



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
Lansing

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:**

**TO:** State Board of Education

**FROM:** Michael F. Rice, Ph.D., State Superintendent

**SUBJECT:** Report on the Approved Changes to St. Joseph County ISD Plan for the Delivery of Special Education Programs and Services

Pursuant to Section 380.1711 of the Revised School Code of 1976, the intermediate school board shall develop, establish and continually evaluate and modify in cooperation with its constituent districts, a plan for special education that provides for the delivery of special education programs and services. The plan shall coordinate the special education programs and services operated or contracted for by the constituent districts and shall be submitted to the superintendent of public instruction for approval.

The Office of Special Education has reviewed, and I have granted approval of the St. Joseph County ISD plan for Delivery of Special Education Programs and Services. See Attachment A for a summary of the changes.

**STATE BOARD OF EDUCATION**

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# Summary of Changes to the St. Joseph County ISD Plan for Delivery of Special Education Programs and Services

## Attachment A

| <b><i>Content Requirement(s)</i></b>  | <b><i>Change(s)</i></b>  |
|---|--|
| <b>Section I. Public Awareness and Child Find:</b><br>R 340.1832(a)(b)              | <ul style="list-style-type: none"> <li>Updated activities for locating, identifying and evaluating students who need special education programs and services.</li> <li>Updated position responsible for coordinating child find activities.</li> </ul> |
| <b>Section II. Diagnostic and Related Services:</b><br>R 340.1832(c)                | <ul style="list-style-type: none"> <li>Revised the public agency responsible for providing a diagnostic or related service.</li> </ul>   |
| <b>Section III. Special Education Programs and Services:</b><br>R 340.1832(d)(e)(g) | <ul style="list-style-type: none"> <li>Updated programs and services within the ISD.</li> </ul>  |
| <b>Section IV. Paraprofessional Qualifications:</b><br>R 340.1832(h)                | <ul style="list-style-type: none"> <li>No change</li> </ul>  |
| <b>Section V. Transportation:</b><br>R 340.1832(i)                                  | <ul style="list-style-type: none"> <li>No change</li> </ul>  |
| <b>Section VI. Millage Fund Distribution:</b><br>R 340.1832(j)                      | <ul style="list-style-type: none"> <li>No change</li> </ul>  |
| <b>Section VII. Parent Advisory Committee (PAC):</b><br>R 340.1832(k)-(n):          | <ul style="list-style-type: none"> <li>No change</li> </ul>  |
| <b>Section VIII. Surrogate Parents:</b><br>SBE Surrogate Parent Policy (9-8-08)     | <ul style="list-style-type: none"> <li>No change</li> </ul>  |

August 12, 2025  
Teresa Belote  
St. Joseph County ISD  
62445 Shimmel Rd  
Centreville, MI 49032-9527

Dear Superintendent Belote:

I am pleased to inform you that the modifications to St. Joseph County ISD Plan for the Delivery of Special Education Programs and Services have been approved.

The approval of your plan modifications is an authorization for St. Joseph County ISD and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that St. Joseph County ISD and constituent districts will provide special education programs and services in accordance with state and federal regulations. This authorization does not preclude the Michigan Department of Education (MDE) from requesting clarification on items contained within your plan as the need arises.

If St. Joseph County ISD's ISD Plan includes programs and services under Rule 340.1832(e) of the Administrative Rules for Special Education, please allow for the disaggregation of student educational performance data (for students receiving such programs and services), minimally the disaggregation that is maintained on all students under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). This disaggregation will allow all parties to evaluate the effectiveness of program and service offerings.

Please inform the superintendents of your constituent districts and the chairperson of the Parent Advisory Committee that your plan modifications have been approved.

Sincerely,

Michael F. Rice, Ph.D.  
State Superintendent

c:

# **St. Joseph County ISD**

## **Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services**

**August 2025**

# **Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services**

## ***Revised School Code***

Section 380.1711(1)(a) of the Revised School Code requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services.

## ***Michigan Administrative Rules for Special Education (MARSE)***

Part 7 of the MARSE, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

"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."

## **ISD Plan Submission**

January 9, 2025

St. Joseph County ISD

Teresa Belote, 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 CFR §§ 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)**

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

09/26/2024

Teresa Belote, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following signatures indicate the involvement in the development of the St. Joseph County ISD Plan for the Delivery of Special Education Programs and Services.

| Name                   | Job Title               | LEA/PAC                            | Date/Time Signed    |
|------------------------|-------------------------|------------------------------------|---------------------|
| Teresa Belote          | ISD Superintendent      | St. Joseph County ISD              | 05/09/2025 07:38 AM |
| Patrick Been           | District Superintendent | Constantine Public School District | 05/09/2025 08:47 AM |
| Arthur Ebert           | District Superintendent | Sturgis Public Schools             | 05/09/2025 08:52 AM |
| Leasa Griffith-Mathews | District Superintendent | Mendon Community School District   | 05/09/2025 11:41 AM |
| Nikki Nash             | District Superintendent | Three Rivers Community Schools     | 05/12/2025 02:12 PM |
| Chad Brady             | District Superintendent | Centreville Public Schools         | 05/12/2025 02:33 PM |
| Jerome Wolff           | District Superintendent | Nottawa Community School           | 05/12/2025 02:51 PM |
| Kristina Owens         | District Superintendent | Burr Oak Community School District | 05/12/2025 02:53 PM |

|                  |                         |                                 |                     |
|------------------|-------------------------|---------------------------------|---------------------|
| Kathleen Brandon | PAC Chairperson         | Parental Advisory Committee     | 05/12/2025 02:54 PM |
| Rachel Kowalski  | District Superintendent | Colon Community School District | 05/12/2025 03:25 PM |
| Shelly McBride   | District Superintendent | White Pigeon Community Schools  | 05/16/2025 07:55 AM |

## I. Public Awareness and Child Find

### R 340.1832(a)

A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

### R 340.1832(b)

A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

### R 340.1832(g)

The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

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

Child Find and public awareness are provided to ensure that the needs of students suspected of having a disability will be met. The St. Joseph County ISD (SJCISD) acts as an information and referral source for all students from birth to 26 years of age. SJCISD assumes primary responsibility for Child Find activities and outreach for birth to Kindergarten, which includes pre-school age students, and young adults 18 to 26 years of age, who have not completed the requirements of a high school diploma and have developmental delays or disabilities.

These activities and outreach will be in collaboration with local educational agencies (LEA) and community partners. The ISD is responsible for conducting Child Find activities to include students in the county jail, as well as other lower incident placements like residential facilities, and students who may be homebound, and/or hospitalized. The Early Childhood Director, Early-on Early-Childhood Supervisor/

Coordinator, and Executive Director of Special Education are responsible for coordinating Child Find activities and outreach for the St. Joseph County ISD for these populations.

Local Educational Agency's (LEA)/Non-public Schools (NPS) assume the primary responsibility for Child Find obligations for school-age students in grades K-12 in collaboration with the St. Joseph County ISD. For each school building, a Child Find Coordinator will be identified. The Child Find Coordinator will be responsible for the annual review of legislation around Child Find obligations, providing staff training on Child Find obligations and district-specific processes, annually reviewing and updating the district specific processes Child Find plan and referral process, and monitoring to ensure compliance. LEA/NPS will submit information annually using the form provided by the SJCISD outlining their Child Find process.

The SJCISD Early On Program supports Michigan's Early On campaign by helping to locate and identify young children from birth through age three with a developmental delay or a medical condition likely to result in a delay. The SJCISD Child Find Supervisor supports the Build Up Michigan campaign by helping to locate and identify young children, ages 3 through 5, who may require special education support and/or services. To find out more information about these services, please visit the SJCISD website at [www.sjcisd.org](http://www.sjcisd.org).

**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 potential school-age special education students may include a review of existing school records and interagency collaboration for referral of student dropouts. Awareness information is provided through the distribution of Michigan Build-Up materials, Early On Information, and Special Education Information from the Parent Handbook. Additionally, Early On and Child Find staff establish cooperative liaisons with other professionals and community agencies who may be potential referral sources. Education evaluation procedures and processes will be distributed in the following manner.

- Annual advertisement in local newspapers or social media outlets
- Pre-school screenings for 3 to 5-year-old children services
- Early intervention/education services
- Day Care 0 to 3-year-old children
- Area healthcare agencies, hospitals, physicians
- Community education programs
- Community mental health services (Pivotal)
- County health department
- Department of Health and Human Services
- Head Start and Great Start Readiness Programs
- Local educational agencies- Community services
- Parent organizations including Great Start Parent Coalition and Parent Advisory Committee



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

| <b>Title</b>   | <b>Organization</b>                | <b>Address</b>                                 | <b>Phone</b>   |
|--|------------------------------------|--|----------------|
| ISD Superintendent   | St. Joseph County ISD              | 62445 Shimmel Road, Centreville, MI 49032      | (269) 467-5400 |
| ISD Director   | St. Joseph County ISD              | 62445 Shimmel Road, Centreville, MI 49032      | (269) 467-5400 |
| Special Education Monitor for Accountability and Program Improvement | St. Joseph County ISD              | 62445 Shimmel Road, Centreville, MI 49032      | (269) 467-5400 |
| District Superintendent  | Burr Oak Community School District | 326 E Eagle St Burr Oak, MI 49030              | 269-489-2213   |
| District Superintendent  | Burr Oak Community School District | 62445 Shimmel Rd. Centreville, MI 49032        | 269-489-2213   |
| District Superintendent  | Burr Oak Community School District | 326 E Eagle St Burr Oak, MI 49030              | 269-467-5220   |
| District Director  | Centreville Public Schools         | 190 Hogan St. PO Box 158 Centreville, MI 49032 | 269-467-5220   |
| District Director  | Centreville Public Schools         | 62445 Shimmel Rd, Centreville, MI 49032        | 269-467-5400   |
| District Superintendent  | Colon Community School District    | 400 Dallas Street, Colon, MI 49040             | 269-386-2239   |
| District Superintendent  | Colon Community School District    | 328 E. State St., Colon, MI 49040              | 269-432-2121   |
| Other  | Constantine Public School District | 1 Falcon Drive Constantine, MI 49042           | 269-435-8920   |
| District Superintendent  | Constantine Public School District | 1 Falcon Drive Constantine, MI 49042           | 269-435-8900   |
| Other  | Constantine Public School District | 62445 Shimmel Rd Centreville, MI 49032         | 269-467-5400   |
| District Superintendent  | Mendon Community School District   | 148 Kirby Rd. Mendon, MI 49072                 | 269-496-8491   |
| District Superintendent  | Mendon Community School District   | 62445 Shimmel Rd Centreville, MI 49032         | 269-467-5400   |
| District Superintendent  | Nottawa Community School           | 26438 M 86 Sturgis, MI 49091                   | 269-467-7153   |
| District Superintendent  | Nottawa Community School           | 62445 Shimmel Rd. Centreville, MI 49032        | 269-467-5400   |
| Other  | Sturgis Public Schools             | 107 W. West Street Sturgis, MI 49091           | 269-659-1506   |

|                         |                                |  |              |
|-------------------------|--------------------------------|--|--------------|
| Other                   | Sturgis Public Schools         | 62445 Shimmel Road Centreville, MI 49032 | 269-467-5400 |
| District Director       | Three Rivers Community Schools | 851 Sixth Avenue Three Rivers, MI 49093  | 269-279-1100 |
| District Director       | Three Rivers Community Schools | 62445 Shimmel Rd Centreville, MI 49032   | 269-467-5400 |
| Other                   | White Pigeon Community Schools | 410 E. Prairie White Pigeon, MI 49099    | 269-483-7107 |
| District Superintendent | White Pigeon Community Schools | 410 E. Prairie White Pigeon, MI 49099    | 269-483-7107 |
| Other                   | White Pigeon Community Schools | 62445 Shimmel Rd Centreville, MI 49032   | 269-467-5400 |

## II. Diagnostic and Related Services

### **R 340.1832(c)**

A description of the type of diagnostic and related services that are available, either directly or as a purchased service, within the intermediate school district or its constituent local school districts or public school academies.

## Diagnostic and Related Services

The following table displays a list of diagnostic and related services provided within the ISD:

| District                           | Assistive Technology Consultant | Audiologist | Interpreting Services | Nurse | Occupational Therapist | Orientation and Mobility Specialist | Physical Therapist | School Psychologist | School Social Worker | Teacher Consultant | Teacher of Students who are Deaf or Hard of Hearing | Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist | Teacher of Students with Visual Impairment |
|------------------------------------|---------------------------------|-------------|-----------------------|-------|------------------------|-------------------------------------|--------------------|---------------------|----------------------|--------------------|---|--|--|
| St. Joseph County ISD              | ✓                               | ✓           | ✓                     | ✓     | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Burr Oak Community School District | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Centreville Public Schools         | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Colon Community School District    | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Constantine Public School District | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Mendon Community School District   | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Nottawa Community School           | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Sturgis Public Schools             | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| Three Rivers Community Schools     | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |
| White Pigeon Community Schools     | ✓                               | ✓           | ✓                     |       | ✓                      | ✓                                   | ✓                  | ✓                   | ✓                    | ✓                  |   | ✓  |  |

### Other Provider/Service added

#### Teacher Specialist

- Colon Community School District
- Constantine Public School District
- Mendon Community School District
- Sturgis Public Schools

## III. Special Education Programs and Services

**R 340.1832(d)**

A description of the special education programs designed to meet the educational needs of students with disabilities.

**R 340.1832(e)**

The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

**Programs or Services**

The following table displays programs and services provided within the ISD.

| District                           | Transition services | Severe cognitive impairment | Moderate cognitive impairment | Mild cognitive impairment | Emotional impairment | Deaf or hard of hearing | Visual impairment | Physical impairment or other | Speech & language services | 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 |
|------------------------------------|---------------------|-----------------------------|-------------------------------|---------------------------|----------------------|-------------------------|-------------------|------------------------------|----------------------------|----------------------------|--------------------------------|-----------------------------|-----------------------------|---------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|-------------------------------|--------------------------|-----------------------------|----------------|-------------------------|
| St. Joseph County ISD              | ✓                   | ✓                           | ✓                             |                           | ✓                    |                         |                   |                              | ✓                          | ✓                          |                                | ✓                           | ✓                           |                           |                          |                          | ✓                        |                             | ✓                             |                          | ✓                           | ✓              | ✓                       |
| Burr Oak Community School District |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             |                             | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Centreville Public Schools         |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             | ✓                           | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Colon Community School District    |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             |                             | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Constantine Public School District |                     |                             |                               | ✓                         |                      |                         |                   |                              |                            | ✓                          |                                |                             |                             | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Mendon Community School District   |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             | ✓                           | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Nottawa Community School           |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             | ✓                           | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |
| Sturgis Public Schools             |                     |                             |                               | ✓                         |                      |                         |                   |                              |                            | ✓                          |                                |                             | ✓                           | ✓                         | ✓                        | ✓                        |                          |                             | ✓                             |                          |                             |                |                         |
| Three Rivers Community Schools     |                     |                             |                               | ✓                         |                      |                         |                   |                              |                            | ✓                          |                                |                             |                             | ✓                         | ✓                        | ✓                        |                          |                             | ✓                             |                          |                             |                |                         |
| White Pigeon Community Schools     |                     |                             |                               |                           |                      |                         |                   |                              |                            | ✓                          |                                |                             |                             | ✓                         | ✓                        |                          |                          |                             | ✓                             |                          |                             |                |                         |

The following table displays virtual programming options within the ISD:

| District Name                      | Virtual Option | Grade Levels | Enrollment Type     | Description of grade level in which virtual programming is offered |
|------------------------------------|----------------|--------------|---------------------|--|
| St. Joseph County ISD              | No             |              |                     |  |
| Burr Oak Community School District | Yes            | K-12         | Open Enrollment     |  |
| Centreville Public Schools         | Yes            | 6-12         | District Enrollment |  |
| Colon Community School District    | Yes            | High School  | Open Enrollment     |  |
| Constantine Public School District | Yes            | 6-12         | District Enrollment |  |
| Mendon Community School District   | Yes            | High School  | District Enrollment |  |
| Nottawa Community School           | No             |              |                     |  |
| Sturgis Public Schools             | No             |              |                     |  |
| Three Rivers Community Schools     | No             |              |                     |  |
| White Pigeon Community Schools     | No             |              |                     |  |

## 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 340.1749a                   | Elementary Resource Program: Maximum of 13 students at any one time, with a caseload of 23 students. Virtual programs will follow caseloads and class sizes consistent with Part 3 of the MARSE.  |
| R 340.1749b                   | Secondary Resource Program: Maximum of 13 students at any one time, with a caseload of 25. Virtual programs will follow caseloads and class sizes consistent with Part 3 of the MARSE.  |
| R 340.1749                    | The teacher consultant shall carry an active caseload of not more than 30 students with disabilities. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following: (a) instructional services, (b) evaluation, (c) consultation with special and general education personnel, (d) report writing, (e) travel. |

|            |   |
|------------|---|
| R 340.1733 | An eight-year age span for students who are assigned to programs for students with moderate and mild cognitive impairments, operated in secondary buildings attended by children who are nondisabled.   |
| R 340.1739 | Programs for students with moderate cognitive impairment shall be operated as follows: (a) There shall be 1 teacher and 1 teacher aide for a maximum of 15 students at one time. (b) There shall be 1 lead teacher and a maximum of 3 instructional aides for, with not more than 11 students for each aide.(c)The teacher shall be responsible for the educational programming for not more than 30 different students.  |
| R 340.1740 | Programs for students with mild cognitive impairment shall be operated as follows: (a) Elementary programs for students with mild cognitive impairment shall serve not more than 18 different students and not more than 15 in a room at one time. (b) Secondary programs for students with mild cognitive impairment shall have not more than 15 different students in the classroom at any one time and the teacher shall be responsible for the educational programming for not more than 20 different students. |
| R 340.1758 | Programs for students with Autism Spectrum Disorder: ASD elementary or secondary classroom programs class size consists of an ASD teacher, 8 students, and 2 instructional aides. The second aide will be added with the 6th student. The IEPT will describe its consideration of the ability of the student with autism to function in the placement determined, in the context of class size and student-to-staff ratio.  |

## Option 2: Alternate Program

| St. Joseph County ISD  |   |
|--|---|
| District(s) Operating the Alternate Programs                       |   |
| St. Joseph County ISD  |   |
| Program Name   | Student Population Served   |
| Intensive Instructional Support Program - Elementary and Secondary | The St. Joseph County Intermediate School District will provide Intensive Instructional Support Programs for children with disabilities who need this level of educational support. The program is designed for students who require a high staff-to-student ratio and intensive instructional and/or behavior support using an alternative standard based curriculum. The students being considered for this program are significantly behind their peers in academic performance and they have significant delays and/or disorders in communication abilities. Students' communication and social interaction skills negatively impact their ability to participate in the general education curriculum with their same-aged peers. There may be significant limitations in the demonstration of cognitive abilities and significant delays in play and social interaction concepts. The course of study and time spent in the general education setting will vary and be determined by the IEP team. The placement of students in this program will be regularly reviewed. In preparation for consideration of entrance to the Intensive Instructional Support Program, the IEP team will analyze current year data to ensure that the district has provided an intensive level of service and exhausted all possibilities of IEP goal attainment through the student's participation in programs offered in the general and special education setting following Least Restrictive Environment mandates. The IEP team will review the documentation of the implementation of Supplemental Aids and Services and the data regarding the frequency and intensity of behaviors from the student's Functional Behavior Assessment and implementation of the Positive Behavior Intervention plan. The goal for any student in this program would be at least twenty percent of their day with their general |

|  |  |   |   |
|--|--|---|---|
|  |  |   | education peers, if not more based on data. When the needs of a student require additional data to be considered the team may conduct a sensory evaluation that includes the frequency of the sensory-seeking behaviors and results of the sensory strategies that have been implemented. All other available data will be reviewed and considered based on individual student needs. Again, students attending the SJCISD program located within an LEA will receive inclusion opportunities, meeting their needs according to that student's least restrictive environment. The goal is to maximize opportunities within the LEA. |
| <b>Role of Teachers or Service Providers</b>   |  |   |   |
| Special Education Teachers and service providers will provide instruction that supports skill development that aligns with each student's IEP.   |  |   |   |
| <b>Certification and/or endorsement of the teachers and service providers</b>  |  |   |   |
| Teachers of the Intensive Instructional Support Program must have a Michigan teaching certificate and special education endorsement, which may include an endorsement in Autism Spectrum Disorder, Cognitive Impairment, Emotional Impairment or Learning Disabilities. The teacher must either have experience with or be provided training in areas of current evidence based research and practice to include Autism Spectrum Disorder, positive behavior supports as well as whole child development along with family/community support services. The teacher will maintain current certification in Crisis Prevention Intervention or other certification in behavioral de-escalation techniques supported by the St. Joseph County ISD. The teacher and service providers will implement the district-endorsed modified curriculum and supplement it to meet the needs of each student. The IEP team will review at least annually, the individualized least restrictive environment for each student. The teacher and service providers will follow the MDE/district procedures for required documentation and record keeping. |  |   |   |
| <b>Maximum Caseload of Teachers and Providers</b>  |  |   |   |
| Elementary programs located within the local school district will have a maximum caseload of eight children and two or more Assistant Teachers; Elementary programs housed within the ISD will have a maximum caseload of six children and two or more Assistant Teachers. Secondary programs operated by the ISD will have a maximum caseload of eight students and two or more Assistant Teachers.   |  |   |   |
| <b># of Students Allowed in Attendance in the Alternative Program at one time, if applicable</b>   | <b>Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).</b> | <b>Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable</b>   |   |
|  |  | A classroom with three or more students shall have one instructional aide; a classroom with eight or more students shall have two instructional aides. Additional staff will be considered based on the individual needs of the students placed in the program. |   |

|   |
|---|
| <b>St. Joseph County ISD</b>                        |
| <b>District(s) Operating the Alternate Programs</b> |
| St. Joseph County Intermediate School District      |

| Program Name   | Student Population Served   |  |
|--|---|--|
| Social Worker Specialist   | Students who qualify, based on data, that require school social work services based on their IEP.                         |  |
| Role of Teachers or Service Providers  |   |  |
| <p>The Social Worker Specialist under the supervision of a fully approved School Social Worker can:</p> <ul style="list-style-type: none"><li>• Consult with qualified IEP and MET team members including conducting observations and providing input regarding individual student needs.</li><li>• Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation, including gathering and analyzing data.</li><li>• Identify problems and situations interfering with the ability of children to make optimal use of the educational experience and identify appropriate goals and objectives based on individual student needs.</li><li>• Serve as a consultant to school staff and parents in altering situations adversely affecting the personal, social-emotional, and academic development of children, including the development, coordination, and staff training for Positive Behavioral Support Plan.</li><li>• Maintain appropriate records and reports including but not limited to, service documentation, and student progress toward goals.</li><li>• Conduct functional behavioral assessments.</li><li>• Coordinate and develop resources within and outside the school system for use by children, their families, and school personnel.</li><li>• Provide direct therapy and intervention services, including crisis intervention. Lastly, they can use data-based decisionmaking to lead a problem-solving model in dealing with students' academic and behavioral concerns.</li></ul> <p>The Social Worker Specialist cannot: serve as a MARSE-required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program.</p> |   |  |
| Certification and/or endorsement of the teachers and service providers   |   |  |
| <p>An individual may be employed under the social work specialist with at least all the following:</p> <ul style="list-style-type: none"><li>• Michigan Licensing and Regulatory Affairs (LARA) licensed bachelor-level social worker, be enrolled in a Master of Social Work, with a school social work approval program at an accredited university, work under the direct supervision of the local district Administrator of Special Education Programs.</li><li>• They must also be supervised by a Michigan LARA licensed master-level social worker with full approval as a school social worker and make progress toward the Social Work master's degree each year by successfully fulfilling the university obligations to remain in the program.</li><li>• Candidates must complete the master's program in 3 years and receive temporary approval as a school social worker (unless there are unforeseen university delays, such as canceling a scope and sequence required course).</li></ul>   |   |  |
| Maximum Caseload of Teachers and Providers   |   |  |
| 50 students with not more than 5 students being evaluated.   |   |  |
| # of Students Allowed in Attendance in the Alternative Program at one time, if applicable  | Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c). | Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable |
|  |   |  |

## St. Joseph County ISD

### District(s) Operating the Alternate Programs



St. Joseph County Intermediate School District

| Program Name   | Student Population Served   |  |
|--|---|--|
| Teacher Specialist - Deaf or Hard of Hearing (DHH)   | Students who qualify, based on evaluation data, that require support and services under DHH.                              |  |
| Role of Teachers or Service Providers  |   |  |
| <p>The deaf or hard of hearing teacher specialist will perform the following duties:</p> <ul style="list-style-type: none"><li>• Evaluate students suspected of being a student who is deaf or hard of hearing.</li><li>• Provide assessments for data-driven goal development.</li><li>• Model instructional techniques and provide consultation in all content areas.</li><li>• Collaborate with staff members in developing instructional goals, objectives, and teaching methods.</li><li>• Provide consultation and direct services to students who are deaf or hard of hearing from birth to age 26. T</li><li>• Consult with teachers, parents, administration, and support staff on behalf of students who are deaf or hard of hearing,</li><li>• Assess, coordinate, use, manage, and monitor equipment and materials.</li><li>• Understand specialized auditory and visual technologies that enhance educational access and achievement.</li><li>• Provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement for students who are deaf or hard of hearing.</li><li>• Coordinate appropriate services with outside agencies.</li><li>• Establish and maintain cooperative relationships with parents, provide consultation and services in secondary education settings to facilitate a transition to post-secondary school or work.</li><li>• Communicate directly and effectively with students on an instructional level.</li><li>• Assist students to be self-advocates.</li></ul> |   |  |
| Certification and/or endorsement of the teachers and service providers   |   |  |
| <p>An individual may be employed under a DHH specialist when either currently endorsed in deaf or hard of hearing, pursuant to R 340.1799c, or possess a valid Michigan teaching certificate and be actively working toward an endorsement in the area of assignment and possessing 1 of the following 3 requirements: 1. a master's degree, 2. a minimum of 3 years teaching experience, not less than 2 years of which are in special education, 3. MDE teacher consultant approval.</p>   |   |  |
| Maximum Caseload of Teachers and Providers   |   |  |
| 30 students with not more than 3 under evaluations.  |   |  |
| # of Students Allowed in Attendance in the Alternative Program at one time, if applicable  | Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c). | Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable |
|  |   |  |

**St. Joseph County ISD**

**District(s) Operating the Alternate Programs**

St. Joseph County Intermediate School District

| Program Name       | Student Population Served   |
|--------------------|---|
| Teacher Specialist | Students with various disabilities who participate in general education who |

|  |   |
|--|---|
|  | require special education accommodations, modifications, and specially designed instruction through their IEP from a teacher specialist, however, the student does not require a special education program. |
|--|---|

### Role of Teachers or Service Providers

The Teacher Specialist will perform the following duties: provide direct instruction to students on the resource teacher's caseload, give support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned (time will be allocated to the resource room teacher to carry out this responsibility), provide supplemental instruction to students on his or her caseload, and evaluate general education students within the same building who are suspected of having a disability. The evaluations will be analyzed and interpreted by a teacher specialist and conducted by a MET representative qualified to interpret evaluative data. The Teacher Specialist will not provide services that are specific to the needs of students with visual impairments or students who are deaf or hard of hearing.

### Certification and/or endorsement of the teachers and service providers

In the event a fully qualified teacher consultant candidate is not available, a competent individual, possessing a valid Michigan teaching certificate in the program area of employment OR possess a valid Michigan teaching certificate and actively working towards an endorsement in the area of employment AND Possess 1 of the 3:

- Master's Degree
- A minimum of three years of teaching experience, not less than two years of which are in Special Education
- Michigan Department of Education Teacher Consultant approval

The individual in this position may be employed under the mentorship of a fully qualified Teacher Consultant until all criteria have been met. OR if the specialist does not currently maintain a special education endorsement, mentorship of an endorsed teacher or administrator will be available.

### Maximum Caseload of Teachers and Providers

30

| # of Students Allowed in Attendance in the Alternative Program at one time, if applicable | Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c). | Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable |
|---|---|--|
|   |   |  |

## St. Joseph County ISD

### District(s) Operating the Alternate Programs

St. Joseph County Intermediate School District

| Program Name                          | Student Population Served   |
|---------------------------------------|---|
| SJCISD Young Adult Transition Program | The SJCISD Young Adult Program is for students, 18 to 26, who are eligible for special education support and services, have completed high school without earning a diploma, and are on track to receive a Certificate of Completion. These students would earn a Certificate of Completion after completing this program. Services offered will vary based on the individual student's needs. The IEP team, composed of the student, parent(s) or guardian(s), educators, and community members, including representatives from Michigan Rehabilitation Services, Pivotal (CMH), or local businesses, will contribute to the development of goals to best meet individual student needs. The adult transition program includes a full-day offer of FAPE. The |

|  |  |   |
|--|--|---|
| <p>Young Adult Transition Programming provides supports consistent with 300.43 and is based on a 180-day instructional calendar with a minimum of 1098 instructional hours. Programming is designed to provide specialized instruction based on the individual student's needs, rather than areas of disability. Classroom activities focus on supporting each student to maximize functional academics, daily living, vocational, and personal care skills. Students will have opportunities to volunteer and explore employment options to support independent and/or supported work settings. Based on the level of support outlined in their Transition Plan, schedules are based on individual student needs. The ISD has partnered with community agencies to provide work experiences and develop employment opportunities outside the classroom. These include local business job experiences, the development of independent living skills, and community opportunities, all aligned with student transition plans. Classrooms have been intentionally designed for students with disabilities and include assistive technology, accessible furniture, and ample kitchen space to support and enhance the development of skills needed for students to maximize their Independence, Employability, and Self-Advocacy.</p> |  |   |
| <b>Role of Teachers or Service Providers</b>   |  |   |
| <p>The Special Education Teacher will be responsible for the overall support and service of the students attending this program and assigned as the case manager. Ancillary team members will follow each student's IEP as written and may include the following: School Social Worker, Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Assistant Teacher, and Transition Coordinator (Work-based Learning). They may also consult with staff and employers, when needed, on behalf of students. They may provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards, as well as provide support in a general education (community-based) or specialized instructional setting.</p>   |  |   |
| <b>Certification and/or endorsement of the teachers and service providers</b>  |  |   |
| <p>A minimum of a bachelor's Degree in Education with a special education endorsement for students with disabilities. This position would work with a wide range of disabilities with the primary focus on transition skills. The SJCISD would provide additional training for the teacher(s) in the area of Transition, if needed, centered around the following areas: transition assessment, interagency collaboration, self-determination, etc. The SJCISD will require the teacher to have met competency standards as outlined in the Young Adult Transition Program Description within one year after employment.</p>   |  |   |
| <b>Maximum Caseload of Teachers and Providers</b>  |  |   |
| <p>25 students, one teacher, and a minimum of 2 paraprofessionals. A transition coordinator and transition coaches will be located onsite.</p>   |  |   |
| <b># of Students Allowed in Attendance in the Alternative Program at one time, if applicable</b>   | <b>Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).</b> | <b>Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable</b>   |
| 20   |  | One teacher with 25 students (total caseload) with 2 assistant teachers minimum, transition coaches(s), and 1 transition coordinator. |

## IV. Paraprofessional Qualifications

### R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

### **R 340.1793 Paraprofessional personnel; qualifications.**

Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairment or severe multiple impairments.

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

Qualifications of paraprofessional personnel will follow Rule 340.1793 of the Revised Administrative Rules for Special Education. Paraprofessionals must be able to meet one of the following Michigan Department of Education requirements for approval as an instructional assistant employed in programs for students with disabilities within SJCISD or LEAs:

- High school diploma or equivalent with an associate degree; or have completed two years of college (60 college credits) from a community college or degree-granting institution.
- High school graduate, or equivalent, passed a rigorous standard of quality and demonstration, through a formal state or local academic assessment, that has been approved by the Michigan Department of Education for instructional paraprofessionals.
- High school graduate, or equivalent, which has a portfolio assessment that has met the Michigan Department of Education guidelines for instructional paraprofessionals.
- Additional requirements may be added as determined by ISD or LEA administration.

## **V. Transportation**

### **R 340.1832(i)**

A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this subrule.

**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.

## **VI. Millage Fund Distribution**

### **R 340.1832(j)**

A description of the method of distribution of funds under R 340.1811(5).

### **R 340.1811**

(1) Only those programs and related services provided under a department-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds

generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724. (2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services. (3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years. (4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district. (5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

### **R 340.1812**

(1) Costs for the operation of special education programs and services by the intermediate school district, available to all constituent local school districts and public school academies, may be reimbursed in full before the reimbursement of local districts from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education personnel offer direct services to students with disabilities in some but not all constituent local school districts or public school academies, and if prorated payment of constituent local school district or public school academy operational claims is necessary, then the per capita deficit for each student served shall be paid by the school district of residence or a direct charge shall be made to the constituent local school district based on the amount of deficit and the proportion of time the constituent local school district or public school academy received the service from the intermediate school district.

### **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.**

Special Education Millage Funds will only be used to provide special education programs and services for students who are residents of the St. Joseph County Intermediate School District. Special education funds will be appropriated in the following priority in accordance with the St. Joseph County Intermediate School District's approved budget:

ISD millage (2.4554) is used by SJCISD to support staff and administration at the ISD that provide direct and indirect services to local district students. The ISD Special Education Extra Vote Millage (.2946) was passed in the May 2014 election for 20 years. This millage would run from December 2014 to December 2033. The funds are collected through the winter tax collection by the ISD and the intent is to

distribute 100% of the funds to the local districts each year as received. The distribution is based on the following:

- 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 on the fall audited count from the previous school year.
- No district's share will exceed 100% of the unreimbursed added special education costs from the previous school year.
- Local administrative and secretarial costs are excluded.
- Distribution of funds will be reviewed by the St. Joseph County ISD Administrators Association.
- No funds will be appropriated for services or programs for non-ISD resident students.

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

### **R 340.1832(k)**

A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

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

The members of the SJCISD Special Education Parent Advisory Committee (PAC) are nominated by each local district Board of Education and appointed by the St. Joseph County Intermediate School District Board. The members must be parents/guardians of a student with an IEP participating in a program or being provided services by the local school district or SJCISD. The SJCISD can nominate additional members as long as the additional members do not exceed one-third of the committee. The ISD will make every attempt to ensure that the membership is comprised of a representative of each impairment category and every local district.

## **PAC Participation and Additional Responsibilities**

### **R 340.1832(I)**

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

### **R 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 objection, and shall propose alternative provisions.

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

The St. Joseph ISD Special Education Plan and any amendments to such shall be coordinated and shared with the PAC. It shall be the responsibility of the Executive Director of Special Education or his/her designee to assure that the PAC representatives are provided with copies of the current SJCISD Special Education Plan, subsequent proposed amendments, and/or deviation requests.

Roles and PAC responsibilities include the following within the PAC member's respective district: help assess the needs of students with disabilities within their district, assist parents with special education laws and procedures, assist in evaluating the special education programs and services as a partnership with the SJCISD to seek ongoing feedback, and coordinate with the ISD in conducting in-service programs for parents regarding special education programs and services.

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

In accordance with R 340.1836(1), the PAC may submit objections to the PAC leadership team. The PAC leadership team will then provide any objections in whole or in part to the administration. The administration will then ensure timelines and procedures are met in accordance with the rule. If the PAC representatives direct the PAC leadership, by 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.

## **Administrative Support for the PAC**

### **R 340.1832(m)**

A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

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

| <b>Agency/Organization</b> | <b>Title</b>                                     | <b>Role and Relationship to the PAC</b>            |
|----------------------------|--|--|
| St. Joseph County ISD      | Monitor/Technical Assistance Provider/Supervisor | ISD/LEA liaison/Attend PAC meetings and activities |
| St. Joseph County ISD      | Executive Director of Special Education          | ISD/LEA liaison/Attend PAC meetings and activities |

## **Additional Support for the PAC**

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

### **R 340.1832(n)**

A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it efficient and effective in operation.

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

Staff and secretarial support are available as needed on a reasonable basis.

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

PAC activities are supported in the ISD budget. These include conference expenses, inservice activity materials, mileage for attending PAC meetings, and other activities sponsored by the PAC, with prior approval by the Executive Director of Special Education.

## **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 following public agencies are responsible for maintaining a pool of surrogate parents.**

Both

**The following public agencies are responsible for providing training to potential surrogate parents.**

Both