involvement in the development of the Midland County Educational Service Agency's the Plan for the Delivery of Special Education Programs and Services.

The undersigned have been advised that they may file objections to the Plan in accordance with procedures addressed in Rule 340.1836.

Constituent Local School District Superintendent Signatures

Joseph Huepenbecker-Superintendent, Athens Area Schools Date

Kim Carter,- Superintendent, Battle Creek Public Schools Date

John Prescott-Superintendent, Bellevue Community Schools Date

Robert Ridgeway-Superintendent, Harper Creek Community Schools Date

Scott Salow- Interim Superintendent, Homer Community Schools Date

Dave Peterson-Superintendent, Lakeview Schools Date

Chad Michael Holt-Superintendent/Principal, Mar Lee School Date

Randy Davis-Superintendent, Marshall Public Schools Date

Rocky Aldrich-Superintendent, Olivet Community Schools Date

Tim Everett-Superintendent, Pennfield Schools Date

Jeff Kawaski-Superintendent, Tekonsha Community Schools Date

Patrick Kreger-Superintendent, Union City Community Schools Date

Constituent Public School Academy Signatures

Brandy Resman -Principal, Arbor Academy

Date

Jessica Eldridge –Head of School, Battle Creek Montessori Academy

Date

Tim Allard-Director, Calhoun Community High School

Date

Kathleen Grinwis -Principal, Endeavor Charter Academy

Date

Leslie Katz-Headmaster, Marshall Academy

Date

Calhoun ISD Parent Advisory Committee Signature

Julie Kaminski-CISD PAC

Date

I: Public Awareness & Child Find

The Calhoun ISD assumes primary responsibility for child find activities and outreach for preschool children. The Calhoun ISD Child Find Coordinator will be responsible for coordinating child find activities and outreach for children birth up to the age of five. All local school districts will assume responsibility for in-school and out-of-school youth up to the age of 26 through the special education referral process and establish cooperative liaisons with other agencies and professionals who may be potential referral sources. Calhoun ISD staff will promote public awareness of disabilities, the available special education programs and services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources.

Procedures for Identifying Potential Special Education Students

The procedures for identifying children ages birth to six and potential school age special education students may include review of existing school records and interagency collaboration for referral of student dropouts. Michigan Build Up materials and/or *Early On* information will be distributed to at least the following:

- Annual advertisements in local newspapers or on local radio
- Area health care and community agencies, hospitals, physicians
- Calhoun County Summit Pointe, Health Department, and the Family Independence Agency
- Local Interagency Coordinating Council, Early On, and the Great Start Collaborative
- Head Start Programs, private and parochial preschools, daycare facilities, and churches
- Local schools
- Parent groups

Child Find Contacts

Age Group	Agency	Title	Address	Phone
Birth to 2.5	Calhoun ISD	Supervisor of Birth - 3	7454 B Drive North Battle Creek MI 49014	(269) 441-1853
2.5 to 5	Calhoun ISD	Supervisor of 2.5 through 5	408 Jameson St, Battle Creek, MI 49014	(269) 441-1853
6-18	Arbor Academy	LEA Contact/ Implementation Representative	55 Arbor Street Battle Creek, MI 49015	(269) 963-5851
		Supervisor of Special Education		(269) 565-2435
	Athens Area Schools	LEA Contact/ Implementation Representative	340 E. South Street Athens, MI 49011-9781	(269) 729-5427
		Supervisor of Special Education		(269) 441-1221
	Battle Creek Montessori Academy	LEA Contact/ Implementation Representative	399 N. 20th Street Springfield, MI 49037	(269) 339-3308
		Supervisor of Special Education		(269) 565-2435
	Battle Creek Public Schools	LEA Contact/ Implementation Representative	3 West Van Buren Battle Creek, MI 49017-3079	(269) 965-9500
		Supervisor of Special Education		(269) 965-9783
	Bellevue Community Schools	LEA Contact/ Implementation Representative	201 West Street Bellevue, MI 49021	(269) 763-9432
		Supervisor of Special Education		(269) 441-5490
	Endeavor	LEA Contact/ Implementation Representative	380 N. Helmer Road Springfield, MI 49015	(269) 962-9300
		Supervisor of Special Education		(269) 565-2435
	Calhoun Community High School	LEA Contact/ Implementation Representative	15 Arbor Street Battle Creek, MI 49015	(269) 565-4782
		Supervisor of Special Education		(269) 565-2435

Child Find Contacts

Age Group	Agency	Title	Address	Phone
	Harper Creek Community Schools	LEA Contact/ Implementation Representative	7475 B Drive North Battle Creek, MI 49014-9564	(269) 441-6550
		Supervisor of Special Education		(269) 441-1221
	Homer Community Schools	LEA Contact/ Implementation Representative	403 South Hillsdale Homer, MI 49245	(517) 568-4461
		Supervisor of Special Education		(517) 568-1206
6-18 (Continued)	Lakeview Schools	LEA Contact/ Implementation Representative	15 Arbor Street Battle Creek, MI 49015	(269) 565-2400
		Supervisor of Special Education		(269) 565-4825
	Mar Lee School	LEA Contact/ Implementation Representative	21236 H Drive North Marshall, MI 49068	(269) 781-5412
		Supervisor of Special Education		(517) 568-1206
	Marshall Academy	LEA Contact/ Implementation Representative	18203 Homer Road Marshall, MI 49068	(269) 781-6330
		Supervisor of Special Education		(269) 565-2435
	Marshall Public Schools	LEA Contact/ Implementation Representative	100 East Green Street Marshall, MI 49068	(269) 781-1250
		Supervisor of Special Education		(269) 781-1253
	Olivet Community Schools	LEA Contact/ Implementation Representative	255 First Street Olivet, MI 49076	(269) 749-9129
		Supervisor of Special Education		(269) 441-5490
	Pennfield Schools	LEA Contact/ Implementation Representative	8299 Pennfield Road Battle Creek, MI 49017	(269) 961-9781
		Supervisor of Special Education		(269) 441-5490
	Tekonsha Community Schools	LEA Contact/ Implementation Representative	245 South Elm Street Tekonsha, MI 49092	(517) 767-4121
		Supervisor of Special Education		(517) 568-1206
	Union City Community Schools	LEA Contact/ Implementation Representative	430 St. Joseph Street Union City, MI 49094	(517) 741-8091
		Supervisor of Special Education		(517) 568-1206
18-26	Calhoun ISD	LEA Contact/ Implementation Representative	408 Jameson St, Battle Creek, MI 49014	(269) 964-9426
		Supervisor of Special Education		(269) 965-9783 Project Search

II: Diagnostic & Related Services

An array of diagnostic services is available within the Calhoun Intermediate School District. Certain services are provided by local districts, others by the Intermediate School District, and still others are contracted as the need dictates. A Multidisciplinary Evaluation Team (MET) will perform the required functions as prescribed by the Michigan Administrative Rules for Special Education and will present its recommendations to the Individualized Education Program (IEP) Team. The composition and activities of the team will be coordinated by the special education supervisor and implementation member of each local district and CISD program site. Specific diagnostic instruments and evaluation techniques used will be appropriate and administered by certified personnel according to state guidelines. The evaluations and recommendations will be made by a multidisciplinary team. Further, no single procedure will be used as the sole criterion for determining an appropriate educational program for a student with disabilities.

The ISD will review annually with its constituent districts, the number of annual referrals, evaluations, and the special education population, and will utilize this information for decisions regarding number of diagnostic staff needed, as well as decisions regarding contracting of services.

All evaluations will be conducted in the native/primary language of the student. Nondiscriminatory tests will be administered to non-English speaking students on an individual basis in accordance with the Revised Administrative Rules for Special Education. The Calhoun Intermediate School District assures that copies of contracts or service agreements [per Section 380.1751(1)(b) of the School Code] are on file at the ISD and available for review.

The following chart illustrates the diagnostic services provided directly and those contracted for by the Calhoun ISD.

Diagnostic Services

DIAGNOSTIC & RELATED SERVICE STAFF	Audiologist	Otolaryngologist or Otologist	Ophthalmologist or Optometrist	Teacher of Students With Visual Impairment	Teacher of Students With Hearing Impairments	Orientation & Mobility Specialist	Physician	Speech Language Pathologist	Teacher Consultant	Psychologist/ Psychiatrist	School Psychologist	Occupational Therapist	Physical Therapist	School Social Worker	School Nurse	Interpretive Services	Behavioral Specialist
Arbor Academy	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Athens	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Battle Creek Montessori	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Battle Creek	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD & LEA	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Bellevue	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
CCHS	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Endeavor Academy	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Harper Creek	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD & LEA	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Homer	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO LEA	PC LEA	PC LEA	DO ISD
Lakeview	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD & LEA	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Mar Lee	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Marshall Academy	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Marshall	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD & LEA	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD

Diagnostic Services

DIAGNOSTIC & RELATED SERVICE STAFF	Audiologist	Otolaryngologist or Otolologist	Ophthalmologist or Optometrist	Teacher of Students With Visual Impairment	Teacher of Students With Hearing Impairments	Orientation & Mobility Specialist	Physician	Speech Language Pathologist	Teacher Consultant	Psychologist/ Psychiatrist	School Psychologist	Occupational Therapist	Physical Therapist	School Social Worker	School Nurse	Interpretive Services	Behavioral Specialist
Olivet	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Pennfield	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD & LEA	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Tekonsha	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
Union City	DO ISD	PC LEA	PC LEA	DO ISD	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	PC LEA	DO ISD	DO ISD	DO ISD	DO ISD	PC LEA	PC LEA	DO ISD
CISD Programs	DO ISD	PC ISD	PC ISD	DO ISD	DO ISD	DO ISD	PC ISD	DO ISD	DO ISD	PC ISD	DO ISD	DO ISD	DO ISD	DO ISD	DO ISD	PC ISD	DO ISD

KEY			
DO ISD (Directly Operated By ISD)	PC ISD (Purchased or Contracted By ISD)	DO LEA (Directly Operated By LEA)	PC LEA (Purchased or Contracted By LEA)

III: Special Education Programs & Services

The CISD, its constituent districts and PSAs provide a full continuum of program/services to student with disabilities ages Birth to 26 years of age to meet their educational needs.

The CISD special education programs and services are designed to provide children with disabilities the opportunity to be educated with their peers who are not disabled regardless of the type or severity of their disability to the maximum extent possible. Each IEP Team will have the responsibility to provide a Free and Appropriate Public Education (FAPE), and to determine the appropriate programs/services considering the least restrictive environment for each student.

Each local superintendent (or designee) is responsible for the implementation of special education programs and services provided by the district. The CISD Assistant Superintendent of Special Education (or designee) is responsible for the implementation of all special education programs and services operated by the CISD.

The CISD will operate the Severe Multiple Impairment (SXI) and Severe Cognitive Impairment (SCI) programs a minimum of 200 days and 1,150 clock hours of instruction.

The following charts illustrate the continuum of programs and services provided by local school districts and the CISD.

LEA –ISD Special Education Programs

Programs MARSE Part 3	R340.1739 Moderate Cognitive Impairment				R340.1742 Hearing Impairment				R340.1742 Visual Impairment				R340.1754 ECSE Program	R340.1755 Non-classroom ECSE Services (3-5)				R340.1862 Non-classroom ECSE Services (EO/MMSE)			
	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	EC	EC	EC					
CISD provides to all LEAs, PSAs and ISD Programs		X	X	X	X	X	X	X	X	X	X	X	X								
Battle Creek													X								

LEA –ISD Special Education Services

Services MARSE Part 3	R340.1701 School Social Work				340.1701 Nursing/ Health Services				R340.1701 Adaptive PE				R340.1701 Occupational Therapy				R340.1701 Physical Therapy				R340.1701 Orientation and Mobility				R340.1745 Speech and Language Therapy				R340.1746 Homebound/ Hospitalized Services				R340.1749 Teacher Consultant				R340.1701 Interpretative Services			
	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS	EC	ES	MS	HS				
CISD Provides to LEAs and PSAs	X	X	X	X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X				
Each LEA – Contracted or Directly operated					X	X	X	X																					X	X	X	X	X	X	X	X	X	X	X	X
Homer	X	X	X	X																																				
CISD Contracted or Directly operated	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1749a all applies with the exception of the following:	1832(e) Elementary Resource Room	Direct, instructional support and Consult Instruction	FTE of 10.00 with a cap not to exceed 25 students	10 students	See Rule 340.1832(e) Departmentalized for specific details in this area		
The Rule 340.1749b all applies with the exception of the following:	1832(e) Secondary Resource Room	Direct, instructional support and Consult Instruction	FTE of 10.00 with a cap not to exceed 25 students	10 students	See Rule 340.1832(e) Departmentalized for specific details in this area		
The Rule 340.1740 all applies with the exception of the following:	1832(e) Elementary Mild Cognitive Impaired (CI)	Direct, instructional support and Consult Instruction	18 students	15 students	See Rule 340.1832(e) Departmentalized for specific details in this area		
The Rule 340.1740 all applies with the exception of the following:	1832(e) Secondary Mild Cognitive Impaired (CI)	Direct, instructional support and Consult Instruction	18 students	15 students	See Rule 340.1832(e) Departmentalized for specific details in this area		
The Rule 340.1741 all applies with the exception of the following:	1832(e) Secondary Emotionally Impaired Program (EI)	Direct, instructional support and Consult Instruction	17 students	10 students	See Rule 340.1832(e) Departmentalized for specific details in this area	May submit a request for a non-mandated aide when FTE is greater than 5.00 for caseload	
The Rule 340.1749c (2)(4) all applies with the exception of the following:	1832(e) Departmentalized Program	Direct, instructional support and Consult Instruction		No more than 15 students at one time			

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1738 all applies with the exception of the following:	1832(e) Severe Cognitive Impaired Program (SCI)	Direct, instructional support and Consult Instruction					This program will operate on a 200 days and 1150 clock hours schedule
The Rule 340.1748 all applies with the exception of the following:	1832(e) Severely Multiply Impaired Program (SXI)	Direct, instructional support and Consult Instruction					This program will operate on a 200 days and 1150 clock hours schedule
The Rule 340.1741 all applies with the exception of the following:	1832(e) Emotionally Impaired Program	Direct, instructional support and Consult Instruction	14 students	14 students	14 students		For Starr Common-wealth programs only A Teacher must possess a special education endorsement/approval in any area.
The Rule 340.1757 all applies with the exception of the following:	1832(e) Juvenile Home Program	Direct, instructional support and Consult Instruction	14 students	14 students	14 students		<ol style="list-style-type: none"> The educational reports for each student educated in a juvenile detention facility will be sent by U.S. mail or facsimile (fax cover will include a legal disclaimer protecting confidentiality of records) to the superintendent of the district of residence without consent of the parent, within 5 school days from the date of release from the facility. Special education reimbursed personnel may provide educational services for students who have disabilities and who are placed in the facility, if the programs comply with both of the following provisions: <ol style="list-style-type: none"> They are under the supervision of a teacher approved in the area of emotional impairment, learning disabilities or cognitive impairment.
The Rule 340.1733(d) all applies with the exception of the following:	1832(e) Age Span Elem.						In special cases determined by the IEP Team, the age range for any elementary programs within local buildings may exceed (2) years beyond the rule requirement until such time the program can be aligned with the rule. The operating district shall make every effort to establish class loads that promote good teaching practices and will take into consideration the individual needs of all students when making determinations.

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1733(d) all applies with the exception of the following:	1832(e) Age Span Secondary						In special cases determined by the IEP Team, the age range for any secondary programs within local buildings may exceed (2) years beyond the rule requirement until such time the program can be aligned with the rule. The operating district shall make every effort to establish class loads that promote good teaching practices and will take into consideration the individual needs of all students when making determinations.
The Rule 340.1733(e) all applies with the exception of the following:	1832(e) Age Range within Buildings						In special cases determined by the IEP Team, the age range for any secondary or elementary programs within the local building may exceed (2) years beyond the rule requirement until such time the program can be aligned with the rule. The operating district shall make every effort to establish class loads that promote good teaching practices and will take into consideration the individual needs of all students when making determinations.
The Rule 340.1743 all applies with the exception of the following:	1832e Visual Impairment Program		25 students	10 students			
	1832e Early Learning Room	Categorical program that focuses on fundamental pre-academic, communication, social, daily living and self-care skills at the DK-4 level.	17 students	12 students per class period	15 students	1 Program aide for 10 or more students	<p>CI, LD or EI endorsed teacher can serve in this capacity. If the student population within the classroom consists of 50% or more students age 5 and younger, a teacher certified with an ECSE endorsement will be assigned to this program. This program was created to meet the needs of students who are struggling with foundational pre-academic skills, have communication deficits that impede interactions with peers or are lacking daily living and self-care skills.</p> <p>The design of the program was to provide a more focused scientifically based approach to addressing the student's prerequisite skills required in order to be successful in learning language, academics, social and daily living skills. The targeted population for this program will be determined by the needs of the student rather than by the type of program.</p> <p>This program will allow the districts to maintain the student within the resident district rather than utilizing an out of district center based program.</p>

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1755 all applies with the exception of the following:	1832e ECDD Non-Classroom Services						Related service providers will work in collaboration with an approved early childhood special education teacher. The 72 required clock hours may be spread across 180 days of instruction across an entire calendar year. Membership will be prorated if a student' IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the number of IEP program hours divided by 180.
The Rule 340.1758a all applies with the exception of the following:	1758a/1832e Autism Spectrum Disorder Program		<u>Preschool/Early Elementary</u> 6 students <u>6-26 Program</u> 8 students	<u>Preschool/Early Elementary</u> 6 students <u>6-26 Program</u> 8 students		<u>Preschool/Early Elementary</u> 1 teacher + 1 paraeducator *Upon the 5 th student in the Preschool/Early Elementary programs, the ratio will be 1 teacher + 2 paraeducators <u>*6-26 Program</u> 1 teacher + 1 paraeducator. *Upon the 6 th student in the 6-26 program, the ratio will be 1 teacher + 2 paraeducators	

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
	R340.1832e – Secondary Functional program	Categorical program that focuses on academic, communication, social, daily living, employment and self-care skills at the secondary level	18 students	15 students per class period	15 student per class period	1 paraeducator	<p>The student:</p> <ul style="list-style-type: none"> • Exhibits a need for ongoing support across environments, based on individual student needs and goals identified by the IEP team and may benefit from this level of programming. • May need behavioral accommodations or supports • May follow general education curriculum with accommodations or modifications and/or a Board approved functional (alternative) curriculum as determined by the IEP team. • May take state and district assessments with accommodations and/or alternative assessments as determined by the IEP Team. • May receive either a regular diploma or certificate of completion. <p>The teacher:</p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student. • May provide direct instruction to the student up to full time in special education setting. • May provide direct instruction to students with disabilities in either a general education or special education setting. • Must have the ability to address the goals and objectives for all students assigned to the caseload. • Must possess a special education endorsement in any area.

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1738 all applies with the exception of the following:	1832(e) Severely Cognitive Impaired Transition Program (SCI-T)	Direct, instructional support, Consult Instruction and Community Based Work Experience/ Instruction	12 students with 1 teacher and 2 aides or 24 students with 1 teacher and 3 aides	12 24	N/A	1 teacher + 2 aides for 12 students OR 1 teacher + 3 aides for 24 students	<p>The SCI-T program will provide adequate instruction and assistance to high-school and post-high school aged students that will identify and address factors that create barriers to the personal independence of each student in community employment and adult living. The major activities will include:</p> <ul style="list-style-type: none"> ▪ Work with every student and family to envision and plan for their post –school future including employment, hobbies, recreation and living arrangements. ▪ Assess students to determine skill level, interests and strengths to help develop suitable employment opportunities and trainings to attain students’ academic/employment goals. ▪ Plan experiences and instruction that will promote growth in independence in the following future transition goals: <ol style="list-style-type: none"> 1. Adult Living 2. Daily Living skills 3. Employment 4. Community Experiences 5. Related services/Outside agencies ▪ Create individualized curriculum for generalization of specific employability skills, and continuum of growth toward skill attainment. ▪ Provide individualized instruction, collaboration with outside agencies and community-based instruction. May include one-on-one instruction, small group instruction, classroom skill development and/ or work-site skill development. ▪ Assist students and families in making connections with outside services to provide needed supports for students to gain and retain appropriate post-graduation employment. ▪ Teachers must possess a special education endorsement in any area.

LEA-ISD Special Education Alternative Programs/Services

Rule Exception	Title of Program	Type of Instruction	Maximum Caseload	Number of Students in Classroom at One Time	Departmentalized Average Per Period	Student/Para-Educator Ratio	Other Descriptors
The Rule 340.1741 all applies with the exception of the following:	1832(e) Emotionally Impaired Program for Day Treatment	Direct, instructional support and Consult Instruction	12 students	12 students	12 students	1 Teacher + 1 aide	<ul style="list-style-type: none"> ▪ Day Treatment programs only ▪ Teachers must possess a special education endorsement in any area.
	1832(e) Teacher Specialist	Direct, instructional support and consult instruction	25 students	25 students	25 students	N/A	<ul style="list-style-type: none"> • Teacher Specialist will possess at least a Bachelors degree in education or a field of study related to special education and 3 years of satisfactory teaching experience to be within general education, special education, or a combination of the two. • Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a general education or a special education subject, class, or course. • Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher consultant shall not grade, give credit for, or teach a general education subject, class, or course. • Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload. • Evaluate students suspected of being a student with a disability. • All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following: <ul style="list-style-type: none"> (a) Instructional services. (b) Evaluation. (c) Consultation with special and general education personnel. (d) Report writing. (e) Travel. • The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher specialist simultaneously.

IV: Paraprofessional Qualifications

Paraprofessionals shall, at a minimum, be high school graduates, or equivalent. Paraprofessional personnel shall meet all state and federal program and service requirements.

V: Transportation

Transportation of students with disabilities is the responsibility of each local district. Transportation will be provided by either the local school district or via a Special Education Transportation Services Consortium contract.

Guidelines and contract and agreements for the provision of transportation of children with disabilities are on file and available at the CISD office.

VI: Millage Fund Distribution

I. Distribution of Act 18 Millage and State Funds:

- A. The Act 18 millage and state funds generated by CISD is distributed to the local districts based on the following formula:
 1. CISD reimbursement to local districts for the operation of special education program = total approved costs – gross allowance for foundation/membership – state categorical aid – federal funds (if appropriate) - tuition x the payoff percentage. When the intermediate school district funds are insufficient to reimburse constituent claims in full, a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent districts may be reimbursed in full before any prorated payment which may become necessary for other programs and services. Reimbursement shall not include any amount for a student enrolled as a tuition student, a child of an employee who resides outside of the county, under Section 105c, or a student enrolled on any other basis, including a student attending any Public School Academy who resides outside the Calhoun ISD boundaries. Costs for programs and services enrolling such students shall be reduced as set forth in paragraph II. A.
 2. Total Costs
 - a. Direct Cost of Programs (SE 4096 - Final Cost Report)
 - (1) Salaries: actual and fringe benefits
 - (2) Substitute salaries and fringes
 - (3) Instructional costs including supplies actual not to exceed
 - (a) \$500 per assigned classroom or Resource Room
 - (b) \$700 for PI, OHI, VI and HI;
 - (c) \$300 for ancillary staff
 - (d) New categorical program start-up costs up to \$750.
 - b. Special Education Transportation Costs Between School Districts - All costs not reimbursed by the State equal to payoff percentage.
 - c. Capital Outlay – Capital Outlay is applied to any item that costs \$1,500.00 or more. Requested items will only be considered for reimbursement if the district does not have access to such items and have been preapproved by the Assistant

Superintendent of Special Education. All approved items must be marked “Property of the Calhoun ISD.” Only those items authorized for reimbursement as evidenced by an approval letter from the CISD Assistant Superintendent of Special Education will be approved as capital outlay.

- d. Construction, Remodeling, Leasing or Purchase of facilities - No reimbursement
- e. Indirect Costs – No reimbursement
- f. Hearing Costs/Attorney Fees – Reimbursement of costs related to a Due Process Hearing/Attorney Fees for students with disabilities who are residents within Calhoun County will be pursuant to the guidelines as developed and approved by superintendents. For all students who reside outside the Calhoun ISD boundaries, but are attending a public school or public school academy within the Calhoun ISD Service area, the costs of the due process hearing/attorney fees will be the full responsibility of the public school or public school academy.

III. **Distribution of Special Education Funds:**

- A. The CISD special education millage is distributed to the local districts based on the formula described in Rule 340.1811. However, no amount of the special education millage or amounts received under section 56 of the State School Aid Act of 1979 (MCL 388.1656), or other property taxes paid to the intermediate district or amounts received by the intermediate district in lieu of property taxes shall be distributed to a local district to provide special education programs and services to students enrolled as tuition students under section 105c of the State School Aid Act of 1979 (MCL 388.1705c), or on any other basis who do not reside within the CISD, including students attending Public School Academies who reside outside the Calhoun ISD boundaries. A local district shall not claim special education transportation costs for such students or program costs directly attributable to such students (e.g. a one-to-one aide). Reimbursement of other program costs shall be reduced by the proportionate share that enrolled students who are not residents of CISD are of the total number of students enrolled in that special education program. Proportionate share is to be computed on a full-time equivalent basis. The intermediate district shall not reimburse a constituent local district for any costs incurred under an agreement entered into under section 105c pursuant to which a student enrolls in a district in a contiguous intermediate district. In addition, the intermediate district shall not reimburse any costs incurred by a local district with regard to a due process hearing, complaint, or other dispute resolution pertaining to a student enrolled in any district who is not a resident of CISD.

VII: Parent Advisory Committee (PAC)

Criteria For PAC Members

Membership

The Calhoun Intermediate School District Board of Education at its regularly scheduled meetings will appoint the Special Education Parent Advisory Committee, whose members will serve a three-year term with terms staggered to assure that a majority of experienced members remain on the committee.

The committee will be composed of a minimum of one parent from each constituent local school district and public school academy unless no parent agrees to serve in this capacity.

By May, the CISD Assistant Superintendent of Special Education and the PAC chair will notify the LEA/Public School Academy Superintendents that the nomination of a qualified parent is needed for the CISD PAC.

“Qualified” parent will be defined as a parent or guardian of a student who has a disability as determined by an Individualized Educational Planning Team (IEP Team), or a student with a disability 18 years of age or older. If a legal guardian has not been appointed by appropriate court proceeding, then the resident school district must adhere to the policies established on surrogate parents.

This notice will include a recommendation regarding impairment areas and identifiable organizations within the intermediate district that need representation. It is the responsibility of the LEA/Public School Academy superintendents to assure that the local board of education nominates a parent for appointment. The CISD Assistant Superintendent of Special Education is responsible for assuring that nominations are made to the CISD Board.

The CISD Board of Education may nominate and appoint additional members to the PAC not to exceed 33 1/3% of the total PAC membership. The intermediate school district board may choose to nominate and appoint additional members; however it will be done solely for the purpose of ensuring that all types of impairments and all identifiable organizations of parents of persons with disabilities within the CISD are represented.

PAC members who find it necessary to resign from their appointment prior to the expiration of their term, must submit a letter of resignation to the PAC chairperson, their LEA/Public School Academy Superintendent, district contact for special education and the CISD Assistant Superintendent of Special Education.

In the event that it becomes necessary, the PAC, by a majority vote of its current membership, may file a written notice with the Board of Education of the CISD to request that a member be removed on the basis that the member has failed to attend. If this occurs, the CISD Assistant Superintendent of Special Education must immediately notify the LEA/Public School Academy Superintendent and request the nomination of another parent.

Finally, a member who no longer has a child receiving special education services may continue to attend meetings as a Member-at-Large, with no voting privileges.

PAC Participation & Additional Responsibilities

Roles and Responsibilities of the Parent Advisory Committee

- A. The Parent Advisory Committee will participate in the development of the CISD plan or any modification of the plan for the delivery of special education programs and services as required by R340.1832(I).
 1. The CISD plan and amendments will be developed in cooperation with the PAC. It will be the responsibility of the CISD Planner/Monitor to assure that the PAC members are provided with copies of the current CISD plan, subsequent and proposed amendments, waivers and deviation requests.
 2. The CISD Planner/Monitor will review the CISD plan with the PAC. At subsequent meetings, the PAC will review any changes in the plan and/or areas of concern from the PAC membership.
 3. The CISD Planner/Monitor will develop a draft of the CISD plan to be presented to the PAC for their input. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the CISD Planner/Monitor will advise the PAC Chairperson of the objection process as defined by R340.1836(1).
 4. The PAC Chairperson will sign the plan indicating that the PAC has had input into the development of the plan.

5. The parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.
- B. The parent advisory committee may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the intermediate school district.

Administrative Support for the PAC

The CISD Planner/Monitor or designee shall act as advisor to the PAC and will enlist the participation of agency or local representatives in the PAC as requested by the membership. Prior to the end of each school year, the CISD Planner/Monitor or designee will provide PAC with a schedule of meeting dates for the upcoming school year. The CISD Planner/Monitor shall disseminate PAC agendas and minutes and will provide resources for the purpose of making PAC an efficient and effective operational unit.

Additional Support for the PAC

Fiscal resources will be made available to the Parent Advisory Committee. The CISD will provide the following items in support of the Parent Advisory Committee:

- Postage for notices and other committee meetings
- Reproductions of appropriate documents related to committee business
- Mileage expenses related to PAC activities
- Professional development for PAC members related to committee activities/responsibilities
- Informational materials

VIII. Surrogate Parents

The CISD assures that the ISD and LEAs comply with the State Board of Education (SBE) approved Policy for the Appointment of Surrogate Parents for Special Education Services along with R340.1725(f).

The CISD assures the development, maintenance and training of a pool of surrogates with knowledge of special education programs, services, and procedures. The pool members will serve in that capacity on a volunteer basis when no person such as a grandparent, stepparent, or permanent foster parent is available and willing to serve in such a capacity.