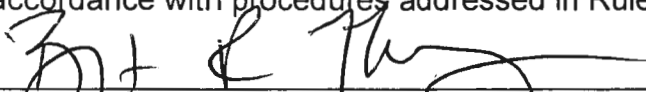
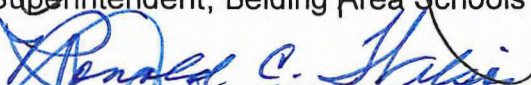


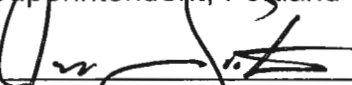

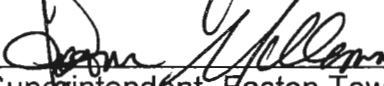
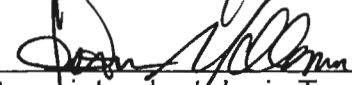
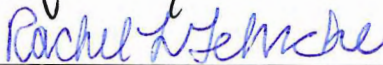


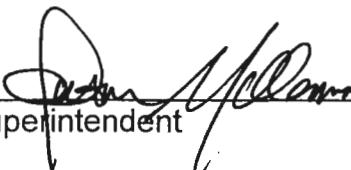
DOCUMENT ENDORSEMENT

Pursuant to Rule 340.1835 of the Revised Administrative Rules for Special Education, as amended, each intermediate school district plan or modification thereof shall be signed by the superintendent of each constituent local school district, the chief executive officer of each public school academy, and the chairperson of the Parent Advisory Committee, signifying their involvement in the development of the intermediate school district plan.

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

	<u>3/21/18</u>
Superintendent, Belding Area Schools	Date
	<u>3-21-18</u>
Superintendent, Ionia Public Schools	Date
	<u>3/21/18</u>
Superintendent, Lakewood Public Schools	Date
	<u>3/21/18</u>
Superintendent, Portland Public Schools	Date
	<u>3/21/18</u>
Superintendent, Saranac Community Schools	Date
	<u>3/24/18</u>
Superintendent, Berlin Township	Date
	<u>3/21/18</u>
Superintendent, Easton Township	Date
	<u>3/21/18</u>
Superintendent, Ionia Township	Date
	<u>3/5/18</u>
PAC Chairperson	Date

Pursuant to Rule 340.1835(a) of the Revised Administrative Rules for Special Education as amended, the following signature signifies approval by the Ionia County Intermediate School District Board of Education of the Plan for Delivery of Special Education Programs and Services.

	<u>3/21/18</u>
Superintendent	Date

COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES

Confidentiality and Protection of Records

The Ionia County Intermediate School District Assures that policies and procedures are on the file at intermediate school district (ISD) and comply with the requirements of Part 9 of the Revised Administrative Rules for Special Education (Rules) entitled, Records and Confidentiality, as well as 34 C.F.R. 300.560 to 300.577 of the Individuals with Disabilities Education Act (IDEA) regulations.

Policies and procedures on file at the ISD include:

- a. Interim procedures for inspection and release of student records
- b. Family Educational Rights and Privacy Act
- c. Part 9 of the Revised Administrative Rules for Special Education

The Ionia County Intermediate School District assures that each local educational agency (LEA) meets the requirements set forth in Part 9 of the Rules and 34 C.F.R. § 300.560 to 300.577 of the IDEA regulations. Appendix A lists school district representatives who can be contacted for information regarding special education programs and services.

Surrogate Parents

The Ionia County Intermediate School District assures that the ISD and LEAs comply with the State Board of Education (SBE) approved. Surrogate Parents and Special Education Decision Making Guidance (January 30, 2017). When necessary, the ISD in cooperation with the local school district of which a student is a resident, will appoint a surrogate parents from a pool composed of Parent Advisory Committee members and provide appropriate training.

Distribution of Procedural Safeguards

Procedural safeguards are available in the "Parent Handbook" and as a stand alone document entitled "Procedural Safeguards for Parents of Students with Disabilities." The procedural safeguards will be provided to parents in the following situations:

- a. Initial referral for evaluation.
- b. Each notification of individualized educational planning team (IEPT) meeting.
- c. Each re-evaluation.
- d. Upon receipt of a request for a due process hearing pursuant to 34 C.F.R. § 300.560 to 300.577 and individual Ionia County Intermediate School District and LEA policies/procedures.
- e. On or before the date on which a decision is made to take disciplinary action involving a change of placement for more than 10 school days 34. C.F.R. § 300.523 (a)(1).

Parents Rights and Program Information

The "Parent Handbook" is provided with the initial referral for special education and is available at the ISD to parents, students and other members of the community. The Parent Handbook includes the following information: Procedural Safeguards; the title address, and phone number of local and intermediate school district representatives who can provide information about special education opportunities and information about special education processes, programs and services. Names and phone numbers of Parent Advisory Committee can be procured by calling the Director of Accountability & Program Improvement at the ISD or by contacting the coordinator of special education at the local district.

ACTIVIITIES AND OUTREACH METHODS

Public Awareness

The Assistant Superintendent for Special Education, or his designee, is responsible for coordinating public awareness and child find activities within the intermediate school district. The special education contacts for the local districts are responsible for local awareness activities. Intermediate and local district special education contacts will advise and provide information regarding special education opportunities required under the rules and obligations of the Intermediate and local districts in servicing individuals with disabilities. Public awareness materials include a Resource Directory that describes special education programs and services. The directory is available to the public at the ISD. Packets of materials are shared with all new parents through doctors' offices, libraries and hospitals. These packets include a parent questionnaire called Ages and Stages and an 800 number to call along with referral procedures to be used by a concerned parent. Information is provided in the native language of the family upon request.

Child find screening activities are normally conducted by the local districts. The activities are conducted according to local procedures. The intermediate school district operates the Early On Program which distributes its own publicity materials and which also shares information on an ongoing basis with private physicians, local agencies and area hospitals.

The effectiveness of child find activities is reviewed at least annually by the intermediate and local district special education directors/coordinators. The director of the Early Childhood Programs annually reviews and monitors enrollment patterns in Early Childhood programs operated by local districts.

Intermediate and local district representatives who will advise and inform the public as to special education opportunities available are listed in the Parent Handbook.

DIAGNOSTIC AND RELATED SERVICES

An array of diagnostic services are available within the Ionia County Intermediate School District. Services are provided by the intermediate school district (Services are listed below) and others are contracted as the need dictates. Specific diagnostic instruments and evaluation techniques used will be appropriate and administered by trained personnel. The evaluations and recommendations, required by law, be made by a multidisciplinary team. Further, no single procedure will be used as the sole criterion for determining an appropriate educational program for a child with a disability. Parents will be encouraged to be part of the evaluation planning team and also the parent will be encouraged to provide input into the evaluation report. When the evaluation of any student in English is not feasible, the intermediate or local district will proceed as outlined in the Michigan Administrative Rules for Special Education.

The Ionia County Intermediate School District assumes that copies of contracts or service agreements [per MCL 380.1751(1)(b)] of the School Code] are on file at the ISD and available for review.

Diagnostic and Ancillary Services

The following are diagnostic and ancillary services provided via Ionia County ISD:

- Services for Autism Spectrum Disorders
- HI Specialist
- VI Specialist
- Orientation & Mobility services
- Services for Physical Impairments
- Speech & Language Pathologists
- School Psychologists
- School Social Workers
- Occupational Therapists
- Physical Therapists
- Services for Homebound/Hospitalized
- Services for Community Based Instruction

SPECIAL EDUCATION PROGRAMS AND SERVICES

Special education programs and services in the Ionia County Intermediate School District includes services for all disability categories and all age levels birth through 25. The programs include a full continuum ranging from the least to the most restrictive environment depending upon the severity of the impairment and the individual needs of the student. (Table 1)

Programs and services for students with autism are provided under R 340.1832(d)(e) of the ISD plan.

Expanded Age Range – Programs for students with moderate cognitive impairment, severe cognitive impairment, and severe multiple impairment, may require expanded age ranges for programmatic feasibility and to meet the needs of the students due to the low incidence of eligible students. Districts will maintain reasonable ranges (0-26) to allow for participation in the least restrictive environment (LRE).

Freedom Acres, operates as a segregated site by Ionia County ISD, will provide programs for students with severe cognitive impairment, severe multiple impairment and severe emotional impairment.

Classrooms for students with moderate cognitive impairment will be located in local buildings but administered by Ionia County ISD. The post-school program for students with moderate cognitive impairment are located in a Transition Program also administered by Ionia County ISD. An expanded age range will be in place for these students.

For students within the intermediate school district who are receiving homebound and/or hospitalized services, progress reports will be provided to the parents as specified on the IEP Team report. Reporting of such progress will be at least as often as parents of non-disabled children within their respective program or district.

TABLE 1
Special Education Programs

	Severe CI		Moderate CI		Mild CI		SEI		EI		LD		Teacher Consultant		P/OHI		Resource Program		Early Childhood R340.1754		ASD R 340.1758 (a and b)			
	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S		
Belding			I			L								L			L	L	L			I	I	
Ionia			I	I	L				L	L				L			L	L	L			I	I	
Lakewood						L											L	L	L			I	I	
Portland					L	L											L	L	L			I	I	
Saranac														L			L	L	L			I	I	
Rurals													I									I	I	
ICISD	I	I	I	I			I	I														I	I	
Code:	L=Local District Program						I=ISD Program						E=Elementary						S=Secondary					

The above Chart is accurate as of 2/21/18 and may change from year to year as needs change.

SPECIAL EDUCATION PROGRAMS AND SERVICES PER R340.1832(1)(e)

Visually Impaired Specialist Services – The VI Specialist shall be a teacher with an endorsement in visual impairments. The individual caseload of a provider of visually impaired services shall not exceed 25 different students. Students being evaluated shall be counted as part of the caseload.

A Visually Impaired Specialist may conduct 1 or more of the following activities related to students with a visual impairment:

- a) Provide necessary large-type or Braille texts, supplementary materials, educational aids, and equipment in a timely manner to ensure the student's maximum participation in all classroom activities.
- b) Create and adapt accessible materials.
- c) Provide Braille instruction and assessment for students.
- d) Model appropriate techniques for providing effective instructional strategies.
- e) Conduct functional vision evaluations, learning media assessments, and other vision-related assessments to determine a student's visual function, reading medium, and skill levels.
- f) Provide written reports based on aggregated assessment data.
- g) Collaborate with teachers, support staff, parents, paraprofessionals, and students to provide useful technological and vision information.
- h) Identify and coordinate accommodations and modifications of the school environment for a student to obtain access to general education curriculum.
- i) Consult regularly with classroom teachers, other general and special education personnel, parents, and others to coordinate programs and services.
- j) Evaluate, select, and maintain appropriate adaptive technology used by students in a school setting.
- k) Assist teachers and school staff in the use of equipment and adaptations to accommodate students' needs.
- l) Coordinate appropriate services with outside agencies.

Hearing Impaired Specialist Services – The HI Specialist shall be a teacher with an endorsement in hearing impairments. The individual caseload of a provider of hearing impaired services shall not exceed 25 different students. Students being evaluated shall be counted as part of the caseload.

A Hearing Impaired Specialist may conduct 1 or more of the following activities related to students with a hearing impairment:

- a) Provide necessary supplementary materials, educational aids, and equipment in a timely manner to ensure the student's maximum participation in all classroom activities.
- b) Create and adapt accessible materials.
- c) Provide sign language instruction and assessment as appropriate for students.
- d) Model appropriate techniques for providing effective instructional strategies

- e) Be Knowledgeable of audiological assessment information and its application to the individualized education program of a student with hearing impairment.
- f) Provide written reports based on aggregated assessment data.
- a) Collaborate with teachers, support staff, parents, paraprofessionals, and students to provide useful technological and hearing information.
- b) Identify and coordinate accommodations and modifications of the school environment for a student to obtain access to general education curriculum.
- c) Consult regularly with classroom teachers, other general and special education personnel, parents, and others to coordinate programs and services.
- d) Evaluate, select, and maintain appropriate adaptive technology used by students in a school setting.
- e) Assist teachers and school staff in the use of equipment and adaptations to accommodate students' needs.
- f) Coordinate appropriate services with outside agencies.

Elementary level resource program 340.1749 a(2)	The elementary resource teacher shall serve not more than an average of 12 students at any one time and have a caseload of not more than 20 different students.
Secondary levels resource program 340.1749 b(2)	The secondary resource teacher shall serve not more than an average of 12 students at any one time and have a caseload of not more than 22 different students.
Departmentalization of special education programs 340.1749 c(4)	Each teacher shall serve not more than an average of 12 students per class period per instructional day.
Early childhood special education programs 340.1754 (c)	The program shall have not more than 14 students for 1 teacher and 1 aide at any one time, and the teacher shall have responsibility for the educational programming for not more than 28 different students.
R340.1755 Early Childhood Specialized Instruction Services; 2 years, 6 months through 5 years of age	This language was removed as directed by MDE/DSE (July 1, 2019).

ADMINISTRATION OF PROGRAMS AND SERVICES

Ionia County ISD assures that it will safeguard the confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used, or maintained in compliance with IDEA.

Special Education Administrators

The complete list of special education administrators for the ISD, each local district, and each public school academy administrator is located in Appendix A.

Paraprofessional Personnel

Paraprofessional personnel employed in special education programs operated by the intermediate school district, constituent local school districts or the public school academy will, at minimum, possess a high school diploma or equivalency and meet all state and federal qualification requirements.

Transportation

Each local district will make arrangements for the provision of special transportation to eligible students by providing the service or contracting privately. The need for special transportation is determined through the IEP process. The program requirements will determine the schedule and nature of the transportation needed. Transportation units equipped with lifts will be used when needed. Transportation needs will be reviewed at least annually and will be monitored continuously by the intermediate and local special education coordinators and the Principal of Freedom Acres School.

MILLAGE REIMBURSEMENT PROCEDURES

The first priority for the expenditure of funds generated through the Ionia County ISD millage is for ICISD operated programs and services. Millage funding may be distributed to local school districts in a manner consistent with Rule 340.1811. Any amount that is allocated for reimbursement of special education costs will be consistent with MDE's list of allowable costs.

PARENT ADVISORY COMMITTEE

Appointment

The members of the ISD Special Education Parent Advisory Committee are nominated by each local district board of education and are appointed by the intermediate board. The members must be parents/guardians of a student receiving special education program or services. The intermediate district will make every attempt to assure that the membership is comprised of a broad representation of impairment categories and parent organizations with at least one representative from each constituent local school district and public school academy. The intermediate school district board of education may nominate additional members not to exceed 33⅓% of the total Parent Advisory Committee membership. At the discretion of the local district board, a member of the committee may serve renewable two-year terms.

Role and Responsibility

The Ionia County Intermediate School District Special Education Plan or any subsequent modifications will be developed in cooperation with the Parent Advisory Committee. It will be the responsibility of the **Director of Accountability & Program Improvement** to assure that the committee members are provided with individual copies of the current plan and proposed modifications. **The Director of Accountability & Program Improvement** will review the plan with the committee upon request and when modifications are being processed.

When the ISD Plan is being considered for modification, the **Director of Accountability & Program Improvement** will be responsible for gathering information from the Parent Advisory Committee and the intermediate and local districts' special education coordinators for possible changes. A draft of the plan, which incorporates the proposed changes, will be prepared. The draft will be reviewed by the Parent Advisory Committee and the Special Education Coordinators, and any modifications resulting from the reviews will be incorporated into the final document. The President of the Parent Advisory Committee will be asked to sign the plan endorsement page signifying the PAC's involvement in the development of the plan. If the committee so directs the president, an objection to the plan may be filed according to the procedure specified in Rule 340.1836 of the Michigan Administrative Rules for Special Education. A simple majority vote of the members present shall be required.

In addition to its involvement in the ISD Plan development, the PAC provides advisory input on matters that the committee deems appropriate to the improvement of special education services within the intermediate school district. The committee is apprised of deviation requests and current issues relating to special education.

Administrative and Fiscal Support

The Ionia County Intermediate School District Director of Accountability & Program Improvement and the Assistant Superintendent/Special Education will act as advisors to the Parent Advisory Committee. The goal of this effort is to have an active and informed Parent Advisory Committee that will work cooperatively with administrative personnel in ensuring the effective and efficient delivery of special education programs and services within the Ionia County Intermediate School District.

The intermediate school district administration will provide the resources and staff support necessary to enable the committee to function effectively.

APPENDIX A

SPECIAL EDUCATION ADMINISTRATIVE PERSONNEL

District	Administrative Position	Phone
Ionia County ISD 2191 Harwood Road Ionia, MI 48846	Asst. Supt., Special Education Director of Accountability & Program Improvement Administrator of Autism Program Principal, Freedom Acres School	(616) 527-4900 (616) 527-2921
Belding Area Schools 321 Wilson Street Belding, MI 48809	Supervisor of Special Education	(616) 794-4444
Ionia Public Schools 250 E. Tuttle Road Ionia, MI 48846	Special Education Contact	(616) 527-9280
Lakewood Public Schools 223 W. Broadway Woodland, MI 48897	Special Education Contact	(616) 367-4935
Portland Public Schools 1100 Ionia Road Portland, MI 48875	Special Education Contact	(517) 647-4161
Saranac Community Schools 250 Pleasant Street Saranac, MI 48881	Special Education Contact	(616) 642-6316
Berlin, Easton, & Ionia Townships Ionia County ISD 2191 Harwood Road Ionia, MI 48846	Special Education Contact	(616) 527-4900