

**Ingham Intermediate School District**  
**Plan for the Delivery of**  
**Special Education Programs and Services**

**June, 2011**

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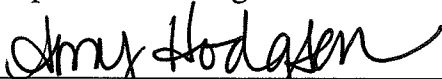
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## DOCUMENT ENDORSEMENTS

### Local School Districts Endorsement and Signatures

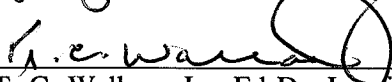
Pursuant to Rules 340.1835(a) and (b) of the *Revised Administrative Rules for Special Education*, as amended, the following signatures indicate the local educational agencies (LEAs) involvement in the development of the Ingham ISD's Plan for the Delivery of Special Education Programs and Services.

  
Amy Hodgson, Dansville Schools  
Date: 8/25/11

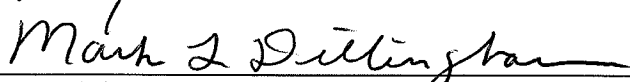
  
David B. Chapin, Ph.D., East Lansing Public Schools  
Date: 8/25/11

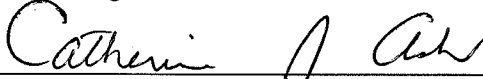
  
Michael Duda, Haslett Public Schools  
Date: 8-25-11


  
Johnny Scott, Ph.D., Holt Public Schools  
Date: 8-25-11


  
T. C. Wallace, Jr., Ed.D., Lansing School District  
Date: 8-25-11


  
Jeff Manthei, Leslie Public Schools  
Date: 8/25/11

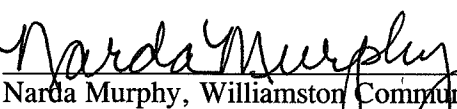
  
Mark Dillingham, Mason Public Schools  
Date: 8-25-11

  
Catherine Ash, Ph.D., Okemos Public Schools  
Date: 8/25/11

  
Bruce Wm. Brown, Stockbridge Community Schools  
Date: 8/25/11

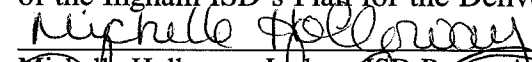
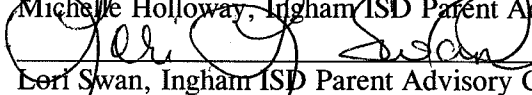
  
Debra L. Jones, Ph.D., Waverly Community Schools  
Date: 8/25/11

  
Brian Friddle, Webberville Community Schools  
Date: 8/25/11

  
Narda Murphy, Williamston Community Schools  
Date: 8-25-11

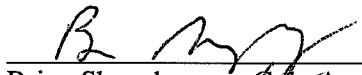
## Parent Advisory Committee Endorsement and Signatures

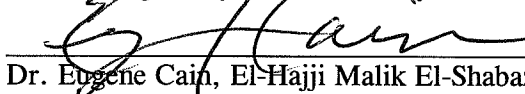
Pursuant to Rules 340.1835(a) and (b) of the *Revised Administrative Rules for Special Education*, the following signatures indicate involvement of the Parent Advisory Committee (PAC) in the development of the Ingham ISD's Plan for the Delivery of Special Education Programs and Services.

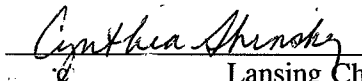
 Michelle Holloway, Ingham ISD Parent Advisory Committee Co-Chair	11.22.11 Date
 Lori Swan, Ingham ISD Parent Advisory Committee Co-Chair	12-1-11 Date

## Public School Academy Endorsements and Signatures


Pursuant to Rules 340.1835(a) and (b) of the *Revised Administrative Rules for Special Education*, as amended, the following signatures indicate the involvement of public school academies (PSAs) in the development of the Ingham ISD's Plan for the Delivery of Special Education Programs and Services.

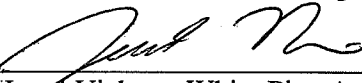
 Brian Shaughnessy, Cole Academy	10/28/11 Date
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 Dr. Eugene Cain, El-Hajji Malik El-Shabazz Academy	11/4/2011 Date
---	-------------------

 Cynthia Shinsky, Lansing Charter Academy	12-18-11 Date
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Kelly Hampton, Michigan Connections Academy	Date
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 Aimee LeTarte, Mid-Michigan Leadership Academy	11-4-11 Date
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 Jared Vickers, White Pine Academy	11/8/11 Date
--	-----------------

 Cynthia Shinsky, Windemere Park Charter Academy	12-18-11 Date
--	------------------

## Ingham Intermediate School District Endorsement and Signature

Pursuant to Rule 340.1835(a) of the *Michigan Administrative Rules for Special Education*, as amended, the following signature of the Ingham ISD Superintendent evidences the Intermediate School District Board of Education approval of the Plan for the Delivery of Special Education Programs and Services.

 Stanley Kogut, Superintendent, Ingham ISD	1/20/12 Date
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## PREFACE

Ingham Intermediate School District (IISD) is committed to high expectations for all students and ensuring access to and progress in the general education curriculum for all school age students, and in the case of infants, toddlers, preschoolers and students in post high school programs, access to their community. Improving educational results for students with disabilities is an essential element of promoting equality of opportunity, full participation, independent living, economic self-sufficiency, and further education or training.

The Individualized Education Program (IEP) team determines the programs and services provided to a student, supporting the practice that programs and services are determined based on student needs/strengths and are not predetermined based on disability. The process of identifying programs and services for each student includes consideration of teaching for high levels of student achievement while developing social, emotional, adult living and employability competencies.

The local school districts and public school academies within Ingham Intermediate School District (IISD) are dedicated to operating under a clearly defined plan for the delivery of special education programs and services using student-centered, research-based and data-driven approaches. In recognition of the diverse needs of students, Ingham ISD provides the opportunity for its constituent districts and public school academies to operate special education programming and services according to the *Individuals With Disabilities Education and Improvement Act* (IDEA), inclusive of those identified under the *Michigan Administrative Rules for Special Education*.

# SPECIAL EDUCATION PROCEDURES

## Getting Information About Special Education

**Distribution of Procedural Safeguards/Special Education Parent Handbook** – The procedural safeguards are provided as a stand-alone document entitled *Procedural Safeguards for Parents of Students with Disabilities*. The procedural safeguards will be provided as required in federal and state rule.

The *Guide to Special Education* is provided at the time of an initial referral for special education and is made available prior to the three-year reevaluation and is available to parents, students and other members of the community. This guide includes the following information:

1. Contact information for local and intermediate school district representatives who can provide information about special education opportunities
2. Contact information for organizations that provide information and support to parents
3. Information about special education processes, programs, and services

**Special Education Contacts** – The following is a list of local school district/public school Academy representatives who can be contacted for information regarding special education programs and services:

Representative	District	Address	Phone Number
Special Education Director	Ingham ISD	2630 W. Howell Road Mason, MI 48854	517-244-1263
Special Education Director or Supervisor	Dansville Schools	1264 Adams Dansville, MI 48819	517-623-6120
Special Education Director or Supervisor	East Lansing Public Schools	841 Timberlane East Lansing, MI 48823	517-333-7459
Special Education Director or Supervisor	Haslett Public Schools	5593 Franklin St. Haslett, MI 48840	517-339-8205
Special Education Director or Supervisor	Holt Public Schools	1784 Aurelius Road Holt, MI 48842	517-694-2442
Special Education Director or Supervisor	Lansing School District	Hill Center – 5815 Wise Rd. Lansing, MI 48933	517-755-4000
Special Education Director or Supervisor	Leslie Public Schools	4141 Hull Road Leslie, MI 49251	517-589-9500
Special Education Director or Supervisor	Mason Public Schools	1001 S. Barnes St. Mason, MI 48854	517-676-6532
Special Education Director or Supervisor	Okemos Public Schools	4000 Okemos Road Okemos, MI 48864	517-706-4829

<b>Representative</b>	<b>District</b>	<b>Address</b>	<b>Phone Number</b>
Special Education Director or Supervisor	Stockbridge Public Schools	222 Western Avenue Stockbridge, MI 49285	517-851-8600
Special Education Director or Supervisor	Waverly Community Schools	515 Snow Road Lansing, MI 48917	517-319-1326
Special Education Director or Supervisor	Webberville Community Schools	309 E. Grand River Webberville, MI 48892	517-521-3447
Special Education Director or Supervisor	Williamston Community Schools	418 Highland St. Williamston, MI 48895	517-655-2855
Principal or Special Education Contact	Cole Academy	1915 W. Mt. Hope Lansing, MI 48910	517-372-0038
Principal or Special Education Contact	El-Hajji Malik El-Shabazz Academy	1028 W. Barnes Lansing, MI 48910	517-267-8474
Principal or Special Education Contact	Lansing Charter Academy	3300 Express Court Lansing, MI 48910	517-882-9585
Principal or Special Education Contact	Michigan Connections Academy	2140 University Park Dr., Ste 270 Okemos, MI 48864	443-529-1120
Principal or Special Education Contact	Mid-Michigan Leadership Academy	730 West Maple Lansing, MI 48906	517-485-5379
Principal or Special Education Contact	White Pine Academy	510 Russell Leslie, MI 49251	517-589-8961
Principal or Special Education Contact	Windemere Park Charter Academy	3100 W. Saginaw Lansing, MI 48917	517-327-0700

**Surrogate Parents** – The Ingham ISD assures that the ISD, LEAs, and PSAs comply with the State Board of Education (SBE) approved *Policy for the Appointment of Surrogate Parents*. 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, PSAs and the ISD will utilize members of the Parent Advisory Committee to maintain a sufficient pool of surrogate parents.

**Confidentiality** – The Ingham ISD assures that the ISD, LEAs, and PSAs comply with the confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used, or maintained under R.340.1861 (3) and 34 C.F.R. 300.610 through 300.626.

## Public Awareness and Child Find Activities

**Procedures for Identifying Potential Special Education Populations** – The Ingham ISD assumes primary responsibility for child find activities and outreach for preschool children. The Ingham ISD Child Find Coordinator will be responsible for coordinating child find activities and outreach for children birth up to the age of 5. All local school districts will assume responsibility for in-school and out-of-school youth up to the age of 26 through the special education referral process. Ingham ISD 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. The Ingham ISD Child Find Coordinator will also coordinate the Project Find campaign through the use of state Project Find materials.

**Participating Agencies** – LEA, PSA, and Ingham ISD special education representatives are listed on pages 5-6 of this plan.

**Procedures for Identifying Potential Special Education Students** – 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. Michigan Project Find materials, *Early On* information, and/or the *Guide To Special Education* will be distributed to at least the following:

- Advertisements in local media
- Area medical providers and health clinics treating infants, toddlers, preschoolers and youth
- Clinton-Eaton-Ingham Community Mental Health, Ingham County Health Department, and The Ingham County Department Of Human Services
- Office For Young Children (4 C's)
- Power Of We (Human Services Advisory committee) and it's Birth - 5 Standing Sub-committee
- Local Schools/Building Principals
- Preschool programs, day care centers and Head Start programs
- Area hospitals and health care agencies
- Community centers
- Mental health agencies

## Related and Diagnostic Services

**Appendix A** – Refer to this appendix for a description of the related and diagnostic services provided directly by each LEA and PSA, those provided directly by or available from the ISD, and those purchased or contracted for through outside agencies and service providers.

**Statement of Assurance** – The Ingham ISD assures that copies of contracts or service agreements per Section 380.1751(1)(b) of the School Code are on file at Ingham ISD.



# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Special Education Continuum

**Continuum Chart** – The continuum of special education programs and services within the Ingham ISD includes services for all categories of impairment and all age levels birth up to the age of 26. These programs and services include a full continuum of least restrictive environment options to meet the individual needs of the student. Refer to Appendix B for more detailed information about special education programs and services available in each local district, public school academy and the IISD

LOCAL SCHOOL DISTRICT/PUBLIC SCHOOL ACADEMY	DESCRIPTION/POPULATION SERVED
Teacher Consultant	Students participating in general education classes with special education support.
Resource Program/Categorical Programs	Students who require a combination of special and general education instruction.
Categorical/Self-Contained Programs	Students requiring intensive special education instruction on an extensive basis with appropriate general education instruction as defined in the IEP in a public school setting.
Categorical/Center-Based Programs	Students with low-incidence disabilities who require intensive, specialized instruction on either a full-time basis in special education or in combination with special and general education instruction. (HI, VI, OHI, SXI, SCI, MOCI, ASD programs) Operation is based on a 3 year agreement between the LEA and IISD.
Early Childhood Special Education Programs	Children from age 2½ through 5 who require special education instruction and may receive services with non-disabled peers.
Ancillary/Related Services	Occupational Therapy, Physical Therapy, School Psychology, School Social Work Services, Speech/Language Services, Nursing Services, Audiology Services, Orientation/Mobility Services and other services as required by a student's IEP. Services are provided by or contracted for by each LEA/PSA.

INGHAM ISD	DESCRIPTION/POPULATION SERVED
Teacher Consultant	Students participating in general education and/or special education instruction with low-incidence specialized support (HI, VI, OHI, ASD) as required by a student's IEP. Ingham ISD provides these on a contracted service basis with LEA's/PSA's as requested.
Categorical/Center-Based Programs	Students with low incidence disabilities who require intensive, specialized instruction on either a full-time basis in special education or in combination with special and general education instruction. (EI, ASD, SXI, SCI, and MOCI programs for students age 2 ½ to 26). SCI/SXI operate a minimum of 1,150 hours of instruction with no breaks greater than two weeks. [340.1738 (b)(ii) and 340.1748 (2)(b)]
Early On	Children from birth to age 3 served in home and/or community based settings that require early intervention services to address a special education eligibility or developmental delay.
Ancillary/Related Services	Occupational Therapy, Physical Therapy, School Psychology, School Social Work Services, Speech/Language Services, Nursing Services, Audiology Services, Orientation/Mobility Services and other services as required by a student's IEP. IISD provides these on a contracted service basis with LEA's/PSA's as requested.

Operating District	Name of Program	Description/Population Served
Ingham ISD	Autism Spectrum Disorders Program	This program serves students with severe Autism Spectrum Disorders in grades K-6. These programs are located within LEA's.
Ingham ISD	Evergreen Program	This program serves students with severe emotional impairments and mental health needs in grades K-8.
Ingham ISD	Heartwood School	This program serves students with moderate and severe cognitive impairments as well as those with autism spectrum disorders and severe multiple impairments, age 3-26. SCI/SXI operate a minimum of 1,150 hours of instruction with no breaks greater than two weeks. [340.1738 (b)(ii) and 340.1748 (2)(b)]
Ingham ISD	Malcolm Williams School	This program is located in a residential facility, serving court adjudicated youth. Special education students are educated in classrooms with general education students, age 13-18.
Ingham ISD	St. Vincent Home	This program is located at a residential facility, serving students with severe emotional or other impairments. Special education students are educated in classrooms with general education students, grade K-8.
Lansing School District	Beekman Center	This program serves students with moderate and severe cognitive impairments as well as those with autism spectrum disorders and severe multiple impairments, age 3-26.

## Other Program Considerations

**Expanded Age Range** – Moderate cognitive impairment, severe cognitive impairment, and severe multiple impairment programs located in regular education buildings 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 to allow for participation in the least restrictive environment (LRE).

## Modifications to Programs Described in Part 3 of Michigan’s Administrative Rules for Special Education

All of the special education program and service requirements described in Part 3 of Michigan’s Administrative Rules for Special Education apply, except for the following modifications allowed as per R.340.1832e.

Rule	Description of Program Modifications
Program and Service Requirements 340.1733b (age span)	Programs for students with severe cognitive impairment, severe multiple impairment, moderate cognitive impairment, or autism which have students under 16 years of age may exceed a 6 year age span at any one time as determined by the IEP Team.
Hearing Impaired Programs 340.1742(a)	Hearing impaired programs consisting of more than one classroom may have more than 7 students enrolled if the average student-to-teacher ratio does not exceed 7 to 1.
Services for Students with Speech and Language Impairment 340.1745(c)	Individual caseloads of authorized providers of speech and language services shall not exceed 60 different persons. Students being evaluated will not be counted as part of the caseload. Prior to establishing the caseload, consideration shall be given to: 1) severity/multiplicity of disability, 2) extent of service defined in the IEP, and time for the following: 3) diagnostics, 4) report writing, 5) consultation with parents and teachers, 6) IEP team meetings and 7) travel.
Teacher Consultant Caseload 340.1749(2)	The teacher consultant shall carry an active caseload of not more than 35 students with disabilities. No more than 30 students on caseload shall be provided direct instructional services. The remaining balance of the active caseload up to 35 students shall be provided evaluation services and/or consultation with special and general education personnel prior to establishing the caseload, consideration shall be given to 1) extent of services defined in the IEP, and time for the following: 2) evaluation, 3) travel, 4) instructional services 5) report writing, and 6) consultation to educational personnel.
Resource Program -Elementary Level 340.1749a(2)	The elementary resource teacher shall serve not more than 12 students at any one time and not more than 23 different students. The elementary resource teacher may be responsible for the evaluation of not more than 4 general education students suspected of having a disability within the same building at one time. Time shall be allocated to the resource teacher to carry out this responsibility. Prior to establishing the caseload, consideration shall be given to: 1) extent of service defined in the IEP, and time for the following: 2) assessment, and 3) consultation with parents and teachers.
Resource Program -Secondary Level 340.1749b(2)	The secondary resource teacher shall serve not more than 12 students at any one time and not more than 23 different students. Prior to establishing the caseload, consideration shall be given to: 1) extent of service defined in the IEP, and time for the following: 2) consultation with parents and teachers, and 3) transition planning/services.
Departmentalization of Special Education Programs 340.1749(c)(4)	In elementary and secondary departmentalized programs, each teacher shall serve not more than an average of 12 students per class or instructional period per day. A MiCI, LD or EI program within a departmentalization may have a teacher responsible for the educational programming for not more than 18 different students.

Rule	Description of Program Modifications
Early Childhood Special Education Programs 340.1754(B) (C)	The Early Childhood Special Education program for children age 2 ½ through 5 years of age shall be available for a minimum of 450 clock hours of instruction within 180 school days. 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. Prior to establishing the caseload consideration shall be given to: 1) severity of disability, 2) extent of service defined in the IEP, and 3) appropriate staffing levels.
Early Childhood Special Education Services 340.1755(B)	Services shall be provided a minimum of 72 clock hours within 180 days of instruction across an entire calendar year. Services may be provided in appropriate early childhood community or family settings. Membership will be prorated if a student's IFSP/IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the number of IFSP/IEP program hours divided by 180.
Programs for Students with Autism Spectrum Disorders 340.1758(a)	Programs shall have not more than 7 students and shall be served by a teacher and 2 paraprofessionals. At no time will the student-teacher-aide ratio exceed 5 students to 1 teacher and 1 paraprofessional.
Teacher Specialist for Students with Disabilities	Eliminate the master's degree requirement while maintaining the requirement of a minimum of 3 years satisfactory teaching experience, not less than 2 years of which shall be teaching in a special education program. Functions as described in 340.1749(a).

## MANAGEMENT OF SPECIAL EDUCATION PROGRAMS AND SERVICES

### Special Education Administrators

The titles, addresses, and phone numbers of special education administrators within Ingham ISD are located in a chart on Pages 6-7 of this document.

### Paraprofessional Qualifications and Assignments

Qualifications for paraprofessionals specifically follow Rule 340.1793 of the *Michigan Administrative Rules for Special Education*. The minimum qualifications for a paraprofessional will be a high school diploma or GED. In addition, the Ingham ISD, local school districts and PSA's require paraprofessionals to meet all state and federal requirements that are applicable and encourage paraprofessionals to obtain training related to their job responsibilities.

### Transportation

Each local district or PSA will make arrangements for the provision of special transportation to eligible students by providing the service, making cooperative arrangements with another local or intermediate school district, or contracting privately. The need for special transportation and other transportation provisions are determined through the IEP Team process. The student's program assignment will determine the schedule and nature of the transportation needed. Excessive bus riding time will be avoided. Transportation vehicles equipped with lifts will be used when needed. When necessary, a committee of Ingham County Special Education Administrators will review exceptional transportation needs that occur for individual students or districts and PSAs.

## Distribution of Funds

### ISD Allocations of Funds for Distribution to Local Districts/PSAs

Ingham ISD special education property tax revenue, along other specified revenue sources outlined below, is distributed per the Ingham ISD special education funding system.

The funding system provides for an allocation to each district/PSA based on the two part formula outlined below. Only those students who reside in the Ingham ISD service area or in an ISD service area that is contiguous to our boundaries will be included in the allocation formula. For purposes of Ingham ISD's funding system, "responsible" district used below means all students being educated by a district. The one exception is for any students being educated under a Section 1751 cooperative agreement; these students will be added back to the sending district counts.

#### Category "A/B":

The Category "A/B" allocation is based on each district/PSA's special education resident section 52 headcount of responsible students with a diagnostic category of SXI, ASD, CI, HI, VI, EI, PI, or TBI. A program and transportation allocation is made for each of these students.

Program allocation: This allocation is based on the county-average special education net cost to serve these types of students. It is based on the cost of programs and services, after state aid, and excludes transportation cost. The allocation is calculated at 90% of the county-average net cost. The base year county-average net cost is indexed each year.

Transportation allocation: This allocation is based on the county-average special education transportation costs, after state aid. The allocation is calculated at 90% of the county-average net transportation cost. The base year county-average net cost is indexed each year.

Allocation adjustment for size and distance: This adjustment factor is to recognize that small districts who are also located an extended distance from county special education programming options incur higher costs, per student served. The funding system program allocation is increased by 10% for these districts/PSA.

#### Category "C":

This allocation is based on total K-12 enrollment by responsible district. The student counts are blended per the current year blending for state foundation purposes.

Allocation adjustment for non-public enrollment: The total K-12 student count is adjusted for districts that have non-public schools within their boundaries. This is in recognition of the requirement for districts to provide special education services, as required by the Auxiliary Service Act, to non-public schools located within their boundaries. The non-public enrollment, per MDE records, is factored at 25%, then added to the resident K-12 total student enrollment for use in the Category "C" allocation.

The Ingham ISD Funding System provides for Category “A/B” to be funded first based on the formula. The balance of funds available in the ISD funding system after the funding of Category “A/B” are available for the Category “C” formula.

An adjustment is made to the Funding System allocation if the allocation would result in the district/PSA’s receiving funds in excess of their unreimbursed special education costs. An ISD calculation of each district/PSA’s special education revenue and expense is made to ensure that the ISD Funding System allocations do not exceed their special education costs less ISD, state and federal revenue. In the event that the ISD Funding System allocation is greater than unreimbursed special education costs, a deduction of the excess amount is made to their funding system allocation and the funds are reallocated in Category “C” to the remaining districts/PSAs.

### **Tuition/Billback**

Districts/PSAs may contract with the ISD to serve their resident students for programs and/or services, or contract with another district for programs. Resident districts are charged for the program/service per the ISD-wide tuition/billback system. The tuition/billback amount is based on the cost, less the state and federal revenue received by the operating district/ISD. The cost for programs/services is based on the direct

costs such as salary and benefits, plus an indirect rate to cover costs such as supplies, supervision, secretarial, and in some cases the space costs related to utilities and custodial costs. An indirect rate of 20% is used for programs and services operated by districts or the ISD. An exception to this is for ISD-operated programs in an LEA facility. The ISD pays space rent or provides a tuition/billback credit for the facility portion of the indirect cost rate  $20\% \text{ total} - 11.5\% \text{ operations} = 8.5\% \text{ rate excluding space}$ . For ISD itinerant support staff contracted by a district, an indirect rate of 8.5% is applied if the itinerant assignment is full time (1.0) FTE in a particular district and the district provides the office/workspace for the itinerant, otherwise the indirect rate is 20% of direct costs. The revenue received by the operating district/ISD is deducted from the direct and indirect costs to determine the net tuition/billback amount to the resident district.

Transportation contracted from the ISD is charged to the district based on the ISD-wide average per-student cost, plus attendant cost if applicable. No charge is made for indirect costs. The net billback charge for contracted transportation is after state aid received by the ISD.

### **ISD Revenue and Expense Impact on Funding System Allocation**

The following ISD revenue sources are included in the ISD funds distributed through the funding system allocation.

- Ingham ISD special education property tax revenue
- an equivalent amount of Federal IDEA flow-through funds
- Interest income
- State aid categorical for LEA center programs
- State aid categorical section 81, special education fund portion

The following ISD revenue sources are not included in ISD funds distributed through the funding system. The alternative method of distribution is noted parenthetically.

- Federal IDEA preschool (distributed to the operating district or included in the ISD budget and equivalent amount of expenditures can be purchased via the ISD)
- State aid categorical for center programs (allocated to the districts that operate center programs)

- State aid categorical and foundations related to ISD-operated programs, services and transportation (allocated to the districts that contract for these through the tuition/billback system)
- State aid categorical for juvenile residential programs (offset against the ISD costs incurred for these programs)

Expenses incurred for ISD-operated programs and services, less applicable state aid, are paid by the contracting district/PSA per the tuition/billback process. ISD expenses for services not charged to district/PSAs through the tuition/billback process such as general administration, central records and ISD shared costs and unreimbursed costs for the operation of Malcolm Williams School and St. Vincent Home, are funded by the county special education fund prior to the funding system allocation.

### **Net Payment to Districts/PSAs**

ISD funding system allocations are made to each district/PSA. The net claim payment to a district is based on their funding system allocation, less tuition/billback charges to resident districts, plus tuition/billback credits to districts that operate a program that serves non-residents. The net claim amounts are updated and payments are made per the following schedule: October 15%, January 25%, April 25%, June 30%, following January 5%.

## **OBLIGATIONS REGARDING PARENTALLY PLACED PRIVATE SCHOOL STUDENTS**

Based on how the IDEA flow through funds are strategically allocated to certain local districts within the ISD Special Education Funding System, it is agreed that all local districts within Ingham ISD will have obligations to parentally placed private school students within their resident district boundaries as per IDEA and the Auxiliary Services Act. Each local district will be responsible for calculating the proportionate share of funds allocated to parentally placed private school students based on the number of parentally placed private school students with disabilities attending private schools located within their respective districts. Each district will provide annual consultation with and services to these private schools and students with a computed proportionate share of either IDEA flow through dollars if received or local/state dollars.

Public School Academies do not hold these obligations to serve parentally placed private school students because they do not have defined geographic boundaries and thus cannot have a private school located within its jurisdiction.

# Parent Advisory Committee

## Organizational Structure

**Membership** – At its regularly scheduled November meeting, the Ingham ISD Board of Education will appoint the Special Education Parent Advisory Committee (hereinafter referred to as PAC) whose members will serve terms determined by PAC By-Laws. The Ingham ISD Director of Student Support Services is responsible for assuring that a recommendation is made to the board. The Director of Student Support Services shall notify constituent school district superintendents or designees that a nomination of one or more parent(s) of a student with a disability is needed for the PAC. Each school district is entitled to at least one member on PAC. It is the responsibility of the local superintendent or designee to assure that the local board of education nominates the qualified parent(s) by October 1. The local superintendent or designee shall seek recommendations from local agencies, parent groups, and school personnel. As per the provisions of Rule 340.1838(1)(c), the Ingham ISD Board of Education may nominate and appoint additional members to PAC, not to exceed 33.33% of the total PAC membership. If the Ingham ISD Board chooses to nominate and appoint additional members, it shall be done solely for the purpose of ensuring that all types of impairments and all identifiable organizations of parents of students with disabilities within Ingham ISD are represented on the committee.

Should there be no vacancy within a school district at the time an otherwise qualified parent wishes to serve on PAC, the LEA may nominate that parent as an alternate. Such nomination shall be placed on the agenda of the ISD's next board meeting. Alternates, once appointed, will fill the first vacancy within their school district. All such appointments are subject to the provisions of Rule 340.1838(1)(c). Ingham ISD will also recruit representation from public school academies.

A “qualified parent” will be defined as a parent or guardian of a student with a disability who is currently enrolled in special education. It is necessary that the parent has been contacted by the local school district superintendent or designee or by the Ingham ISD superintendent or designee and has agreed to serve as a representative for the term dictated by PAC By-Laws.

**Terms of Office and Responsibilities** – Officers shall be elected and serve terms as specified. Voting eligibility of officer selection and committee business is governed within the PAC By-laws also. Officers' responsibilities are as follows:

- a) The co-chairpersons will equally share duties and shall preside at PAC meetings, appoint subcommittees, develop PAC agendas, establish a calendar for accomplishment of PAC objectives, sign documents and maintain documents.
- b) The secretary shall act as meeting recorder, assure distribution of minutes, and perform other duties of the office of secretary.

The PAC meets at least six (6) times per year from September through June. The frequency of meetings will depend upon the concerns and needs existing during a given year.



## Role and Responsibility of the Parent Advisory Committee

**Role and Responsibility** – The Ingham ISD Plan For The Delivery Of Special Education or modifications thereof shall be developed in cooperation with PAC. It shall be the responsibility of the Director of Student Support Services to assure that PAC members are provided individual copies of the current Ingham ISD Plan, any subsequent modifications, and deviation requests. Such requests will be reviewed at PAC meetings.

The Director of Student Support Services for Ingham ISD will be responsible for gathering information from the PAC and local district special education directors/supervisors for possible changes in the Ingham ISD Plan For The Delivery Of Special Education. A draft of the plan which incorporates the proposed changes will be prepared by the director and/or designee. The draft will be reviewed by PAC and the special education directors/supervisors and any modifications resulting from the reviews will be incorporated into the final draft. Prior to submission, the PAC co-chairpersons will be asked to sign the plan endorsement page indicating involvement in the development of the plan. If the PAC so directs the co-chairpersons by a majority vote, an objection to the plan may be filed according to the procedures specified in Rule 340.1836 of the Michigan Administrative Rules for Special Education.

**Related Activities** – The PAC will have a role in program evaluation and monitoring. The committee will be invited to participate in ISD, state, and federal monitoring activities which may include surveys, interviews, and attendance at meetings. At each PAC meeting, a standing agenda item will be a report from the Ingham ISD Director of Student Support Services or designee related to current special education issues. Opportunity will also be given to PAC members to provide input and/or share concerns related to the delivery of special education programs and services. PAC members will serve as surrogate parents as requested by their local district special education director and will be provided with necessary training to carry out this role.

## Administrative Support of the Parent Advisory Committee

**Role of the ISD** – The Ingham ISD Director of Student Support Services or designee shall act as advisor to the PAC and will enlist the participation of agency or local representatives in the PAC as requested by the membership. A local district Director of Special Education will also serve the PAC as an administrative liaison. Prior to the end of each school year, the Ingham ISD director or designee will assist the PAC with establishing a schedule of tentative meeting dates and prospective agendas for the upcoming year.

**Financial Support** – Financial resources available to the PAC shall be outlined in the special education budget submitted to the Ingham ISD Board of Education for approval. Monies shall be provided to cover such expenses as: postage, travel reimbursement, inservice materials, cost of presenters, materials for PAC inservices, and other approved expenses necessary for PAC to function effectively (i.e. conference fees, newsletters). The Ingham ISD shall provide reasonable clerical support for distribution of PAC information to make the PAC an efficient and effective operational unit.

**Appendix A**  
**MATRIX OF DIAGNOSTIC AND RELATED SERVICES**

District	Psych.	SSW	TC	TS	TC/Low Incidence	TSLI	TC/HI	EO 0-3	OT	PT	TC/ASD	APE	Trans. Cons.	CACC/TC	Audiology	TC/VI	O & M	Assistive Tech.
Dansville	IISD	IISD	LEA*	LEA*	IISD*	IISD*	IISD*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
East Lansing	LEA	LEA	LEA*	LEA*	LEA	LEA*	LEA*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Haslett	IISD	IISD	LEA*	LEA*	LEA*	LEA*	IISD*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Holt	LEA	LEA	LEA*	LEA*	LEA*	LEA*	IISD*	IISD	LEA	IISD	LEA*	LEA	LEA	IISD*	IISD	IISD*	IISD	IISD
Lansing	LEA	LEA	LEA*	LEA*	LEA*	LEA*	IISD	IISD	LEA	LEA	LEA*	LEA	LEA	N/A	IISD	LEA/IISD*	LEA	LEA
Leslie	LEA	LEA	N/A	LEA*	IISD*	LEA/IISD*	IISD*	IISD	IISD	IISD	IISD*	IISD	IISD	IISD*	IISD	IISD*	IISD	IISD
Mason	LEA	LEA	N/A	LEA*	LEA	LEA*	IISD*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Okemos	LEA	LEA	LEA	LEA*	LEA*	LEA	IISD*	IISD	IISD	IISD	LEA	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Stockbridge	LEA	LEA/IISD	LEA	LEA*	LEA	IISD	IISD*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Waverly	IISD	LEA	LEA*	LEA*	LEA	LEA*	IISD*	IISD	IISD	IISD	IISD*	IISD	IISD	IISD*	IISD	IISD*	IISD	IISD
Webberville	IISD	LEA	N/A	LEA*	N/A	LEA*	IISD*	IISD	IISD	IISD	IISD*	IISD	LEA	IISD*	IISD	IISD*	IISD	IISD
Williamston	IISD	IISD	LEA*	LEA*	IISD*	LEA*	IISD*	IISD	IISD	IISD	IISD*	IISD	IISD	IISD*	IISD	IISD*	IISD	IISD
<b>PSA's</b>																		
Cole Academy	IISD	IISD	N/A	PSA*	IISD*	IISD*	IISD*	N/A	IISD	IISD	IISD*	N/A	N/A	N/A	IISD	IISD*	IISD	IISD
Connections Academy	PSA	PSA	PSA	PSA*	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA
El Shabazz	PSA	PSA	N/A	PSA*	PSA	PSA*	PSA*	N/A	PSA	PSA	PSA	N/A	N/A	N/A	PSA	PSA	PSA	N/A
Lansing Charter	PSA	PSA	N/A	PSA*	N/A	IISD*	IISD*	N/A	IISD	IISD	IISD*	N/A	N/A	N/A	IISD	IISD*	IISD	IISD
Mid-Michigan	IISD	PSA	N/A	PSA*	IISD*	IISD*	IISD*	N/A	IISD	IISD	IISD*	IISD	N/A	N/A	IISD	IISD*	IISD	IISD
White Pine	PSA	IISD	N/A	PSA*	IISD*	IISD*	IISD*	N/A	IISD	IISD	IISD*	IISD	N/A	N/A	IISD	IISD*	IISD	IISD
Windemere Park	PSA	PSA	N/A	PSA*	PSA*	IISD	IISD*	N/A	IISD	IISD	IISD*	IISD	N/A	N/A	IISD	IISD*	IISD	IISD

Code:

\*Service may implement modifications as per R.340.1832e

Key:

Psych. – School Psychology

SSW – School Social Work

TC – Teacher Consultant

TS – Teacher Specialist

TSLI – Teacher of the Speech Language Impaired

TC/HI – Teacher Consultant for Hearing Impaired

ECSE – Early Childhood Special Education

OT – Occupational Therapy

PT – Physical Therapy

TC/AI – Teacher consultant for Autistic Impaired

APE – Adapted Physical Education

CACC/TC – Capital Area Career Center Teacher Consultant

TC/VI - Teacher Consultant for Visually Impaired

O & M – Orientation and Mobility

Assistive Tech. – Assistive Technology

## Appendix B CONTINUUM OF SPECIAL EDUCATION PROGRAMS

District Program	Dansville			East Lansing			Haslett			Holt			Ingham ISD			Lansing			Leslie		
	E	M	S	E	M	S	E	M	S	E	M	S	E	M	S	E	M	S	E	M	S
SCI	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CB	CB	CB	CB*	CB*	CB*	CA	CA	CA
MoCI	CA	CA	CA	LCA*	LCA*	LCA*	CA	CA	CA	LCA*	LCA*	LCA*	CB*	CB*	CB*	L*	L*	L*	CA	CA	CA
MiCI	CA	CA	CA	L*	L*	L*	L*	L*	L*	L*	L*	L*				L*	L*	L*	CA	CA	CA*
EI	CA	CA	CA	L*	L*	LCA*	L	L	CA	LCA*	LCA*	LCA*	CB*	CB*	CB*	L*	L*	L*	CA	CA	CA
HI	CA	CA	CA	L*	L*	CA	CA	CA	CA	CA	CA	CA				LCB*	LCB*	LCB*	CA	CA	CA
LD	CA	CA	CA	L*	L*	L*	L*	L*	L*	L*	L*	L*				L*	L*	L*	L*	L*	L*
VI	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA				CB*	CB*	CB*	CA	CA	CA
OHI	CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA				CB*	CB*	CB*	CA	CA	CA
SXI	CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA	CB	CB	CB	CB*	CB*	CB*	CA	CA	CA
ECSE	CA			L*			L*			L*			CB*			L*			L*		
ASD	CA	CA	CA	CA	CA	CA	CA	CA	CA	L*			CB*				LCA*	LCA*	CA	CA	CA
Resource Program	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*				L*	L*	L*	L*	L*	L*
SLI																					

CODE :

\* = Program may implement modifications as per R.340.1832e

L = LOCAL

CA= Cooperative Agreement Program – district does not provide program itself (Cooperative Agreement needs to be on file with the resident/operating districts and IISD)

CB = Center-Based Program (Center Program Agreement needs to be on file with IISD unless operated by the IISD)

**Key:** SCI – Severely Cognitively Impaired  
 MoCI – Moderate Cognitively Impaired  
 MiCI – Mild cognitively Impaired  
 EI – Emotionally Impaired  
 HI – Hearing Impaired  
 LD – Learning Disabled  
 VI Visually Impaired

POHI – Physically or Otherwise Health Impaired  
 SXI – Severely Multiply Impaired  
 ECSE – Early Childhood Special Education  
 ASD – Autism Spectrum Disorder  
 SLI – Speech and Language Impaired

E = Elementary Level  
 M = Middle School Level  
 S = Secondary Level

## Appendix B CONTINUUM OF SPECIAL EDUCATION PROGRAMS

District Program	Mason			Okemos			Stockbridge			Waverly			Webberville			Williamston		
	E	M	S	E	M	S	E	M	S	E	M	S	E	M	S	E	M	S
SCI	CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA
MoCI	LCA*	L	LCA*	LCA	LCA	LCA	CA	CA	L	LCA	LCA	LCA*	L	L	L	CA	CA	CA
MiCI	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L	L	L	L*	L*	L
EI	L	L	LCA*	L	L	CA	CA	CA	CA	LCA*	LCA*	LCA*	CA	CA	CA	CA	CA	CA
HI	CA	CA	CA	CA	CA	CA	CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA
LD	L*	L*	L*					L*	L*	L*	L*	L*				L*	L*	L*
VI	CA	CA	CA	CA	CA	CA	CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA
OHI	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA
SXI	CA	CA	LCA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA	CA
ECSE	L*			L*			CA			L*			CA			L*		
ASD	CA	CA	CA	L			CA	CA	CA	LCA	LCA	LCA	CA	CA	CA	CA	CA	CA
Resource Program	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*	L*
SLI																		

CODE :

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