



*RESA Plan for the Delivery of Special Education
Programs and Services*

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**Amended
Sept, 2015**

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The following plan for special education services and programs was developed in cooperation with the Eaton Regional Education Service Agency (Eaton RESA), each of its constituent school districts and the Parent Advisory Committee.


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

- ◆ The Intermediate School District superintendent signifying approval by the Intermediate School District Board of Education
- ◆ The superintendent of each constituent school district and the director of each public school academy signifying that his or her school district has been involved in the development of the plan

Document Endorsements

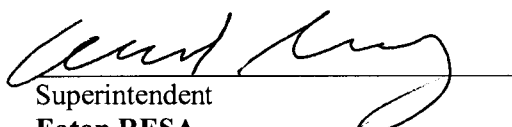
My signature indicates my school district has been involved in the development of the Eaton ISD Plan for Special Education Services and Programs in cooperation with the Parent Advisory Committee, constituent school districts, public school academies and the Intermediate School District.

I have been advised that I file my objections to the Plan in accordance with procedures addressed in Rule 340.1836.




PAC Chairperson

9/30/15
Date



Superintendent
Eaton RESA

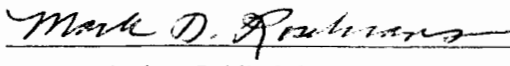
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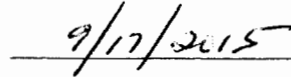



Board President
Eaton RESA

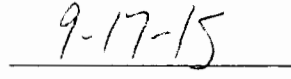
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Local District/Public School Academy Signatures

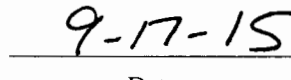

Charlotte Public Schools Superintendent


Date

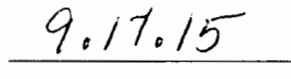

Eaton Rapids Public Schools Superintendent

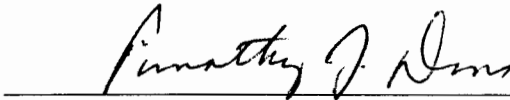

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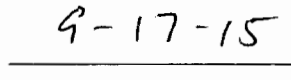

Grand Ledge Public Schools Superintendent



Date


Maple Valley Public Schools Superintendent



Date

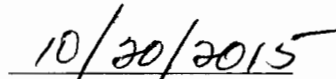

Pottersville Public Schools Superintendent



Date

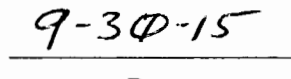

Island City Academy, Director



Date

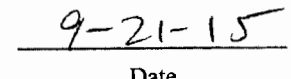

Oneida Schools Designee


Date

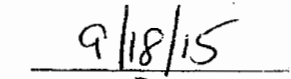

LifeTech Academy, Director


Date


Insight Academy, Director


Date


Relevent Academy, Director


Date

R 340. 1832 - An Intermediate School District plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451. MCL 380 1 et seq and these rules

Special Education Procedures

The *Special Education Parent Handbook and Procedural Safeguards* includes the following information:

1. Procedural Safeguards
2. Names and telephone numbers of local and regional education service agency representatives who can provide information about special education programs and services
3. Names and telephone numbers of organizations that provide information and support to parents
4. Information about special education process, programs, and services

A copy of *Special Education Parent Handbook and Procedural Safeguards* must be given to the parents/guardians at least one time each school year. A copy must also be given to the parents/guardians:

1. Upon initial referral or parent request for an evaluation
2. Upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year
3. In accordance with discipline procedures specified in special education rules and regulations, and
4. Upon request by a parent

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

| Representative | District | Address | Phone Number |
|--------------------------|-----------------|--------------------------------------|---------------------|
| Associate Superintendent | Eaton RESA | 1790 E. Packard Highway Charlotte | (517) 543-5500 |
| Early On Coordinator | Eaton RESA | 1790 E. Packard Highway Charlotte | (517) 543-5500 |
| Local Directors | LEA | Listed on Page #10 | |

Surrogate Parents - The Eaton RESA assures that the Regional Education Service Agency, the Local Education Agencies, and Public School Academies will comply with the State Board of Education (SBE) approved *Policy for the Appointment of Surrogate Parents for Special Education Services* and the Individuals with Disabilities Education Act (IDEA) regulations (§300. 519) The RESA will provide annual training for potential surrogate parents, will maintain an updated list of trained surrogate parents, and will review state and federal requirements with special education administrators once a year. Local districts and public school academies will be asked to recruit parents to maintain a sufficient number of surrogate parents

PUBLIC AWARENESS AND CHILD FIND ACTIVITIES

Child Find Procedures - Eaton RESA coordinates child find activities and outreach for children in early childhood. The Eaton RESA Early On® Coordinator is primarily responsible for coordinating child find activities and outreach for children birth through age five. Eaton RESA staff will promote public awareness of disabilities, the available special education programs/services and establish cooperative liaisons with other Eaton County agencies and professionals who may be potential referral sources. All local school districts, in conjunction with Eaton RESA, will assume responsibility for in-school and out-of-school youth up to the age of 26 through special education programs/services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources.

Procedures for Identifying Students with a Suspected Disability - The procedures for Identifying students with a suspected disability may include review of existing school records and interagency collaboration for referral of student dropouts. Information about special education evaluations, programs, services and procedures are disseminated through Michigan's Project Find materials, Early On® information, and the *Special Education Parent Handbook and Procedural Safeguards*. Outreach involvement includes:

- Area healthcare agencies, hospitals, physicians
- Community Education/Migrant Programs
- Community Mental Health
- County Community Services
- Day Care 0-3 year-old children
- District Health Department
- Great Start Programs
- Early Education Services
- Department of Human Services
- Head Start Programs
- Local Schools
- Parent Groups
- Pre-school screenings for 3-5 year-old children at various sites within the RESA

RELATED AND DIAGNOSTIC SERVICES

Student Evaluations - Local school districts and/or the Eaton RESA may contract for or employ professionals to provide diagnostic services. Diagnostic services include educational, psychological, motor, and medical evaluations as appropriate to the needs of the individual and as required by the federal and state rules and regulations. Public or private resources, in combination with those of the RESA or local school districts, will be used to assure that each student is given an appropriate evaluation. School evaluation teams will perform the required functions as prescribed by the *Individuals with Disabilities Education Act (IDEA)*, the IDEA regulations, and the *Michigan Administrative Rules for Special Education (MARSE)*.

Types of Diagnostic Services

Local school districts and/or the Eaton RESA may contract for or employ professionals to provide diagnostic services. The following chart illustrates the diagnostic services provided directly and those contracted for by the local district and/or RESA. Medical information provided by parents may be used in determining eligibility.

| Diagnostic Staff | Coordinating Agency |
|---|---------------------|
| Learning Disabilities Teacher Consultants | LEA |
| Occupational Therapists | RESA |
| Teacher Specialist for Deaf and Hard of Hearing | RESA |
| Physical Therapists | RESA |
| School Psychologists | RESA |
| School Social Workers | RESA |
| Speech and Language Pathologists | RESA |
| Visual Impairment Consultant | RESA |
| Independent Educational Evaluation | Contract |

Statement of Assurance: Eaton RESA assures that copies of contracts or service agreements per Section 380.1751 (1) (b) of the School Code are on file at the Eaton RESA and are available for review.

Special Education Programs and Services

Special Education Continuum - The continuum of programs and services provided by local school districts and the Eaton RESA that are currently operated under *Michigan Administrative Rules for Special Education*, effective June 2002, are listed in Appendix A and Appendix B.

Other Program Considerations

R 340.1758(b): Programs and services for students with autism are provided under R 340.1832(d)(e).

Assurance Statement of Confidentiality

The Eaton RESA assures that we will comply with confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used or maintained in compliance with R.340.1861(3) and 34 C.F.R. 300.610 through 300.626.

MODIFICATIONS TO PROGRAMS IN THE MICHIGAN ADMINISTRATIVE RULES FOR SPECIAL EDUCATION

Alternative Programs under Rule 340.1832(e)

All of the following current rules apply, with the stated exceptions listed below:

| Current Rule | Exceptions: |
|----------------|---|
| 340.1740(a)(b) | 1832 Mild Cognitive Impairment: Provide instructional services to 10 FTE students, not to exceed 18 different students, with no more than 15 students at one time. At the elementary level, an aide shall be added when there are 12 or more students at one time. |
| 340.1747 | 1832 Specific Learning Disabilities: At the elementary level, provide instructional services to 10 FTE students, not to exceed 18 students on the caseload, with no more than 12 students in the classroom at one time. At the secondary level, provide instructional services to 10 FTE students, not to exceed 20 students on the caseload, with no more than 15 students at one time in the classroom. |
| 340.1748(1) | 1832 Severe Multiple Impairment: Programs with 1-8 students require 1 aide, 9-10 students require 2 aides, and 11-12 maximum students require 3 aides. |
| 340.1749 | 1832 Teacher Consultant: Provide Teacher Consultant services to not more than 30 students with the assistance of a paraprofessional when the caseload exceeds 25 students. |
| 340.1749(a)(2) | 1832 Elementary Resource Room Program: Maintain maximum caseload of 22 different students with an FTE of 10 and average of 15 per instructional period. |
| 340.1749(b)(2) | 1832 Secondary Resource Room Program: Maintain maximum caseload of 22 different students with an FTE of 10 and average of 15 per instructional period. |
| 340.1749(b)(3) | 1832 Secondary Resource Room program. Permit teaching and offering tutorial assistance at the same time. Tutorial assistance defined as “providing supplemental instruction”. |
| 340.1749(c)(4) | 1832 Departmentalization of Special education programs. Each teacher shall serve not more than an average of 12 students per class period per instructional day with a maximum of no more than 15 students at one time. |
| | <p>1832 Hearing Impaired Specialist shall be a teacher with a hearing impaired endorsement and maintain a caseload of not more than 25 students</p> <ol style="list-style-type: none"> 1. The name of program/service: Teacher Specialist for the Deaf/Hard of Hearing 2. The population of students and the criteria for placement of students into the program or to receive the service: Students who are deaf and those who are hard of hearing, with any type or degree of hearing loss that interferes with development or adversely affects educational performance. 3. The roles of teachers and providers assigned to deliver the specialized instruction include consulting with school personnel who work with students who are D/HH, providing suggestions and supports regarding instructional strategies, appropriate teaching techniques, and environmental adaptations. Consult with |

parents, providing information, advice, and guidance about issues related to hearing loss (amplification, communication, and education options). Collaborate with mainstream teachers and parents to ensure success of the D/HH student in the mainstream setting. Make sure student have appropriate and adequate support services. Monitor language development of students on caseload. Work on IEP goals related to hearing loss, language, vocabulary, and self-advocacy. Consult with medical/clinical specialists to determine the student's eligibility for Special Education services under the qualifying area "Hearing Impairment".

4. The number of staff members for the program/service: 1

5. Describe how the public agency determined that the identified number of staff members is appropriate for the program/service: Caseload of students who need direct or consult services: By review of students who qualify as needed services, coordination with Early On, and coordination with all LEA district supervisors or directors of special education.

6. The level(s) of the program or service: Early Childhood, Elementary, Middle, and Secondary

7. Explain how the public agency will measure the effectiveness of the program or service. Include what data will be used, how the data will be collected, and how the data will be shared with the staff: The staff member will be observed and evaluated by the assigned Supervisor. Areas of evaluation shall include planning, preparation, responsibility of the occupational specialty, and individual goals set by the staff member.

MANAGEMENT OF SPECIAL EDUCATION PROGRAMS AND SERVICES

Local districts and public school academies administrators responsible for the implementation of special education programs and services:

| Representative | District | Address | Phone |
|-----------------------------------|--------------------------------|--|----------------|
| Local Director | Charlotte Public Schools | 378 State Street Charlotte | (517) 541-5131 |
| Local Director | Eaton Rapids Public Schools | 912 South Greyhound Drive Eaton Rapids | (517)-663-8155 |
| Local Director | Grand Ledge Public Schools | 220 Lamson Street Grand Ledge | (517) 627-4158 |
| Public School Academy Director | Insight Academy | 6512 Centurion Drive Suite 320 Lansing | (517) 580-0020 |
| Public School Academy Director | Island City Academy | 6421 Clinton Road Eaton Rapids | (517) 663-0111 |
| Public School Academy Director | Life Tech Academy | 3101 Technology Boulevard Suite A Lansing Charter Township | (517) 325-5469 |
| Supervisor | Maple Valley Schools | 11090 Nashville Highway Vermontville | (517) 852-9275 |
| EISD Superintendent | Oneida Strange School District | 8981 Oneida Road Grand Ledge | (517) 627-7005 |
| Supervisor | Potterville Public Schools | 420 High Street Potterville | (517) 645-2662 |

Paraprofessional Qualifications and Assignments- Qualifications for paraprofessional personnel specifically follow 340.1793 of the *Michigan Administrative Rules for Special Education*. It is recommended paraprofessionals possess a high school diploma, and one of the following: a) pass ACT WorkKeys Assessment, b) possess a 2-year degree, c) complete at least two years of study at an institution of higher education equal to 60 semester hours, and meet all state and federal rules and regulations.

Transportation - Eaton RESA provides special transportation to students attending Intermediate School District special education programs as determined by the Individualized Education Planning Team. The local school districts provide transportation for all other eligible special education students. Transportation procedures are monitored on a continual basis by the local school district supervisors of transportation.

DISTRIBUTION OF FUNDS

Act 18 Funds - Eaton RESA will provide programs and services to the LEA districts in accordance with the annual meetings held with LEA leadership. In the event that services beyond the agreed upon service for the year are requested by an LEA, the LEA will be invoiced for the additional costs. When the costs of services exceed the funds generated by the millage for that district. Eaton RESA will submit an invoice to the LEA for the unreimbursed costs of programs and/or services.

PARENT ADVISORY COMMITTEE (PAC)

Organizational Structure - The Eaton Regional Education Service Agency Board of Education will appoint the Special Education Parent Advisory Committee (PAC) whose members will serve staggered 3 three year terms. The Special Education Director and Planner Monitor are responsible for assuring that a recommendation is made to the Board of Education. Appointments will be made from nominations received from local boards of education. ERESA 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 ISD has 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.

The Special Education Director or Designee shall notify constituent school district superintendents that a nomination of parent(s) of a child with a disability is needed for the Regional Education Service Agency PAC. It is the responsibility of the local superintendent to assure that the local Board of Education nominates the qualified parents. 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) of the *Michigan Administrative Rules for Special Education*, the Eaton RESA School board may nominate and appoint additional members to PAC, not to exceed 33% of the total PAC membership. If the Eaton RESA Board chooses to nominate and appoint additional members, it shall be done for the purpose of ensuring that all types of impairments and all identifiable organizations of parents of students with disabilities within the regional education service agency are represented on the PAC

Role and Responsibility of the Parent Advisory Committee

Role and Responsibility of PAC in Developing the ISD Plan - The *Eaton Regional Education Service Agency Plan for the Delivery of Special Education Programs and Services* or modifications thereof shall be developed in cooperation with the PAC. It shall be the responsibility of the Planner/Monitor to assure that the PAC members are provided individual copies of the current Eaton Regional Education Service Agency plan, any subsequent modifications, and proposed deviation requests.

Upon request, the Planner/Monitor will review the Regional Education Service Agency 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 Planner/Monitor for Eaton RESA will be responsible for gathering information from the PAC and the local district special education directors/supervisors for possible changes to the Eaton RESA plan.

The Planner/Monitor and or Special Education Director will develop a draft of the Regional Education Service Agency plan that incorporates the proposed changes. The PAC and the special education administrators will review the draft. Prior to submission, the PAC chairperson will be asked to sign the plan endorsement page indicating involvement in the development of the plan. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Planner/Monitor will advise the PAC Chairperson of the Objection process as defined by Rule 340.1836 of the *Michigan Administrative Rules for Special Education* (MARSE)

Related Activities - The PAC will have an opportunity to provide input and/or share concerns related to the delivery of special education programs and services

The PAC Chairperson will receive copies of all waivers and deviation requests from local school districts and the Regional Education Service Agency as required in Rule 340. 1734 (1) of the *Michigan Administrative Rules for Special Education*. Pursuant to MARSE Rule 340. 1734(5) the PAC shall be informed of the disposition of the request.

Administrative Relationship with the Parent Advisory Committee - The Planner/Monitor shall act as advisor to the PAC. The goal of this effort is to have an active and informed PAC that will work cooperatively with administrative personnel in ensuring the effective and efficient delivery of special education programs and services within the Eaton RESA

Financial and Staff Resources Available to the Parent Advisory Committee - Financial resources available to the PAC shall be outlined in the annual Eaton RESA Special Education Budget to be submitted to the Eaton RESA School Board for approval. Monies shall be provided to cover such expenses as postage, PAC minutes, informational materials, mileage reimbursement, workshop materials, cost of presenters, and other approved expenses necessary for PAC to function effectively.

Eaton RESA shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The Planner/Monitor shall be responsible for assuring that reasonable clerical support is available to the PAC for committee business.

ADDITIONAL PLAN CONTENT

Eaton County Youth Facility - The Eaton County Juvenile Court contracts with a local school district to meet the needs of special education students. LEA staff will provide the instructional program at the Eaton County Youth Facility, consistent with the individual needs of the eligible students.

Day Treatment - The Eaton County Juvenile Court operates a Day Treatment Program for adjudicated youth. Students who are special education eligible receive instructional services through a contract with a local school district and support services through the Eaton Regional Education Service Agency.

APPENDIX A

Continuum of Special Education Programs

| Program Provider | (R340.1740) CI-MILD Mild Cognitive Impairment | | (R340.1739) CI-MODERATE Moderate Cognitive Impairment | | Early On | | (R340.1754, R340.1755) ECSE (Early Childhood Special Education) | | (R340.1741) EI- Emotional Impairment | | (R340.1747) SLD Programs for Students with a Learning Disability | | RR (Resource Room) (R340.1749 A) Elementary (R340.1749 B) Secondary | | (340.1748) SXI- Severe Multiple Impairment | | (R340.1738) CI-SEVERE Cognitive Impairment Severe | | (R340.1757) Eaton County Youth Facility |
|--------------------------|---|---|---|---|----------|---|---|---|---|---|--|---|---|---|---|---|--|---|--|
| | E | S | E | S | E | S | E | S | E | S | E | S | E | S | E | S | | | |
| Eaton RESA | X | X | X | X | X | X | X | X | | | | | | | | | | X | |
| Charlotte | X | X | | | | | X | X | X | X | | | | | | | | | |
| Eaton Rapids | | X | | | | | | X | X | X | | | | | | | | | |
| Grand Ledge | X | X | | | | | | X | X | X | X | | | | | | | | X |
| Island City Academy | | | | | | | | | | | | | X | | | | | | |
| Maple Valley | | | | | | | | X | | | | | | X | | | | | |
| Pottersville | | | | | | | X | X | | | | | | X | | | | | |
| Relevant Academy | | | | | | | | | | | | | | | | | | | |
| Oneida Strange School | | | | | | | | | | | | | | | | | | | |
| Life Tech Academy | | | | | | | | | | | | | | | | | | | X |
| Insight Academy | | | | | | | | | | | | | | | | | | | X |

E is elementary, S is secondary

Charlotte EI program grades: K, 1, 2, 3

Charlotte Intensive EI program grades: 4, 5, 6

Grand Ledge EI program grades: 1-6, 7-8, 9-12

Grand Ledge LD program grades: 1-3, 4-6

Eaton Rapids EI program grades: 3-6

APPENDIX B

| SERVICES | PROVIDER |
|--|-----------------|
| Assistive Technology | ERESA |
| Autism Consultant | ERESA |
| Early Childhood Coordinators | ERESA |
| Occupational Therapists/Assistants | ERESA |
| Orientation & Mobility | ERESA |
| Teacher Specialist for Deaf/Hard Hearing | ERESA |
| Physical Therapists/Assistants | ERESA |
| Psychologists | ERESA |
| School Social Workers | ERESA |
| Speech and Language Pathologists | ERESA |
| Transition Coordinator | ERESA |
| Visual Impairment Teacher Consultant | ERESA |