

Intermediate School District Plan for the Delivery of Special Education Programs and Services



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Lapeer County Intermediate School District (LCISD) Plan for the Delivery of Special Education Programs and Services

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Lapeer County Intermediate School District (LCISD) Plan for the Delivery of Special Education Programs and Services

This mandatory plan reflects continuing cooperative planning for the provision of programs and services to special education students throughout the Lapeer County Intermediate School District. An ISD Plan Committee was formed with stakeholder representation from each local district, ISD, general and special education teachers and administrators, special education itinerant staff and instructional aides, and parents of children with IEPs.

The ISD Plan Committee contributed greatly to the development of the guiding principles, and identified gaps in the continuum of services in the county. Recommendations were provided to the county superintendent for the development of future programs and services to meet the needs of all students in Lapeer County.

Lapeer County Intermediate School District is grateful to all of the members of the committee who participated.

Legal Authority for ISD Plan of Services

Revised School Code

Section 380.1711(1)(a) of the *Revised School Code* requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services.

Michigan Administrative Rules for Special Education (MARSE)

Part 7 of the *MARSE*, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

“An intermediate school district plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451, MCL 380.1 et seq. and these rules.”

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Intermediate School District Superintendent Signature Page

Pursuant to Rule 340.1831 of Michigan Revised Administrative Rules for Special education (April 3, 2009) (Rules), the following Plan for the Delivery of Special Education Programs and Services (LCISD Plan) was developed with the involvement of the Parent Advisory Committee, constituent school districts, public school academies and the Intermediate School District.

Pursuant to Rule 340.1835(a) of the *Michigan Administrative Rules for Special Education*, the following signature of the intermediate school district (ISD) superintendent signifies the approval by the ISD.

The signature also acknowledges and confirms the following assurance 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 academies, assure that all copies of contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

R 340.1758(b)

Does the ISD and/or its constituent local educational agencies, including public school academies, operate a program for students with autism under R 340.1758(b)?

Yes No Programs and services for students with autism are provided under R 340.1832(d)(e) of the ISD plan.

Lapeer County Intermediate School District Superintendent signature

Date

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A. Child Find and B. Public Awareness

R 340.1832(a)

A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

R 340.1832(b)

A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

LCISD is responsible for conducting Child Find activities for all eligible ages. The Child Find Coordinator is responsible for dissemination of information that will make the public aware of Child Find. The methods of dissemination are as follows:

- LCISD Website and Child Find Brochures
- Pre-school screenings for 3-5 year-old children at various sites within the ISD
- Day Care for birth to three children
- Area healthcare agencies, hospitals, physicians.
- Community Education/Migrant Programs
- Parent Advisory Committee (PAC) newsletter
- Community Mental Health (CMH)
- District Health Department
- Family Independence Agency (FIA)
- Head Start Programs
- Local Schools
- County Community Services
- Parent Groups

Child Find Coordinator

Director of Special Education, LCISD 1996 W. Oregon Street, Lapeer, MI 48446

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In addition, the LCISD Special Education Parent Handbook and Procedural Safeguards is a means of providing students with disabilities and their parents of special education opportunities, resources, and procedural safeguards.

The following is a point of contact for information about special education opportunities and public awareness (R340.1832(a), and the position responsible for the implementation of special education programs and services (R340.1832(g):

Title	Public Agency	Address	Phone
Coordinator of Special Education - Consortium for Exceptional Children	Almont Community Schools	Consortium for Exceptional Children 2061 S. Almont Avenue Imlay City, MI 48444	(810) 724-9853
	Dryden Community Schools		
	Imlay City Community Schools		
Director of Special Education	Lapeer Community Schools	250 Second St. Lapeer, MI. 48446	(810) 667-2401
Director of Special Education	North Branch Area Schools	4055 Elm Creek P.O. Box 3620 North Branch, MI. 48461	(810) 688-3570
Director	Chatfield School	231 Lake Dr. Lapeer, MI. 48446	(810) 667-8970
Director of Special Education	Lapeer County ISD	1996 W. Oregon Lapeer, MI. 48446	(810) 664-5917

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C. Diagnostic and Related Services

R 340.1832(c)

A description of the type of diagnostic(D) and related services that are available, either directly or as a contracted service (C), within the intermediate school district or its constituent local school districts or public school academies.

	ISD when only the ISD is responsible for providing the service when there is a need			LEA when only the LEA is responsible for providing the service when there is a need		ISD/LEA when both are responsible for providing the service when there is a need	
Diagnostic and Related Service Staff	Almont	Dryden	Imlay City	Lapeer	North Branch	Chatfield/PSA	ISD
Educational Audiologist	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Interpreting Services							ISD (C)
Nurse					LEA		ISD
Occupational Therapist	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Orientation and Mobility Specialist	ISD(C)	ISD (C)	ISD (C)	ISD (C)	ISD (C)	ISD (C)	ISD (C)
Physical Therapist	ISD	ISD	ISD	ISD	ISD	ISD	ISD
School Psychologist	LEA – Consortium for Exceptional Children/ISD 0-5 (D)			LEA/ISD 0-3 (D)	ISD	LEA (C)	ISD
School Social Worker	LEA – Consortium for Exceptional Children / ISD 0-5(D)			LEA	LEA	LEA (C)	ISD
Speech Language Pathologist	LEA – Consortium for Exceptional Children (CEC) 3-26 years ISD – Birth to 3 years			3-26 years LEA ISD Birth - 3 years	3-26 years LEA ISD Birth - 3 years	LEA	ISD
Teacher Consultant – Hearing/Vision	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Teacher Consultant - ASD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Behavior Specialist	ISD	ISD	ISD	ISD	ISD	ISD	ISD

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D. Special Education Programs and Services

R 340.1832(d)

A description of the special education programs designed to meet the educational needs of students with disabilities.

Part 3 and Part 10 Programs and Services

Elem = Elementary Mid = Middle Sec = Secondary

	ALMONT	DRYDEN	IMLAY CITY	LAPEER	NORTH BRANCH	Chatfield	LCISD
R 340.1738 Severe cognitive impairment programs and services							Elem, Mid, Sec
R 340.1739 Moderate cognitive impairment programs and services	Consortium for Exceptional Children Elem, Mid, Sec			Elem, Mid Sec	Sec		Mid, Sec
R 340.1741 Emotional impairment programs and services	Consortium for Exceptional Children Elem, Sec			Elem, Mid Sec			
R 340.1746 Homebound and hospitalized services							Birth – 26 years all grades
R 340.1748 Severe multiple impairments programs and services							Multi-age
R 340.1748a and R 340.1749 Teacher consultant services	Sec	Sec	Sec	Elem, Mid, Sec	Sec		
R 340.1749a/b Elementary/Secondary level resource programs	Elem, Mid Sec	Elem, Sec	Elem, Mid Sec	Elem, Mid Sec	Elem, Mid Sec	Elem, Mid	
R 340.1754 Early childhood special education programs	Consortium for Exceptional Children			Yes	Yes		
R 340.1755 Early childhood special education services	Consortium for Exceptional Children			Yes	Yes		
R 340.1862(4) Birth to three programs and services	ISD provides through cooperative agreement with LEAs						

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E. Alternative Special Education Programs and Services

R 340.1832(e) The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

The prevailing philosophy within the LCISD is to serve each child with a disability in the least restrictive environment. This includes providing a continuum of educational services for children with mild to severe disabilities ranging in age from 0 through 25 years. These services include classroom programs, support services and vocational training programs designed to meet the individual needs of children with disabilities (See Appendix A: Guiding Principles).

The Individualized Education Program (IEP) shall consider that all children should have the opportunity to be educated together, regardless of disabilities, in the school he or she would attend if the child did not have a disability, unless otherwise determined appropriate through the IEP process. A continuum of programs and services is available for children with disabilities in Lapeer County.

All other parts of the Revised Administrative Rules for Special Education referenced below apply except as modified.

Rule 340.1832(e)	Description of Program/Service Modification
<p>R 340.1738 Severe cognitive impairment programs and services (340.1733(b)Programs for students with severe cognitive impairment and severe multiple impairments which have students under 16 years of age shall not exceed a 6-year age span at any 1 time)</p>	<p>These programs may operate with an additional 4 years beyond the allowable age span</p>
<p>R 340.1739 Moderate cognitive impairment programs and services (340.1733(c) All other special education programs which have students under 16 years of age and which are operated in separate facilities shall not exceed a 4-year age span at any 1 time.)</p>	
<p>R 340.1748 Severe multiple impairments programs and services (340.1733(b)Programs for students with severe cognitive impairment and severe multiple impairments which have students under 16 years of age shall not exceed a 6-year age span at any 1 time)</p>	<p>These programs may operate with an additional 8 years beyond the allowable age span.</p> <p>Increase maximum caseload to 12 students. The program shall consist of 1 teacher and 2 aides for a maximum of 9 students and 1 teacher and 3 aides for 10 or more students.</p>

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Rule 340.1832(e) continued	Description of Program/Service Modification
R 340.1749a/b Elementary/Secondary level resource programs	Teachers in Elementary and Secondary Resource Room Programs shall serve no more than 15 students at any one time, have a caseload of no more than 23 different students and allow a maximum of 10 FTEs.
R340.1749c Departmentalization of special education programs	Teachers in departmentalized programs shall serve no more than an average of 13 students per class period per instructional day, with no more than 15 students being served at one time.

R.340.1758 Autism Program The LCISD utilizes the program option for students with autism provided by R340.1758(b), to meet the unique educational needs of children determined eligible as Autism Spectrum Disorder. A consultant knowledgeable about autism and programming for students with autism will be available to the teacher and support staff to assist in meeting the unique individual needs of the student.

340.1738(b)(ii) and 3401748(2)(b) Programs for the Severely Cognitively Impaired and the Severely Multiply Impaired will consist of a minimum of 1,150 hours of instruction with no breaks greater than 10 consecutive days of pupil instruction.

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H. Paraprofessional Qualifications

R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

R 340.1793 Paraprofessional personnel; qualifications.

Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairment or severe multiple impairments.

Paraprofessionals employed by the LCISD, the LEA's and the PSA's will possess a high school diploma or equivalent, and meet any other requirements specified in law and/or rule.

I. Transportation

R 340.1832(i)

A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this subrule.

Local school districts provide transportation to students attending LEA's, PSA's and LCISD operated special education programs including special transportation as determined by the Individualized Education Program (IEP). Transportation procedures are monitored on a continual basis by the local school district supervisors of transportation. The local school districts/PSAs are responsible for transportation and all cooperative procedures used for determining contractual transportation agreements.

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J. Millage Fund Distribution

R 340.1832(j)

A description of the method of distribution of funds under R 340.1811 (5).

R 340.1811

(1) Only those programs and related services provided under a department-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then 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 local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services.

(3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years.

(4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district.

(5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

Distribution of LCISD millage will be in accordance with R 340.1811. Should LCISD exceed 1 year's operational expenses in its fund balance, additional Millage funds will be distributed to each district proportional to the total number of students in its general membership count relative to the total general membership count of all constituent districts, based on the audited count from the previous year.

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K. Parent Advisory Committee (PAC)

R 340.1832(k)

A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

The LCISD Board of Education will appoint the Parent Advisory Committee (PAC) representatives. Appointments will be made from nominations from local district boards of education. The LCISD staff assigned to work with the committee will advise local school district superintendents of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district and/or the LCISD have the option of nominating/appointing a parent(s) of a child with disabilities to complete the term. The term of appointment to the PAC will be 3 years and may be renewed for up to 4 terms at the discretion of the district.

L. PAC Participation and Additional Responsibilities

R 340.1832(l)

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

R 340.1836 (1)

Any constituent local school district, public school academy, or 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.

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Special Education Plan Development: The LCISD special education plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the ISD Monitor to assure that the PAC representatives are provided with copies of the current LCISD special education plan, subsequent and proposed clarification, modification and deviation requests.

Upon request, the ISD Monitor will review the LCISD special education plan with the PAC. At subsequent meetings, the PAC will review any changes in the special education plan and/or areas of concern from the PAC representatives.

The ISD Monitor will develop a draft of the LCISD special education plan to be presented to the PAC for reactions and suggestions. A quorum shall be required for the Parent Advisory Committee to make recommendations on the LCISD special education plan. A quorum shall consist of at least one representative from 4 of the 7 local school districts and 50% of the total membership and must include the PAC chairperson. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the ISD Monitor will advise the PAC Chairperson of the objection process as defined by Rule 340.1836. Prior to the submission date, the PAC Chairperson shall be asked to sign the special education plan endorsement page indicating that the PAC has been involved in the development of the plan.

Voting Procedures: Voting eligibility for committee business is conducted in compliance with PAC bylaws.

Additional PAC Rules and Responsibilities: The PAC will have a role in program evaluation through participation in the following: The ISD Monitor will review with the PAC the monitoring process, monitoring criteria and timelines for monitoring. The ISD Monitor will brief the PAC regarding the results of the survey and monitoring results.

The PAC chairperson will receive copies of all deviation requests from local school districts and the LCISD as required in R 340.1734.

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M. Administrative Support for the PAC

R 340.1832(m)

A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

The ISD Monitor shall act as advisor to the PAC. The goals of this effort is to have an active and informed PAC that will work cooperatively with administrative personnel in ensuring the effective and efficient delivery of special education programs and services within the LCISD.

N. Additional Support for the PAC

R 340.1832(n)

A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it efficient and effective in operation.

The LCISD will provide the following items in support of the PAC:

- Postage for notices and other committee correspondence
- Reimbursement for phone calls
- Reproductions of appropriate documents
- In-service/conferences
- Information Materials

Any expenditure shall be mutually agreed upon by the PAC chairperson and the ISD Monitor.

The LCISD shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The ISD Monitor shall be responsible for assuring that reasonable secretarial support is available to the PAC for committee business.

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Additional Plan Content

Surrogate Parents

State Board of Education Policy for the Appointment of Surrogate Parents for Special Education Services (September 9, 2008)

"Each ISD Plan or interagency agreement must provide a description of how the pool of surrogate parents is maintained and how appropriate training is provided to potential surrogate parents."

The LCISD assures that the LCISD, LEAs, and PSAs comply with the State Board of Education (SBE) approved Policy for the Appointment of Surrogate Parents. A pool of potential surrogate parents will be developed through the PAC and the LCISD will provide training when the need arises.



LCISD Plan Appendix: Guiding Principles

All Students (Birth - 26):

- Are General Education Students first
- Should be educated with non-disabled peers in their community to the maximum extent possible
- Can make progress within the general curriculum that is aligned with the individual's level of functioning and unique needs
- Should leave public education with the highest level of independence and employability possible

All practices and TEAM decisions must align with:

- Law (IDEA/MARSE)
- Research/Evidence-Based Practices
- Student Data/Outcomes

A full continuum of programs and services are necessary to:

- Program for students with disabilities are based on need
- Provide access to professionals with the certification and training needed
- Students move fluidly within the continuum
- Ensure the safety and dignity of all students
- Bridge the gap to general education; make more restrictive placements less likely while promoting better outcomes. Earlier education and intensive intervention are keys to bridging the gap

All interventions must include:

- Problem-Solving process
- Multi-Tiered Systems of Support- MTSS
- Teaching and Reinforcing behavioral and academic skill deficits

- Use of positive behavior interventions and universal supports
- Data which is reviewed regularly and used to drive changes
- Implementation with fidelity (due-diligence, thorough, systematic, accurate)

Behavior is:

- A learning opportunity
- Communication
- A skill deficit that requires instruction
- Addressed as part of an overall school climate (PBIS)
- An opportunity to address/re-assess the environment, approach, response, and function

Critical Components of Effective Programs:

- Early is better
- Intensity matters
- Active engagement/Structured teaching time is imperative
- Frequent monitoring and team meetings
- Specialized/Individualized instruction
- Effective Student/Staff Ratio
- Specialized training/knowledge to meet the unique needs of the student

Professional Partnerships are:

- Essential to effectively collaborate to meet the needs of all students
- Necessary to develop and expand our skills and knowledge
- Critical to serving students with ever-increasing complex needs
- A collaborative activity to share expertise and responsibility