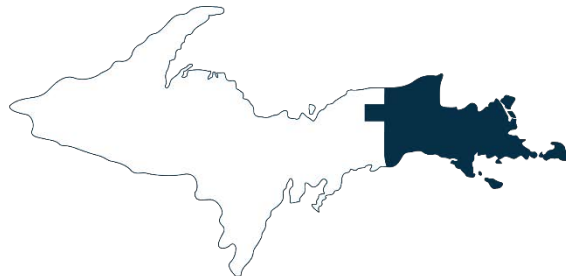

EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

Plan for the Delivery of Special Education Programs and
Services



EASTERN UPPER PENINSULA
INTERMEDIATE SCHOOL DISTRICT

MAY 2018

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Plan Involvement Statement Signature Page

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.

Intermediate School District Plan Approval

Pursuant to Rule 340.1835 of the Michigan Administrative Rules for Special Education, the following signature of the intermediate school district superintendent signifies the Intermediate School District Board of Education's approval of the Plan for the Delivery of Special Education Programs and Services.

Superintendent

Date

Local School District and Parent Advisory Committee Plan Involvement

Pursuant to Rule 340.1835 of the Revised Administrative Rules for Special Education, as amended, the following signatures indicate the local school districts' and Parent Advisory Committee's involvement in the development of the Eastern Upper Peninsula's 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.

PAC Chairperson	Date
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Local District/Public School Academy Signatures:

CAO, Bay Mills Ojibwe Charter School	Date
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Superintendent, Bois Blanc Township School District	Date
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Superintendent, Brimley Area Schools	Date
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Superintendent, DeTour Area Schools	Date
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Administrator, DeTour Arts & Technology Academy	Date
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Superintendent, Engadine Consolidated Schools	Date
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Superintendent, Joseph K. Lumsden Bahweting School	Date
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Head of School, Lake Superior Academy Date

Superintendent, Les Cheneaux Community Schools Date

Superintendent, Mackinac Island Public School Date

Superintendent, Moran Township School Date

Superintendent, Pickford Public Schools Date

Superintendent, Rudyard Area Schools Date

Superintendent, Sault Ste. Marie Area Public Schools Date

Superintendent, St. Ignace Area Schools Date

Superintendent, Tahquamenon Area Schools Date

Administrator, Three Lakes Academy Date

Superintendent, Whitefish Township Community Schools Date

Preface Statement

The Eastern Upper Peninsula Intermediate School District (EUPISD) is committed to high expectations for all students, ensuring access to the general education curriculum in a general education setting for all students of school age and in the case of students in post high school programs, access to their community. Improving the educational results for students with disabilities is an essential element of promoting equality of opportunity, full participation, independent living, economic self-sufficiency, and further education.

In all cases, it is the Individualized Education Program Team (IEPT) that determines the programs and services provided to a student. Programs and services are determined based on student need and are not predetermined based on disability. The process of identifying programs and services for each student includes consideration of teaching for high levels of student achievement while developing independence, social and emotional competency.

The school districts of the EUPISD are dedicated to operating under a well-defined plan for the delivery of special education programs and services. Well defined plans designed to meet the unique needs of eligible students must inherently have a degree of flexibility as an intentional piece of the design. As a region, we are committed to providing specially designed instruction that is research-based, data driven and delivered in the least restrictive environment possible.

The plan was developed collaboratively over the course of several years with participation of all local districts and the regional Parent Advisory Committee (PAC) for special education. It is a plan structured to meet current needs in special education within the Eastern Upper Peninsula of Michigan. The plan has been designed to align with both the intent and directive provided by federal and state rules and regulations; and at the same time pursue innovation in delivery of specially designed instruction that will lead to greater student outcomes.

The pages that follow describe the framework whereby diverse special education needs will be addressed at the student level by an accountable and responsive system. Intermediate Special Education Plans in Michigan are intended to be revisited and revised periodically as part of the on-going school improvement process.

Public Awareness and Child Find

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 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.

A. Child Find Contacts

Representative	District	Address	Phone Number
Director of Special Education	EUPISD	315 Armory Place Sault Ste. Marie, MI	(906) 632-3373 Ext. 5103
Director of Special Education	Sault Area Public Schools	684 Marquette Ave. Sault Ste. Marie, MI	(906) 635-6625
Early Childhood Supervisor	EUPISD Early On ®	315 Armory Place Sault Ste. Marie, MI	(906) 632-3372 Ext. 5142
Rudyard Center Principal/Rudyard Area Schools Supervisor	Rudyard Center, Rudyard	11185 W. Second St. Rudyard, MI	(906) 478-7931
Special Education Supervisor	Bay Mills, Bois Blanc, Brimley, Consolidated Community Schools, Engadine, DeTour, DATA, Les Cheneaux, Mackinac Island, Moran, Pickford, St. Ignace, Three Lakes Academy, Whitefish	315 Armory Place Sault Ste. Marie, MI	(906) 632-3373
Head of School	Lake Superior Academy	8936 S. Mackinac Tr. Sault Ste. Marie, MI 49783	(906)259-1168
Special Education Supervisor	Tahquamenon	700 Newberry Ave. Newberry, MI	(906) 293-3227 Ext. 1104
Special Education Department	EUPISD	315 Armory Place Sault Ste. Marie, MI	(906) 632-3373 Ext. 5101
Superintendent	JKL Bahweting	1301 Marquette Ave. Sault Ste. Marie, MI	(906) 635-5055
Assistant Director of Special Education	EUPISD region out of school youth	315 Armory Place Sault Ste. Marie, MI	(906) 632-3373 Ext. 5119

B. Public Awareness & Activities and Outreach Methods for Awareness of Services:

Child Find Responsibilities

The EUPISD assumes primary responsibility for coordinating Child Find activities and outreach for children ages 0-3 through its Early On ® Program. The EUPISD coordinates the Great Parents/Great Start program as well as the state initiated Great Start Readiness Program throughout the intermediate region. The EUPISD Early Childhood Director / Supervisor is the identified child find contact for children ages 0-3.

All local school districts assume responsibility for in-school and out-of-school youth ages 3 to 26 years of age. District Superintendents and Special Education Supervisors work collaboratively with other agencies and professionals who may be potential referral sources.

Child Find Contact(s)

Every LEA has an identified Child Find contact person. The purpose of the selection of Child Find contact person(s) is to involve community agencies and organizations in implementing activities to carry out the child find system. The Child Find contact person:

- assists in the creation of public awareness, obtaining non-English speaking and other populations who use another mode of communication aware of child find efforts
- implements strategies and activities such as distributing Child Find materials to create awareness about the needs of children with disabilities
- serves as a referral source to locate all children who may have an educational disability and need specially designed instruction and related services

Child Find Outreach Activities

The procedures for identifying potential school age special education students may include activities such as pre-referral review of existing school records for consideration by student assistance teams, interagency collaboration, Early On® activities and distribution of the Parent's Handbook for Special Education. Notice regarding special education evaluations, procedures and processes will be provided to the following constituencies:

- Early Education Services
- Day care 0-3-year-old children
- Area healthcare agencies, hospitals, physicians
- Community Education/Migrant programs
- Community Mental Health
- Community Health Department
- Department of Human Services
- Head Start Programs
- Local Schools
- County Community Services
- Interagency Collaborative Committees
- Parent Groups on request

Written Procedures

All EUPISD constituent districts shall have in effect written procedures that describe and operationalize a Child Find system designed to locate, identify and evaluate each child/student to age 26 who resides within the LEA's geographical boundaries and/or is an enrolled student.

Written procedures must address the needs of:

- Children with disabilities attending private school
- Children who are highly mobile such as migrant and homeless children
- Children who are wards of the state
- Children who are advancing from grade to grade from passing a grade but still may have a disability
- Children who are homeschooled
- Children who speak a language other than English
- Children who may need special education and related services
- Procedures to ensure a smooth and effective transition from Early On to preschool; and plan for participation in transition planning for children with disabilities served by Early On programs
- Procedures to ensure a smooth and effective transition from preschool to Kindergarten

Training of LEA Personnel

EUPISD and constituent districts conduct awareness activities with LEA personnel to notify them of the need to find children with disabilities who need specially designed instruction and related services. The awareness activities for LEA personnel include the following:

- utilization of staff training materials to address procedures for due process, confidentiality, and referral of children who may have disabilities and need specially designed instruction and related services
- requirement for all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review
- annual assurance that Child Find posters are available to each school building including private and parochial schools

Diagnostic Services and Related Services

R 340.1832(c): A description of the type of diagnostic and related services that are available, either directly or as a purchased service, within the ISD or its constituent local school districts or public school academies.

Local school districts and/or the Intermediate School District may contract for or employ professionals to provide diagnostic and related services. The following chart illustrates the services provided directly and those contracted for by the local district and/or Intermediate School District.

Diagnostic and Related Services Staff	ISD	LEA/PSA	Contracted
Audiologist			X
Interpreters for the deaf			X
Occupational Therapist	X		X
Orientation and Mobility Specialist	X		
Physical Therapist			X
Psychiatrist			X
Psychologist	X		X
Ophthalmologist, optometrist			X
Orthopedic surgeon, internist, neurologist, pediatrician or family physician			X
Otolaryngologist, otologist			X
School Psychologist	X		X
School Social Work	X	X	
Teacher Consultant (ASD)	X	X	
Teacher Consultant (CI)	X	X	
Teacher Consultant (EI)	X	X	
Teacher Consultant (HI)	X		
Teacher Consultant (SLD)	X	X	
Teacher Consultant (VI)	X		
Teacher of students with speech and language impairment or a speech and language pathologist		X	X
Transition Supervisor	X		

Special Education Programs and Supports

R. 340.1832(d) (e): A description of the special education programs designed to meet the educational needs of students with disabilities. Described under part 3 or alternative special education programs and services.

The Eastern Upper Peninsula Intermediate School District (EUPISD) plan for special education contains innovative delivery methods for specially designed instruction that are based upon practices that have been successful in other regions and states, regional data, and the foundational idea that all students should have access to general education curriculum and settings based upon individual needs. Innovative components include Leveled Programming, Provider Workload, and Early Childhood Inclusion.

Leveled Programming within the plan is designed to provide students with appropriate instruction based upon need rather than eligibility area. The leveled programming presented here is similar to the programs that have been in existence for several years in both Allegan Area Educational Service Agency and Oakland Intermediate School District.

- Level 1 Program Supports (Supported Instruction) would be provided for students who spend most of their day in the general education classroom with specially designed instruction provided in the full general education curriculum, rather than off-grade level or modified curriculum.
- Level 2 Program Supports (Classroom-Based Instruction) would be provided for students who are still significantly involved in the general education curriculum at grade level but require intensified specially designed instruction as per their IEP for academic and / or behavioral needs. These students may require more accommodations, modifications, or alternative teaching to make progress in the general education curriculum.
- Level 3 Program Supports (Low Incidence/High Needs Instruction) would be provided for students who are in need of extensive, ongoing specially designed instruction for academics or behavior in order to make progress as compared to their own baseline. This would include students who require modified standards and extensive, ongoing specially designed instruction in a very structured environment -and- students whose physical, cognitive, sensory and/or behavioral needs require extensive, ongoing specially designed instruction across a very structured environment to access the school setting.
- Transition Program Supports (students aged 18-26) would be provided for who are in need of ongoing specially designed instruction in Transition related skills order to make progress towards their post-secondary goals.

The use of Leveled Programming as described in this section is strongly encouraged as the default model of programming within the Eastern Upper Peninsula (EUP) region as it is designed to provide specially designed instruction based on individual student need, instead of based on student area of disability. Local Educational Agencies (LEAs) are permitted however to utilize any other program/service as described in Michigan Administrative Rules for Special Education (MARSE).

Provider Workload

There is no basis in research to support the caseload numbers for special education providers currently found in the Michigan Administrative Rules for Special Education (MARSE). To ensure special education providers are allocated adequate time to meet the needs of the students with disabilities in their care, the EUPISD has developed a workload model. Through the use of workload, districts will be required to thoroughly examine staffing levels and the extent to which student needs are being met. The EUPISD drew on the work of other states (Illinois and Minnesota) as well as the American Speech-Language Hearing Association (ASHA) to develop the workload document found in Appendix A.

Description of Programs and Services:

Rule #/Program	Operating District	Elementary or Secondary
R340.1739 Programs for students with moderate cognitive impairment	Sault Area Public Schools	Both
R340.1741 Programs for students with emotional impairment	Sault Area Public Schools	Elementary
R340.1746 Homebound and Hospitalized	All LEA/PSAs as per IEPs	Both
R340.1748a Teacher consultant without a caseload	EUPISD	Both
R340.1749 Teacher consultant with a caseload	EUPISD Brimley Area Schools DeTour Area Schools, DeTour Arts and Technology Academy Engadine Consolidated Schools JKL Bahweting School Ojibwe Charter School Pickford Public Schools Rudyard Area Schools Sault Area Public Schools St. Ignace Tahquamenon Area Schools	Both
R340.1754 Early Childhood Special Education Programs	EUPISD Sault Area Public Schools	
R340.1755 Early Childhood Special Education Services (SEECs)	Sault Area Public Schools	
R340.1757	St. Ignace Public Schools	Secondary

Students Placed in Juvenile Detention Facilities, Other Educational Services	Engadine Consolidated Schools	
R340.1862 Individualized Family Service Plans	EUPISD	
R340.1832(e) Level 1*	All districts	Operated across district grade span
R340.1832(e) Level 2*	All districts	Operated across district grade span
R340.1832(e) Level 3*	EUPISD JKL Bahweting School Tahquamenon Area Schools	Both
R340.1832(e) Transition*	EUPISD	Secondary
R340.1832(e) Speech	All districts	Both

***R340.1832(e) Specialized instruction Program/Service Descriptions:**

Program/Service	Description
R340.1832(e) Teacher Specialist	<p>In the event a fully qualified Teacher Consultant candidate is not available, a competent individual, possessing both of the following requirements may be employed under the mentorship of a fully qualified Teacher Consultant until such time as all criteria have been met.</p> <ul style="list-style-type: none"> • Certification as a special education teacher in the program area for which employment is sought • A minimum of three years teaching experience, not less than two years of which are in special education <p>The Teacher Specialist will do 1 or more of the following:</p> <ul style="list-style-type: none"> • Provide consultation to educational personnel on behalf of students with disabilities. • Evaluate students. • Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. • Provide instructional services to students receiving instruction in general education programs. Instructional services are supportive of the general education teacher. <p>Teacher Specialists in the EUPISD operate under Workload as described in Appendix A, page 21 of this document. Teacher Specialists shall not serve in supervisory or administrative roles and the role of a Teacher Specialist simultaneously.</p>
R340.1832(e)	Based on individual student needs and goals identified by the Individualized Education Program team, students aged 18-26 may

<p>Transition Program; Instruction for students 18-26 years of age</p>	<p>be provided services in an environment external to the traditional classroom for 1.0 FTE as follows:</p> <p><u>The Transition Program Teacher</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of students • May issue grades and grant credit • May provide direct support to students • May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students suspected of having a disability • Must have the professional capacity (skill level and adequate time assigned) to address the goals and objectives for all students assigned • Must be a special education endorsed teacher with documented expertise in evidence-based instructional practices aligned with Transition needs <p><u>The Student</u></p> <ul style="list-style-type: none"> • May receive paraprofessional support based on individual needs • May follow the curriculum with either accommodations or modifications as defined in an Individualized Education Program (IEP) • Will follow identified transition goals aligned to student need(s) • May receive either a diploma or a certificate of completion <p>Transition Programs in the EUPISD operate under Workload as described in Appendix A, page 21 of this document.</p>
<p>R340.1832(e) Level 1 Program Supports</p> <p>Supported Instruction</p> <p>Level 1 Program supports offer programming for students who are able to make progress on the state standards, with direct specially designed instruction in academics and/or behavioral skills.</p> <p>Students placed in Level 1 receive</p>	<p>Based on individual student needs and goals identified by the Individualized Education Program team (IEPT), any student who exhibits independence across environments may be provided Level 1 Programming Supports when data shows evidence that:</p> <ul style="list-style-type: none"> • Progress in general education curriculum indicates a need for direct instructional support in the state standards or behavioral skills in order to make progress <p><u>The Special Education Teacher providing Level 1 support:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct instruction to the student • May issue grades or grant credit for any class or subject • May provide support in either a general education or special education setting • May serve as member of the (MET) and evaluate students who are suspected of having a disability

<p>accommodations as indicated in their IEPs and access the curriculum primarily in the general education setting.</p>	<ul style="list-style-type: none"> • Must have the professional capacity (skill level and adequate time assigned) to address the goals and objectives for all students assigned (See Appendix A for workload tools) • Must be a special education endorsed teacher with documented expertise (within the first 2 years of practice) in evidence-based instructional practices aligned with Level 1 needs <p>Level 1 Programs in the EUPISD operate under Workload as described in Appendix A, page 21 of this document.</p>
<p>R340.1832(e) Level 2 Program Supports</p> <p>Classroom-Based Instruction</p> <p>Level 2 Programs and supports offer programming for</p> <ul style="list-style-type: none"> • students who require modified standards and specially designed instruction within a more structured environment for 1 or more academic subjects <p>-OR-</p> <ul style="list-style-type: none"> • students who can progress on the state standards without modification; but whose academic, sensory and/or behavioral needs require ongoing supports across a more structured environment for a portion of the school day 	<p>Based on individual student needs and goals identified by the (IEPT), any student who exhibits a need for ongoing support across environments:</p> <p>May be provided Level 2 Programming and specially designed instruction when data shows evidence that:</p> <ul style="list-style-type: none"> • Progress in general education curriculum indicates a need for direct specially designed instruction in the state standards in order to make progress AND who may need alternative teaching and alternate achievement standards to make progress. <p><u>The Special Education Teacher Providing Level 2 Support</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct support to the student inclusive of instruction in modified state standards • May issue grades/credit for subject(s) taught • May provide support in either a general education or specialized instruction setting • May serve as a member of the (MET) and evaluate students who are suspected of having a disability • Must have the professional capacity (skill level and adequate time assigned) to address the goals and objectives for all students assigned (See Appendix A for workload tools) • Must be a special education endorsed teacher with documented expertise (within the first 2 years of practice) in evidence-based instructional practices aligned with Level 2 needs <p>Level 2 Programs in the EUPISD operate under Workload as described in Appendix A, page 21 of this document.</p>

<p>R340.1832(e) Level 3 Program Supports</p> <p>Low-Incidence/High Need Instruction</p> <p>Level 3 Programs and specially designed instruction offer programming for</p> <ul style="list-style-type: none"> • students who require modified standards and extensive, ongoing specially designed instruction in a very structured environment <p>-OR-</p> <ul style="list-style-type: none"> • students whose physical, cognitive, sensory and/or behavioral needs require extensive, ongoing specially designed instruction across a very structured environment to access the school setting 	<p>Based on individual student needs and goals identified by the (IEPT) any student who exhibits a need for extensive, ongoing specially designed instruction across environments may be provided through Level 3 (Low-Incidence/High Need Programs); when data shows evidence that:</p> <ul style="list-style-type: none"> • Progress in general education curriculum indicates a need for direct specially designed instruction in the state standards in order to make progress AND who needs alternative teaching strategies, AND a modified environment to make progress <p><u>The Special Education Teacher Providing Level 3 Support:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct support to the student inclusive of instruction in modified state standards • May issue grades/credit for subject(s) taught • May provide support in either general education or Specialized Instruction setting • May serve as a member of the (MET) and evaluate students who are suspected of having a disability • Must have the professional capacity (skill, level and adequate time assigned) to address the goals and objectives for all students assigned (See Appendix A workload tools) • Must be a special education endorsed teacher with documented expertise (within the first 2 years of practice) in evidence-based instructional practices aligned with Level 3 cognitive, physical, sensory, behavioral and academic needs • Level 3 programs will have paraprofessional staffing that meets or exceeds the standard of R340.1739. <p>Level 3 Programs in the EUPISD operate under Workload as described in Appendix A, page 21 of this document.</p> <p><i>Note: All Moderately and Severely Cognitively Impaired Programs, Level 3 Programs and Severe Multiple Impaired Programs operated in the EUPISD are operated with an extended age span (6 through 25).</i></p>
<p>R340.1832(e) Speech Services</p>	<p>The speech and language services provided by an authorized provider of speech and language services shall be based on the needs of a student with a disability as determined by the Individual Education Program Team (IEPT). Workload of students assigned for each authorized speech service provider will be designated as per the speech workload tool found in Appendix A of this document.</p>

R340.1832(e) Teacher Consultant	The teacher consultant services provided shall be based on the needs of a student with a disability as determined by the Individual Education Program Team (IEPT). Workload of students assigned for each Teacher Consultant will be designated as per the workload tool found in Appendix A of this document.
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Assurance Statements

R340.1832(d)(e):

Programs and services for students with autism are provided under R340.1832(d)(e) of the ISD plan.

R340.1832(f):

The ISD and its constituent local educational agencies districts including public school academies assure any personally identifiable data, information, and records of students with disabilities are collected, used, and 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 all copies of contracts of service under section 1751(1)(b) of 1976 PA 451, MCL 1751(1)(b) are on file at the intermediate school district.

Contact Information for Programs & Services

R340.1832(g): The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

Representative	District	Address	Phone Number
Director of Special Education	Eastern Upper Peninsula Intermediate School District	315 Armory Place Sault Ste. Marie, MI	(906) 632-3373
Special Education Principal	EUPISD Rudyard Service Center	11185 W. Second St. Rudyard, MI	(906) 478-7931
CAO	Bay Mills Ojibwe Charter School	11507 W. Industrial Drive Brimley, MI	(906) 248-2530
Superintendent	Brimley Area Schools	7134 S. M-221 Brimley, MI	(906) 248-3219
Superintendent	DeTour Area Schools	P.O. Box 429 202 S. Division DeTour Village, MI	(906) 297-2011

Superintendent	DeTour Arts and Technology Academy	P.O. Box 429 202 S. Division DeTour Village, MI	(906) 297-2011
Superintendent	Engadine Consolidated Schools	W13920 Melville St. Engadine, MI	(906) 477-6313
Superintendent	Joseph K. Lumsden PSA	1301 Marquette Sault Ste. Marie, MI	(906) 635-5055
Head of School	Lake Superior Academy	8936 S. Mackinac Tr Sault Ste. Marie, MI 49783	(906)259-1168
Superintendent	Les Cheneaux Community Schools	P.O. Box 366, 298 E. 134 Cedarville, MI	(906) 484-2256
Superintendent	Mackinac Island Public School	P.O. Box 340, Lake Shore Drive Mackinac Island, MI	(906) 847-3377
Superintendent	Moran Township School	300 Gros Cap Rd. St. Ignace, MI	(906) 643-7970
Superintendent	Pickford Public School	P.O. Box 278 Pickford, MI	(906) 647-6285
Special Education Supervisor	Rudyard Area Schools	P.O. Box 246 11185 W. Second St. Rudyard, MI	(906) 478-3771
Special Education Director	Sault Ste. Marie Area Public Schools	810 E. 5 th Ave. Sault Ste. Marie, MI	(906) 635-6625
Superintendent	St. Ignace Area Schools	840 Portage Rd. St. Ignace, MI	(906) 643-8145
Special Education Supervisor	Tahquamenon Area Schools	700 Newberry Ave. Newberry, MI	(906) 293-3226
Administrator	Three Lakes Academy	W17540 Main St. Curtis, MI 49820	(906) 586-6631
Superintendent	Whitefish Township Community Schools	7221 M-123 Paradise, MI	(906) 492-3353

Paraprofessional Qualifications

R340.1832(h): A description of the qualifications of paraprofessional personnel.

The EUPISD and constituent districts require specialized instruction paraprofessionals to possess a high school diploma or its equivalent and demonstrate that they possess the experience and/or skills necessary to support student needs within 30 calendar days of assignment.

Transportation

R340.1832(i): A description of the transportation necessary to provide the special education programs and services described in R340.1832(c)-(e).

Each local district will make arrangements for the provision of special transportation to eligible students by providing the service, making cooperative arrangements with another local district, or making cooperative arrangements with the intermediate school district. The need for special transportation and other transportation provisions are determined through the (IEPT) process. Transportation procedures are monitored on a continual basis by the local school district supervisors of transportation.

Millage Fund Distribution

R340.1832(j): A description of the method of distribution of funds under R340.1811(5).

A special education millage levy of 1 mill was authorized by a vote of the taxpayers in 1966 in keeping with Section 1722 of the School Code of 1976. Direction for its distribution has been promulgated by the State Board of Education in the Michigan Administrative rules for Special Education (MARSE 2009) Rule 340.1801 through Rule 340.1812.

EUPISD special education local distribution is based upon 1) Availability of funds at the ISD level (see note below) 2) The MDE designated annual special education student count for each district and 3) Added costs for serving those students as detailed below.

Note: Costs for the operation of EUPISD provided special education programs and services, available to all constituent districts, shall be funded in full before distribution of funds. The EUPISD Special Education fund balance will be maintained at 10% of the annual special education budget or as directed by ISD superintendent.

Disbursement Fund: The EUPISD Disbursement Fund reimburses districts that operate EUPISD Special Education Plan “approved” programs and services on a per special education pupil basis based on the annual head count of special education students. All disbursement shall be based upon the district demonstrating “added costs” (calculated by subtracting from the total special education program or service costs all state and federal reimbursements, including the gross state aid membership allowance and categorial aid) for providing special education programs and services and at no time shall reimbursement exceed 100% of added costs.

Requests for establishing new programs and services will be reviewed for approval based upon generally accepted program standards for staff to pupil ratios.

Contingency Fund: From an amount allocated annually by the Superintendent, districts shall be eligible to receive reimbursement under this part for added costs incurred as a result of initiation of new programs or services at the LEA/PSA for students who had not previously attended the district or for special education related services or legal fees. Such costs include, but are not limited to:

- Contracting for or purchasing specialized programs or services for students from low incidence populations
- Specialized Diagnostic or Evaluation Services
- Hearing Costs up to a maximum of \$7,500

Pre-approved claims shall be reimbursed at 100% except where claims exceed the funds allocation, in which case each claim shall be prorated for the current operating year. Claims shall be submitted to the EUPISD Director of Special Education no later than April 30 of the fiscal year for which the fund is designated.

Central Office and General Administration Cost Allocation: This Plan authorizes the EUPISD to charge up to 25 percent of the total central office and general administrative expenses, not directly charged to the special education fund as reported annually in the Financial Information Database (FID). The charge shall reflect the actual administrative support provided to special education but in no case, shall it authorize more than 25 percent of the above costs being charged to the special education fund.

Parent Advisory Committee

R340.1832(k)-(n) Parent Advisory Committee (PAC): Appointment Process, Involvement in the ISD Plan, Staff Support, Fiscal and Staff Resources.

1. **R340.1832(k):** The EUPISD Board of Education will appoint the PAC members in alignment with R340.1838. Appointments will be made from nominations from local Boards of Education. The EUPISD PAC Liaison 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 Intermediate School District have the option of nominating/appointing a parent of a child with disabilities to complete the term. PAC organizational structure shall be developed and maintained as per the EUPISD PAC bylaws.
2. **R340.1832(l)a:** The EUPISD Plan for Special Education and amendments to such shall be developed in cooperation with the PAC. It is the responsibility of the PAC Liaison as designated by the Director of Special Education to assure that the PAC members are provided with copies of the current Intermediate School District plan, subsequent and proposed amendments and deviation/waiver requests. If these differences cannot be reconciled, the PAC Liaison 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 plan endorsement page indicating that the PAC has been involved in the development of the plan.
R340.1832(l)b: The EUPISD will adopt the Michigan Department of Education Office of Special Education’s surrogate parent policy.

To do this, the EUPISD, in cooperation with the EUPISD PAC will:

- i. Designate the PAC Liaison to maintain a list of surrogate parents in the EUPISD who meet these standards and make that list available to the superintendents annually.
 - ii. The surrogate parent list will be composed of interested PAC members and additional community members as necessary in order to meet student needs.
 - iii. Surrogate parent instruction will be facilitated by the PAC Liaison at a regularly scheduled PAC meeting designated for parent training.
 - iv. The PAC Liaison will assess the need for a surrogate parent appointment through regular meetings of the area supervisors/coordinators of special education. Surrogate parents will be appointed by the PAC Liaison through a regular rotation with consideration be given to geographical proximity of surrogate parent and operating district. The PAC Liaison will also be responsible for ending the appointment of a surrogate in collaboration with the area supervisors' group. The PAC Liaison will inform the PAC of the beginning and ending of all surrogate parent appointments.
3. **R340.1832(m):** The Director of Special Education shall designate a PAC Liaison to act as advisor to the PAC. The goal 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 EUPISD.
 4. **R340.1832(n):** Fiscal Resources: Fiscal resources available to the PAC shall be specified in the annual EUPISD Special Education budget. The EUPISD will provide the following items in support of the PAC:
 - Postage for notices and other committee meetings
 - Reproductions of documents directly related to PAC business
 - Mileage
 - In-service
 - Informational Materials
 - Secretarial support

Additional Plan Content

1. **SBE Board Policy for the Appointment of Surrogate Parents for Special Education Services:** *See R340.1832(l)b Parent Advisory Committee duties above.*
2. **Use of Paraprofessionals:** In order to assure Least Restrictive Environment (LRE) and quality instruction, prior to assigning extra paraprofessional support to 3 or fewer students, the assigning district is required to develop an exit plan. The exit plan is to identify the strategies that will be put into place to facilitate student independence from this service.

Appendix A

Appendix A: Program and Services Workload (Levels 1-3, Transition, and Speech)

Leveled Programming Workload Documents have been established for:

- Levels 1 – 2, Teacher Specialist, and Teacher Consultant
- Levels 3 and Transition
- Speech

Each provider within a district will complete a workload document at least annually (by September 30) with updates completed as students move into or out of the district. All LEAs will be responsible for maintaining an up to date provider workload summary report on an on-going basis when school is in session.

Student Supports Needed - The workload document is used to calculate level of Student Supports Needed (SSN) based upon factors associated with behavior, academic, and health related needs. Providers will score each student assigned to them on the rubric and calculate their workload score.

EUPISD Levels 1-2, Teacher Specialist, and Teacher Consultant

If a provider's workload is greater than 30 additional progress monitoring is required.

EUPISD Level 3 and Transition

If a provider's workload is greater than 28, additional progress monitoring is required.

EUPISD Speech

If a provider's workload is greater than 50, additional progress monitoring is required.

Progress Monitoring Requirement

The district shall gather bi-weekly reports on student IEP goals to demonstrate the programming provided is appropriately meeting student needs. All students serviced by the provider must meet or exceed the established trend line for his/her IEP goals – not less than bi-weekly for 6 weeks (minimum of 3 data points) – followed by quarterly monitoring if progress is at or above the trend line. If a student's progress drops below the established trend line for three consecutive measurements, the district shall develop a plan for support to enhance student programming and the workload progress monitoring system continues.

Leveled Programming Workload – Levels 1, 2, Speech and Teacher Specialist, Teacher Consultant

Name: _____ Date: _____ Total Caseload: _____

Calculate the supports needed for each student on your special education caseload in each of the areas listed below.

Factors to Consider	0	1	2	3	Scores
Safety Monitoring (flight risk, physical aggression, etc.)	Less than daily	Daily	During transitions only	During instructional time, transitions, specials, etc.	Double Points
Resource Room: Direct instruction time in IEP for reading, math or writing (specialized instruction staff does evidence-based instruction that is separate from/beyond the GE classroom instruction) -OR- Speech: direct instruction	Resource Room: 0 minutes Speech: 0 minutes	Resource Room: Up to 30 minutes per day Speech: Less than 20 minutes bi-weekly	Resource Room: 31-60 minutes per day Speech: 31-60 minutes bi-weekly	Resource Room: Greater than 60 minutes per day Speech: greater than 60 minutes bi-weekly	Double Points
Resource Room: Support for general education coursework (specialized instruction staff pre-teaching and/or reteaching what is being taught in GE classroom) -OR- Speech: consult	Resource Room: 0 minutes Speech: consultation required less than monthly	Resource Room: up to 30 minutes per day Speech: Monthly consultation	Resource Room: 31-60 minutes per day Speech: consultation 2 to 4 times per month	Resource Room: Greater than 60 minutes per day Speech: Consultation greater than 4 times per month	
Accommodations & Modifications Required	Test and/or assignment accommodations are completed by general education teacher or paraprofessional	Test and/or assignment accommodations are completed by special education teacher	Student requires tests/assignments read aloud – OR – tests/assignments scribed	Student requires tests/assignments read aloud – AND – tests/assignments scribed	
Peer-to-Peer Support	Student does not participate in peer to peer programming	Student participates in peer to peer programming for special events only (field trips, assemblies, etc)	Student participates in peer to peer programming in less than 50% of the school day	Student participates in peer to peer programming for greater than 50% of the school day	Double Points
Work Based Learning	Student does not participate in work-based learning	Student participates in work-based learning within the school during the school year	Student participates in work-based learning outside of the school during the school year	Student participates in work-based learning outside of the school during the school year and the summer	

Seat Time Waiver	Student is not on a seat time waiver	Student is on a seat time waiver for <50% of courses	Student is on a seat time waiver for 51-75% of courses	Student is on a seat time waiver for >75% of courses	
Consultation with ancillary service providers	0 ancillary services	Student has one ancillary service	Student has two ancillary services	Student has 3 or more ancillary services	
Coordination with general education teachers – Elementary	0 general education classes	1-2 general education subjects	3-4 general education subjects	5 or more general education subjects	
Coordination with general education teachers Secondary	0 general education teachers	1-3 general education teachers	4-6 general education teachers	7 or more general education teachers	
Student-Level Team meeting requirements as determined by the Team Meeting Frequency Determination Tool	No regularly scheduled team meetings	Team meetings at least quarterly	Team meetings at least monthly	Team meetings at least weekly	
Behavior Monitoring Required	Less than bi-weekly	Bi-weekly documentation required	Weekly documentation required	Daily documentation required	
Visual Supports, Social Stories, Schedules, Checklists	None required	Annual updates to support materials	Quarterly updates to support materials	Ongoing updates to support materials is needed	
Assistive Technology / Augmented Communication	No AT / AC required	Student has ongoing AT / AC needs that require less than weekly support	Student has ongoing AT / AC needs that require weekly support	Student has ongoing AT / AC needs that require daily support	
Health related support required	No health-related needs	Occasional health related needs	Once daily health related needs	Health related needs (feeding, toileting, etc.) that occur multiple times per day	Double Points
Consultation with outside agencies	No involvement with outside agencies	Monthly contact with outside agencies	1x/week contact with outside agencies	Multiple times per week contact with outside agencies	
Transition related needs	Pre-K to 8 th grade	9 th & 10 th grade	11 th grade	12 th grade	
Administration of state and district assessment	No accommodations	Scribe or read aloud one subject	Scribe or read aloud multiple subjects	Individual administration, scribe, or read aloud multiple subjects	
Progress monitoring requirements	Less than bi-weekly	Bi-weekly documentation	Weekly documentation	Daily documentation required	
					Total

Calculation of Student Support Needs Levels 1, 2, Teacher Specialist, Teacher Consultant, and Speech (continued)

	Total		Total
Student 1		Student 14	
Student 2		Student 15	
Student 3		Student 16	
Student 4		Student 17	
Student 5		Student 18	
Student 6		Student 19	
Student 7		Student 20	
Student 8		Student 21	
Student 9		Student 22	
Student 10		Student 23	
Student 11		Student 24	
Student 12		Student 25	
Student 13		Student 26	

Student Support Needs	Totals
_____ Students who have 28 or more points	# of students multiplied by 3 =
_____ Students who have 16-27 points	# of students multiplied by 2 =
_____ Students who have up to 15 points	# of students multiplied by 1 =
	Total Student Support Needs Workload (add the rows above)

Leveled Programming Workload – Levels 3 and Transition

Name: _____ Date: _____ Total Caseload: _____

Calculate the supports needed for each student on your special education caseload in each of the areas listed below.

Factors to Consider	0	1	2	3	Scores
Safety Monitoring (flight risk, physical aggression, etc.)	Less than daily	Daily	During transitions only	During instructional time, transitions, specials, etc.	Double Points
Peer to Peer	Student does not participate in peer to peer programming	Student participates in peer to peer programming for special events only (field trips, assemblies, etc)	Student participates in peer to peer programming in less than 50% of the school day	Student participates in peer to peer programming for greater than 50% of the school day	Double Points
Specially Designed Instruction	No direct instruction in self-contained room for core instruction – student is in GE for all core instruction	Direct instruction in self-contained room for 1 core subject per day	Direct instruction in self-contained room for 2 core subjects per day	Direct instruction in self-contained room for 3 or more core subjects per day	
Inclusion	No general education class attendance	Independently attends GE classes	Attends GE classes with small group and adult support	Attends GE classes with 1:1 adult support	
Seat Time Waiver	Student is not on a seat time waiver	Student is on a seat time waiver for <50% of courses	Student is on a seat time waiver for 51-75% of courses	Student is on a seat time waiver for >75% of courses	
Consultation with ancillary service providers	0 ancillary services	Student has one ancillary service	Student has two ancillary services	Student has 3 or more ancillary services	
Coordination with general education teachers – Elementary/PreK	0 general education classes	1-2 general education subjects	3-4 general education subjects	5 or more general education subjects	
Coordination with general education teachers Secondary	0 general education teachers	1-3 general education teachers	4-6 general education teachers	7 or more general education teachers	
Team meeting requirements	No regularly scheduled team meetings	Team meetings at least quarterly	Team meetings at least monthly	Team meetings at least weekly	
Behavior Monitoring Required	Less than weekly documentation required	Weekly documentation required	Daily documentation required	Whole class behavior monitoring system (token economy, level system, etc.)	Double Points
Visual Supports, Social Stories, Schedules, Checklists	None required	Annual updates to support materials	Quarterly updates to support materials	Ongoing updates to support materials is needed	
Assistive Technology / Augmented Communication	No AT / AC required	Student has ongoing AT / AC needs that require less than weekly support	Student has ongoing AT / AC needs that require weekly support	Student has ongoing AT / AC needs that require daily support	
Health related support required	No health-related needs	Health related needs	Once daily health related needs	Health related needs (feeding, toileting, etc.) that occur	Double Points

				multiple times per day	
Consultation with outside agencies	No involvement with outside agencies	Monthly contact with outside agencies	1x/week contact with outside agencies	Multiple times per week contact with outside agencies	
Secondary transition related needs	0-15 years old	16-17 years old	18-22 years old	23-26 years old	
Kindergarten transition related needs	Student is not transitioning	Completing 1 of the 3 identified best practices for transition	Completing 2 of the 3 identified best practices for K transition	Student visit to K coordinated, ongoing coordination with K teacher regarding student's anticipated needs, in class support for initial days of K	
Work-Based Placement	No work-based placement	Work-based placement 1x/week	Work-based placement 2-4x/week	Work-based placement daily	
Administration of state and district assessment	No accommodations	Scribe or read aloud one subject	Scribe or read aloud multiple subjects	Individual administration, scribe, or read aloud multiple subjects	
Progress monitoring requirements	Less than bi-weekly	Bi-weekly documentation	Weekly documentation	Daily documentation required	
					Total

Calculation of Student Support Needs Levels 3 and Transition

	Total		Total
Student 1		Student 14	
Student 2		Student 15	
Student 3		Student 16	
Student 4		Student 17	
Student 5		Student 18	
Student 6		Student 19	
Student 7		Student 20	
Student 8		Student 21	
Student 9		Student 22	
Student 10		Student 23	
Student 11		Student 24	
Student 12		Student 25	
Student 13		Student 26	

Student Support Needs	Totals
_____ Students who have 28 or more points	# of students multiplied by 3 =
_____ Students who have 16-27 points	# of students multiplied by 2 =
_____ Students who have 0-15 points	# of students multiplied by 1 =
	Total Student Support Needs Score (add the rows above)

