



**MACOMB INTERMEDIATE SCHOOL
DISTRICT PLAN**

For the Delivery of Special Education

Services and Support



Table of Contents

PREFACE

Board of Education_____	i
Endorsements_____	iii
Map – Macomb Intermediate School District_____	vi

Content Areas

Special Education Opportunities and Procedures_____	1
Public Awareness_____	4
Educational Evaluations_____	5
Basic Programs and Services_____	7
Center Programs and Services_____	9
Alternative Programs_____	10
Paraprofessional Personnel_____	11
Transportation_____	11
Distribution of Funds_____	14
Parent Advisory Committee_____	15

Additional Plan Content

Surrogate Parent Plan_____	17
----------------------------	----

Approved Plan – 2004

Revised with Clarifications, July, 2010 (Paragraphs, Page 7; Chart, Page 8)

Revised with Clarifications, July, 2011 (Title & Paragraphs, Page 14)

Revised with Modifications, July, 2012 (Pages 1-15)

Revised with Clarifications, December, 2016 (Pages i, 2, 3, 11)



MACOMB INTERMEDIATE SCHOOL DISTRICT
Educational Service Center 44001
Garfield Road
Clinton Township, MI 48038-1100
(586) 228-3300

BOARD OF EDUCATION

John A. Bozymowski	_____	President
Theresa J. Genest	_____	Vice President
Edward V. Farley	_____	Treasurer
Donald R. Hubler	_____	Secretary
Brian White	_____	Trustee
Michael R. DeVault	_____	Superintendent
Beth Alberti	_____	Assistant Superintendent Special Education and Student Services

SIGNATURE PAGE

INTERMEDIATE SCHOOL DISTRICT

MODIFICATION APPROVAL

Pursuant to Rule 340.1835(a) of the Revised Administrative Rules for Special Education, as amended, the following signature of the MACOMB INTERMEDIATE SCHOOL DISTRICT Superintendent evidences the Intermediate School District Board of Education's approval of the modification(s) of pages 4-16 of the Plan for the Delivery of Special Education Programs and Services.

Your signature affirms your understanding that there will be no deviations or waivers allowed under Rule 340.1832(e) Programs and Services.

Michael DeVault, Superintendent

Dated:_____

SIGNATURE PAGE

LOCAL SCHOOL DISTRICTS, PUBLIC SCHOOL ACADEMIES,
AND PARENT ADVISORY COMMITTEE

MODIFICATION INVOLVEMENT STATEMENT

Pursuant to Rules 340.1835(b) and 340.1835(c) of the Revised Administrative Rules for Special Education, as amended, the following signatures indicate the local school districts', public school academies', and Parent Advisory Committee's involvement in the development of the MACOMB INTERMEDIATE SCHOOL DISTRICT'S MODIFICATION(S) found on pages 4-16 of the Plan for the Delivery of Special Education Programs and Services and affirms the understanding that there will be no deviations or waivers allowed under Rule 340.1832(e) 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.

Deborah Yoho, PAC Chairperson

Date

Constituent School District

Superintendent

Date

Anchor Bay School District

Leonard Woodside

Armada Area Schools

Dr. Arnold Kummerow

Center Line Public Schools

Eve Kaltz

Chippewa Valley Schools

Ronald Roberts

Clintondale Community Schools

George Sassin

East Detroit Public Schools

Joanne Lelekatch

Fitzgerald Public Schools

Barbara VanSweden

Fraser Public Schools

Dr. David Richards

Lake Shore Public Schools	_____	_____
	Christopher Loria	
Lakeview Public Schools	_____	_____
	Karl D. Paulson	
L'Anse Creuse Public Schools	_____	_____
	Jacqueline Johnston	
Mt. Clemens Community Schools	_____	_____
	Phillip Easter	
New Haven Community Schools	_____	_____
	Dr. Keith Wunderlich	
Richmond Community Schools	_____	_____
	Dr. Linda Olson	
Romeo Community Schools	_____	_____
	Dr. Nancy Campbell	
Roseville Community Schools	_____	_____
	John Kment	
South Lake Schools	_____	_____
	Pamela Balint	
Utica Community Schools	_____	_____
	Dr. Christine Johns	
Van Dyke Public Schools	_____	_____
	Joseph Pius	
Warren Consolidated Schools	_____	_____
	Dr. Robert Livernois	
Warren Woods Public Schools	_____	_____
	Stacey Denewith-Fici	
Macomb Intermediate School District	_____	_____
	Michael DeVault	

Public School Academies

Superintendent/Principal

Date

Academy of Warren

Dr. Amelia Fair, Superintendent

Arts Academy in the Woods

Maxwell Spayde, Principal

Ben Ross Academy

Larry Patrick, Chief Administrative Officer

Conner Creek Academy East (K-6)
Michigan Collegiate MS (7-8)
Michigan Collegiate HS (9-12)

Charles Meredith, Superintendent

Eaton Academy (K-7, 9-12)

Susan Diehl, Superintendent

Global Preparatory Academy

Ronald Wiens, Chief Academic Officer

Great Oaks Academy (K-8)

Ricky Fountain, Principal

Huron Academy (K-6)

Jim Perry, Superintendent

Macomb Academy (12)

Dr. Betty Yee, Superintendent

Merritt Academy (K-12)

Nathan Seiferlein, Principal

Mt. Clemens Montessori Academy (K-5)

Genie P'sachoulias, Superintendent

Noor International Academy (K-5)

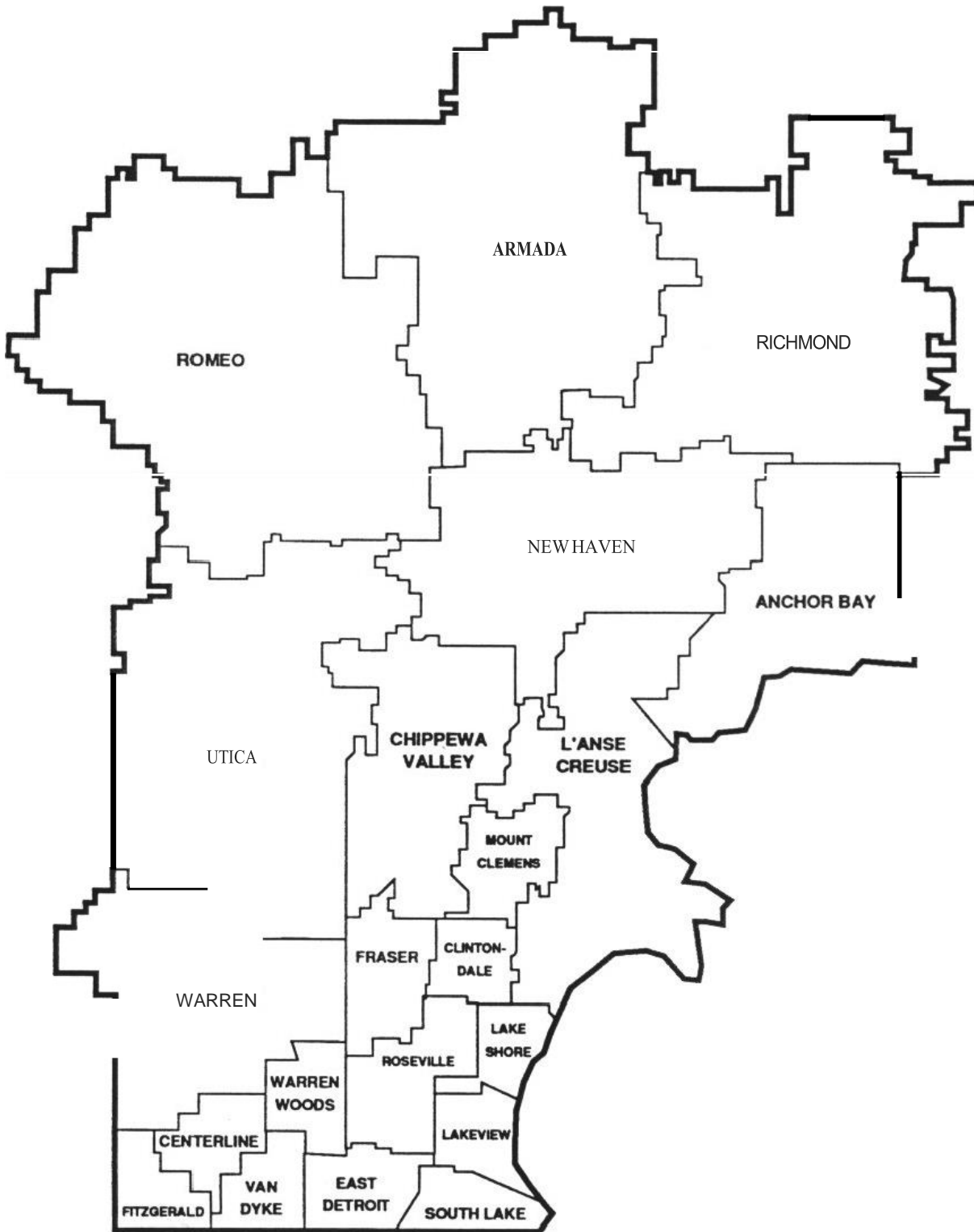
Nawal Hamadeh, Superintendent

Prevail Academy (K-8)

Nicole Young, Principal

Reach Academy (K-6)

Shannon O'Mara, Interim Principal



CONTENT AREAS

Special Education Opportunities and Procedures

The Special Education Information for Parents Handbook is utilized as a means for communicating a list of organizations, special education representatives, and procedural safeguards to parents of children suspected and/or are identified as requiring special education services. In addition, this handbook outlines for parents and the community the special education opportunities in the Macomb ISD. The handbooks are distributed by special education staff in each district.

The following is a list of school district/public school academy representatives who can be contacted for information regarding special education programs and services, and are responsible for the implementation of special education programs and services.

Representative	District	Address	Phone Number
Local Director	Anchor Bay	5201 County Line, Ste. 100 Casco	(586) 725-2861
Local Director	Armada	74500 Burk Armada	(586) 784-2100
Local Director	Center Line	26400 Arsenal St. Center Line	(586) 510-2000
Local Director	Chippewa Valley	19120 Cass Clinton Township	(586) 723-2000
Local Director	Clintondale	35100 Little Mack Clinton Township	(586) 791-6300
Local Director	East Detroit	24685 Kelly Rd. Eastpointe	(586) 533-3000
Local Director	Fitzgerald	23200 Ryan Rd. Warren	(586) 757-1750
Local Director	Fraser	33466 Garfield Rd. Fraser	(586) 439-7000
Local Director	Lake Shore	28850 Harper St. Clair Shores	(586) 285-8480
Local Director	Lakeview	20300 Statler St. Clair Shores	(586) 445-4000
Local Director	L'Anse Creuse	36727 Jefferson Harrison Township	(586) 783-6300
Assistant Superintendent	Macomb ISD	44001 Garfield Rd. Clinton Township	(586) 228-3300
Local Director	Mt. Clemens	167 Cass Mt. Clemens	(586) 469-6100

<u>Representative Cont.</u>	<u>District</u>	<u>Address</u>	<u>Phone Number</u>
Local Director	New Haven	30375 Clark Street, PO Box 482000, New Haven	(586) 749-5123
Local Director	Richmond	35276 Division Richmond	(586) 727-3565
Local Director	Romeo	316 N. Main Romeo	(586) 752-0200
Local Director	Roseville	18975 Church Roseville	(586) 445-5500
Local Director	South Lake	23101 Stadium Blvd. St. Clair Shores	(586) 435-1600
Local Director	Utica	11303 Greendale Sterling Heights	(586) 797-1000
Local Director	Van Dyke	23500 MacArthur Warren	(586) 758-8333
Local Director	Warren Consolidated	31300 Anita Warren	(586) 698-4129
Local Director	Warren Woods	12900 Frazho Warren	(586) 439-4400

<u>Representative</u>	<u>PSA</u>	<u>Address</u>	<u>Phone Number</u>
Public School Academy Director	Academy of Warren	13943 E. 8 Mile Rd. Warren	(586) 552-8010
Public School Academy Director	Arts Academy In the Woods	32101 Caroline St. Fraser	(586) 294-0391
Public School Academy Director	Conner Creek East (K-6)	16911 Eastland Roseville	(586) 779-8055
Public School Academy Director	Eaton Academy	21450 Universal Drive Eastpointe	(586) 777-1519
Public School Academy Director	Global Preparatory	28111 Imperial Warren	(586) 575-9500
Public School Academy Director	Great Oaks	4257 Bart Avenue Warren	(586) 427-4540

Representative <u>Cont.</u>	PSA	Address	Phone Number
Public School Academy Director	Huron (PreK-2) Academy	11401 Metro Parkway Sterling Heights	(586) 446-9170
Public School Academy Director	Huron (3-7) Academy	36301 Utica Rd. Clinton Township	(586) 446-9170
Public School Academy Director	Macomb Academy	39092 Garfield Rd. Clinton Township	(586) 228-2201
Public School Academy Director	Macomb Montessori Academy	14057 E. 9 Mile Warren	(586) 359-2138
Public School Academy Director	Merritt Academy	59900 Havenridge New Haven	(586) 749-6000
Public School Academy Director	Michigan Collegiate Middle	31300 Ryan Warren	(586) 777-3190
Public School Academy Director	Michigan Collegiate High	31300 Ryan Warren	(586) 777-5792
Public School Academy Director	Mt. Clemens Montessori	1070 Hampton Mt. Clemens	(586) 465-5545
Public School Academy Director	Noor International Academy	37412 Dequindre Rd. Sterling Heights	(586) 365-5000
Public School Academy Director	Prevail (K-8)	353 Cass Mt. Clemens	(586) 783-0173
Public School Academy Director	Reach Academy	25275 Chippendale Roseville	(586) 498-9171
Public School Academy Director	Rising Star Academy	23855 Lawrence Center Line	(586) 806-6455
Public School Academy Director	Success Mile Academy	27300 Dequindre Warren	(586) 353-2108

PUBLIC AWARENESS

The Macomb ISD assumes primary responsibility for Child Find activities and outreach for preschool children. All local educational agencies will assume responsibility for in-school and out-of-school youth up to the age of 26 through special education programs/services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources. Macomb ISD staff will coordinate Project Find activities.

Activities and Outreach Methods for Awareness of Services

The procedures for identifying potential school-age special education students may include review of existing school records and interagency collaboration for referral of student dropouts. Awareness information is provided through the distribution of Michigan Project Find materials, Early On Information, and Special Education Information from the Parent Handbook. Special Education evaluation procedures and processes will be distributed in the following manner.

- Annual advertisement in local newspapers or local radio
- Pre-school screenings for 3 to 5-year-old children
- Early Intervention/education services
- Day Care 0 to 3-year-old children
- Area healthcare agencies, hospitals, physicians
- Community education programs
- Community mental health
- County health department
- Family independence agency
- Head start programs
- Local educational agencies
- Community services
- Parent groups

TYPES OF DIAGNOSTIC SERVICES

Local school districts and/or the ISD may contract for or employ professionals to provide diagnostic services. Copies of contracts with outside diagnostic service providers or agencies will be on file at the ISD or LEAs and be available for review. The following list and chart indicates diagnostic and medical evaluation services that are provided directly and/or contracted for by the Local Educational Agencies and the ISD.

EDUCATIONAL EVALUATIONS

Audiological evaluation

Evaluation by an audiologist to measure pure tone and speech reception thresholds, speech discrimination, middle ear function, electro-acoustic assessment of hearing aids, selection and monitoring of FM units.

Vision evaluation

Evaluation and interpretation by a vision specialist of evaluation results with respect to visual skills and the influence of these skills on diagnosis and academic programming.

Orientation and mobility evaluation

Evaluation by an orientation and mobility specialist who shall provide diagnostic/evaluation services, including low vision and distance aids related to orientation and mobility.

Psychological evaluation

Evaluation by a qualified school psychologist to assess the intellectual and behavioral functioning of the student.

Speech and language evaluation

Evaluation by a teacher of the speech and language impaired to assess the student's functioning in the areas of articulation, language, voice, fluency or some combination of these factors.

Social work evaluation

Evaluation by a school social worker, including the gathering of basic screening information, medical, developmental, behavioral, social and family history, as well as the development of a diagnostic impression with respect to the disability category in question. Will work jointly with school psychologists in the evaluation of students suspected of being emotionally impaired.

Physical therapy evaluation

Evaluation by a physical therapist designed to implement therapy, prescribed by a physician, in an educational setting.

Occupational therapy evaluation

Evaluation by an occupational therapist of fine motor coordination problems that may be interfering with the educational performance.

Assistive Technology Evaluation/Assessment

Assessment by assistive technology evaluator(s) designed to recommend appropriate assistive technology devices.

Behavioral Evaluation/Assessment

Evaluation by a behavioral specialist to assess behavioral functioning and recommend positive behavioral supports and other behavioral needs.

Other Evaluation

Other evaluation as determined by the IEPT will be provided through ISD/LEA (PSA collaboration).

MEDICAL EVALUATIONS

Where educationally appropriate, the local and/or Intermediate School District may contract for specific medical evaluations which may include, but are not limited to, the following: psychiatry, neurology, orthopedics, ophthalmology, otology, physiatry, or other appropriate professional evaluations.

Psychiatric evaluation

Evaluation by a psychiatrist to measure the emotional status of a student in relation to his/her functioning in an educational setting.

Neurological evaluation

Evaluation by a neurologist to ascertain the existence and measure the effects of neurological disabilities on a student's educational functioning.

Orthopedic evaluation

Evaluations by a physician to determine the effects physical limitations have on the ability of a student to function in an educational setting.

Otologist evaluation

Evaluation by a physician to determine the effects a hearing loss has on the ability of a student to function in an educational setting.

Ophthalmologic evaluation

Evaluation by an ophthalmologist to determine the effects of visual acuity/functioning in relation to educational functioning.

Physiatry evaluation - Evaluation by a physiatrist to determine physical deficits that interfere with the educational process.

BASIC PROGRAMS AND SERVICES

Macomb ISD maintains a full continuum of programs and services throughout the MISD and its constituent local districts. The continuum represents a full range of programs/services that provides the Least Restrictive Environment (LRE) at each educational level (preprimary through secondary). This may include various alternative programs and service arrangements such as cooperative agreements with local educational/community agencies, other ISDs, or state agencies.

Any person, age 0-26, who resides within Macomb Intermediate School District and is identified as eligible through an Individualized Family Service Plan or the Individualized Educational Planning team process, will be provided with appropriate programs and/or services by their local school district, the Intermediate School District, or other approved providers.

To the maximum extent appropriate, special education eligible students shall be educated with their non-disabled peers.

Assignment to special classes, separate schools, or non-school settings will occur in accordance with IEPT determination when the nature and severity of the disability is such that education in a regular class, with the use of supplemental aides, services and accommodations cannot be successfully achieved.

Recently, in 2008, the State of Michigan revised the Michigan Administrative Rules for Special Education and the revisions are listed below. As a point of clarification, these two rules have replaced Macomb ISD exceptions under R340.1832(e).

R340.1738(b) Severe Cognitive Impairment Program

- (b) A severe cognitive impairment program shall consist of either:**
 - (i) A minimum of 200 days and 1,150 clock hours of instruction**
 - (ii) A minimum of 1,150 hours of instruction with no breaks greater than two weeks.**

R340.1748(2) Severe Multiple Impairment Program

- (a) A severe multiple impairment program shall consist of either:**
 - (ii) A minimum of 200 days and 1,150 clock hours of instruction**
 - (iii) A minimum of 1,150 hours of instruction with no breaks greater than two weeks.**

INTERVENTION COMPONENT

Local educational agencies will provide an intervention system that identifies students who are at risk for academic and behavior problems as close to school entry as possible. Intervention systems shall also include strategies for instruction, positive behavioral supports and tracking of progress. Students at risk will be provided well designed instruction by well-trained and highly qualified personnel that targets identified areas as early as possible. Instruction shall be targeted at identified problem areas and be monitored, paced, and changed according to student progress in mastering the skills taught. Intervention will be provided at the student's achievement level and according to individual needs. Intervention systems will be a coordinated and cooperative effort of the total educational community.

The following charts illustrate the continuum of programs and services provided by Local Educational Agencies and the ISD:

PROGRAMS OPERATED WITHIN THE MACOMB INTERMEDIATE SCHOOL DISTRICT

PROGRAMS

DIAGNOSTIC SERVICES

DISTRICT	MiCI	MoCI	SCI	EI	LD	HI	ECSE	SL	PI/OHI	SXI	AI	RR	MIPP	PSY	SSW	SP/L	HB/H	OT	PT	TC	O/M
Anchor Bay	X	AB	*A	*X	X	LR	E	F	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
Armada	X	AW	*A	*	X	ULR	E	F	ZM	*A	A	*X	A	C	C	X	X	A	A	X	A
Center Line	X	AW	*A	*	X	LR	E	Z	ZV	*A	A	*X	A	X	X	X	X	A	A	X	A
Chippe wa	X	AW	*A	*	X	ULR	E	F	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
Clintondale	X	AB	*A	*	X	LR	E	Z	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
East Detroit	X	AB	*A	*	* v	LR	E	Z	ZV	*A	A	*X	A	X	X	X	X	A	A	X	A
Fitzgerald	X	AW	*A	*	X	LR	E	Z	ZV	*A	A	*X	A	X	X	X	X	A	A	X	A
Fraser	X	AW	*A	*	X	LR	E	*X	ZU	*A	A	*X	A	X	X	X	X	A	A	X	A
Lake Shore	X	*A X	*A	*	X	LR	E	Z	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
Lakeview	X	AB	*A	*	X	*LR	E	Z	ZV	*A	A	*X	A	X	X	X	X	A	A	X	A
L'Anse	X	AB	*A	*X	X	ULR	E	Z	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
Mt. Clemens	X	AB	*A	*	X	ULR	E	Z	Z*X	*A	A	*X	A	X	X	X	X	AX	AX	X	A
New Haven	X	AB	*A	*	X	ULR	E	F	ZM	*A	A	*X	A	C	X	X	X	A	A	X	A
Richmond	X	AB	*A	*	X	ULR	E	F	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
Romeo	X	AW	*A	*X	X	ULR	E	F	ZU	*A	A	*X	A	X	X	X	X	A	A	X	A
Roseville	X	AB	*A	*X	X	*LR	E	Z	ZM	*A	A	*X	A	X	X	X	X	A	A	X	A
South Lake	X	AB	*A	*	X	LR	E	Z	ZV	*A	A	*X	A	X	X	X	X	A	A	X	A
Utica	X	AW	*A	*X	X	*UL	E	F	Z*X	*A	A	*X	A	X	X	X	X	AX	AX	X	A
Van Dyke	X	AW	*A	*X	X	LR	E	Z	Z*X	*A	A	*X	A	X	X	X	X	AX	AX	X	A
Warren Con	X	*A X	*A	*X	X	ULR	E	Z	ZU	*A	A	*X	A	X	X	X	X	AX	A	X	A
Warren	X	AW	*A	*	X	ULR	E	*X	X*U	*A	A	*X	A	X	X	X	X	AX	AX	X	A
MISD		*A	*A	*A						*A	*A		A	X	X	X	X	X	X	X	A

Programs not available at all levels may be contracted with another district.

KEY: A = ISD Center Program
R = Roseville

B = Lake
U = Utica

C = District
V = Van Dyke

E = Rule 1754 and Modified Rule 1755
W = Warren Consolidated

F = Fraser
X = District Providing

L = Lakeview
Y = L'Anse Creuse

M = Mt. Clemens
Z = Warren Woods

*** = R1832 Program**

CENTER PROGRAMS AND SERVICES

District of Operation*	Program or Service	Comments
Lakeview	Hearing Imp. (HI)	Preschool/Elem./MS -Oral/
Roseville	Hearing Imp.	Sr. High-Oral and Total Communication
Utica	Hearing Imp.	Preschool/Elem./MS -Total Preschool/Elem/ Oral
Mt. Clemens	PI/OHI	Preschool/Elementary
Utica	PI/OHI	Preschool/Elementary
Van Dyke	PI/OHI	Preschool/Elementary
Warren Woods	PI/OHI	Junior/Senior High
Fraser	SLI	Language-Based Programs
Warren Woods	SLI	Language-Based Programs
Macomb ISD	MoCI /SCI/SXI	Separate Facilities Serving 3-to
Macomb ISD	MoCI /SCI/SXI	26-year-olds
Lake Shore	MoCI	LEA Operated Programs LEA
Warren Consolidated	MoCI	Operated Programs
Macomb ISD	SEI	Center Programs Center
Macomb ISD	SEI	Programs Center
Macomb ISD	SEI	Programs
Macomb ISD	AI AI/TC	ISD Center Programs
Macomb ISD	AI	R340.1748(a)
Macomb ISD		LEA Program
Macomb ISD	VI/TC	Visually Impaired
Macomb ISD	HI/TC	R340.1748(a)
Macomb ISD	O&M	Orient./Mobil. Spec.
Macomb ISD	PT/OT	Phys./Occup.Therapist
Macomb ISD	Mich.Rehab.Serv.	Coordinates Vocational Programs with MRS
Macomb ISD	MIPP	Providing services for 0 to 3-year-olds

***Changes may be made. A current list of programs can be obtained from the MISD.**

ALTERNATIVE PROGRAMS UNDER RULE 340.1832(e)

Based on IEPT determination, alternative services and support pursuant to R340.1832(e) may be provided to meet the unique needs of the individual student. All parts of the rules listed apply, except for the following:

Current Rule	Exceptions
340.1738a	1832 Programs for students with severe cognitive impairment (SCI): Consist of one teacher and three aides with 16 students. The third aide is assigned with the 13 th student.
340.1741	1832 Emotionally Impaired programs: One teacher with 1-2 aides to serve 12 students in a classroom at any one time with the total number of students on the teachers caseload to be no more than 15 different students. No more than 12 students can be in the room at any one time; an aide will be assigned when the 11 th student is added.
340.1742a	1832 Hearing Impaired caseload: Seven students at elementary level. Average of ten students per hour at the secondary level. No more than 12 students at any one time.
340.1743	1832 Visually Impaired programs: The teacher of the VI shall have an enrollment of not more than the equivalent of ten full-time students.
340.1744(1)	1832 Programs for students with physical impairments or other health impairment: A total of 12 students in the classroom at any one time with the addition of an aide while maintaining the maximum caseload for the specific teacher at not more than 15 different students. The aide will be added with the 11 th student.
340.1745c	1832 Speech and Language Impaired: Maintain caseload at 60 students. Students being evaluated will not count on caseload.
340.1747	1832 Learning Disabled: Maximum student class size shall be 12, not to exceed a caseload of 18 students.
340.1748(1)	1832 Severely Multiply Impaired: Provide 1 teacher and 2 instructional aides for a maximum of 10 students.
340.1749a(2)(4)	1832 Elementary Resource Program: Maximum of 15 students at any one time, with a caseload of 20 students. The teacher can provide evaluation for 5 additional students.
340.1749b(2)	1832 Secondary Resource Program: A maximum of 15 students at any one time.
340.1749c(4)	1832 Departmentalized Program: An average of 13 students per class period per instructional day.
340.1756(1)(b)	1832 – Program for the Severely Language Impaired: An aide to assist with the increased class size will be assigned with the addition of the 12 th student. Maximum number of students at any one time is 12 students.

340.1739(b) 1832 Post-Secondary Programs or Services: Students with an IEP (18 and older) who are in Post-Secondary Programs or Services will modify R 340.1739(b) under the caseload provisions of this rule. There will be 1 lead teacher and a maximum of 3 instructional aides for a maximum of 25 students, with not more than 10 students for each aide. This applies to LEAs, PSAs and/or the ISD which may provide transition services via a consortium agreement(s) for certificate of completion post-secondary students.

340.1755 1832 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 over an entire calendar year. Membership will be prorated if a student's IEP requires less than 72 clock hours within the instructional calendar spread over an entire calendar year. The calculation will be based on the number of IEP program hours divided by 180.

Autism Programs

340.1758b Autistic Impaired: Autistic Impaired elementary or secondary classroom programs class size consists of an AI teacher, 8 students, and 2 instructional aides. The second aide will be added with the 6th student. The IEPT will describe its consideration of the ability of the student with autism to function in the placement determined, in the context of class size and student-to-staff ratio.

Paraprofessional Personnel

Qualifications for paraprofessional personnel specifically follows R340.1793 of the Revised Rules for Special Education. In addition the Macomb ISD and the Local educational agencies require paraprofessionals to possess a high school diploma or its equivalent and follow all state and federal requirements.

TRANSPORTATION

Transportation for Center Programs

A. Coordination of Local/MISD special education transportation

Transportation is an essential ingredient in bringing children with disabilities to special education centers and inter-district programs. An effective transportation system for special education students should be developed by all school districts and each district should clearly define policy and procedure addressing the following:

1. An effective recordkeeping system of all travel time for students involved in transportation to center or other inter-district programs. A report will be submitted to the MISD Transportation Department prior to the implementation of service.
2. Parents shall be notified of the transportation schedule for their student at least five (5) working days prior to the first day of transportation unless otherwise specified by the IEPT.
3. Procedures for sharing pupil data, including unique health and/or behavioral data with

the bus driver, e.g., a pupil profile card such as MISD Transportation Information Card.

4. Specifications of responsibilities of aiding students:
 - a. The driver shall not leave the vehicle unattended while any student remains.
 - b. At the home, the driver shall be responsible for the loading and unloading of students with the assistance of the parent. It is the parent(s)' responsibility to receive their child at home.
 - c. At the school, the driver shall be responsible for the loading and unloading of students with the assistance of the staff.
5. The supervision and control of students on the bus.
6. Director of MISD transportation has the capability of monitoring other districts in case of emergency. Various center programs use walkie-talkies between the schools and buses to facilitate both transportation and school coordination.
 - a. If a bus is going to be delayed more than 15 minutes for the A.M. pickup of students, due to any reason, the driver is to notify/call HOME BASE (point of demarcation), at which time HOME BASE is to notify appropriate parents on said route, and then notify appropriate school(s)
 - b. On a take-home run from said school(s), if the bus run is going to be late by 15 minutes or more, the driver is to contact HOME BASE with appropriate information as to length of time, placement on run, etc. HOME BASE will be able to respond to phone calls from parents with new estimated time of arrival, etc.
7. Efficient routing to minimize one-way travel time of students. Anytime the student is on the bus for more than one hour, the MISD Transportation Department shall be notified and the route reviewed for possible change. Special education transportation routes are reviewed by the MISD Transportation Department annually.
8. Responsibilities for all transportation personnel.
9. Training and orientation of all substitute drivers prior to driving a bus.
10. The district's coordinated effort with all districts within the MISD to minimize duplication of runs and to provide assistance in emergencies.
11. An appeal process that is written and given to parents at the IEPT meeting.
12. Utilization of safety measures, e.g., harnesses and car seats.
13. Snow days and notification of inservice days.

B. Transportation responsibilities

1. The MISD provides for transportation or coordinated transportation of:
 - a. Severely Cognitively Impaired (SCI)
 - b. Severely Multiply Impaired (SXI)
 - c. Moderately Cognitively Impaired (MoCI)
 - d. State School for the Deaf (weekly only per MSB/MSD calendar)
 - e. Severely Emotionally Impaired (SEI)
 - f. Autistic Impaired (AI)
 - g. Severely Language Impaired (SLI)
 - h. Hearing Impaired (HI)
 - i. Visually Impaired (VI)
 - j. Physically Impaired and Otherwise Health Impaired (PI/OHI)
2. Local districts provide, as defined by the IEP , transportation of:
 - a. Mild Cognitively Impaired (MiCI)
 - b. Emotionally Impaired (EI)
 - c. Learning Disabled (LD)
 - d. Early Childhood Developmental Delay (ECDD)

DISTRIBUTION OF FUNDS

MISD PRIORITIES FOR REIMBURSEMENT FROM MILLAGES

Special education programs and services in Macomb County will be reimbursed through the special education millage funds whenever possible. The MISD will be in compliance with Michigan Administrative Rules for Special Education – Part 6. When a special education millage is deemed necessary by the ISD Board of Education, special education funds will be used to cover the expense of such an election.

Special Education Millage Funds will only be used to provide special education programs and services for students who are residents of the Macomb Intermediate School District. Special education funds will be appropriated in the following priority in accordance with the Macomb Intermediate School District's approved budget:

1. Full reimbursement for special education programs and services provided by the Macomb Intermediate School District.
2. Full reimbursement for Macomb Intermediate School District center programs, and for locally operated center programs.
3. Full reimbursement of room rental for facilities used for special education classrooms.
4. If additional special education millage funds are available after funding the previous three items the Macomb Intermediate School District will determine which of the following methodologies will be used to reimburse local districts for the cost of providing special education programs within those local districts.
 - a. Constituent local districts/PSAs will be reimbursed on a prorated basis. This proration is calculated using the total number of student FTE on the previous school year's fall count that are MISD resident general and special education students.
 - b. Special education millage funds may be dispersed to constituent local districts/PSAs based on the number of identified special education students within each constituent local district/PSA as based on the previous year's Special Education Federal headcount. A like percentage of the special education funds will be distributed to each constituent local district/PSA based on the prorated number of special education pupils.

No local educational agency, charter school or other agency will receive more than 30% of the previous school year's total prorated special education expenditures as reported to the Macomb Intermediate School District on the State's DS 4096 special education final cost report.

In the event center program added costs of priorities 1 and 2 above are not appropriated at a 100% funding level (combined funding of Section 52 and special education millage), the following charge to local districts will apply:

This charge shall be determined by dividing the total unfunded balance of all center program added costs by the total number of Center Program headcount memberships as of fall state count day. This quotient will then be multiplied by the headcount memberships of the constituent district attending center programs.

These charges shall be paid to the Macomb Intermediate School District for distribution and shall be an integral part of the budgeting process.

ROLES AND RESPONSIBILITY OF THE PARENT ADVISORY COMMITTEE

Name: The name of this organization shall be “Macomb County Parent Advisory Committee” also known as the “Macomb PAC” or “PAC”.

Mission: The mission of the PAC is to continually seek knowledge of the special education issues so that we can educate, empower, and assist families to improve programs and services for all students with disabilities.”

The Macomb Parent Advisory Committee shall adhere to the following Revised Administrative Rules for Special Education (including revisions effective June 6, 2002) Michigan Department of Education Office of Special Education and Early Intervention Services:

- a. This PAC shall follow rule 340.1831 1-5 on Plan and Modification submission.
- b. This PAC shall follow rule 340.1832 (1) (a) – (n) Content Area
- c. This PAC shall follow rule 340.1833 (1) Cooperative development and review.
- d. This PAC shall follow rule 340.1845 (a) (b) Plan Signatures
- e. This PAC shall follow rule 340.1836 (1) – (4) Objections to plan; procedures
- f. This PAC shall follow rule 340.1837 (1) (a) – (c) (2) Approval of Intermediate school district plans.
- g. This PAC shall follow rule 340.1838 (1) (a) – (c) (2) - (7) Parent Advisory Committee

Plan Development

The Macomb ISD plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the Macomb Intermediate School District to assure that the PAC members are provided with copies of the current Intermediate School District plan, subsequent and proposed amendments and deviation requests.

Upon request, the Macomb Intermediate School District will review the Intermediate School District 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.

The Macomb Intermediate School District will develop a draft of the Intermediate School District plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Macomb Intermediate School District will advise the PAC Chairperson of the objection process as defined by rule 340.1836.

Prior to the submission date, the PAC shall approve the Plan pursuant to the voting procedures established in the current By-Laws. 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.

Administrative Relationship with the Parent Advisory Committee

The Director of Special Education Management Services 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 Macomb ISD.

Fiscal and Staff Resources Available to the Parent Advisory Committee

Fiscal resources available to the Parent Advisory Committee shall be outlined in the special education budget submitted to the Intermediate School District Board of Education for approval.

The Intermediate School District will provide budget items for:

- A. Postage** for notices and other committee mailings and phone calls related to Parent Advisory Committee business.
- B. Reproduction** of appropriate documents for committee business.
- C. Secretarial** services.
- D. Meeting** accommodations.
- E. Inservice/conference** travel reimbursement.
- F. Inservice/conference** related to the function of the Parent Advisory Committee.
- G. Informational** materials for the Parent Advisory Committee.

The Macomb Intermediate School District shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit.

ADDITIONAL PLAN CONTENT

Surrogate Parent Plan

Macomb ISD will adopt the Michigan Department of Education Office of Special Education and Early Intervention Services surrogate parent policy.

Under Federal Regulation Sec. 300.20 (definition of a parent) and Sec. 300.515 (definition of Surrogate Parents) and the OSE/EIS, Revised Policy for the Appointment of Surrogate Parents for Special Education Services dated February, 2003.

The Macomb ISD will:

1. Maintain an adequate pool of potential surrogate parents in the Macomb ISD who meet required standards and maintain a list of available pool members for the Local educational agencies. Surrogate parents will be trained by the ISD and PAC at least once a year at regularly scheduled PAC meetings, pursuant to the State Policy.
2. Offer instruction to these surrogate parent appointees in the areas of:
 - Surrogate parent responsibilities
 - Special education eligibility
 - Special education process and procedures
3. Maintain a system to:
 - Determine a need for a surrogate parent
 - Appoint a surrogate parent; and
 - End the appointment of a surrogate parent
4. Establish and administer a pay system for compensating the appointed surrogate parents for these services.