

# **Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services Clare-Gladwin Regional Education Service District**

## **I. Public Awareness and Child Find**

See **R 340.1832(a)**, **R 340.1832(b)**, and **R 340.1832(g)** in the MARSE concerning the public awareness and child find section of the ISD Plan.

**The following describes the ISD procedures for locating, identifying, and evaluating students who need special education programs and services. Include a description of the child find procedures, including outreach efforts for individuals incarcerated in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.:**

The Clare-Gladwin RESD assumes primary responsibility for Child Find activities and outreach for preschool children. The Clare-Gladwin RESD Child Find Coordinator is responsible for coordinating child find activities and outreach for children birth up to the age of five. 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 and will establish cooperative liaisons with other agencies and professionals who may be potential referral sources. The Clare-Gladwin RESD will promote public awareness of disabilities, the available special education programs and services and establish cooperative liaisons with other agencies and professionals who maybe potential referral sources. The Clare-Gladwin RESD Child Find Coordinator (989-386-8612) will also coordinate the Build Up Michigan campaign through the use of state Build Up Michigan Materials.

**The Clare-Gladwin RESD is responsible for conducting Child Find activities for all eligible ages including students in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.**

**The following describes the ISD activities, including partnerships with community agencies, and the forms of media used in the ISD outreach efforts:**

The Procedures for identifying children ages birth to six and potential school-age special education students may include a review of existing school records and interagency collaboration for referral of student dropouts. Build Up Michigan materials and/or Early On information will be distributed to at least the following:

- Annual advertisements and the Clare-Gladwin RESD website
- Area health care, community agencies, hospitals, and physicians
- Community Mental Health for Central Michigan, Health Department, and the Michigan Department of Health and Human Services
- Local Interagency Coordinating Council, Early On, and the Great Start Collaborative
- Private and parochial preschools, daycare facilities, and churches
- Clare and Gladwin Counties Quality Preschool Partnership (Early Head Start, Head Start, Great Start Readiness Program, and Mid Michigan Community Action Agency)
- Local Schools
- Parent Groups

**The following table shows special education contacts within the ISD:**

<b>Title</b>	<b>Organization</b>	<b>Address</b>	<b>Phone</b>
ISD Director	Clare-Gladwin Regional Education Service District	4041 E. Mannsiding Rd. Clare, MI 48617	(989) 386-8616
District Director	Beaverton Schools	Beaverton Schools 468 S. Ross Beaverton, Michigan 48612	989-246-3000
District Director	Clare Public Schools	201 E. State St Clare MI 48617	989-386-9979
District Director	Farwell Area Schools	399 E. Michigan St. Farwell, MI 48622	989-588-9917
District Director	Gladwin Community Schools	780 W. First Street Gladwin, MI 48624	989-426-4531
District Director	Harrison Community Schools	224 W. Main Street Harrison, Michigan 48625	989-539-7871

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## II. Diagnostic and Related Services

See **R 340.1832(c)** in the MARSE concerning the diagnostic and related services section of the ISD Plan.

See the table below for a list of diagnostic and related services provided within the ISD.

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Ophthalmologist or Optometrist	Orientation and Mobility Specialist	Orthopedic Surgeon, Internist, Neurologist, Pediatrician, or Family Physician	Otolaryngologist or Otolologist	Physical Therapist	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Clare-Gladwin Regional Education Service District			✓	✓	✓		✓			✓			✓	✓	✓		✓	
Beaverton Schools			✓	✓	✓		✓			✓			✓	✓	✓		✓	
Clare Public Schools			✓	✓	✓		✓			✓			✓	✓	✓		✓	
Farwell Area Schools			✓		✓		✓			✓			✓	✓	✓		✓	
Gladwin Community Schools			✓	✓	✓		✓			✓			✓	✓	✓		✓	
Harrison Community Schools			✓	✓	✓		✓			✓			✓	✓	✓		✓	

### Other Provider/Service added

#### **Behavior Specialist**

Clare-Gladwin Regional Education Service District

#### **Teacher Consultant for Deaf and Hard of Hearing**

Clare-Gladwin Regional Education Service District

#### **Teacher Consultant for Special Education**

Clare-Gladwin Regional Education Service District

#### **Teacher Consultant for Visual Impairment**

Clare-Gladwin Regional Education Service District

#### **Transition Specialist**

Clare-Gladwin Regional Education Service District

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## III. Special Education Programs and Services

See **R 340.1832(d)**, **R 340.1832(e)**, and **R 340.1832(g)** in the MARSE concerning the special education programs and services section of the ISD Plan.

See the table below for a list of programs and services provided within the ISD.

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Clare-Gladwin Regional Education Service District	✓	✓						✓	✓			✓		✓	✓	✓					✓	✓
Beaverton Schools								✓	✓			✓	✓	✓								✓
Clare Public Schools								✓	✓			✓	✓	✓								✓
Farwell Area Schools								✓	✓			✓	✓	✓								✓
Gladwin Community Schools								✓	✓			✓	✓	✓								✓
Harrison Community Schools								✓	✓			✓	✓	✓								✓

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## III. Special Education Programs and Services continued

See **R 340.1832(d)**, **R 340.1832(e)**, and **R 340.1832(g)** in the MARSE concerning the special education programs and services section of the ISD Plan.

### Alternative Program or Service

The following tables display the alternative programs or services provided by the ISD and Districts.

#### Option 1: Modification of a Part 3 Rule

Please Note: Only the portion of the rule being modified is listed, the remainder of the rule will be fully implemented.

Rule # for Program or Service	Description of the Change in Program or Service
R 340.1749b	Secondary Level Resource Program Beaverton Schools, Clare Public Schools, Farwell Area Schools, Gladwin Community Schools, Harrison Community Schools, and Clare-Gladwin RESD provide secondary level resource programs for qualifying students as determined by the IEP Team. The role of the secondary resource room teacher is to support students with disabilities in accessing the general education curriculum by teaching to the goals and objectives as written on their IEP. 340.1832 Secondary Level Resource Program: Increase caseload from 20 students to 22 students with no more than 12 students at one time.
R 340.1733	Expanded Age Span for SCI and SXI Programs Programming for more severely impaired (MoCI, SCI, SXI) students are provided in center-based programs in separate facilities available to all local districts for student placement as determined by the IEP. Rule 34.1733(d) allows an expanded age span in programs housed in separate facilities for SCI and SXI students. For students under age 16 attending SCI classrooms operated by the Clare-Gladwin RESD, the age span will be greater than four years but no more than 8 years for programmatic feasibility and to meet the needs of students.
R 340.1738	Days and Hours Requirements for SCI and SXI Programs Each school year SCI and SXI programming will allow for a minimum of 1,150 hours of instruction with no breaks greater than ten consecutive days of pupil instruction
R 340.1749a	Elementary Level Resource Program Beaverton Rural Schools, Clare Public Schools, Farwell Area Schools, Gladwin Community Schools, Harrison Community Schools, and Clare-Gladwin RESD provide secondary level resource programs for qualifying students as determined by the IEP Team. The role of the elementary resource room teacher is to support students with disabilities in accessing the general education curriculum by teaching to the goals and objectives as written on their IEP. 340.1832 Elementary Level Resource Program: Increase caseload from 18 students to 20 students with no more than 10 students at one time.
R 340.1748	Days and Hours Requirements for SCI and SXI Programs Each school year SCI and SXI programming will allow for a minimum of 1,150 hours of instruction with no breaks greater than ten consecutive days of pupil instruction
R 340.1749c	Beaverton Schools, Clare Public Schools, Farwell Area Schools, Gladwin Community Schools and Harrison Community Schools provide departmentalized special education programs for qualifying students as determined by the IEP Team. The role of the secondary special education in a departmentalized special education program is to teach specific general education curriculum course content and to also support the goals and objectives as written on students' IEPs.

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## **IV. Paraprofessional Qualifications**

See **R 340.1832(h)** and **R 340.1793** in the MARSE concerning the paraprofessional qualifications section of the ISD Plan.

### **The following are the minimal requirements for paraprofessionals.**

Qualifications for paraprofessional personnel specifically follow 340.1793 of the Michigan Administrative Rules for Special Education. In addition, the Clare-Gladwin RESD and local school districts require paraprofessionals to possess a high school diploma, or its equivalent and follow all state and federal requirements. Paraprofessional personnel includes, but is not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants.

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**V. Transportation**

See **R 340.1832(i)** in the MARSE concerning the transportation section of the ISD Plan.

**The following public agency has responsibility for the transportation services needed to provide the programs and services described in Sections II and III of the ISD plan.**

The ISD and LEAs both provide transportation.

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## **VI. Millage Fund Distribution**

See **R 340.1832(j)**, **R 340.1811**, and **R 340.1812** in the MARSE concerning the millage fund distribution section of the ISD Plan.

**The following is the method of distribution for millage funds in the ISD that meets the requirements of R 340.1811 and R 340.1812.**

Clare-Gladwin RESD Special Education Millage revenue is used to support staff and administration at the RESD that provide direct and indirect services to local students. Special education revenue available after these costs are covered will be distributed in accordance with R340.1811 with the following modifications.

- Each district will be given a share proportional to the total number of students in its membership count relative to the total membership count of all constituent districts based upon the audited count from the previous school year.
- No district's share will exceed 100% of the unreimbursed added special education costs from the previous year.
- Local administrative and secretarial costs are excluded
- The RESD Administration Council will review the distribution of funds.
- Millage funds will not be appropriated for services of programs for non-RESD resident students.



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## **VII. Parent Advisory Committee (PAC)**

See **R 340.1832(k)** in the MARSE concerning the parent advisory committee section of the ISD Plan.

**The following is the ISD's process for appointing PAC members in accordance with R 340.1838(1) and (2).**

The Clare-Gladwin RESD Parent Advisory Committee (PAC) provides many services to increase awareness about special education for parents. Information and training sessions help parents understand new programs and practices as well as learn about special education topics. Getting parents together gives them input into the special education process and helps build their resource network.

As explained in MARSE R340.1838 (1) & (2): The Clare-Gladwin RESD Board of Education will appoint the PAC members. Appointments will be made from nominations from local Boards of Education. Every attempt will be made to ensure the PAC consists of parents of students with disabilities with at least 1 parent from each local school district unless no parent agrees to serve on the PAC to represent the local school district. The Clare-Gladwin RESD staff assigned to work with the committee will advise local school district superintendents of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district and/or the Clare-Gladwin RESD have the option of nominating or appointing a parent(s) of a child with a disability to complete the term. The term of appointment to the PAC shall be one year with an annual re-appointment provision.

## **PAC Participation and Additional Responsibilities**

See **R 340.1832(I)** and **R 340.1836(1)** in the MARSE concerning the PAC participation and additional responsibilities.

**The following describes how the PAC participates in the development of the ISD Plan.**

The Clare-Gladwin RESD plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the Clare-Gladwin RESD to assure that the PAC members are provided with copies of the current Regional Education Service District plan, subsequent and proposed amendments, and deviation requests.

Upon request, the Director of Special Education or designee will review the Regional Education Service District plan with the PAC. At subsequent meetings, the PAC will review any changes in the plan and/or areas of concern from the PAC membership.

The Director of Special Education or designee will develop a draft of the Regional Education Service District Plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Special Education Monitor will advise the PAC Chairperson of the objection process as defined by rule 340.1836.

Prior to the submission date of the plan, the PAC chairperson shall be asked to sign the plan endorsement page indicating that the PAC has been involved in the development of the plan.

**The following describes how the PAC may file an objection to the ISD plan in accordance with R 340.1836(1).**

As explained in MARSE 340.1836(1): Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objections, and shall propose alternative provisions.

**Administrative Support for the PAC**

See **R 340.1832(m)** in the MARSE concerning the administrative support for the PAC.

**The following administrator(s) act as the main support assisting the PAC with fulfilling its duties as described in the ISD plan.**

Agency/Organization	Title	Role and Relationship to the PAC
Clare-Gladwin Regional Education Service District	Special Education General Supervision Coordinator	Advisor
Clare-Gladwin Regional Education Service District	Special Education Director	Advisor

## **Additional Support for the PAC**

See **R 340.1832(n)** in the MARSE concerning additional support for the PAC.

### **The following ISD positions assist with PAC activities.**

Clare-Gladwin RESD, Superintendent- Participant

### **The following resource types are available to assist the PAC.**

Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual Clare-Gladwin RESD Special Education budget. The Clare-Gladwin RESD will provide the following items in support of the PAC:

- Postage for notices and other committee meetings
- Mileage for PAC members to attend PAC meetings as needed
- In-Service
- Reproduction of appropriate documents
- Informational materials

## VIII. Surrogate Parents

34 CFR § 300.519(a)(b)

General. Each public agency must ensure that the rights of a child are protected when— (1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method— (1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child.

The ISD Plan must provide a description of how the pool of surrogate parents is maintained and how appropriate training is provided to potential surrogate parents.

Identify the public agencies responsible for maintaining a pool of surrogate parents. \*

- ☒ ISD
- ☐ LEAs
- ☐ Both

Identify the public agencies responsible for providing training to potential surrogate parents. \*

- ☒ ISD
- ☐ LEAs
- ☐ Both

# **Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services Clare-Gladwin Regional Education Service District**

## **ISD Plan Submission**

See the **Revised School Code** and the **Michigan Administrative Rules for Special Education (MARSE)** about ISD Plans.

December 16, 2021

Clare-Gladwin Regional Education Service District

Sheryl Presler, Superintendent

Pursuant to Rule 340.1835(a) of the *Michigan Administrative Rules for Special Education*, the following signature of the intermediate school district (ISD) superintendent signifies the approval by the ISD.

The signature also acknowledges and confirms the following assurance statements:

### **R 340.1832(f)**

The ISD and its constituent local educational agencies, including public school academies, assure that any personally identifiable data, information, and records of students with disabilities are collected, used, or maintained in compliance with 34 C.F.R. §§300.610 through 300.626.

### **MCL 380.1751(1)(b)**

The ISD and its constituent local educational agencies, including public school academies, assure that all copies of contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

### **34 CFR § 300.111(a) and Dear Colleague Letter, December 5, 2014**

The ISD and its constituent local educational agencies, including public school academies, have child find policies and procedures in place to identify, locate, and evaluate students who are in correctional facilities who may have a disability under the IDEA and are in need of special education and related services, regardless of the severity of their disability and consistent with the State's child find and eligibility standards. This responsibility includes students who have never been identified as a student with a disability prior to their entry into the facility.

### **R 340.1758(b)**

Does the ISD and/or its constituent local educational agencies, including public school academies, operate a program for students with autism under R 340.1758(b)?

☐ Yes ☒ No

If yes, the following assurance statement applies:

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

  
\_\_\_\_\_  
Sheryl Presler, Superintendent

3-10-22