

CRAWFORD, OGEMAW, OSCODA, ROSCOMMON INTERMEDIATE SCHOOL  
DISTRICT

INTERMEDIATE SCHOOL DISTRICT PLAN

2/14/2012

Pursuant to Rules 340.1835(a) and 340.1835 of the Michigan Administrative Rules for Special Education, each intermediate school district plan or modification thereof shall be signed by all of the following:

- the intermediate school district superintendent, signifying approval by the intermediate school district board, and
- the superintendent of each constituent local school district, chief executive officer of each public school academy, and the chairperson of the parent advisory committee, signifying involvement in the development of the intermediate school district plan.

My signature indicates my school district has been involved in the development of the County Intermediate School District Plan for Special Education Services and Programs in cooperation with the Parent Advisory Committee, constituent school districts, public school academies and the intermediate school district.

I have been advised that I file my objections to the Special Education Plan in accordance with procedures addressed in R340.1836.

\_\_\_\_\_  
PAC Chairperson

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent, C.O.O.R. ISD

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent,  
Crawford AuSable School District

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent, Fairview Area Schools

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent,  
Houghton Lake Community Schools

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent, Mio AuSable Schools

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent,  
Roscommon Area Public Schools

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Superintendent,  
West Branch-Rose City Area Schools

\_\_\_\_\_  
DATE

# I. Content Areas

## A. Special Education Opportunities and Procedures

The COOR ISD and all of its constituent LEAs use the handbook “Procedural Safeguards Notice” (“The Handbook”). Handbooks are distributed by special education staff in each district. The purpose of the handbook is to inform individuals with disabilities, parents, and other members of the community of:

- the special education opportunities required under the law;
- the obligations of local school districts and the intermediate school district;
- a list of organizations and special education representatives

The Handbook is distributed to each parent at the time of initial referral. Booklets shall also be offered to parents not more than once a year except: upon initial referral or parent request for evaluation; upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year; when a decision is made to take a disciplinary action that constitutes a change of placement; and, upon parent request.

The school administrators who are responsible for the implementation of special education programs and services are listed below by position. The listed administrators are also the local contact person regarding special education programs and services in their district. In addition, building administrators such as principals can share information regarding the special education programs/services available in their buildings:

Director of Special Education  
C.O.O.R. Intermediate School District  
11051 N. Cut Rd  
P.O. Box 827  
Roscommon, MI 48653  
(989) 275-9555

Superintendent, Crawford Ausable Schools  
1135 North Old 27  
Grayling, MI 49738  
(989) 344-3500

Superintendent, Fairview Area Schools  
1879 Miller Road  
Fairview, MI 48621  
(989) 848-7000

Superintendent, Houghton Lake Community Schools  
6001 W. Houghton Lake Drive  
Houghton Lake, MI. 48629  
(989) 366-2000

Superintendent, Mio Ausable Schools  
1110 W. Eighth Street  
Mio, MI. 48647  
(989) 826-2400

Superintendent, Roscommon Area Public Schools  
702 Lake Street, P.O. Box 825  
Roscommon, MI 48653  
(989) 275-6600

Superintendent, West Branch-Rose City Area Schools  
P.O. Box 308, 515 Harrington Street  
Rose City, MI 48654  
(989) 343-2000

## **B. Procedures for Identifying Potential Special Education Populations:**

The COOR ISD is responsible for coordinating awareness of the availability of special education and Early On services, and Child Find within the service area. The Special Education Department of the ISD is responsible for the implementation and coordination of this public awareness effort including establishing and maintaining coordination of Child Find among the constituent LEAs via the following methods:

- The ISD will provide professional development opportunities to the LEA administrators and staff on Child Find responsibilities and procedures
- All Child Find referrals from birth up to the age of three will be coordinated through the office of the ISD Early On® Department. The Early On® Coordinator will be responsible to contact the appropriate LEA administrator if the student could be eligible for special education services. The LEA administrator will have the responsibility to coordinate the appropriate special education evaluations procedures as well as scheduling the resultant IEP meeting.
- Local school districts have the responsibility for Child Find procedures for all other students who do not have a high school diploma up through the age of 26.
- The ISD will provide professional development opportunities for all LEA secretaries and IEP chairpersons annually on changes in the State and Federal Rules and Laws governing special education, FERPA, Child Find, and the ADA along with other topics of interest. Additional opportunities for professional development may be offered by the ISD as needed.
- The ISD will regularly use local media outlets to inform students with disabilities, their parents, and other members of the community of the special education opportunities required by law in the District.
- The ISD Early On® Coordinator, or a representative, will attend parent or community childhood education fairs to publicize available services.

The ISD will disseminate materials/information to the public or constituent LEAs as required by State and Federal Rules and Laws.

## **C. Types of Diagnostic Services**

An "Education Services Agreement" shall be signed annually by district superintendents. This agreement outlines responsibilities related to special education programs and services operation, conducting IEP team meetings, and arranging and conducting due process hearings should they be requested. The ISD assures that copies of contracts or service agreements (per Section 380.1751 (1) (b) of the School Code) are on file at the COOR ISD

Office and available for review. Local districts are responsible to provide or contract for any additional diagnostic and ancillary services required by a student's IEP which are not listed. The table in Appendix A shows the diagnostic and related services available within the COOR ISD and the districts responsible for providing them. The list is accurate as of July, 2011 and can be modified via the Education Services Agreement.

## **D. Basic Programs and Services**

Special education classroom programs in the COOR ISD are designed to meet the individual educational needs of students with disabilities. The table in Appendix A shows the available programs within the COOR ISD and the district responsible for providing them. Not all listed programs may be implemented at all times but a complete continuum of LRE placements will be available for children residing in each district. Local districts are responsible to contract for any additional programs required by a student's IEP.

The C.O.O.R. Intermediate School District may provide a program for students who are hearing impaired with any type or degree of hearing loss that interferes with development or adversely affects educational performance in a regular classroom setting. The program would provide services for all students with hearing impairments in the C.O.O.R. Intermediate School District when identified by the Individualized Educational Planning Team. Transportation to the program is provided at no cost to parents. The major focus of instruction in the hearing impaired program is communication skills and language development. The services of the Teacher Consultant for Hearing Impaired are also available from the ISD. HI programming and service decisions will be made by the IEP Team and following the LRE guidelines.

The COOR ISD assures that programs provided for students with autism under Rule 340.1758(1)(b) meet the following criteria:

- Professional Development will be provided to the special education teacher responsible for the education of students with autism. The in-service education shall be provided in areas identified in Rule 340.1799 (1)(d)(i-iv).
- A team knowledgeable about autism and programming for students with autism will be available to the teacher and support staff to assist in meeting the unique individual needs of the student.
- Ancillary and related service providers who are responsible for the delivery of services to students with autism will have Professional Development relating to the service they provide.
- The IEPT will describe its consideration of the ability of the student with autism to function in the program of placement in the context of such items as class size and student/staff ratio.

The ISD will operate the programs for children with Multiple and Severe Cognitive Disabilities according to the requirements of the current Michigan Department of Education Pupil Accounting Manual. The program shall be run for a minimum of 200 days and 1150 hours as per R340.1738 (b) (i)

## **E. Alternative Special Education Programs Description under Rule 340.1832(e)**

The prevailing philosophy within the ISD is to serve each child with a disability in the least restrictive environment. This includes providing a continuum of educational services for children with mild to severe disabilities ranging in age from 0 through 25 years of age. These services include classroom programs, support services and vocational training programs designed to meet the individual needs of children with disabilities. The Individualized Education Program Team (IEPT) shall consider that all children should have the opportunity to be educated together, regardless of disabilities, in the school he or she would attend if the child did not have a disability, unless otherwise determined appropriate through the IEPT process.

(R 340.1832e)Resource Programs-R 340.1749a and R 340.1749b: Michigan Administrative Rules 340.1749a and 340.1749b will be followed with the exception of:

- The maximum caseload for each elementary program will be the equivalent of 10 full-time students (10 FTEs) with no more than 12 students at any one time in the classroom.
- The maximum caseload for an elementary departmentalized teacher will average no more than 12 students during departmentalized periods. During non-departmentalized periods, the teacher may have no more than 10 students in the room at any one time.
- The maximum caseload for each secondary program will be the equivalent of 10 full-time students (10 FTEs) with no more than 12 students at any one time in the classroom.
- The maximum caseload for a secondary departmentalized teacher will average no more than 15 students during departmentalized periods.

## **F. Assurance Statement of Confidentiality**

Employees of the ISD, the LEAs, and the PSAs will maintain confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used or maintained in compliance with R340.1861(3), 34 C.F.R. 300.610 through 300.626.

## **G. Qualifications of Paraprofessional Personnel**

Paraprofessional personnel employed by the ISD will meet state and federal requirements and will have a high school diploma or GED, at a minimum.

## **I. Transportation**

Each special education student shall be provided special transportation if it is determined to be a necessary related service for the full implementation of the student's educational plan. The IEP Team will determine if special transportation is necessary, and to what extent special transportation will be provided.

When exceptional transportation needs occur, the operating district will be responsible to provide services as determined by the IEP Team report.

Unless the IEP states otherwise, parents are responsible to get students to an authorized pick-up point when students participating in a schools of choice option choose to attend a school different from the school they would regularly attend based on the location of their residence.

## **J. Distribution of Funds**

Distribution of ISD millage will be in accordance with R340.1811.

The ISD Act 18 Millage, currently .75 mills, is allocated to fund all ISD costs for ISD operated programs and services. Any remaining Act 18 funds will be distributed to local districts based on the percentage of special education students headcount reported in their most recent fall count.

## **K. Appointment of Parent Advisory Committee Members**

The COOR ISD Board of Education will appoint the Special Education Parent Advisory Committee (PAC) members based on recommendations from the six local school districts. An ISD special education administrator is responsible for assuring that a recommendation is made to the Board.

The ISD administrator shall notify constituent school district superintendents that a nomination of parent(s) of a child with a disability is needed for the ISD PAC. It is the responsibility of the local superintendent to assure that qualified parents are nominated. The local superintendent or designee may seek recommendations from local agencies, parent groups, and school personnel.

## **L. Roles and Responsibilities of the Parent Advisory Committee**

At the organizational meeting, the Chairperson will establish the time and place of the committee meetings with the ISD administrator. Meetings will be held at least once a year. The agenda will be determined by the chairperson and the ISD administrator. All COOR ISD Plans or amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the ISD administrator to assure that PAC members are provided with individual copies of the current ISD Plan and subsequent amendments. The Plan will be discussed with members at a PAC meeting. Objections or acceptance to the ISD Plan may be filed with the Michigan Department of Education under Rule 340.1836. PAC objections to the Plan require a simple majority vote of the eligible voting members in order for the objection or acceptance to be filed.

The PAC Chairperson will receive copies of all deviation requests from constituent school districts, public school academies and intermediate school districts as required in Rule 340.1734. This is to be done concurrently with the filing of the deviation with the State Department.

The PAC may be involved in these or other related activities: community activities, IEP information fliers or booklets, public relations activities, involvement in state/federal monitoring activities for parents, responding to invitations to meet with state education officials, attendance at state/regional PAC meetings.

## **M. Administrative Support for the Parent Advisory Committee**

A special education administrator will be assigned to act as an advisor to the PAC and will assist the PAC be active and informed and work with administrative personnel in ensuring the effective and efficient delivery of special education programs and service with in the ISD..

## **N. Support for the Parent Advisory Committee**

Fiscal resources available to the PAC shall be outlined in the special education budget submitted to the ISD Board of Education for approval. These items will include postage and copying.

PAC members shall be reimbursed for out of district travel and conference attendance that has been approved by the PAC and is within the amount budgeted by the ISD. The rate of reimbursement will be in accordance with the professional staff handbook policy. PAC members may be reimbursed the current ISD rate per mile for their attendance at all regularly scheduled PAC meetings.

An administrator shall be responsible for assuring that reasonable secretarial and clerical support is available to the PAC for committee business.

# **II. Additional Plan Content**

## **Age Span for MoCI, SCI, and SXI Programs**

Because of the rural nature of our district and small numbers of students, COOR ISD may group students in ways that exceed the age spans stated in Rule 340.1733(b-d). Students are grouped in developmentally appropriate ways and within guidelines for maximum caseloads. Placement in these programs will be primarily based upon functioning levels. The age range of students in each program will be considered prior to placement of new students and parents will be informed of the students' age range prior to placement in the classroom.

## **Surrogate Parent Plan**

The COOR ISD assures that procedures approved by the state board of education under R 340.1725(f) will be followed. The ISD will provide annual training for potential surrogate parents, will maintain an updated list of trained surrogate parents, and will review the Policy for the Appointment of Surrogate Parents with special education administrators once a year. Local districts and PSAs will be asked to recruit parents to maintain a sufficient number of surrogate parents.

## APPENDIX A

District Name	R.P.	LD	EI	MiCI	MoCI	SCI	EC	HI
COOR ISD					C	C		C
ROSCOMMON AREA PUBLIC SCHOOLS	L E&S*	L S	L E	L S			L	
FAIRVIEW	L E*	L E	L S	L E			L	
MIO AUSABLE	L E*	L S	L S	L S			L	
WEST BRANCH-ROSE CITY	L E&S*	L E	L E	L E			L	
HOUGHTON LAKE	L E&S*	L E	L E	L S			L	
CRAWFORD AUSABLE	L E&S	L E	L E	L S			L	

Codes: L = Local district program (Elementary & Secondary)  
C = Center ISD program  
\* = R340.1832 (e) alternative special education programs  
R.P.=Resource Program

District Name	Psych	SSW	Spch / Lang	OT	PT	VI TC	EC	O & M	AI TC	HI TC
COOR ISD	*	*	*	*	*	*	*	*	*	*
Crawford-Ausable	X	D	X	X	D	D	X	D	D	D
West Branch-Rose City	X	X	X	X	C	D	X	D	D	D
Roscommon Area	D	D	X/D	D	C	D	D	D	D	D
Fairview	D	D	D	D	C	D	D	D	D	D
Mio Ausable	D	D	D	D	C	D	D	D	D	D
Houghton Lake	X	X	X	X	C	D	X	D	D	D

Codes: X = Local district provides services  
D = Service contracted from ISD  
C= ISD provided contract service  
\*=Services provided students of the C.O.O.R. Education Center are provided either by the LEA or ISD. The LEA may contract with the ISD for those services. If the LEA employs the staff, they shall provide those services to students who reside in the LEA but attend the C.O.O.R. Education Center unless other arrangements are made.