

COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES

Special Education Opportunities

The Special Education Parent Handbook is utilized as a means for communicating a list of organizations and special education representatives to parents of children suspected of and/or are identified as requiring special education services. In addition, this booklet outlines for parents and the community the special education opportunities (required under law) in the Sanilac County Intermediate School District (SISD). Special education staff in each district distributes these booklets as well as copies of the Procedural Safeguards Available to Parents of Students with Disabilities.

The following is a list of school district representatives who can be contacted for information regarding special education programs and services:

Representative	District	Address	Phone Number
Director of Special Education	Sanilac ISD	46 North Jackson St. Sandusky, MI 48471	810-648-2200
Superintendent	Brown City Community Schools	4349 2 nd St. P.O. Box 160 Brown City, MI 48416	810-346-2781
Superintendent	Carsonville-Port Sanilac Schools	100 North Goetz Rd. Carsonville, MI 48419	810-657-9393
Superintendent	Croswell-Lexington Community Schools	5407 East Peck Rd. Croswell, MI 48422	810-679-1000
Superintendent	Deckerville Community Schools	2633 Black River St. Deckerville, MI 48427	810-376-3615
Superintendent	Marlette Community Schools	3051 Moore St. Marlette, MI 48453	989-635-7425
Superintendent	Peck Community Schools	222 East Lapeer Peck, MI 48466	810-378-5200
Superintendent	Sandusky Community Schools	191 Pine Tree Lane Sandusky, MI 48471	810-648-3400

Public Awareness

Procedures for Identifying Potential Special Education Populations

The SISD assumes primary responsibility for Child Find activities for preschool children. The SISD Child Find Coordinator will be responsible for coordinating Child Find activities. All local school districts will assume responsibility for in-school and out-of-school youth who are not more than 25 years of age as of September 1 of the school year of enrollment through the special education referral process. SISD staff will promote public awareness of disabilities, the available special education programs/services, and establish cooperative liaisons with other agencies and professionals who may be potential referral sources. SISD staff is responsible for informing agencies and individuals of eligibility requirements, available programs and services, as well as developing and disseminating information on the special education service process:

Public location, screening, referral, diagnostic assessment, placement and review of special education services and programs.

Public Awareness continued:

Participating Agencies

Local school districts and Sanilac County ISD Special Education representatives are listed in a subsequent section of this plan.

As part of the identification activities, SISD Special Education Services Department, will distribute Michigan Project Find materials, Early On information, and the Special Education Parent Handbook to the following:

- Annual advertisements in local newspapers or on local radio station(s)
- Pre-school screenings for 0-5 year old children at various sites within the ISD
- Area healthcare agencies, hospitals, physicians
- Community Mental Health
- County Health Department
- Family Independence Agency / Department of Human Services
- Head Start Programs/Preschool Programs
- Local schools
- Sanilac County Community Services
- Parent groups

Types of Diagnostic Services

Diagnostic and related services are provided either at the local district level or cooperatively with related services staff employed by or contracted through the ISD. The following chart illustrates the diagnostic services provided directly and/or those contracted for by the SISD. All others are contracted on an individual basis.

District	Psych	SSW	Speech	O&M	VI TC	Behavioral Specialist	Audiological	HI TC	OT	PT	Licensed Physician
Brown City	C	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Carsonville-Pt. Sanilac	C	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Croswell-Lexington	CISD /C	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Deckerville	CISD	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Marlette	C	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Peck	C	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Sandusky	CISD	ISD	X	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Sanilac ISD	X	X	X	C	X	X	C	C	X	C	C

X= Local District CISD= Contracted ISD C= Contracted Independently ISD= ISD Provided

Statement of Assurance

The Sanilac County Intermediate School District assures that copies of contracts or service agreements per Section 380.1751(1)(b) of the School Code are on file at SISD and available for review.

Statement of Assurance

The Sanilac County Intermediate School District assures that any personally identifiable data, information, and records of students with disabilities are confidential in accordance with R340.1832 (f).

Basic Programs and Services

The SISD Special Education Department programs and services are designed to provide children with disabilities the opportunity to be educated with their peers who are not disabled regardless of the type or severity of their disability. The following chart illustrates the Continuum of Programs and Services provided by local school districts and the SISD.

Continuum of Programs

District	Categorical								Resource Room		Teacher Consultant Services*	Autistic Programs	Early-On (Home-Based)	Elementary Transition	Intermediate Transition Program *	Secondary Transition Program	Support Services*
	HI*	EI*	LD	MoCI*	SCI*	SVI*	ECDD 0-5	ECDD 3-5	Elementary*	Secondary*							
Brown City								✓	✓	E/S							✓
Carsonville-Pt.Sanilac								✓	✓	E/S							✓
Croswell-Lexington								✓	✓	E/S							✓
Deckerville								✓	✓	E/S							✓
Peck								✓	✓								✓
Marlette								✓	✓	E/S							✓
Sandusky								✓	✓	E/S							✓
SISD	E	E/S		E/S	A	A	✓	E			A	✓	E	E	S	S	✓

Key * Program is an 1832(d) exception E=Elementary S=Secondary A=Age 3-26

Incarcerated Youth in County Jail

Provision of services for special education students incarcerated in the Sanilac County Jail will be determined through mutual, annual agreement of Sanilac County superintendents.

Note: If a program, related service, or other supplementary service are not currently available within the SISD for students requiring these programs/services as determined by the IEPT, a program will be developed and/or services contracted within a reasonable period of time (30 school days) as determined by the IEPT. This process of providing additional programs and determining the time frame to add such programs and/or services will be determined by the IEPT on an individual basis for each student in accordance with R340.1722a. If a program or service becomes a need the local district shall initiate a program or service through direct operation, or contract for the service or program.

Delivery of Program Options: R340.1832(d)

Elementary Transition Program*

1. This program will be offered by the SISD at the Sandusky Elementary School, Maple Valley Center. The program will be designed for students functioning at a moderate level of cognitive impairment, which is a developmental rate of approximately 3 to 4 1/2 standard deviations below the mean as determined through intellectual assessment. This program will include students with a cognitive impairment, autism spectrum disorder, and those with severe behavioral challenges.
2. The teacher will provide direct instruction in general curriculum, language, social, daily living skills, and communication. The program operates five full days following the general education calendar. Participating students may spend a portion of the day in a general education classroom or local district program as determined by the IEP. The emphasis of the program is to teach skills required for students to transition to and from local district programs. Student's entry and exit from the program will be determined by established program guidelines and by individual IEPs.
3. The maximum caseload for this program shall be 1 lead teacher and maximum of 3 instructional aides for a maximum of 30 students with not more than 10 students per aide or one teacher and one aide for a maximum of 15 students. The age range allowed will be 5-10 years of age.
4. The teacher of this program will be endorsed in one or more of the following areas: cognitive impaired, autistic impaired, or emotionally impaired.

Intermediate Transition Program*

1. This program will be offered by the SISD at the Sandusky Elementary School, Maple Valley Center. The program will be designed for students functioning at a moderate level of cognitive impairment, which is a developmental rate of approximately 3 to 4 1/2 standard deviations below the mean as determined through intellectual assessment. This program will include students with a cognitive impairment, autism spectrum disorder, and those with severe behavioral challenges.
2. The teacher will provide direct instruction in the areas of general curriculum, language, social skills, communication, and prevocational and daily living skills. The program operates five full days following the general education calendar. Participating students may spend a portion of the day in a general education classroom or local district program as determined by the IEP. The emphasis of the program is to teach skills

required for students to transition to and from local district programs. Student's entry and exit from the program will be determined by established program guidelines and by individual IEPs.

3. The maximum caseload for this program shall be 1 lead teacher and maximum of 3 instructional aides for a maximum of 30 students with not more than 10 students per aide or one teacher and one aide for a maximum of 15 students. The age range will be 10-15 years of age.
4. The teacher of the program will be endorsed in one or more of the following areas: cognitive impaired, autistic impaired, or emotionally impaired.

Secondary Transition Program*

1. The program will be designed for students functioning at a moderate level of cognitive impairment. This program will be offered by the SISD at the Sanilac Career Center.
2. The teacher will provide direct instruction in the areas of: general curriculum, language, social skills, communication, and prevocational and daily living skills. The program operates five full days following the general education calendar. Participating students may spend a portion of the day in a general education classroom of a local district program as determined by the IEP or in the ACE program as described below. The emphasis of the program is to teach skills required for students to transition to and from local district programs or into ACE. Student's entry and exit from the program will be determined by established program guidelines and by individual IEPs.
3. The maximum caseload for this program shall be 1 lead teacher and maximum of 3 instructional aides for a maximum of 30 students with not more than 10 students per aide or one teacher and one aide for a maximum of 15 students. A second aide would be required with 16th student and the third aide at the 21st student. The age range will be 16-26 years of age.
4. The teacher of the program will be endorsed in one or more of the following areas: cognitive impaired, autistic impaired, or emotionally impaired.

Alternative Career Education (ACE) Program*

1. The Alternative Career Education (ACE) Secondary program will be offered by the SISD at the Sanilac Career Center. Students may attend the ACE Classroom at the center. This program will be designed for students of moderate/mild cognitive impairment, severe learning disabilities, physical impairment, otherwise health impairment, traumatic brain injury, autism spectrum disorder, and emotional/behavioral challenges.
2. A half day program will focus on the Alternative Career Education (ACE) curriculum, which helps students with special needs make the transition from school to the world of work, and will provide work based learning opportunities. The program is designed to include 4 phases: 1. Career Preparation; 2. Career Exploration; 3. Participation in Sanilac Career Center Programs; 4. Sanilac Training and Employment Program (STEP)/Work Based learning experiences.

3. Students attending this ½ day program will spend the remainder of the school day in their local district, focusing on other educational needs. Student entry and exit from the program will be guided by established program criteria and determined by the IEP.
4. The caseload for this program will be a total of 30 with no more than 18 per session. One A.M and one P.M. session will run daily with one teacher and one aide. A second aide will be added at the 16th student in a session. The age range allowed will be 14-26 years of age.
5. The teacher of the program will be endorsed in one or more of the following areas: cognitive impaired, autistic impaired, learning disabled or emotionally impaired. The program will be housed at the Sanilac Career Center and may contain age ranges greater than stipulated in the Administrative Rules.

Low Incidence Program

All other parts of the rules apply, with the following exceptions:

Severe Cognitive Impairment Programs and Severely Multiply Impairment Programs may contain age ranges greater than stipulated in the Administrative Rules. The age ranges are as follows: SCI Program(s) 3-26 years of age and SXI Program(s) 3-26 years of age. Students in the age range of 3-6 who function in the range of Severe Cognitive Impairment or Severely Multiply Impaired will attend the ECSE program whenever their individual needs can be met in all areas. Curriculum needs will be individualized and based on age and/or grade range of students in the program. Students will be grouped as much as possible with peers of their own age to address academic, social and transition goals and objectives. For students in the 3-6 year age range the teachers of the ECSE, SCI and SXI programs will work cooperatively to develop daily schedules to address all student needs. Students of transition age are provided age appropriate transition activities and community experiences. Staffing is based on student severity of need. One instructional aide will be assigned for up to 6 students. A second instructional aide will be assigned with the 7th student and a third instructional aide will be assigned with the 11th student in the program.

The required minimum of 1,150 hours of student instruction with breaks no greater than two weeks will be followed. The teacher of the SCI/ SXI program may be endorsed in one or more of the following areas: cognitive impaired or autistic impaired.

Autism Programs

Students identified as Autistic Impaired and eligible for special educational programs and services within the Sanilac Intermediate School District are provided educational programming in a type B setting. (R340.1758(b)) The Sanilac Intermediate School District assures that programs and services provided for students with autism will meet the following in-service education for teachers and ancillary staff of those students with autism:

- Syndrome of autism, including its etiology.
- Child development (language, communication, cognition).
- Behavioral management techniques.
- Systematic curriculum development (personal adjustment and pre-vocational).
- Home/school interactions.
- Family and community support services.

A team of knowledgeable staff will be available to the teacher and support staff to assist in meeting the unique individual needs of the student(s), regarding autism and programming for students with autism.

Related service providers who are responsible for the delivery of services to students with autism will receive in-service education relating to the service they provide.

The IEP will describe the continuum of programs/services the student needs based on the abilities of the student with autism. The IEP team will consider a continuum of programs and services including: full time special education through full time general education with special education supports, including ancillary services.

Program Caseload Adjustments* R340.1832(e) exceptions

All other parts of the rules apply, with the following exceptions:

Specific Learning Disabilities-Allow up to 18 students on a Specific Learning Disabilities Teacher's Caseload with an aide required when a classroom has 12 or more students at one time. * (exception R340.1747)

Elementary Resource Room - Allow up to 21 students on an Elementary Resource Room Teacher's Caseload maintaining an average of 12 students in a Resource Room at any one time. * (exception R340.1749a(2))

Secondary Resource Room - Allow up to 23 students on a Secondary Resource Room Teacher's Caseload maintaining an average of 12 students in a Resource Room at any one time. * (exception R340.1745b(2))

Secondary Resource Room – The Secondary Resource room teacher may provide supplemental instruction to students on his or her caseload who are enrolled in general education classes. The teacher may teach a class and offer tutorial assistance during the same class period. * (exception R340.1749b(3))

Secondary Departmentalized Programs - Allow up to, but not more than an average of 12 students per class period, per instructional day, for secondary departmentalized programs. No more than 15 students may be scheduled per class period. * (exception R340.1749c(4))

Secondary Departmentalized Programs – Each teacher shall teach only 1 local education agency approved special education course per period and may offer tutorial assistance during the same class period. *(exception R340.1740 (c))

Mild Cognitive Impairment - Allow up to 18 students on a mild cognitively impaired teacher's caseload with a limit of 15 students in the classroom at a time, a paraprofessional required when a classroom has 12 or more students at one time. * (exception (340.1740(a))

Mild Cognitive Impairment - Allow up to 18 students on a secondary mild cognitively impaired teacher's caseload maintaining the limit of 15 students in the classroom at a time * (exception (340.1740(b))

Severe Multiple Impairment Program - Allow up to 13 students on a Severe Multiple Impairment Teacher's Caseload, with a third instructional aide added at the tenth student, for the following ratios: 1-6 (1 instructional aides), 7-10 (2 instructional aides), 11-13 (3 instructional aides). *(exception (340.1748(1))

Elementary/Secondary Emotional Impairment Program - Maintain the maximum Teacher's Caseload number of 15 students, allowing up to 13 students at one time with an aide required when a classroom has more than 10 students at a time. In specific cases, as determined by the IEP team, allow for an age span greater than the building by two years beyond the age requirement of the building. *(exception (340.1741))

Hearing Impairment Program - Allow a caseload of up to 9 students, with no more than 7 students at one time. *(exception 340.1742(a))

Early Childhood Special Education Program – The program shall have not more than 15 students for one teacher and 1 aide at any one time, and the teacher shall have responsibility for programming for not more than 30 different students. *(exception R340.1754)

Speech and Language-Allow up to 65 students on a Speech and Language Therapist's Caseload. *(exception R340.1745(c))

Teacher Consultant - Allow up to 30 students on a Teacher Consultant's Caseload. (exception R340.1749(2))

MANAGEMENT OF SPECIAL EDUCATION PROGRAMS AND SERVICES

The following Administrators will be responsible for implementation of all programs and related services:

Special Education Administrators

District	Special Education Programs
Sanilac ISD	SISD Director of Special Education Supervisor of Special Education Coordinator of Planning/ Monitoring
Brown City Community Schools	District Building Principal
Carsonville-Port Sanilac Schools	District Building Principal
Croswell-Lexington Community Schools	District Building Principal
Deckerville Community Schools	District Building Principal
Marlette Community Schools	District Building Principal
Peck Community Schools	District Building Principal
Sandusky Community Schools	District Building Principal

Paraprofessional Personnel

Qualifications for paraprofessional personnel specifically follow R340.1793 and R340.1793a of the Revised Administrative Rules for Special Education and all State and Federal requirements. In addition, the SISD and local school districts require paraprofessionals to possess a high school diploma or its equivalent. A Process for determining when a Student Requires a Para-educator or Peer Support will be utilized by the SISD and all determinations of service will be determined by the IEP process.

Transportation

Sanilac ISD shall arrange transportation for students to ISD programs on appropriately equipped vehicles, using local district buses, ISD approved vehicles, Sanilac Transportation Corporation, or any combination thereof. Some low incidence disabled students shall be transported by parents with reimbursement.

The Sanilac ISD is responsible for determining contractual agreements for specialized transportation services provided to disabled students within the County.

The Transportation Supervisor, on an ongoing basis, will review bus routes. In addition, the Transportation Supervisor shall be responsible for investigating/reporting cases where student transport time is excessive. The ISD shall work toward keeping the number of hours a student is transported per day to 3 with a maximum of 110 miles per day.

Distribution of Funds

Local Funds

The method of distributing SISD Special Education Millage is in accordance with the provisions of Rule 340.1811. Since SISD is the operating district for all low incidence instructional programs and the majority of support services, millage revenue is not distributed to LEA's . If millage funds were to be available, they would be distributed based on the percentage of population formula.

If funds are insufficient to cover ISD program costs, reimbursement shall not be distributed to local districts, but instead shall be billed back for the operating costs of ISD programs/services based on a percentage of population formula. Notification of the need for additional funding will be presented at the Sanilac County Superintendent's Association meeting as soon as the SISD budget indicates the need for possible bill back. No bill back will occur without authorization from the LEA Superintendent's Association.

Sanilac ISD distributes the intermediate millage to constituent districts based on R340.1811(1-5) as follows:

Total Special Education Cost

- Gross Allowance (Membership)
- = State Allowable Cost
- State Categorical Reimbursement (added cost)
- = Intermediate Reimbursement

The Sanilac ISD may charge up to 25% of the Sanilac ISD central office and general administration expenses, not directly charged to the special education fund, on the “Annual School District Financial Report.” The actual percent charged to the special education fund is based on generally acceptable accounting procedures for doing cost allocation as per the “Accounting and Fiscal Reporting Requirements for Intermediate School Districts Use of Special Education Funds”, April 21, 1993.

Parent Advisory Committee

The Sanilac Intermediate School District’s Board of Education will appoint the Parent Advisory Committee (PAC) members. Appointments will be made from nominations received from local boards of education. SISD staff assigned to work with the committee will advise local school district superintendents and/or its designees of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district and/or the ISD have the option of nominating/appointing a parent(s) of a child with disabilities to complete the term. PAC nominees may serve consecutive terms of membership at the discretion of the board of education they represent. Additional members to the PAC will be selected as outlined in Rule 340.1838 of Michigan’s New Administrative Rules for Special Education.

Role and Responsibility of the Parent Advisory Committee

Plan Development

The Sanilac County Intermediate School District Plan and amendments to such shall be developed in cooperation with the Parent Advisory Committee. It shall be the responsibility of the SISD Special Education Director and Coordinator for Planning/Monitoring to assure that the PAC members are provided with copies of the current Intermediate School District Plan, subsequent amendments, and deviation requests.

On an annual basis or upon request by the PAC, the SISD Special Education Director and Coordinator for Planning/Monitoring will review the ISD Plan with the Parent Advisory Committee. At subsequent meetings, the Parent Advisory Committee will review any changes in the Plan and/or areas of concern from the PAC membership.

The SISD Special Education Director and Coordinator for Planning/Monitoring will develop a draft of the ISD Plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any differences that may exist. PAC Bylaws document how differences will be reconciled. If these differences cannot be reconciled, the Coordinator for Planning/Monitoring will advise the PAC Chairperson of the objection process as defined by Rule 340.1836.

Prior to the submission date, the Parent Advisory Committee Chairperson shall be asked to sign the Plan endorsement page indicating that the PAC has been involved in the development of the Plan.

Voting Procedures

Voting eligibility for committee business is governed by the following guidelines:

- A quorum must be present in order to conduct committee business.
- Voting is limited to the members appointed by the SISD Board of Education.

Additional PAC Roles and Responsibilities

The Parent Advisory Committee will have a role in program evaluation through participation in the following:

- The Coordinator for Planning/Monitoring will coordinate the annual parent survey, which is a part of the monitoring report, and brief the PAC regarding the results of the survey.

The Coordinator for Planning/Monitoring will review, with the PAC, the monitoring process, monitoring criteria and timelines for monitoring. The Parent Advisory Committee Chairperson will receive copies of all deviation requests from local school districts and the intermediate school district as required in Rule 340.1734.

- All other roles and/or responsibilities are defined in the SISD PAC Bylaws

Administrative Relationship with the Parent Advisory Committee

The SISD Special Education Director and the Coordinator for Planning/Monitoring shall 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 SISD.

Fiscal and Staff Resources Available to the Parent Advisory Committee

Fiscal Resources

Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual SISD Special Education Budget. The SISD will provide the following items in support of the Parent Advisory Committee:

- Postage for notices and other committee meetings
- Reimbursement for phone calls
- Reproductions of appropriate documents
- In-services
- Informational materials

Staff Resources

The SISD shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit. The SISD Special Education Director and the Coordinator for Planning/Monitoring shall be responsible for assuring that reasonable secretarial support is available to the Parent Advisory Committee for committee business.

Additional Plan Content

Surrogate Parent Plan

The Sanilac County ISD will adopt the Michigan Department of Education Office of Special Education and Early Intervention Services' surrogate parent policy. The Sanilac County ISD Coordinator of Planning and Monitoring in cooperation with the PAC will maintain the surrogate parent registry. LEA Designees will recommend and provide possible candidates for training and inclusion on the registry. Training will be provided annually to surrogate parents or as needed to meet the needs of the surrogate parents.

Progress Reports for Homebound and Hospitalized Students

Annual goal progress reports for special education students who are receiving homebound/hospitalized services will be issued to parents at least as frequently as non-disabled students and as indicated on the student's IEP.