



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 Northwest Education Services 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 Northwest Education Services plan for Delivery of Special Education Programs and Services. See Attachment A for a summary of the changes.

**STATE BOARD OF EDUCATION**

PAMELA PUGH – PRESIDENT • ELLEN COGEN LIPTON / TIFFANY D. TILLEY – CO-VICE PRESIDENTS  
JUDITH PRITCHETT – SECRETARY • MARSHALL BULLOCK II – TREASURER  
MITCHELL ROBINSON – NASBE DELEGATE • TOM MCMILLIN • NIKKI SNYDER

## Summary of Changes to the Northwest Education Services 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> R 340.1832(a)(b)	<ul style="list-style-type: none"> <li>• Updated outreach methods.</li> <li>• Updated position responsible for coordinating child find activities.</li> </ul>
<b>Section II. Diagnostic and Related Services:</b> 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> R 340.1832(d)(e)(g)	<ul style="list-style-type: none"> <li>• Changed the public agency responsible for providing a program or service.</li> <li>• Updated programs and services within the ISD.</li> </ul>
<b>Section IV. Paraprofessional Qualifications:</b> R 340.1832(h)	<ul style="list-style-type: none"> <li>• Updated statement of qualifications for paraprofessionals.</li> </ul>
<b>Section V. Transportation:</b> R 340.1832(i)	<ul style="list-style-type: none"> <li>• Changed public agency responsible for transportation.</li> </ul>
<b>Section VI. Millage Fund Distribution:</b> R 340.1832(j)	<ul style="list-style-type: none"> <li>• Updated process for distribution of PA 18 millage funds.</li> </ul>
<b>Section VII. Parent Advisory Committee (PAC):</b> R 340.1832(k)-(n):	<ul style="list-style-type: none"> <li>• Updated the appointment process for PAC members.</li> <li>• Updated the position responsible for supporting the PAC.</li> <li>• Updated the fiscal resources available to the PAC.</li> </ul>
<b>Section VIII. Surrogate Parents:</b> SBE Surrogate Parent Policy (9-8-08)	<ul style="list-style-type: none"> <li>• Changed the public agency responsible for maintaining a pool of surrogate parents</li> <li>• Changed the public agency responsible for providing training to surrogate parents.</li> </ul>



November 14, 2023

Nick Ceglarek  
Northwest Education Services  
1101 Red Dr  
Traverse City, MI 49684-4465

Dear Superintendent Ceglarek:

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

The approval of your plan modifications is an authorization for Northwest Education Services and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that Northwest Education Services 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 Northwest Education Services's 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:

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

**November 2023**

# 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**

June 27, 2023

Northwest Education Services

Nick Ceglarek, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

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

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

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

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

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

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

**R 340.1758(b)**

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

Yes    No

If yes, the following assurance statement applies:

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

Nick Ceglarek

06/27/2023

\_\_\_\_\_  
Nick Ceglarek, 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 Northwest Education Services Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Jeffrey Tousley	District Superintendent	Frankfort-Elberta Area Schools	08/29/2023 07:38 AM
Arden Wilson	District Superintendent	Leelanau Montessori Public School Academy	08/29/2023 07:38 AM
Michael Hill	District Superintendent	Excelsior Township S/D #1	08/29/2023 08:11 AM
Mark Brenton	District Superintendent	Bellaire Public Schools	08/29/2023 08:52 AM
Neil Wetherbee	District Superintendent	Northport Public School District	08/29/2023 09:49 AM
Rick Heitmeyer	District Superintendent	Kalkaska Public Schools	08/29/2023 09:58 AM
Josh Rothwell	District Superintendent	Forest Area Community Schools	08/29/2023 10:04 AM
Renee Kolle	District Superintendent	Old Mission Peninsula School	08/29/2023 11:24 AM
Rich Satterlee	District Superintendent	Alba Public Schools	08/29/2023 11:36 AM

Michelle Floering	District Superintendent	Grand Traverse Academy	08/29/2023 11:58 AM
Dana Tuller	PAC Chairperson	Parental Advisory Committee	08/29/2023 12:10 PM
Nick Ceglarek	ISD Superintendent	Northwest Education Services	08/29/2023 12:41 PM
Stephanie Long	District Superintendent	Leland Public School District	08/29/2023 05:56 PM
Richard Watson	District Superintendent	Woodland School	08/30/2023 12:39 PM
Brad Reyburn	District Superintendent	Kingsley Area Schools	08/30/2023 01:43 PM
Michael Schramm	District Superintendent	The Greenspire School	09/05/2023 08:46 AM
Casey Petz	District Superintendent	Suttons Bay Public Schools	09/05/2023 08:52 AM
Jessica Harrand	District Superintendent	Buckley Community Schools	09/05/2023 01:01 PM
Bryan McKenna	District Superintendent	Elk Rapids Schools	09/06/2023 11:37 AM
Amiee Erfourth	District Superintendent	Benzie County Central Schools	09/06/2023 05:04 PM
John VanWagoner	District Superintendent	Traverse City Area Public Schools	09/07/2023 08:22 PM
Jason Misner	District Superintendent	Glen Lake Community Schools	09/08/2023 09:19 AM
Jeffery DiRosa	District Superintendent	Mancelona Public Schools	09/08/2023 11:09 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.

**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.:**

### **Preschool**

Northwest Education Services (North Ed) assumes primary responsibility for outreach and Child Find activities for children from birth through five years of age. The Birth to Three Coordinator is responsible for coordinating Child Find activities for infants, toddlers, and preschoolers including children who are in low-incident placements such as residential facilities and homebound/hospitalized. Referrals are made by contacting North Ed or referring through Help Me Grow. When North Ed receives a referral, whether from a parent/guardian or a community partner, North Ed staff contacts the parent/guardian. All children are considered for evaluation to determine eligibility for Early On services.

### **School Age Through Age 26**

North Ed member public school districts and public school academies, in partnership with North Ed, share responsibility for identifying in-school and out-of-school students from ages 6 through 26 who are eligible for and in need of special education programs and services. This process includes students who are in low-incident placements such as residential facilities and homebound/hospitalized. Each district and public school academy have its own Child Find process for students ages 6 to 26, which may include such activities as review of data to inform interventions and gauge their success, intensifying interventions when students do not exhibit adequate progress, providing accommodations, meeting with parents, and the like. North Ed and member districts and academies collaborate with the homeless coordinator to ensure Child Find of students who are currently homeless. North Ed and member districts and academies collaborate with social service agencies to ensure Child Find of students who are wards of the state. North Ed assigns a special education supervisor and related service providers to all nonpublic schools to ensure Child Find of students who attend private schools.

### **County Jails**

Member Districts where the county jails are located have the responsibility for Child Find for

individuals through age 26. The jails and responsible districts are as follows:

- Antrim County Jail, Bellaire Public Schools
- Benzie County Jail, Benzie County Central Schools
- Grand Traverse County Jail, Traverse City Area Public Schools
- Kalkaska County Jail, Kalkaska Public Schools
- Leelanau County Jail, Suttons Bay Public Schools

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

North Ed convenes the Great Start Collaborative Traverse Bay, bringing more than 50 partners from business, faith, philanthropy, health, government, human services, education, child care, parents, and others together to plan and implement strategies in support of the success of the children in our community. At these gatherings the North Ed provides education, outreach materials, and programmatic data to help inform our region about the opportunities for services, including a published resource guide and web-based searchable platform, 5 to One, that is distributed broadly throughout our five counties.

The ISD also has a robust community education process including annual outreach to local pediatric physicians, ongoing training with licensed child care providers and Great Start to Quality Resource Center staff, and connection through our Parent Coalition. North Ed employees participate in collaborative work groups including Regional Birth to Six Workgroups, Regional Northern Michigan Perinatal Quality Collaborative, Local Leadership Group for Home Visitor Programs, School Readiness Advisory, Multi-tiered System of Support Stakeholders and Infant Mental Health Training Consortium to share information on our services to children and families.

North Ed is an affiliate of Help Me Grow. This is a state and national initiative that allows any parent to do an online developmental screener (ASQ-3) and social-emotional screener connected to a personal Care Coordinator to ensure that appropriate connections are made based on the family's wishes. When a child is not developing typically children ages 0 to 3 will be directed to Early On and children ages 3 to 5 will be referred to our internal Build Up system to support in accessing Special Education services.

In addition to the above, North Ed media and outreach methods include, but are not limited to:

- The North Ed Website
- Early On Website
- 5 to One Website
- 5 to One printed Resource Guide
- Help Me Grow Website
- Great Start Collaborative Parent Newsletter

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

Title	Organization	Address	Phone
-------	--------------	---------	-------

ISD Director	Northwest Education Services	Northwest Education Services Assistant Superintendent for Special Education 1101 Red Drive Traverse City, MI 49684	(231) 922-6200
Other	Northwest Education Services	Northwest Education Services Birth to Three Coordinator 1101 Red Drive Traverse City, MI 49684	(231) 922-6200
District Superintendent	Alba Public Schools	5935 Elm St Alba, MI 49611	231-584-2000
District Superintendent	Bellaire Public Schools	204 W Forest Home Ave, Bellaire, MI 49615	231-533-8015
Other	Benzie County Central Schools	17396 Cadillac Hwy, Thompsonville MI	231-378-4164
Other	Buckley Community Schools	305 N 1st St, Buckley, MI 49620	231-269-3325
District Superintendent	Elk Rapids Schools	308 Meguzee Point Rd, Elk Rapids, MI 49629	231-264-8692
Other	Elk Rapids Schools	308 Meguzee Point Rd, Elk Rapids, MI 49629	231-264-8692
District Superintendent	Excelsior Township S/D #1	5521 M-72 NE Kalkaska, MI 49646	231-258-2934
District Superintendent	Forest Area Community Schools	7741 Shippy Rd. Fife Lake MI 49633	231-369-4191
Other	Frankfort-Elberta Area Schools	534 11th St. Frankfort, MI 49635	231-352-4641
Other	Glen Lake Community Schools	3375 Burdickville Rd. Maple City, MI 49664	231-334-3061
Other	Grand Traverse Academy	1245 E Hammond Rd Traverse City MI 49686	231-932-6901
District Superintendent	Kalkaska Public Schools	315 S. Coral St. Kalkaska MI 49646	231-258-9109
District Superintendent	Kingsley Area Schools	311 Clark St Kingsley MI 49649	231-263-5261
District Superintendent	Leelanau Montessori Public School Academy	7401 E. Duck Lake Rd. Lake Leelanau, MI 49653	231-944-2074
District Superintendent	Leland Public School District	200 N. Grand Ave. Leland, Michigan 49654	231-256-9857
Other	Leland Public School District	200 N. Grand Ave. Leland, Michigan 49654	231-256-9857
Other	Mancelona Public Schools	Mancelona Public Schools 112 St. Johns Ave. Mancelona, MI 49659	231-587-9764
District Superintendent	Northport Public School District	104 S. Wing St. Northport, MI 49670	231-386-5153
District Superintendent	Old Mission Peninsula School	2699 Island View Road Traverse City, MI 49686	231-252-0225
Other	Old Mission Peninsula School	2699 Island View Road Traverse City, MI 49686	231-252-1153
District Director	Suttons Bay Public Schools	500 Elm Street Suttons Bay, MI 49682	231-866-0400
District Superintendent	The Greenspire School	1026 Red Drive Traverse City, MI 49684	231-421-5905
District Director	Traverse City Area Public Schools	412 Webster Traverse City MI 49686	231-933-1780
District Superintendent	Woodland School	7224 Supply Road Traverse City, MI 49696	231-947-7474

## 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	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Northwest Education Services	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	
Alba Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Bellaire Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Benzie County Central Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Buckley Community Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Elk Rapids Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Excelsior Township S/D #1	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Forest Area Community Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Frankfort-Elberta Area Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Glen Lake Community Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Grand Traverse Academy	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Kalkaska Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Kingsley Area Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Leelanau Montessori Public School Academy	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Leland Public School District	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Mancelona Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Northport Public School District	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Old Mission Peninsula School	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Suttons Bay Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	

The Greenspire School	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Traverse City Area Public Schools	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	
Woodland School	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓	

**Other Provider/Service added**

### III. Special Education Programs and Services

<p><b>R 340.1832(d)</b> A description of the special education programs designed to meet the educational needs of students with disabilities.</p> <p><b>R 340.1832(e)</b> 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.</p> <p><b>R 340.1832(g)</b> 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.</p>
---

### Programs or Services

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

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Northwest Education Services	✓	✓		✓				✓	✓		✓	✓			✓				✓	✓	✓	✓
Alba Public Schools								✓					✓	✓								
Bellaire Public Schools								✓					✓	✓								✓
Benzie County Central Schools								✓					✓	✓		✓						✓
Buckley Community Schools								✓					✓	✓		✓						
Elk Rapids Schools								✓					✓	✓	✓							
Excelsior Township S/D #1								✓														



<b>District(s) Operating the Alternate Programs</b>		
Northwest Education Services		
<b>Program Name</b>	<b>Student Population Served</b>	
Adult Community Experience (ACE)	<p>The Adult Community Experience (ACE) program is for young adults post-grade 12 who are working toward a certificate of completion and have not received a diploma, thus qualifying for continued special education. Students will have demonstrated some independence skills prior to placement.</p> <p>Each student has individual goals developed by an IEP team that includes as appropriate the student, parents or guardians, educators, and community agencies such as Michigan Rehabilitative Services, Disability Network, and Community Mental Health. The program is located in a classroom or community setting with features of an independent living setting such as a kitchen and living area. The locations have access to school or public transportation, community services, grocery stores, and restaurants to support the generalization of skills. Students will have opportunities to volunteer, participate in job experience, be gainfully employed, and access services and leisure activities in the community. Students will participate in daily goal-setting and receive relevant direct instruction in independent living skills, community experiences, employment, recreation and leisure, personal skills, and/or employment skills.</p>	
<b>Role of Teachers or Service Providers</b>		
The teacher will provide direct instruction and facilitate individual and group experiential learning activities in the five areas of transition (independent living, community, recreation and leisure, personal/social, career), and support students in daily planning and goal setting.		
<b>Certification and/or endorsement of the teachers and service providers</b>		
A minimum of a Bachelor's Degree in Education with a teaching certificate and endorsement for students with disabilities is required for the teacher. Students with a range of disabilities may be enrolled in the program, and the teacher will be expected to focus on transition skills aligned with the National Technical Assistance Center for Transition.		
<b>Maximum Caseload of Teachers and Providers</b>		
The maximum caseload is 18.		
<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>
14		Student to aide ratio is 12 to 1, after which additional aide(s) can be considered at any time and will be considered with the 13th student. Factors to review include the number of students who are competitively employed, the number of students who attend full-time, and students' behavior, academic, and social-emotional needs.

  

<b>Northwest Education Services</b>		
<b>District(s) Operating the Alternate Programs</b>		
Northwest Education Services		
<b>Program Name</b>	<b>Student Population Served</b>	
Engagement Behavior Specialist	This service may be provided to a student aged preschool through 26 whose behavior significantly impedes the student's learning and is a threat to the safety and/or security of the classroom and/or school.	

<b>Role of Teachers or Service Providers</b>		
The specialist will collaborate with member districts and North Ed to support identified behavior needs, which may include conducting functional behavior assessments and developing behavior intervention plans; support implementation of positive behavior strategies to improve student outcomes; guide the appropriate use of student outcome data; provide relevant professional development; and participate as a team member in program planning.		
<b>Certification and/or endorsement of the teachers and service providers</b>		
Any special education certification, endorsement, or credential is acceptable, as long the the specialist demonstrates expertise in multi-tiered systems of support and evidence-based school-wide positive behavior supports, functional behavior assessment, evidence-based individual positive behavior support plans, data collection and analysis, coaching skills, and experience delivering relevant professional development. The role of the specialist is to support administrators, teachers, the student, and family when a student's behavior impedes their learning or the learning of others. The goal is to support staff in developing and implementing plans that allow the student to acquire the skills necessary for success in their resident school district.		
<b>Maximum Caseload of Teachers and Providers</b>		
30		
<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>

<b>Northwest Education Services</b>		
<b>District(s) Operating the Alternate Programs</b>		
Northwest Education Services		
<b>Program Name</b>	<b>Student Population Served</b>	
Autism Spectrum Disorder Consultant	This service may be provided to students who demonstrate behaviors and characteristics consistent with autism spectrum disorder when those behaviors and/or characteristics interfere with their learning, the learning of others, and/or the safety of the classroom and/or school.	
<b>Role of Teachers or Service Providers</b>		
The consultant will collaborate with member districts and North Ed staff to support identified needs of students demonstrating characteristics associated with Autism Spectrum Disorder, which may include conducting functional behavior assessments and developing behavior intervention plans; support implementation of positive behavior strategies to improve student outcomes; guide the appropriate use of student outcome data; provide relevant professional development; and participate as a team member in program planning.		
<b>Certification and/or endorsement of the teachers and service providers</b>		
Any special education certification, endorsement, or credential is acceptable, as long the the consultant demonstrates expertise in the characteristics of autism, evidence-based strategies to support students with autism, functional behavior assessment, school-wide positive behavior supports, individual positive behavior support plans, data collection and analysis, and coaching skills. The goal is to support staff in developing and implementing plans that allow the student to acquire the skills necessary for success in their resident school district.		
<b>Maximum Caseload of Teachers and Providers</b>		
30		
<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>

**Northwest Education Services**



<b>District(s) Operating the Alternate Programs</b>		
Northwest Education Services		
<b>Program Name</b>	<b>Student Population Served</b>	
Community Connection Service	<p>This service may be provided to students in grades 11 and 12, based on IEP team recommendation and student input, who require targeted community-based experience and coaching in one or more of the five areas of transition to meet their IEP goals. Community-based settings may include governmental agencies, medical or mental health clinics, restaurants, and grocery stores, for example. Students may be working toward a high school diploma or certificate of completion. IEP teams in member districts and public school academies may consider this service for students who need support developing interpersonal skills, employment-related skills, or other transition skills while still in high school.</p> <p>This service may be offered as one way to meet the student's transition needs identified in the transition section of the IEP.</p> <p>Students may participate in this service as part of their full-day offer of a free and appropriate education (FAPE) in the least restrictive environment (LRE).</p>	
<b>Role of Teachers or Service Providers</b>		
The teacher will teach individual and group lessons related to the five areas of transition and arrange community based instruction (CBI) designed to meet students' transition goals. CBI locations might include visits to the Secretary of State, the hospital, medical clinics, community mental health, restaurants, grocery stores, and others. The CBI will be designed to maximize student independence when they exit school.		
<b>Certification and/or endorsement of the teachers and service providers</b>		
Teacher certification and any special education endorsement are acceptable as long as the teacher demonstrates expertise in post-secondary transition and community-based instruction.		
<b>Maximum Caseload of Teachers and Providers</b>		
24 (12 in each of two daily sessions)		
<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>
12		12 to 1 at minimum

<b>Northwest Education Services</b>		
<b>District(s) Operating the Alternate Programs</b>		
Northwest Education Services		
<b>Program Name</b>	<b>Student Population Served</b>	
Bridge Program	<p>The classroom serves students in kindergarten through fifth grade who demonstrate characteristics consistent with autism spectrum disorder (ASD), are ready for a more typical learning setting than the ASD Center program offers, and need support in an elementary school setting. The classroom is located in a member district elementary school, and students will be included in a general education classroom and physical education, art, and music as they develop skills to be successful in large-group settings. The goal is to get each student ready to enter their resident district school successfully.</p>	
<b>Role of Teachers or Service Providers</b>		
Special Education Teacher provides specialized instruction in the core content areas, acts as case manager, coordinates student time in general education classrooms, collects relevant data, and participates in regular data reviews.		

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

Teachers must have a Michigan teaching certificate and special education endorsement and demonstrate understanding of the characteristics associated with ASD and expertise in evidence-based practices for autism spectrum disorder, functional behavior assessment, individual positive behavior support plans, data collection and analysis, coaching skills, interpersonal skills to work effectively with general education teachers and families, and experience delivering relevant professional development. If deemed appropriate by the administrator supervising the program, the teacher will receive professional development in autism spectrum disorder or other areas of need. The teacher in this position must maintain a current certification in non-violent crisis intervention from a Crisis Prevention Institute trainer.

**Maximum Caseload of Teachers and Providers**

10

# 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
8		Student to aide ratio is 8 to 1, at a minimum. Factors such as overall student independence, integration in general education, and safety will be considered when determining whether to add an additional instructional aide.

**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.**

The minimum qualifications for paraprofessional personnel, including but not limited to teacher aides, teacher assistants, health care aides, bilingual aides, instructional aides, and program assistants for students with cognitive impairment or severe multiple impairments, are a high school diploma or equivalent, as well as meeting all Federal and State requirements.

**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.**

The Northwest Education Services (North Ed) Board of Education shall ensure adequate funds are reserved for the special education fund to maintain a secure financial position whereby the restricted fund balance shall not fall below twelve percent (12%) of the preceding year's revenues. Special Education Act 18 millage will be distributed according to Rule 340.1811.

The ISD is authorized by Rule 340.1808 to charge central office and general administrative expenses not directly charged to the special education fund, on the ISD "Annual Financial Report" (commonly referred to as FID). The actual percent billed to the special education fund will be based on generally accepted accounting procedures for cost allocation.

North Ed capital projects needs will be funded prior to any supplemental distributions to local districts. The capital projects needs will be identified by an independent facility study that will be updated at least every five years. Identified capital improvement needs will be funded for a minimum of two years of anticipated expenditures. Funds will be held in the Special Education Capital Projects Fund. The Superintendent has the authority to make an annual appropriation from the Special Education Fund to fund upcoming identified capital needs.

North Ed, by a cooperative agreement with its constituent districts and public school academies, as allowed by 340.1751 of the Revised School Code, uses available special education revenue to operate center-based special education programs and provide diagnostic and support services. Costs for the operation of these center-based programs and diagnostic and support services provided by North Ed shall be paid in full before the distribution of funds to constituent school districts and public school academies.

When the State reimbursement to the local districts is less than 100% of the amount needed to cover special education costs reported on the SE 4094 and SE 4096 actual cost reports, North Ed shall review its special education restricted fund balance after the annual audit. If the audit indicates a restricted fund balance greater than twelve percent (12%), North Ed shall reimburse local districts and public school academies for their unreimbursed special education actual costs. This amount shall not provide total reimbursement to any district in excess of 100% of their incurred costs.

No amount of the special education Act 18 millage or amount received under section 56 of the State School Aid Act of 1979 (MCL 388.1601 et seq.), or other property taxes paid to North Ed, or amounts received by North Ed in lieu of property taxes shall be distributed to the local public school districts or public school academies to provide special education programs or services to students who reside outside of North Ed. A member district or public school academy shall not submit claims for reimbursement for special education program or service costs, including transportation costs, directly attributable to students (e.g., a one-to-one aide) who reside outside of the North Ed. Reimbursement of other program costs shall be reduced by the proportionate share that students who reside outside of North Ed are of the total number of students enrolled in that program. Proportionate share is to be calculated on a full-time equivalency basis.

North Ed shall not reimburse a member district or public school academy for any costs

incurred under any agreement entered into under section 51A or 105C of the State School Aid Act of 1979, or under any other agreement (except an agreement entered into under section 1751 of the Revised School Code to which Northwest Education Services is a party).

North Ed shall not reimburse any costs incurred by a member district or public school academy with regard to a due process hearing, complaint, or other dispute resolution pertaining to a student who resides outside of North Ed or is enrolled in a district that is not a constituent member district or public school academy of Northwest Education Services.

## **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 Northwest Education Services Board of Education will appoint Special Education Parent Advisory Committee (SEPAC) representatives. Appointments will be made from nominations from the Boards of Education of member public school districts and public school academies.

The Northwest Education Services Director of Special Education will advise member school district and public school academy superintendents of SEPAC representative vacancies as they occur. When a vacancy or extended absence occurs, the member district or public school academy and/or Northwest Education Services have the option of nominating/appointing a parent of a child with disabilities to complete the term.

## **PAC Participation and Additional Responsibilities**

### **R 340.1832(l)**

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 Northwest Education Services Special Education Plan and amendments to such shall be developed in cooperation with the SEPAC. The Northwest Education Services Special Education Director or designee shall assure that the SEPAC representatives receive copies of the current Northwest Education Services Special Education Plan, as well as subsequent and proposed amendments and deviation requests.

Upon request, the Director of Special Education or designee will review the current Special Education Plan and/or proposed changes with the SEPAC. At subsequent meetings, the SEPAC may review the plan/changes, as well as any concerns.

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

The SEPAC may file objections to the North Ed Special Education Plan should differences arise during the revision process that cannot be resolved as follows:

1. The SEPAC will document in writing any objections supported by a majority of the members present and forward them to the North Ed Board of Education and Director of Special Education.
2. Within seven (7) calendar days, the North Ed Board will send a copy of the objections to the plan to the Michigan Department of Education Office of Special Education (MDE OSE), all North Ed member districts and public school academies, and the SEPAC by certified mail with return receipt requested, stating
  - i. the challenged portion(s) of the plan
  - ii. a reason for the objection
  - iii. proposed alternative provisions

The MDE OSE will refer the objections to the Michigan Office of Administrative Hearings and Rules. The matter will be resolved by the procedures and timelines outlined in R 340.1836 (2) through (4).

**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.**

Agency/Organization	Title	Role and Relationship to the PAC
Northwest Education Services	Director of Special Education	Advisor
Northwest Education Services	Supervisor of Continuous Improvement	Advisor

## **Additional Support for the PAC**

See **R 340.1832(n)** in the MARSE 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.**

**The North Ed Supervisor of Continuous Improvement assists the SEPAC by:**

- Creating meeting agendas
- Assisting with logistics such as room reservations, amenities, sign-in sheets, and the like
- Supporting the SEPAC chair in running the meetings
- Communicating relevant ISD activities, policies, and rule changes
- Presenting information during meetings

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

North Ed will provide the following support to the SEPAC:

- Postage and email for notices and other committee business
- Copies of relevant documents
- In-service and/or conferences
- Informational materials
- mileage related to meeting attendance and official committee business

Any expenditure shall be mutually agreed upon by the SEPAC Chairperson and the North Ed Director of Special Education. North Ed will make available staff resources for the purpose of making the SEPAC an efficient and effective committee. The Director of Special Education will be responsible for assuring that reasonable secretarial support is available to the SEPAC for committee business.

## 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.**

ISD

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

ISD