

Wexford Missaukee Intermediate School District

Special Education

Department

Staff Information Guide

2011 -2012

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The Starting Point

Special Education Department School Improvement Goals:

- ⇔ Within 3-5 years, all students within WMISD will demonstrate growth in math as it relates to National Core Standards.
- ⇔ Within 3-5 years all students within WMISD will demonstrate growth in English language arts as it relates to the National Core Standards.

Special Education Department Targeted Objectives

1. There will be a reduction in students eligible and an increase in students leaving special education. (High incidence numbers will lessen as a result of quality instructional and appropriate curriculum.)
2. WMISD center-based and Early On programs will implement best practice strategies.
3. MET reports will meet quality standards.
4. IEPs will have integrated goals and services.

Wexford Missaukee Intermediate School District Board Goal Statements



The goal of the Wexford-Missaukee Intermediate School District is to improve educational achievement of all students through effective evaluation and assessment programs.

1. Develop a comprehensive support system to improve teaching and learning standards for higher student success.
2. Provide quality support services to local school districts to address state, local and federal mandates.
3. Provide policy support and financial support to ensure continuous progress in school improvement.
4. Increase Board involvement with federal, state and local initiatives focusing upon education.
5. Provide linkages with local, regional and state service providers that will enhance quality, improve efficiency and bring economy of school operations.

Wexford Missaukee Intermediate School District Board of Education Smart Goals

1. Within 3-5 years all K-12 buildings will be aligned and implement the National Core Standards.
2. Within 3-5 years all children within WMISD service area will demonstrate growth (MDE definition) to meet the needs of the new National Core Standards.
3. Within 3-5 years WMISD will review existing systems and implement measures to gain efficiency, quality, and economy of the school operations (transportation, food services, purchasing, common software, etc.).
 - a. Student Growth Models
 - b. Teacher and Administrative Evaluation
 - c. Merit Pay
 - d. Alternative Certification

**Wexford Missaukee Intermediate School District
Special Education Department Common Expectations Matrix**

	Rules of the Road (Foundation)	Data-Driven (Best Practice and Process)	Driven to Excellence (Expectation)	
Be Safe (Mutual Purpose)	School codes Special Education Rules (Laws) Discipline Procedures Consequences Procedural Safeguards Mission, Vision, Value & Goals Accreditation School Improvement Forms guide the process Transitions	Calculated Risk-Taking Technology Data • Research • Evidence Data Analysis Meetings Transitions (Class-Class) Consistency between <ul style="list-style-type: none"> • Providers • Data Collectors • MET Teams 	Exchange of Ideas Professional Learning Community Climate Integrating Therapies Parent and Community Relations "Each of us has an important role in the special general education system."	Be Safe (Mutual Purpose)
Be Respectful (Professionalism)	Timelines <ul style="list-style-type: none"> • Progress Reports • Evaluations • IEP – Invitation to Completion Be Present (Show Up) Eligibility Confidentiality Procedures Paperwork Role Clarification & Application	Seeking New Information Personal Professionalism <ul style="list-style-type: none"> • Professional Journals • Internet Research • Wikis • Expert knowledge Interventions Regional Collaborations Diversity • Tolerance Disability • Ability Awareness Clear Expectations	Solution-focused problem solving Meeting Mechanics Building • MET • IEP • RTI • SIDR Boundaries & Limits WMISD & Team Loyalty Peer Review • Ethics Committee Honest Self Reflection • Evaluation Family cultures • Values Compassion Clear Messages	Be Respectful (Professionalism)
Be Responsible (High Quality)	MET Reports to Parents 1 week prior to meeting ONE MET Report <ul style="list-style-type: none"> • Complete • Collaborative IEP process Review of Existing Evaluation Data (REED) process PLAAFP → Goals → Objectives Educational Benefit Review	Evidence-based, best practice <ul style="list-style-type: none"> • Methodology • Curriculum • Assessments Data-based decision making <ul style="list-style-type: none"> • Spending Money • Individual Students • Changes in Procedure Innovative • Collaborative Thinking Assistive Technology	Response to Intervention Conscious Discipline Positive Behavior Supports Brain-based Instruction Brain-based problem solving Integrated • Standards-based IEPs Curriculum Assessments Technology Capacity Building	Be Responsible (High Quality)

Wexford Missaukee Intermediate School
District

**Special
Education
Department**

Staff Information Guide



2011 - 2012

MISSION STATEMENT

The special education staff of WMISD will ensure student learning and prepare for successful student transition through:

- Collaboration with parents
- Collaboration with outside agencies
- Quality center and family based programs
- A working partnership with local districts to provide direct and indirect services to students

FORWARD

It is our belief that an organization operates only as effectively and efficiently as its communication network. The purpose of this information guide is to communicate as clearly and concisely as possible, administrative expectations of its staff in regard to the operation of the district.

It is our conviction that clear and direct communication between all employees of the district is necessary to constructively plan, solve problems, and function as a team. Therefore, employees are strongly encouraged to communicate problems or solutions with the person/persons most directly involved and in the best position to bring about the most constructive action.

Any questions about the procedures contained within the special education department staff information guide should be directed to your immediate supervisor.

NONDISCRIMINATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Wexford-Missaukee Intermediate School District that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, age, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. For information, contact the Superintendent at 9907 E. 13th Street, Cadillac, MI, 49601 or (231) 876-2260.



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Procedures

Purchase Card Use

1. Purchase cards will be assigned to classroom teachers and itinerant staff members with a predetermined limit. Please use them wisely. **The purchase of office furniture, equipment, the payment of dues, etc. is not permitted.**
2. You need to use your purchase card for:
 - a. Conference registration – After you have received written approval from the Director
 - b. Hotel/Motel – take a copy of the tax exempt form with you when you check in.
 - c. Meals when at a conference, does not include alcohol - Tips cannot exceed 20% - turn in itemized receipt - no alcohol can be listed on the receipt.
 - d. **Classroom supplies – NOT furniture, software, or equipment**
3. All purchases must be tax exempt. (Tax Exempt number is on the card). OfficeMax and Wal-Mart have their own tax exempt forms, bring copies with you.
4. Copies of the WMISD tax exempt form and the OfficeMax and Wal-Mart forms are available from the Business Office.
5. Make sure you get an itemized receipt with every purchase. If you order something off of a website, print the confirmation page.
6. Purchases made through the purchase card are tax exempt. If you pay sales tax, you are responsible for calling the vendor and getting it removed or paying the sales tax yourself.
7. You are responsible for payment of purchased items for which you do not have an itemized receipt to submit with the purchase card statement and activity log.
8. Purchase Card Statements, with attached receipts and the completed and signed [Purchase Card Activity Log](#), must be turned into the Director no later than the first Friday of each month. Failure to meet these timelines will cause your card to be shut off. Please write your PO number on each log. Do not write in the "Account Code" column.
9. To check the balance on your purchase card at any time, call the 800 number on the back of the card and input the last 4 digits of your social security number. The Business Office is not able to give you this information; you must call it in yourself.
10. Appropriate use of the purchase card saves the WMISD time and money. Use your purchase card whenever possible for allowable expenses.
11. If you need a piece of equipment repaired, first check with Trent or Arnie to see if one of them can repair it. If they cannot, please get an estimate, fill out a [Requisition](#) form and submit it to your immediate supervisor. In some cases it will be cheaper to replace the item than trying to repair it.
12. Failure to follow WMISD procedures may result in your card being turned off and you will not be able to purchase anything, not even with a Requisition!

Staff Absences from Regular Assignment

1. **All staff absences must be called into WillSub (877-945-5782) before 6:30 am for classroom staff and before 8:00 am for itinerant staff.** Absences may also be entered online at www.Willsub.com prior to the deadline.



- a. If you are unable to meet this deadline for any reason, call into WillSub and then call the WMISD at 231-876-2275 to leave a message or talk to the receptionist about your absence. Arrangements can then be made to extend the substitute search timeline.
2. Requests for funeral leave, personal business, school business (conferences), and jury duty must be entered or called into WillSub in a timely manner. Refer to your Master Agreement for timelines and details.
 - a. Teachers and paraprofessionals: out of the classroom for any of these reasons, including conferences, you need to enter or call your absence into WillSub.
 - b. Itinerants do not contact WillSub for conferences held within the WMISD; all other conditions still apply.
3. Itinerant staff will contact their local school districts – administration and special education teachers - to notify them of their absence.
4. See your Master Agreement regarding funeral leave time specifics (e.g. which relatives are covered).
5. Request for personal day(s) leave must be submitted for approval at least 24 hours in advance or it will not be considered timely. For emergency situations (e.g. car accident on the way to work, overnight flood damage, etc.) contact your immediate Supervisor or the Director for emergency permission to use a personal day.

Child Care Leave

1. See your Master Agreement.
2. Complete [Family & Medical Leave Form](#).
3. Fill out this form in its entirety.
4. Forward electronic form to Melissa Johnson.

Employee Accident / Workmen's Compensation

Report all on-the-job accident promptly to your WMISD Special Education supervisor. Complete and return an [Employee Accident Report Form](#) to an ISD supervisor within 24 hours of time of accident. If medical treatment is required, the school district has provided that the office of Cadillac Family Physicians, 8950 Professional Drive, Cadillac, MI, will initially provide these services. The department secretary will contact Cadillac Family Physicians for an immediate appointment. At Cadillac Family Physicians you will receive a return to work recommendation record from the doctor. This form must be turned in to the business office after your first doctor visit.

Jury Duty

The following procedure should be followed when summoned for jury duty.

1. Notify immediate supervisor.
2. If excused during regular school hours, immediately report back to the classroom or assigned building and notify your supervisor.
3. Reimburse the WMISD your jury duty pay for the day.

Professional Development

1. Fill out the paper [Conference Request Form](#) in its entirety.
 - a. Attach a copy of conference flyer with completed conference registration.
 - 1) Make certain all expenses that are to be incurred are recorded (be specific as to meals, mileage, lodging, purchases, etc). Costs not requested will not be reimbursed.
 - 2) Be sure to include your estimate of the professional development hours.



2. Submit completed forms and attachments to the Director of Special Education for approval at least 2 weeks before the conference.
3. After your conference request has been approved by the Director, use your purchase card to pay for registration and lodging.
 - a. Reservations for lodging and conference registration are the responsibility of the person requesting the conference. Use your purchase card.
 - b. If registration fees cannot be paid by purchase card, you may request that the business office write a check by marking the box on the conference request form or by filling out a Check Request Form.
 - c. Appropriate use of the purchase card saves the WMISD time and money. Use your purchase card whenever possible for conference expenses.
 - d. Professional Development expenses are tax-exempt.
4. Full-time Professional staff members are required by Michigan Law to have **34** professional development hours completed per year in order to stay employed. This is your responsibility as a professional.
5. The WMISD Board will NOT reimburse tips for meal expenses beyond 20% of the bill. If you want to tip more than that, you will be responsible for these costs.
6. Meal Receipts are required to be itemized for specific food and drink. A bill summary (without items) will not be reimbursed. Restaurants will provide this for you if you request it. No itemized receipt will be accepted if an alcoholic beverage is listed on the slip.
7. Professional staff members funding is limited. If you do not have prior approval for professional development, you are responsible for the additional costs incurred. As you develop your personal growth plan, speak to your Supervisor about professional development interests.

Conference Request Matrix

Type of Conference Request	Conference Request Form	2 week Prior approval	On Line Registration	Gold copy of Conference Request	Calendar	Will Sub	Hotel	Food	WMISD Vehicle/ Transportation
WMISD Conference – less than ½ day	Yes	If approved →	Yes	No, unless requested	Yes	No**	No	No	No
WMISD Conference – ½ day	Yes	If approved →	Yes	No, unless requested	Yes	No**	No	No	No
WMISD Conference – more than ½ a day	Yes	If approved →	Yes	No, unless requested	Yes	Yes	No	No	No
Out of WMISD Conference - All	Yes	If approved →	Yes, if available	Yes	Yes	Yes	Yes	Yes	Yes

* It is understood that the conference is applicable to your position. **In order for a staff member to be eligible to attend a conference, their Service Documentation Reviews (Medicaid Billing) must be up to date.** Administration reserves the right of conference request approval on a case-by-case basis. **Classroom Staff must follow Will Sub Procedures for all conference requests.



8. All staff share responsibility for keeping professional development expenses down. It may be less expensive, for example, to provide training in the WMISD area. Another example of cost savings is that if a 100 mile round trip costs \$50.00 of your conference budget if you drive your own vehicle. It would only cost the price of gas (about \$11.00 current gas prices) using a WMISD vehicle, and even less car-pooling in a WMISD vehicle!
 9. Failure to follow WMISD procedures may result in loss of use of WMISD school vehicles and attendance at conferences.
 10. In order for a staff member to be eligible to attend a conference, their Service Documentation Reviews (Medicaid Billing) must be up to date.
 11. CPR/First Aid will be planned for staff on a rotation basis every other year. Crisis Intervention Trainings and Bloodborne Pathogen Training updates will be provided every year.
- conferences) –list conference name and location in “notes for administrator”
 - d. List *Medical* or *Personal* for Funeral as stated in your Master Agreement –list relationship in “notes for administration.”
 - e. Vacation, if applicable
 - f. Jury Duty
5. Select Request Options
 - a. Full Day
 1. Review Request Data, Press 1 to accept with a sub, 2 to accept without a sub, 3 to reschedule
 - b. Partial Day
 1. Select arriving late (Noon) or Departing Early (Noon) 1 – Arriving Late, 2 – Departing. Please note that requests are for half day increments only. Any other request may result in being charged for a full day.
 - a) Enter Arrival/Departing time (enter in 4 digit military format: 1200 = noon)
 - b) Review Request Data, Press 1 to accept with a sub, 2 to accept without a sub, 3 to reschedule
 6. All Other Days
 - a. For Paraprofessionals, days without pay will need prior approval from the Superintendent. Application for a Family & Medical Leave Act does not alter this requirement. For Professional staff, there is no mechanism for granting days without pay.
 - b. Enter Request Start Date, enter in MMDDYY format
 - c. Enter number of days requested
 - d. Enter full or partial day. If partial day, select arriving late or departing early (1-arriving late, 2 departing early)
 - e. Review Request Data, Press 1 to accept with a sub, 2 to accept without a sub, 3 to reschedule

Teacher Out of the Classroom

Any time a teacher is out of the classroom for an extended period of time (more than two hours); **prior approval** & arrangements need to be made with the supervisor and building administrator due to paraprofessional contract.

WillSub instructions:

1. Call WillSub at 877-945-5782 or logon at www.Willsub.com
2. Enter your User ID followed by the # sign
3. Enter your Pin Number followed by the # sign
4. Select request type
 - a. Medical
 - b. Personal
 - c. School Business (used for obtaining substitute personnel and/or attending out-of-WMISD



- f. Specify School Business requests in the "Notes to Administrator."
- g. Remember to list relationship (if funeral day) or the name of the conference (if School Business) in the "notes for administrator".

Use of ISD Vehicles

Laurie Watson schedules the use of our department's vehicles, so please check with her to schedule a vehicle. The use of WMISD vehicles will help keep your professional development costs down.

1. If you return the vehicle after hours, please park it in the garage; leave the notebook and the keys in the vehicle. Do not lock the vehicle. Please be sure to tell Laurie Watson or Marcia McGinness where you left the notebook and keys. Our vehicles are tightly scheduled and most likely, someone else is waiting for that vehicle first thing the next day.
2. To be courteous to the next driver, to avoid gas line freeze in the winter, and to assist us in calculating the costs of your trip, fill up the vehicle if there is less than three-fourths of a tank of gasoline left when you are about to return the vehicle. This needs to be done at a gas station that supports *Fuelman*. *Fuelman* cards are in each vehicle folder.
3. Personal items should not be left in WMISD vehicles. The WMISD is not responsible for items left in the vehicles. Please leave the WMISD vehicles clean and neat for the next driver.
4. Report all vehicle issues and problems to Laurie Watson or the Director as soon as possible. Your assistance and cooperation is appreciated.
5. If your plans change and you no longer need an ISD vehicle, let Laurie Watson know as soon as possible so that she

may assign the vehicle to the next person on the waiting list.

Failure to follow WMISD procedures may result in loss of use of WMISD school vehicles and attendance at conferences

Board Policy

WMISD Board Policy in its Entirety

The WMISD Board Policy is found in its entirety **online at:** www.wmisd.org under the "Resources" section. If you have any questions regarding this policy, contact a Wexford-Missaukee Intermediate School District Special Education Supervisor or the Special Education Director.

Conflict of Interests

In order to maintain integrity, honesty and impartiality in educating students, no staff member shall use their position to benefit themselves, another individual or another agency apart from the total interest of the WMISD.

Staff is to maintain student confidentiality and may not profit either monetarily or through trade of goods and service through their unique position of knowing students due to their professional relationship.

Copyrighted Materials

Violation of copyrighted materials is strictly prohibited and is not condoned by the Wexford Missaukee Intermediate School District. Staff is individually and personally responsible to comply with copyright laws.

The WMISD Board Policy [2531](#) contains specific guidelines for the appropriate use of copyright materials.



Employee Dress

The Wexford-Missaukee Intermediate Board of Education encourages all employees in the school system to maintain their professional appearance at all times and dress appropriately to reflect their position within the School District.

Family Member Visitation

Family members accompanying staff members to their place of work during hours of employment is not allowed without prior approval from the WMISD Special Education Director or one of the Supervisors. This includes those times when your child has to go home from school for illness and/or disciplinary reasons.

Fund Raising

All fund raising activities must be presented in advance AND in writing to immediate supervisor. The written request will be forwarded to the Superintendent or his/her designee for approval. Fund raising forms and procedures are located in the WMISD Board Policy Handbook.

Letters of Recommendation

As the spokesperson for the Board of Education on official positions of the WMISD, the Superintendent must approve or endorse any letters of recommendation issued by WMISD employees using WMISD letterhead. As an individual, you may write a letter of recommendation or statement for character reference under the following conditions:

1. The letter is not on WMISD letterhead.
2. The letter indicates that it is not the official position of the WMISD.

Media

If you are approached by the media, immediately direct them to the Superintendent's office. By Board Policy, the WMISD Superintendent is the spokesperson for the WMISD.

Social Networking Media

As it relates to your position and employment within the WMISD, you may not 'friend' or communicate with any current student via email or social networking sites (Facebook, Twitter, etc.) unless it is 100% curricular or co-curricular related. This includes any of your personal email or social network sites whether at school, on school equipment or on personal equipment (phones, laptops, iPods, iPads, etc.)

Under no circumstances are students to be photographed, video or audio recorded by any means without informed written consent of parents and prior approval of your immediate supervisor as to the instructional purpose of the recording. Parents may arrange an appointment to view the media, but are not allowed a copy. No recordings are to be transmitted electronically (i.e. emailed or posted). Recordings are to be destroyed when the stated purpose for creating them has been satisfied.

Student Abuse and Neglect

Any employee of the district who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who observed the child being subjected to circumstances or conditions which could result in abuse or neglect will immediately report their suspicions to the Department of Human Services (DHS) at 231-779-4500. The employee's



supervisor will also be contacted within 12 hours of the reporting.

As per the request of officials of the Department of Human Services, school employees will not attempt to determine the cause of the suspected abuse or neglect, since it is not the responsibility of school employees to determine or prove that the child has been abused or neglected. Since DHS officials may need to conduct an independent, on-site investigation, the individual reporting must not alert other parties not otherwise mentioned in this section. Within 72 hours of making the oral report, the reporting person shall file a written report, or DHS-3200, with the DHS and his/her supervisor. The report must contain the child's name and a description of the suspected abuse or neglect. If possible, the report shall contain the name and address of the child's parent(s) and the child's date of birth, or age. The report shall also contain other factual information available to the reporting person who might establish the cause of the abuse or neglect and the manner in which it may have occurred.

Use of Alcohol

For the protection and safety of students, protection of school property, and general necessity of an efficient administration of the school, there shall be no alcoholic beverages consumed on school grounds, in school buildings, on school parking lots, in school vehicles or prior to the use of a school vehicle.

Further, there shall be no authorization of alcoholic beverages in possession of any individual on school grounds, in school buildings or on school parking lots. Persons having alcoholic beverages or consuming alcoholic beverages on school grounds, in school buildings, or on

school parking lots shall be dealt with in an appropriate manner. Appropriate action by an employee includes but is not limited to:

1. Calling the police for assistance in dealing with the situation.
2. Requesting that local school authorities, parent, or guardian pick up the person(s).
3. Offering a ride with an employee.
4. Calling the police and requesting that the person be picked up if he/she has consumed alcohol, leaves the premises, and may be a threat to himself/herself or others.
5. Requesting the person(s) to leave the premises.

If the person is suspected of being under the influence, options 1, 2, 3, or 4 above will be exercised rather than option 5. The action taken by employees in following this policy will be reasonable and responsible for the circumstances then existing.

Failure to leave the premises when requested to do so by an employee of the school district or the police department shall be considered grounds for signing a legal complaint. All complaints shall be signed by the Superintendent or his/her designee.

Students and staff members involved with the possession, consumption, or under the influence of alcoholic beverages on school property, in school buildings, or on school parking lots, will be referred to their local school district officials for disciplinary action.

Any staff member suspicious of anyone using or under the influence of alcoholic beverages should report it immediately to the direct supervisor of the program.



Use of Tobacco by Staff

The Board of Education recognizes that the use of tobacco presents a health hazard that can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Board cannot, even by indirection, condone the use of tobacco, the Board prohibits the use by staff members in District buildings, on District grounds, in District buses, District vehicles, or contracted vehicles, or at any District-related event.

Volunteers

The Board of Education recognizes that the utilization of volunteers provides an opportunity to generate community interest, contributes to public relations, and can provide individualization and personal attention to our students. The policy is that the Superintendent is responsible for recruiting volunteers. However, other staff members may become aware of volunteer opportunities. All volunteers must be approved ahead of time. There is a [Volunteer Request Form](#) to complete and forward to your immediate supervisor when requesting the use of a volunteer. According to new Board Policies, all volunteers need to either have had a criminal records check or an ICHAT check done by [Melissa Johnson](#) before they volunteer in the classroom. The only exceptions would be student-aged student helpers.

Wireless Communication Devices

During work hours personal communications made or received, regardless of whether on a Wireless Communication Device (WCD), or a regular telephone or network computer can interfere with employee productivity and distract others. Employees are expected to use discretion in using WCDs while at work for personal business. Employees are asked to limit personal communications to breaks and lunch periods, and to inform friends and family members of the Board's policy in this regard.

At no time may any WCD be utilized by an employee in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated or in any manner that violates a reasonable expectation of privacy of another.

Administrative Policy

Ethical Standards Committee

Using self-reflection, specific peer feedback and coaching are three best practices for school improvement and professional development. To this end, a committee of intra-disciplinary staff and administrators will be formed and meet on a monthly basis to discuss motivations, intentions; responses and reactions of staff to controversial issues covering a range of subjects. These issues may include, but are not limited to:

- Conflicts of interest
- Human rights
- Safety
- Educational Relevance of goals and objectives
- Medically Fragile Students
- Attendance
- MET and RTI teaming



- Standards of professionalism at meetings with LEA, parents, community members, etc.
- Professional ethics and standards for MET reports, IEP, behavior and transition plans
- Confidentiality issues

This is a voluntary committee and is non-evaluative and non-punitive in its scope, with the primary focus of raising professional standards and team expectations through inquiry and reflection.

Family Educational Records Protection Act (FERPA)

Due care is to be given to all confidential student information. Confidential student information should not be left in community spaces, such as near copiers or in meeting rooms. All confidential student information should be kept secure, including exiting computer programs left unattended. Make sure electronic student information is sent securely (password protected and/or encrypted).

Fire Drill, Lock Down and Tornado Procedures

The ECSE/MoCI/SCI/SEI classrooms will follow safety procedures designed for the building in which the classrooms are located. If you are not familiar with the fire drill, lock down or tornado procedure in your building, contact your immediate supervisor or the building principal for procedural instructions.

The Special Services building has Emergency Procedures Guides located throughout the building. These have detailed information on procedures to follow in case of emergency. Staff should familiarize themselves with the

responsibilities and expectations for each emergency situation.

Mileage Reimbursement

Mileage must be incurred to be considered reimbursable. It is the employee's responsibility to get to the office, last school, or last assignment. Per Internal Revenue Service requirements, this "home to work" mileage cannot be submitted for reimbursement.

When attending a meeting outside the Wexford Missaukee Intermediate School District, mileage should be submitted for reimbursement that is actually incurred from the point of departure (one's home, one's last assignment, or the office). Mileage submitted for reimbursement must be submitted on the [Monthly Mileage Reimbursement Form](#) immediately after the last Thursday of each month and all mileage reimbursement is subject to approval of the Director.

Mileage shall be reimbursed according to the Internal Revenue Service rates currently in effect and shall only be paid for miles actually driven for school purposes.

Submit any travel expenses for Professional Development on a separate [Monthly Mileage Reimbursement Form](#) and forward to the Director of Special Education.

Removal and Personal Use of School Equipment

No equipment belonging to the Wexford Missaukee Intermediate School District is to be removed from classrooms, offices, laboratories or other Wexford Missaukee Intermediate School District premises without prior written approval from



WMISD Director. Complete and forward the [Off Premise Request Form](#) to the Director to obtain prior approval.

School Closings / Delays

All staff will work in accordance with the Wexford-Missaukee Intermediate School District school calendar. Only Wexford-Missaukee school closures or delays effect Wexford-Missaukee employees' obligation to report to work. **All personnel are responsible for submitting a current and preferred telephone number if they are participating in the automated phoning system.** If WMISD programs are delayed as a result of inclement weather, staff delay their reporting time by the same time increment.

PLEASE NOTE THE FOLLOWING:

1. A school closing/delay is official when local TV and radio stations announce the closing/delay. In all other instances, you are expected to report to work.
2. TV 9 & 10, Fox 32 and TV 7 & 4 seem to be the best media resources. TV 9 & 10 provides emails and text alerts on closings if you sign up on their website. Go to <http://www.9and10news.com> for more information. The Cadillac News also provides text messaging services for school closings and delays. Do not speculate based on local school districts. Plan for contingencies (child care, extra travel time, etc.). Think long term. If you have to be late, you have to be late. Please call and let your immediate supervisor know. We will work things out when you arrive.
3. If school is not cancelled, but you are unable to report to work due to the weather, call your immediate supervisor or the Director and request the use of a personal day,

sick day, etc. and then follow the WillSub call-in procedure.

4. **Do not call Marcia, Debbie or Laurie to speculate if school is going to close or delay.**
5. Keep in mind – we cannot control the timing of storms so there may be times that you are already at work or on your way when a cancellation happens. We regret this, but it is out of our control. Trust us to do the right thing. We live in Michigan and unpredictable weather is a part of our way of life.
6. For our paraprofessionals, due to the unexpected closing of the ISD for any of the reasons listed in your contract, entries on your time sheet will be the way we find out how you would like to be paid for your days off. You will need to submit on your time sheet how you would like to be paid for the day (ex: medical day (only 4 days allowed), personal day or DWOP). There will be no need for you to enter your absence in WillSub on those days.

Time Slips

Hourly staff will complete time slips for the actual hours worked and gives copies to their immediate supervisor, in accordance with Business Services timelines. Additional hours, for all employees, must be pre-approved by the Director. Time slips must reflect only the hours actually worked. Submit all [Time Slips](#) to the WMISD Director of Special Education. Professional staff members will use the Time Slips to document extra hours pre-approved by the Director of Special Education.



Curriculum

Attendance Records

Attendance records are necessary to determine the pupil's attendance during membership count period so that the membership count can be substantiated.

The official record for attendance is Power School web-based software, approved for use district-wide. It is a one-time data entry system that may be seen by WMISD administration, itinerants, and pupil accounting. Teachers are trained in the use of the software and accuracy certification procedures.

Teachers and Itinerant staff members continue to log services through the WMISD's online Medicaid billing system regardless of Medicaid eligibility.

Field Trips

The following procedure is to be used when planning field trips or when students will be leaving the building for an activity. Please note that due to decreasing resources, no out of district trips at WMISD expense will be considered.

1. Obtain a [Field Trip Request](#) form.
2. Fill out form in its entirety.
3. Forward form to your immediate supervisor.
4. Discuss dates with transportation director if using buses.
5. Obtain approval from building principal and WMISD supervisor.

Obtain signatures prior to the planned activity. Allow two weeks to schedule transportation and have signed forms returned.

The certified instructor is the person responsible for students on all field trips. All WMISD staff are responsible for

ensuring the safety of the students for all aspects of the trip. No changes to the trip are permitted without prior approval by the program supervisor. Obtain prior approval from immediate supervisor when requesting additional funds from parents for special activities and/or field trips.

The WMISD is required to provide an educational day for all students each school day. Field trips will align with program curriculum and relate to specific in-class study. If a student cannot attend the field trip for any reason, alternate plans must be made for him or her to be in school. Requesting students stay home instead of attending field trips is prohibited.

Staff participation in field trips that go beyond the regular school day is considered voluntary. In the event that a staff member does not wish to attend an extended day field trip, an alternative assignment will be arranged for them on that day. The staff person must give one-week notice when declining to go on an extended day field trip. Staff members who choose to participate will receive their usual daily rate. A field trip will be cancelled if adequate supervision is not provided.

Obtaining prior approval by the WMISD Board of Education for any overnight field trips is required.

A chauffer's license is required to transport students in WMISD vehicles for any planned event. See Transportation of Students by Staff. It is your professional responsibility to make sure that an updated copy of your chauffer's license is on file with Laurie Watson.



IEP Meetings

Teachers are responsible to set-up & facilitate all annual, 30-day placements, and re-evaluation IEP's. 30-day and re-evaluation IEP meetings are scheduled during the 30 day or REED meeting. District placements into WMISD programs are facilitated by a WMISD Supervisor. Good planning is essential to meet deadlines with all required participants in attendance. Scheduling IEP meetings two weeks ahead of time is strongly recommended. Providing the parents or guardians the opportunity to participate in the IEP process is mandatory. All participants, including your immediate supervisor, are given the same amount of advanced notice that you give your parents or guardians. The Easy IEP system will be used for all IEP's.

When scheduling an IEP, invite at least one local representative. A general education teacher familiar with the student or with the grade level content expectations for the student is a required IEP participant if the student spends any amount of time in the general education setting. Failure to have the general education teacher present will require rescheduling of the IEP. Plan accordingly!

Initial Referrals and IEP Meetings

Building teams are responsible for planning the evaluation components of initial referrals with LEA staff, in accordance with RTI procedures. Working as a team, schedule evaluation components to ensure the following best practices are in evidence:

- The Initial IEP meeting is scheduled as soon as the referral is accepted.
- The Review of Existing Evaluation Data (REED) documentation is completed in its entirety and received by the WMISD office expeditiously.
- All necessary assessments, including adaptive behavior scales and observations

are completed in accordance with Special Education Rules and Regulations.

- All Multi-disciplinary Evaluations are conducted by all of the necessary and qualified team members. (Specific disciplines are required for specific diagnoses; all assessments must be complete so that the Evaluation Team has all of the data at their disposal.)
- One completed and signed report, encompassing all information brought to the IEP meeting for consideration is produced within the timelines.
- The completed report is given to the parents one week prior to the IEP meeting.
- Evaluation and IEP are completed within the 30 day timeline.
- The [Child Coordinator Log](#) may be used as a tracking and documentation tool through the evaluation process.

Lesson Plans

1. Lesson plans are to be kept in an accessible and visible location so that administrators and/or substitutes can monitor or refer to them at any time.
2. Weekly lesson plans are to be completed and accessible on the Friday proceeding the upcoming week and include:
 - Day's date
 - Approximate time and activity
 - Description of activity - specific yet short
 - Student groupings/staff assignment
 - Special events or field trips noted, along with any contingency plans.
3. The lesson plans reflect the curriculum at all times.
4. Home teachers will submit their lesson plans (either in print or via email) to their immediate supervisors no later than the Friday before the home visit.



New Student Procedures for Enrollment

LEA Responsibilities – All new students begin at LEA (* for 0 to 3 and preschool-aged students contact ECSE Preschool Supervisor, 876-2300)

1. Enroll in LEA
2. For consideration of placement in a WMISD program:
 - A. LEA has parent or guardian sign a release of information
 - B. LEA request parent's copy of records to review. Records will be returned when previous district sends information
 - C. LEA contacts WMISD building team member, if appropriate.
 - D. LEA has parents complete new student packet information. A copy of the new student information is forwarded to a WMISD Supervisor.

RTI Building Team Leader Responsibilities

1. Gathers and reviews information/records:
 - A. Contacts parent for additional information
 - B. Sends release of information to previous institutions
 - C. Consults with WMISD building team
 - D. Meet initial referral to initial IEP timelines.
2. For students with a current IEP:
 - A. Review student records with Supervisor to determine appropriate placement.
 - B. Complete 30-day placement form and schedule IEP.
 - C. For WMISD center-based students, provide a copy of the 30-day form to Debbie Rudolph for verification of immunization purposes.
 - D. Have parent's complete a WMISD new student packet (return completed packet to a Supervisor)

**Early Childhood Developmental Delay (ECDD) students are handicapped students ages birth to five years of age who have a known disability.*

Program Curriculum

SCI and MoCI classroom teachers are expected to follow the Extended Grade Level Content Expectations and do so through the Unique Learning Systems Curriculum. EI classroom teachers are expected to follow the Grade Level Content Expectations. ECDD programs are expected to meet Creative Curriculum standards.

Clarifications of each will be discussed at Curriculum meetings. All curriculum materials, methodology, resources, strategies, techniques, accommodations and modifications are required to have evidence of research-based and best practice applications for the classroom and student population.

Substitute Files

To assist a substitute teacher when the teacher or teacher assistant is absent, the following information should be included in an accessible and visible file:

1. Students name and phone numbers (emergency and parent number).
2. Lunch procedure (lunch count, etc.)
3. Disciplinary procedures used in classroom.
4. General classroom schedule.
5. Tornado, fire, and lockdown drill procedures.
6. Location of lesson plans and related materials.
7. Specific behavior plans.



Student

Behavior Incident Report Form

Behavior incident report forms are used to document unsafe behaviors that warranted emergency physical management or removal of the student from the classroom. Documentation of possible triggers to the dangerous behavior and intervention strategies used previous to physical restraint or removal is necessary to detect patterns in acting out behaviors.

Student Accident Report Form

If a student has an accident or develops unusual marks on his or her person during the course of the day, the teacher will complete a [Student Accident Report Form](#) for documentation. The teacher's supervisor will sign and file this report as soon as possible. The teacher must send a copy of this report home no later than the close of the next school day. The teacher will also call the parent prior to the child's arrival home to discuss the situation. Good communications here can help head off many future problems.

Student Concerns Report Form

When staff become aware of physical concerns a student may have (i.e. rash, inflamed area, cuts, bruises, etc.) the [Student Concerns Report Form](#) will be filled out. Copies of the Student Concerns Report will go to the student's home, program supervisor, and WMISD student file.

The purpose of this form is to address student physical concerns with parent/guardian and have a record of the communications on file. At NO time should this process detour Wexford-Missaukee Intermediate School District

staff from following the proper procedure if neglect or abuse is suspected.

Transportation

Bus Transportation (Lifting On/Off Bus)

It is the preference of the Administration that students not be carried up/down the bus steps.

EXCEPTION:

1. Staff and parents feel it's in the best interest (size/time/etc)
2. Voluntary basis on staff's part and in writing that they agree to the plan.
3. A written plan is developed with input from a physical therapists and approval of the immediate supervisor.

Transportation of Students by Staff

The Wexford-Missaukee Intermediate School District Board of Education believes that the transportation of students is the responsibility of either the Board of Education as determined by the Michigan State Law and the rules and regulations promulgated by the Superintendent of Public Instruction or the parents of the respective students. The Board of Education does not support nor encourage the transportation of students by WMISD staff unless this service is within the range of their responsibilities. WMISD vehicles are available when necessary for the transportation of students.

In addition, the Board of Education does not assume liability for unauthorized student transportation.

During School Time: Only Tri-County Transportation or WMISD authorized staff shall provide student transportation services. Please note: All staff members who transport students are required to



have a chauffeur's license. Copies of these licenses are kept on file with Laurie Watson.

All students are encouraged and expected to use transportation provided by the school district.

The school district does not assume cost or liability for transportation provided by students or by unauthorized school professional staff for students. School staff may be authorized by the Superintendent of Schools or his/her designee to provide student transportation. Authorization is contingent on the particular staff person holding a valid license.

During Non-School Time: It is not a reasonable function of the school district and its Board of Education to regulate activities of faculty and students during non-school time. All employees, however, are required to adhere to WMISD Board Policy regarding conflicts of interests.

When deemed appropriate the school district shall provide student transportation for co-curricular and after school, school sponsored activities. Please see the following NEOLA Guidelines.

8660 - TRANSPORTATION BY PRIVATE VEHICLE

The Board of Education authorizes the transportation by private vehicle of students of the District for field trips and other special events.

The parent of the participating student will be given, on request, the name of the driver and the description of the vehicle.

No person shall be approved for the transportation of students in a private vehicle who is not the holder of a currently valid license to operate a motor vehicle in the State of Michigan and of automobile liability and personal injury insurance in the amount prescribed by Michigan law. The Board may withdraw the authorization of any private vehicle driver.

Any private vehicle used for the transportation of students must have the capacity to hold not more than nine (9) persons; and must conform to registration requirements of the State.

The responsibility of teaching staff members for the discipline and control of students will extend to their transportation of students in a private vehicle. Drivers who are not staff members are requested to report student misconduct to the program director.

The Superintendent shall make appropriate arrangements regarding the manner in which students are transported by private vehicle and the payment of any necessary expenses.



A.C. Rule 340.279, 340.282

8606 - TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

A. Can the child be transported safely, given the transportation environment and the nature of the disabling condition?

B. What medical, health, physical, or behavioral factors could expose the student to unreasonable risk, given the anticipated transportation environment?

C. What assistive or adaptive equipment is necessary to accommodate the student during the transportation process? Can it be safely transported and secured, and are there adequate instructions to ensure its proper use?

Transportation and bus behavior are normally an integral part of the student's program. Because of the significance of this service for maintaining effective programs for the variety of disabling conditions, the Program Supervisor should be involved with the IEP team to assist in providing answers to such questions as:

S/He can also be helpful in incorporating behavioral transportation goals into the IEP's and determining appropriate means of discipline, including the possible removal from a vehicle.

As participants in and recipients of special education planning, transportation staff need to be advised that the information they deal with is confidential and protected by Federal law.

BEHAVIORAL MANAGEMENT

Managing student behavior on the bus should be done primarily through teaching appropriate bus-riding skills. Learning the skills necessary to ride the school bus is part of the skills needed for the student to participate in his/her program.

To teach bus-riding skills, a limited number of simple rules defining what the student is to do, feedback on how well it is done, and positive backup for consequences are necessary. In teaching bus-riding skills, it is necessary to work on a small number of behaviors at a time (one or two). As a student learns a behavior, another behavior can be taught.

Behaviors that present a potentially dangerous risk of harm to the student or others on the bus require special attention. An attack on another person or running from the bus are two examples of behaviors that present high risk of harm and require documentation and follow-up with appropriate school staff.

Communication Between School/Transportation Staffs

A. The transportation provider will keep the school staff advised of the behavior of students on the bus-- both positive and negative type activity. For students who are experiencing behavior difficulties which are significant incidents, each bus driver is to use the Bus Conduct Chart (Form 8606 F1) as well as the Report Card (Form 8606 F2). The Chart should be kept on a daily basis to provide valid data for behavioral modification and/or disciplinary



action. The cumulated daily charts can also form the basis for the Report Card which teachers can incorporate into student progress reports and IEP evaluations.

B. The school staff will advise the transportation provider by memorandum or through the school secretary if a student has had a particularly difficult day and may require special attention on the bus.

C. The primary daily contact between the transportation provider and the school staff will be the bus driver (with the transportation aide as an alternate).

D. Both the school staff and the transportation provider are expected to maintain confidentiality and protect the students' rights. Except for positive statements, information given by the drivers to the building staff should not be relayed to the student; nor should drivers relay information received from the building staff. Bus behavior should never be a subject of general conversation.

E. Communication with parents is encouraged, particularly positive comments that are honest and sincere. It is important to develop means to maximize this effort.

Stopping Unacceptable Behavior

It is the District's intent to stop unacceptable behavior by using the minimum physical intervention necessary.

When necessary, a staff member may use reasonable physical intervention to stop an action that presents the risk of harm to the

student, to others, or to property. This may include use of physical intervention to stop the action but would not extend to gross abuse and disregard for the health and safety of the student. Use of physical intervention should at all times be temperate and not excessive.

Significant Incidents

A. First Occurrence - If a "significant incident" - one that creates a potentially dangerous risk of harm - occurs, the driver shall describe it on the Conduct Chart and submit it to the transportation provider for appropriate action.

If this type of dangerous incident occurs, within three (3) days, a meeting should be held with driver, dispatcher, transportation aide(s), and Program Director, at the discretion of the principal to discuss the specific incident and whether an intervention program is needed.

B. Subsequent Incidents - If the same type of behavior is recurring, the Program Director is to consider the advisability of calling for a meeting of the IEP team to discuss alternatives.

C. The Program Director or a parent may request a meeting of the IEP team at any time to address behavioral difficulties and appropriate intervention strategies.

Alternate Transportation

In the event a student has demonstrated severe behavior problems at school and cannot be adequately brought under control for the ride home, the student is not to be placed on the bus. The student is to remain at school and the parents



called to transport the student home. If the parent cannot provide transportation, alternate means are to be provided. (It is important to keep in mind that alterations in transportation may be considered a change in placement.)

Suspension from Transportation

A. The principal/supervisor may suspend a student from transportation, in accordance with District policies and guidelines related to suspension to disabled students. Incidents that may result in suspension include:

1. fighting on the bus;
2. hitting, kicking, or biting others on the bus;
3. smoking, drugs, alcohol;
4. destruction of school property;
5. throwing dangerous objects on the bus.

B. When a student's behavior is unmanageable in spite of behavior management techniques, the suspension procedure may be initiated. This procedure may be initiated as a natural consequence of inappropriate behavior: to protect the student, other students, the driver or District equipment, or to provide time to help the student make the adjustment to transportation services.

Restoration of Riding Privileges

If a student is suspended from transportation, a meeting will be held prior to the student's resuming transportation. The meeting should include the building principal, social worker, teacher(s), bus driver, aide, and the parent. The meeting should address:

A. the behavior that caused the suspension;

B. development of a written plan to address the behavior.

This will require a well-defined follow-up schedule, beginning within ten (10) days, to determine if the plan is working.

SPECIAL EQUIPMENT USE AND OPERATION

There is a wide variety of equipment that may need to be used to accommodate the District's special education students. The Program Director is responsible for ensuring that appropriate members of the transportation staff understand the design and operating procedures for special equipment assigned to their use. They should also be able to conduct a proper inspection of the equipment and make simple adjustments in the field in case of breakdowns.

MEDICAL/HEALTH CONCERNS

It may be necessary for members of the transportation staff to be able to provide emergency and routine health care to students during the transportation process. They may also become exposed to communicable diseases which could be debilitating, and in extreme circumstances, fatal.

It is the responsibility of the Program Director to ensure that training is provided in two major areas -- precautionary procedures; and care, intervention, and management.

Precautionary Procedures

All members of the transportation staff should be able to use standard precautions relative to handling of



and exposure to communicable disease. Such precautions would include but not be limited to:

- 1) Characteristics of common communicable diseases;
- 2) Techniques for managing such common diseases;
- 3) Use of protective equipment and devices.

Care, Intervention, and Management

Staff members need to be able to implement any care plans developed during the IEP process to deal with special health risks, such as medically fragile, technology-dependent, and/or highly-disruptive students.



Procedures for Pre-referral Consultation Pursuant to R 340.1721a(10) effective July 1, 1987

Part 2 of the “Revised Administrative Rules for Special Education” (effective July 1, 1987), and more specifically Rule 21a(10), provides that:

Special education personnel who are authorized to conduct evaluations of students suspected of being handicapped may provide pre-referral consultation to regular education personnel in accordance with procedures established by the department.

“Special education personnel who are authorized...” include teacher consultants (Rule 340.1749), elementary resource room teachers (Rule 340.1749a), school psychologists, school social workers, teachers of the speech and language impaired, audiologists, and other therapists whose credentials specifically entitle the individual to evaluate children. **Special education categorical classroom teachers are not so authorized and, therefore, may not provide pre-referral consultation.**

“Pre-referral” means a time prior to a formal and signed referral of a student as a suspected handicapped student intended by section 1711(j) of the school code.

Pre-referral consultation means the engagement of “special education personnel” in group discussion or individual consultation with one or more general education personnel for the purpose of exploring possible prescribed intervention techniques that may be helpful to the general education teacher experiencing difficulties with a general education student under that general education teacher’s instructional supervision.

1. Pre-referral consultation may include a **brief** observation of the student in his/her general education environment. The consulting personnel may use instruments (e.g. checklist) to structure the observation provided that parental or student permission is not a prerequisite.
2. The purpose of the observation is not to diagnose a handicapping condition but, rather, to provide a basis for insightful pre-referral discussion of possible general education classroom intervention techniques for use by the general education teacher.
3. **Pre-referral consultation excludes direct interaction with the student.** It is limited to direct interaction with regular education personnel except as provided in Rule 340.1749a.
- 4.

The intent of Rule 340.1721a(10) is to make a specialized resource available to the general education teacher. The purpose is to benefit a general education student who may need some specialized educational intervention but who, within the meaning of Section 1711(j), is not currently in need of a referral as a suspected handicapped student and may, in fact, never need such a referral if such specialized intervention were available. **It is expressly prohibited to use**

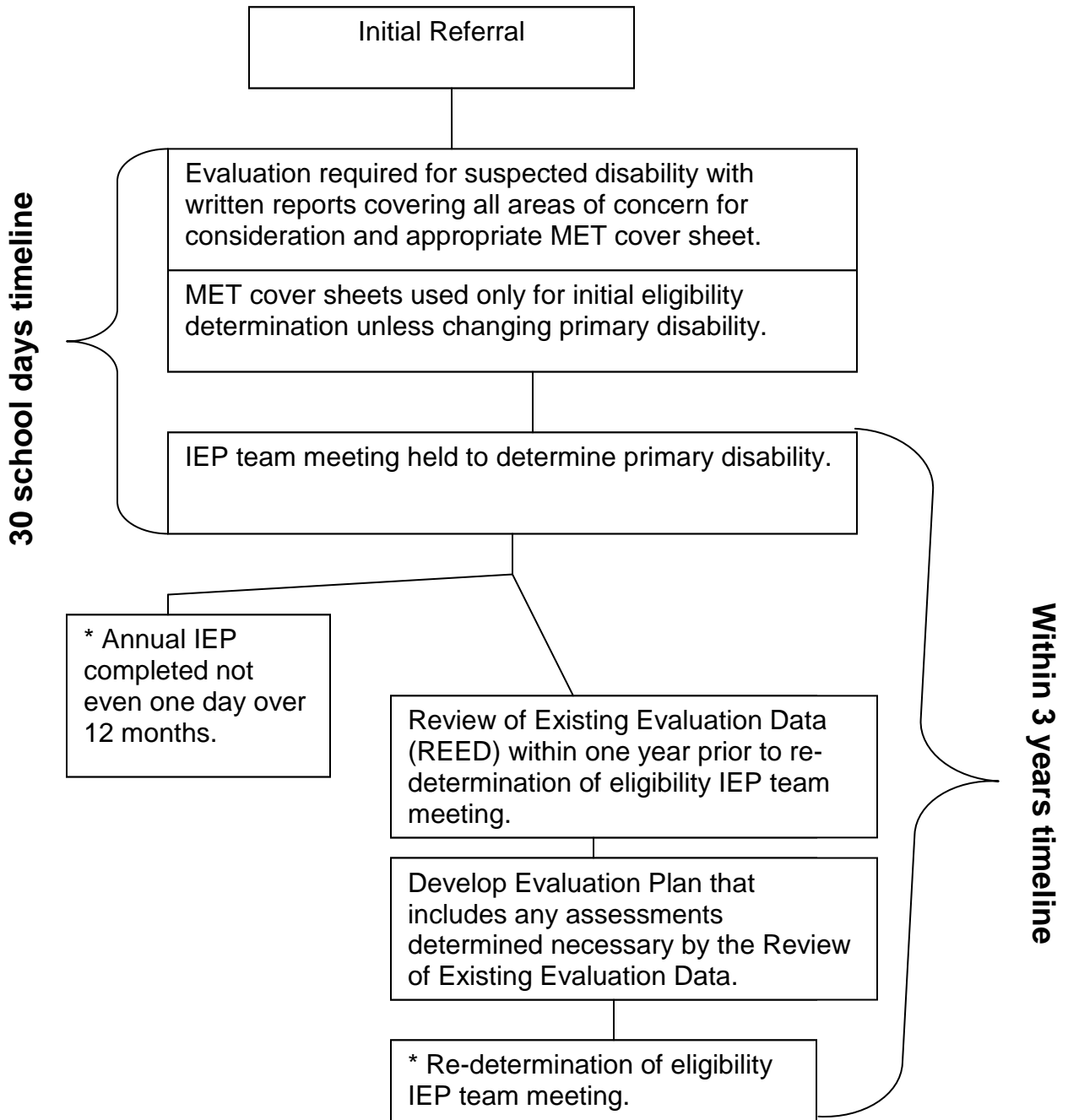
pre-referral consultation as a prerequisite to initiating a referral as a suspected handicapped student pursuant to section 1711(j) of the school code or Part 2 of the "Revised administrative Rules for Special Education." Further, it is contrary to the intent of Rule 340.1721a(10) if pre-referral were to result in lessening programs or services to which handicapped students are entitled pursuant to Public Act 451 or 1976 or the "Revised administrative Rules for Special Education" (effective July 1, 1987).

The school district, intermediate school district, or state agency may engage its authorized special education personnel in pre-referral consultation if the following conditions are met:

1. The caseload or program size of the individual engaging in pre-referral consultation is in compliance with applicable rules; evaluations and reevaluations for which the individual has responsibility are within allowable time lines; and if portions of the students' individualized education programs (IEP) for which the consulting personnel has responsibility are fully implemented.
2. The school district, intermediate district, or state agency is in compliance relative to evaluations and reevaluations as may have been addressed through complaint procedures under Part 8 or monitoring procedures under R 340.1853 of the Administrative Rules.
3. Consulting personnel's individual multidisciplinary evaluation team (MET) and individualized educational planning committee (IEPC) responsibilities are not negatively impacted by the addition of pre-referral consultation activities.
4. The results of pre-referral consultation activities may enhance, but may not supplant or stand in lieu of, diagnostic or evaluation findings or processes required by Part 2 of the "Revised Administrative Rules for Special Education."
5. The access or sharing of information during pre-referral consultation is subject to the authority and safeguards protected by the Family Educational Rights and Privacy Act and other Legal authorities governing confidentiality or right to privacy.

Application for deviation from these procedures, in whole or part, is inappropriate under the provisions of Rule 34. With reference to item 1 above, the existence of a caseload or class size deviation precludes participation in pre-referral consultation.

Special Education Educational Review Process



* With good planning, the 3 year re-determination of eligibility IEP team meeting may be the 3rd annual IEP team meeting.

Wexford Missaukee Intermediate School District

Special Education Procedures for Incoming or Exiting Students

WHEN	WHAT	WHO
1. Initial Referral to Special Education	<ul style="list-style-type: none"> • Initial Referral • REED marked Initial • MET Reports • MET Form • IEP marked Initial • Notice for Initial Provision of Services and Programs • Extension, if appropriate 	<ul style="list-style-type: none"> • Principal or designee receives permission from parent/guardian for evaluation & sends referral/REED to WMISD Special Education Office • Itinerants evaluate, document concerns • Team holds IEP meeting with parent/guardian within 30 school days from date principal/designee signs referral
2. Referred to Special Education after Student was previously Exited from Special Education or Student previously found Ineligible for Special Education	<ul style="list-style-type: none"> • Initial Referral • REED marked Initial • MET Reports • MET Form • IEP marked Initial • Notice for Initial Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee receives permission from parent for evaluation & sends referral/REED to WMISD Special Education Office • Itinerants evaluate, document concerns • Team holds IEP meeting with parent/guardian within 30 school days from date principal/designee signs referral
3. Student returns to school with an outdated or expired IEP within Michigan	<ul style="list-style-type: none"> • Temporary Placement • REED marked Additional Data Collection • IEP marked Annual Review or Redetermination (if MET is expired) • MET Reports (current or new) • MET Form (current or new) • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee receives permission from parent for placement & sends temporary placement/REED to WMISD Special Education Office • Team holds IEP meeting with parent/guardian within 30 school days from date parent/guardian signs temporary placement
4. Transferred from <u>within</u> Intermediate School District with a current IEP	<ul style="list-style-type: none"> • Temporary Placement • IEP marked Annual Review, Other 30 day placement IEP • MET Report (current or new) • 	<ul style="list-style-type: none"> • School confirms student's current IEP • Team holds IEP meeting with parent/guardian within 30 school days from date parent/guardian signs temporary placement
5. Transferred from WMISD Infant/Toddler Program to Local District ECP	<ul style="list-style-type: none"> • IEP required by 3rd birthday • Notice for Provision of Services and Programs attached to IEP • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • School confirms student's current IEP • Team holds IEP meeting with parent/guardian within 30 school days from date parent/guardian signs temporary placement
6. Transferred from one program to another (e.g. Resource Room → Mild Cognitive Impairment Room)	<ul style="list-style-type: none"> • Staffing • REED marked Additional Data Collection, if appropriate • IEP marked Change in Placement • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Team holds IEP meeting with parent/guardian
7. Transferred from <u>outside</u> Intermediate School District but within Michigan	<ul style="list-style-type: none"> • Temporary Placement, fully implement current IEP to extent possible • Student arrives with current IEP • Student arrives with current MET • IEP marked Annual Review • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee receives permission from parent for temporary placement • Current IEP sent to WMISD Special Education Office • Current MET WMISD Special Education Office • Team holds IEP meeting with parent/guardian within 30 school days from date parent/guardian signs temporary placement
8. Transferred from out of State	<ul style="list-style-type: none"> • Initial Referral and Temporary Placement • REED marked Initial • Student arrives with current IEP • Student arrives with current MET • MET Reports • IEP marked Initial • Notice for Initial Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee receives permission from parent for placement & sends initial referral/temporary placement & REED to WMISD Special Education Department, along with current IEP and MET • Team holds IEP meeting with parent/guardian within 30 school days from date parent/guardian signs temporary placement

Notify Parents: Notice of Procedural Safeguards
Forms located at: www.wmisd.org

Wexford Missaukee Intermediate School District

Special Education Procedures for Incoming or Exiting Students

9.	Exiting Special Education	<ul style="list-style-type: none"> • REED marked Termination of Eligibility • MET Reports • MET Form • IEP marked Redetermination • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee signs consent for REED • Itinerants evaluate, document results • Team holds IEP meeting with parent/guardian; sends all documents to WMISD Special Education Department
10.	Exiting a Service, but remaining in Special Education	<ul style="list-style-type: none"> • REED marked redetermination, if appropriate • Exiting Summary Report • IEP marked Review/Revise IEP • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal or designee signs consent for REED • Itinerants evaluate, document results • Team holds IEP meeting with parent/guardian; sends all documents to WMISD Special Education Department
11.	Graduating with Diploma	<ul style="list-style-type: none"> • Final IEP to discuss Summary of Performance with end date of service • Exit Survey • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Team holds IEP meeting with parent/guardian; sends all documents to WMISD Special Education Department • Student only if age of majority
12.	WMISD Center Programs <ul style="list-style-type: none"> • Transfer between Local District Program to WMISD Center Program 	<ul style="list-style-type: none"> • Staffing • REED marked Additional Data Collection, if appropriate • IEP marked Change in Placement • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Team holds IEP meeting with parent/guardian; sends all documents to WMISD Special Education Department
13.	Ineligible IEP	<ul style="list-style-type: none"> • REED • MET Reports • MET Form • IEP marked Ineligible • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Team holds IEP meeting with parent/guardian; sends all documents to WMISD Special Education Department
14.	Non Public Service Plan (NPSP)	<ul style="list-style-type: none"> • District or Residence responsible for Child Find • Parent request Initial Evaluation in writing • If eligible, develop IEP, parent may refuse consent and request NPSP • Invite NP administrator for NPSP meeting 	<ul style="list-style-type: none"> • Non public administrator • Related service provider (Auxiliary Services Act) • Develop Non Public Service Plan

DEPARTMENT OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION
SPECIAL EDUCATION PROGRAMS AND SERVICES

Filed with the Secretary of State on June 11, 2010

These rules take effect immediately upon filing with the Secretary of State unless adopted under sections 33, 34, 45a(6), or 48 of 1969 PA 306. Rules adopted under these sections become effective 7 days after filing with the Secretary of State.

(By the authority conferred on the superintendent of public instruction by sections 1701 and 1703 of 1976 PA 451, MCL 380.1701 and MCL 380.1703, and Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994)

R 340.1701b, R 340.1702, R 340.1705, R 340.1706, R 340.1707, R 340.1708, R 340.1709, R 340.1709a, R 340.1710, R 340.1711, R 340.1713, R 340.1714, R 340.1715, R 340.1716, R 340.1721, R 340.1721a, R 340.1721c, R 340.1721d, R 340.1722, R 340.1722a, R 340.1724f, R 340.1733, and R 340.1772 of the Michigan Administrative Code are amended; and R 340.1724 is rescinded from the Code as follows.

R 340.1701b Definitions; I to P.

Rule 1b. As used in these rules:

(a) "Instructional services" means services provided by teaching personnel that are specially designed to meet the unique needs of a student with a disability. These may be provided by any of the following:

(i) An early childhood special education teacher under R 340.1755.

(ii) A teacher consultant under R 340.1749.

(iii) A teacher of the speech and language impaired under R 340.1745.

(iv) A teacher providing instruction to students with disabilities who are homebound or hospitalized.

(v) A teacher providing instruction to students who are placed in juvenile detention facilities under R 340.1757.

(b) "Multidisciplinary evaluation team" means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability.

(c) "Occupational therapy" means therapy provided by an occupational therapist or an occupational therapy assistant who provides therapy under the supervision of a licensed occupational therapist. Occupational therapist and occupational therapy assistants are licensed by the state of Michigan under 1978 PA 368, MCL 333.1101 et seq.

(d) "Parent" means any of the following:

(i) A biological or adoptive parent of a child.

(ii) A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.

(iii) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state.

(iv) An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare.

(v) A surrogate parent who has been appointed in accordance with R 340.1725f.

(vi) Except as provided in paragraph (vii) of this subdivision, the biological or adoptive parent, when attempting to act as the parent under this part and when more than 1 party is qualified under paragraphs (i) to (v) of this subdivision to act as a parent, shall be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

(vii) If a judicial decree or order identifies a specific person or persons under paragraphs (i) to (iv) of this subdivision to act as the parent of a child, or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.

(viii) The affected student or youth with a disability when the student or youth with a disability reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings.

(e) "Parent advisory committee" means a committee of parents of students with disabilities of a particular intermediate school district appointed by the board of that district under R 340.1838.

(f) "Physical therapy" means therapy prescribed by a physician and provided by a therapist who is licensed by the state of Michigan under 1978 PA 368, MCL 333.1101 et seq. or a physical therapy assistant who provides therapy under the supervision of a licensed physical therapist.

R 340.1702 "Student with a disability" defined.

Rule 2. "Student with a disability" means a person who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

R 340.1705 Cognitive impairment; determination.

Rule 5. (1) Cognitive impairment shall be manifested during the developmental period and be determined through the demonstration of all of the following behavioral characteristics:

(a) Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.

(b) Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. This requirement will not apply if the student is not of an age, grade, or mental age appropriate for formal or standardized achievement tests.

(c) Lack of development primarily in the cognitive domain.

(d) Impairment of adaptive behavior.

(e) Adversely affects a student's educational performance.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a psychologist.

R 340.1706 Emotional impairment; determination; evaluation report.

Rule 6. (1) Emotional impairment shall be determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support. The problems result in behaviors manifested by 1 or more of the following characteristics:

(a) Inability to build or maintain satisfactory interpersonal relationships within the school environment.

(b) Inappropriate types of behavior or feelings under normal circumstances.

(c) General pervasive mood of unhappiness or depression.

(d) Tendency to develop physical symptoms or fears associated with personal or school problems.

(2) Emotional impairment also includes students who, in addition to the characteristics specified in subrule (1) of this rule, exhibit maladaptive behaviors related to schizophrenia or similar disorders. The term "emotional impairment" does not include persons who are socially maladjusted, unless it is determined that the persons have an emotional impairment.

(3) Emotional impairment does not include students whose behaviors are primarily the result of intellectual, sensory, or health factors.

(4) When evaluating a student suspected of having an emotional impairment, the multidisciplinary evaluation team report shall include documentation of all of the following:

(a) The student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community.

(b) The systematic observation of the behaviors of primary concern which interfere with educational and social needs.

(c) The intervention strategies used to improve the behaviors and the length of time the strategies were utilized.

(d) Relevant medical information, if any.

(5) A determination of impairment shall be based on data provided by a multidisciplinary evaluation team, which shall include a full and individual evaluation by both of the following:

(a) A psychologist or psychiatrist.

(b) A school social worker.

R 340.1707 Hearing impairment explained; determination.

Rule 7. (1) The term "hearing impairment" is a generic term which includes both students who are deaf and those who are hard of hearing and refers to students with any type or degree of hearing loss that interferes with development or adversely affects educational performance. "Deafness" means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. The term "hard of hearing" refers to students with hearing impairment who have permanent or fluctuating hearing loss which is less severe than the hearing loss of students who are deaf and which generally permits the use of the auditory channel as the primary means of developing speech and language skills.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an audiologist and an otolaryngologist or otologist.

R 340.1708 Visual impairment explained; determination.

Rule 8. (1) A visual impairment shall be determined through the manifestation of both of the following:

(a) A visual impairment which, even with correction, interferes with development or which adversely affects educational performance. Visual impairment includes both partial sight and blindness.

(b) One or more of the following:

(i) A central visual acuity for near or far point vision of 20/70 or less in the better eye after routine refractive correction.

(ii) A peripheral field of vision restricted to not more than 20 degrees.

(iii) A diagnosed progressively deteriorating eye condition.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an ophthalmologist or optometrist.

(3) If a student cannot be tested accurately for acuity, then functional visual assessments conducted by a teacher certified in visual impairment may be used in addition to the medical evaluation for determination of impairment.

(4) For students with visual impairment who have a visual acuity of 20/200 or less after routine refractive correction, or who have a peripheral field of vision restricted to not more than 20 degrees, an evaluation by an orientation and mobility specialist shall be conducted. The orientation and mobility specialist shall also include in the report a set of recommended procedures to be used by a mobility specialist or a teacher of students with visual impairment in conducting orientation and mobility training activities.

R 340.1709 "Physical impairment" defined; determination.

Rule 9. (1) "Physical impairment" means severe orthopedic impairment that adversely affects a student's educational performance.

(2) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include assessment data from 1 of the following persons:

(a) An orthopedic surgeon.

(b) An internist.

(c) A neurologist.

(d) A pediatrician.

(e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

R 340.1709a "Other health impairment" defined; determination.

Rule 9a. (1) "Other health impairment" means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both of the following provisions apply:

(a) Is due to chronic or acute health problems such as any of the following:

(i) Asthma.

- (ii) Attention deficit disorder.
 - (iii) Attention deficit hyperactivity disorder.
 - (iv) Diabetes.
 - (v) Epilepsy.
 - (vi) A heart condition.
 - (vii) Hemophilia.
 - (viii) Lead poisoning.
 - (ix) Leukemia.
 - (x) Nephritis.
 - (xi) Rheumatic fever.
 - (xii) Sickle cell anemia.
- (b) The impairment adversely affects a student's educational performance.
- (2) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include 1 of the following persons:
- (a) An orthopedic surgeon.
 - (b) An internist.
 - (c) A neurologist.
 - (d) A pediatrician.
 - (e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

R 340.1710 "Speech and language impairment" defined; determination.

Rule 10. (1) A "speech and language impairment" means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.

(2) A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance:

(a) A language impairment which interferes with the student's ability to understand and use language effectively and which includes 1 or more of the following:

- (i) Phonology.
- (ii) Morphology.
- (iii) Syntax.
- (iv) Semantics.
- (v) Pragmatics.

(b) Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation.

(c) Fluency impairment, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication.

(d) Voice impairment, including inappropriate pitch, loudness, or voice quality.

(3) Any impairment under subrule (2)(a) of this rule shall be evidenced by both of the following:

- (a) A spontaneous language sample demonstrating inadequate language functioning.

(b) Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which indicate inappropriate language functioning for the student's age.

(4) A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services under R 340.1745(a).

(5) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a teacher of students with speech and language impairment under R 340.1796 or a speech and language pathologist qualified under R 340.1792.

R 340.1711 "Early childhood developmental delay" defined; determination.

Rule 11. (1) "Early childhood developmental delay" means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716 and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development. This definition does not preclude identification of a child through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716.

(2) A determination of early childhood developmental delay shall be based upon a full and individual evaluation by a multidisciplinary evaluation team.

R 340.1713 Specific learning disability defined; determination.

Rule 13. (1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

(2) In determining whether a student has a learning disability, the state shall:

(a) Not require the use of a severe discrepancy between intellectual ability and achievement.

(b) Permit the use of a process based on the child's response to scientific, research-based intervention.

(c) Permit the use of other alternative research-based procedures.

(3) A determination of learning disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:

(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.

(b) At least 1 person qualified to conduct individual diagnostic examinations of children and who can interpret the instructional implications of evaluation results, such as a school

psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

R 340.1714 Severe multiple impairment; determination.

Rule 14. (1) Students with severe multiple impairments shall be determined through the manifestation of either of the following:

(a) Development at a rate of 2 to 3 standard deviations below the mean and 2 or more of the following conditions:

(i) A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.

(ii) A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.

(iii) A physical impairment so severe that activities of daily living cannot be achieved without assistance.

(iv) A health impairment so severe that the student is medically at risk.

(b) Development at a rate of 3 or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and 1 or more of the following conditions:

(i) A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.

(ii) A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.

(iii) A physical impairment so severe that activities of daily living cannot be achieved without assistance.

(iv) A health impairment so severe that the student is medically at risk.

(2) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include a psychologist and, depending upon the disabilities in the physical domain, the multidisciplinary evaluation team participants required in R 340.1707, R 340.1708, or R 340.1709, R 340.1709a, or R 340.1716.

R 340.1715 Autism spectrum disorder defined; determination.

Rule 15. (1) Autism spectrum disorder is considered a lifelong developmental disability that adversely affects a student's educational performance in 1 or more of the following performance areas:

(a) Academic.

(b) Behavioral.

(c) Social.

Autism spectrum disorder is typically manifested before 36 months of age. A child who first manifests the characteristics after age 3 may also meet criteria. Autism spectrum disorder is characterized by qualitative impairments in reciprocal social interactions, qualitative impairments in communication, and restricted range of interests/repetitive behavior.

(2) Determination for eligibility shall include all of the following:

(a) Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:

- (i) Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
- (ii) Failure to develop peer relationships appropriate to developmental level.
- (iii) Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people, for example, by a lack of showing, bringing, or pointing out objects of interest.
- (iv) Marked impairment in the areas of social or emotional reciprocity.
- (b) Qualitative impairments in communication including at least 1 of the following:
 - (i) Delay in, or total lack of, the development of spoken language not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime.
 - (ii) Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal conversation with others.
 - (iii) Stereotyped and repetitive use of language or idiosyncratic language.
 - (iv) Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.
- (c) Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:
 - (i) Encompassing preoccupation with 1 or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
 - (ii) Apparently inflexible adherence to specific, nonfunctional routines or rituals.
 - (iii) Stereotyped and repetitive motor mannerisms, for example, hand or finger flapping or twisting, or complex whole-body movements.
 - (iv) Persistent preoccupation with parts of objects.
- (3) Determination may include unusual or inconsistent response to sensory stimuli, in combination with subdivisions (a), (b), and (c) of subrule (2) of this rule.
- (4) While autism spectrum disorder may exist concurrently with other diagnoses or areas of disability, to be eligible under this rule, there shall not be a primary diagnosis of schizophrenia or emotional impairment.
- (5) A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team including, at a minimum, a psychologist or psychiatrist, an authorized provider of speech and language under R 340.1745(d), and a school social worker.

R 340.1716 "Traumatic brain injury" defined; determination.

Rule 16. (1) "Traumatic brain injury" means an acquired injury to the brain which is caused by an external physical force and which results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairment in 1 or more of the following areas:

- (a) Cognition.
- (b) Language.
- (c) Memory.
- (d) Attention.
- (e) Reasoning.
- (f) Behavior.
- (g) Physical functions.
- (h) Information processing.

(i) Speech.

(2) The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

(3) A determination of disability shall be based upon a full and individual evaluation by a multidisciplinary evaluation team, which shall include an assessment from a family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

R 340.1721 Parental consent for initial evaluation; contents of notice; refusal to consent or respond.

Rule 21. (1) Within 10 calendar days of receipt of a written referral of a student suspected of having a disability, and before any formal evaluation designed to determine eligibility for special education programs and services, the public agency shall notify the parent and shall request written consent to evaluate. The written notice shall contain both of the following:

(a) The reason or reasons an evaluation is sought and the nature of the evaluation.

(b) A description of the types of special education programs and services currently available within the intermediate school district.

R 340.1721a Initial evaluation procedure.

Rule 21a. (1) Each student suspected of having a disability shall be evaluated by a multidisciplinary evaluation team as defined in R 340.1701b(b). If an initial evaluation review is conducted by the individualized education program team, then the multidisciplinary evaluation team shall complete the evaluation as determined by the individualized education program team in addition to requirements as defined in R 340.1705 to R 340.1716 as applicable to the suspected impairment.

(2) The multidisciplinary evaluation team shall do both of the following:

(a) Complete a diagnostic evaluation.

(b) Make a recommendation of eligibility and prepare a written report to be presented to the individualized education program team by the appointed multidisciplinary evaluation team member. The report shall include information needed to determine a student's present level of academic achievement and functional performance and educational needs of the student. Information presented to the individualized education program team shall be drawn from a variety of sources, including parent input.

(3) Special education personnel who are authorized to conduct evaluations of students suspected of having a disability may provide prereferral consultation to general education personnel in accordance with procedures established by the department.

R 340.1721c Scheduling and time line for an initial individualized education program team meeting.

Rule 21c. (1) The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed upon time and place.

(2) The time from receipt of parental consent for an initial evaluation to the completion of the individualized education program or the determination of ineligibility shall not be more than 30 school days. This time line begins upon receipt of the signed parental consent by the

public agency requesting the consent. This time line may be extended if agreed to by the parent and public agency. Any extension to this time line shall be both of the following:

- (a) In writing.
- (b) Measured in school days.

R 340.1721d Responsibilities of individualized education program team.

Rule 21d. Upon completing the individualized education program, the individualized education program team shall submit the individualized education program to the superintendent or his or her designee. The individualized education program shall not be restricted to the programs and services available.

R 340.1722 Placement in special education programs and services.

Rule 22. (1) The individualized education program team determines the educational placement of a student with a disability in programs and services from a continuum of placements, such as instruction in general education classes, special classes or special instruction in general education classes, special classes or special schools, home instruction in hospitals and institutions, resource rooms, or itinerant instruction with general education class placements.

(2) The superintendent or his or her designee shall appoint a staff person to be responsible for the implementation of the individualized education program, including services provided by other agencies. The person shall be either the principal of the building where the primary educational program is provided to the student who has a disability or other staff person who is generally accessible to the staff and who will be working with the student who has a disability.

R 340.1722a Implementation of individualized education program.

Rule 22a. (1) The superintendent of the school district of residence, upon receipt of the individualized education program, shall, within 7 calendar days, provide written notice to the parent of the agency's intent to implement special education programs and services. The notice shall identify where the programs and services are to be provided and when the individualized education program begins.

(2) The parent, upon receipt of notification from the superintendent, shall have the right, at any time, to appeal the decision under R 340.1724f. If the parent does not appeal, then the superintendent shall initiate the individualized education program as soon as possible, but not later than 15 school days after the parent has been notified. An initiation date may be later than 15 school days if clearly specified in the individualized education program; however, a projected initiation date shall not be used to deny or delay programs or services because they are not available and shall not be used for purposes of administrative convenience.

(3) For the purposes of 34 C.F.R. 300.300(b), if a student with a disability is to be provided special education or related services for the first time, then the parent has 10 calendar days after receipt of the notice from the superintendent to provide the public agency with written consent to provide special education programs and services.

(4) Each public agency shall provide special education and related services to a student with a disability in accordance with the student's individualized education program.

R 340.1724 Rescinded.

R 340.1724f Due process complaints; procedures.

Rule 24f. (1) This rule applies only to due process complaints filed on or after July 1, 2006.

(2) Due process complaints under this rule shall be administered by the department of education.

(3) A parent, a public agency, or the department of education may initiate a hearing by filing a written due process complaint with the department of education, office of special education and early intervention services, and providing a copy of the complaint to the public agency or other party or parties that are the subject of the due process complaint. A due process complaint shall be all of the following:

(a) In writing.

(b) Signed by the complainant.

(c) Properly filed when the office of special education and early intervention services and the other party or parties that are the subject of the due process complaint have received a due process complaint that meets the requirements of these rules and 34 CFR §300.508(a) and (b)(1) to (4).

(d) Delivered to the office of special education and early intervention services in the following manner:

(i) By mail, by facsimile, or in person.

(ii) With a statement describing the facts of delivery to the party or parties that are the subject of the due process complaint in the following manner:

(A) If by mail, to whom the complaint was addressed and the date it was mailed.

(B) If by facsimile, to whom the complaint was addressed, the date and time it was sent.

(C) If in person, the date and place the complaint was delivered and to whom it was given.

(4) Due process timelines begin when the office of special education and early intervention services and the other party that is the subject of the due process complaint have received a due process complaint that meets the requirements of these rules and 34 CFR §300.508.

(5) A hearing may be initiated on matters related to any of the following:

(a) Identification.

(b) Evaluation.

(c) Educational Placement.

(d) Provision of a free appropriate public education.

(e) Provision of appropriate Part C services to the child or the child's family.

(f) Assignment of financial obligations for Part C services to the parents.

(g) Determination that behavior was not a manifestation of the student's disability.

(h) Determination of an appropriate interim alternative educational setting by the individualized education program team.

(i) Placement in an interim alternative setting for not more than 45 school days, because maintaining the current placement is substantially likely to result in injury to the student or others.

(6) Upon receipt of a due process complaint that meets the requirements of these rules and 34 CFR §300.508(a) and (b)(1) to (4), the department of education will refer the complaint to the state office of administrative hearings and rules which will appoint an administrative law judge to conduct a hearing in accordance with the individuals with disabilities education act, 20 U.S.C. §1401 et seq., 1976 PA 451, MCL 380.1701 et seq., R 340.1883 to R 340.1885 and these rules.

(7) Any party who is aggrieved by the final decision in a hearing conducted under this rule may appeal to a court of competent jurisdiction within 90 days after the mailing date of the final decision.

(8) Unless otherwise specified in the administrative law judge's decision, the decision shall be implemented by the public agency within 15 school days of the agency's receipt of the decision.

(9) When required by an administrative law judge order and decision the public agency shall submit proof of compliance to the department of education, office of special education and early intervention services, documenting that the public agency has implemented the provisions of the final decision.

R 340.1733 Program and service requirements.

Rule 33. An intermediate school district, local school district, public school academy, and any other agency shall adhere to all of the following general requirements for all programs and services for students with disabilities:

(a) Special education classrooms or areas where related services are provided shall have at least the same average number of square feet per student, light, ventilation, and heat conditions as provided for general education students in the school district.

(b) Programs for students with severe cognitive impairment and severe multiple impairments which have students under 16 years of age shall not exceed a 6-year age span at any 1 time.

(c) All other special education programs which have students under 16 years of age and which are operated in separate facilities shall not exceed a 4-year age span at any 1 time.

(d) The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in elementary buildings attended by children who are nondisabled, shall not exceed, at any 1 time, a 6-year age span or the age span of the students who are nondisabled in the building, whichever is less.

(e) The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in secondary buildings attended by students who are nondisabled, shall not exceed, at any 1 time, the age span of the students who are nondisabled in the building, except in high school buildings where students up to 26 years of age may be served. The term "nondisabled" shall not include persons participating in adult education programs.

(f) Programs for students with severe cognitive impairment, severe multiple impairments, and moderate cognitive impairment shall comply with subdivisions (b), (c), (d), and (e) of this rule unless a program is operated in accordance with an approved intermediate school district plan where, due to the low incidence of eligible students, expanded age ranges may be necessary for programmatic feasibility and meeting the needs of students.

(g) Students with disabilities qualifying for special education programs and services shall be provided with supplies and equipment at least equal to those provided to other students in general education programs, in addition to those supplies and equipment necessary to implement a student's individualized education program.

(h) Intermediate school districts, local school districts, public school academies, or a combination of such agencies in cooperation with public and private entities, shall provide or contract for the provision of transition services. Special education teachers shall be assigned

to supervise such services. Professional special education personnel, a transition coordinator, or both, shall coordinate transition services.

(i) For worksite-based learning, a written agreement/plan is required and shall be signed by the student, parent, school, and worksite representative.

The agreement shall set forth all of the following information:

- (i) Expectations and standards of attainment.
- (ii) Job activities.
- (iii) Time and duration of the program.
- (iv) Wages to be paid to the student, if applicable.
- (v) Related instruction, if applicable.

The superintendent of the school district shall designate a staff member to visit the student's worksite at least once every 30 calendar days for the duration of the program to check attendance and student progress and assess the placement in terms of health, safety, and welfare of the student.

(j) Substitute instructional aides specified in R 340.1738, R 340.1739, and R 340.1748 shall be provided when assigned instructional aides are absent. In addition, teacher aides specified in R 340.1739 and R 340.1740 shall be provided when assigned teacher aides are absent.

R 340.1772 Supervisor of special education; education and experience requirements.

Rule 72. (1) For full approval, a supervisor of special education shall possess all of the following minimum qualifications:

- (a) A master's degree or higher.
- (b) Full approval in at least 1 area of special education.
- (c) Three years of successful experience in special education.
- (d) Twelve semester or equivalent hours of graduate credit in a college or university whose program has been approved by the state board of education.

Graduate credit shall be distributed appropriately to assure knowledge and competency as related to special education in all of the following areas:

- (i) Curriculum and instruction.
- (ii) Administrative procedures.
- (iii) Personnel supervision and evaluation.
- (iv) Communication skills.
- (v) Leadership of professional development.
- (vi) Facilitation of effective instruction.
- (vii) Data-based program improvement.
- (viii) School law and policy.
- (ix) Parental and family collaboration.

(e) Verification from a college or university approved for the preparation of special education supervisors.

(2) A supervisor of special education who has full approval status shall maintain full approval status indefinitely.

(3) For temporary approval, a supervisor of special education shall possess all of the following minimum qualifications:

- (a) A master's degree or higher.
- (b) Full approval in at least 1 area of special education.

(c) Three years of successful experience in special education.

(d) Verification of enrollment in the supervisor of special education program from a college or university approved by the state board of education for preparation of special education supervisors.

(4) Continuation of temporary approval is dependent upon the satisfactory completion of not less than 6 semester or equivalent hours of required credit toward full approval before the beginning of the next school year.

(5) Any person who has completed all program requirements in effect before the effective date of these rules shall be eligible for full approval as a supervisor of special education.

Internet/E-mail Etiquette –

After all, it's another form of Business Writing.

Why is email etiquette important? We all interact with the printed word as though it has a personality and that personality makes positive and negative impressions upon us. Without immediate feedback your document can easily be misinterpreted by your reader, so it is crucial that you follow the basic rules of etiquette to construct an appropriate tone.

As each staff member of WMISD typically sends and receives at least 1 email per day and some 30+ per day, it is beneficial to verify the use of email in our business environment as a public entity. The information is presented to allow an interactive learning process, typically in a 45-60 minute presentation.

❖ The Basics

- Salutation – write a new “hello” for each email you send.
- Length – keep it simple, 60 – 80 words if possible.
- Lists – create mail lists if you send to a group of more than 4, to avoid screen rolling.
- Editing – utilize editing modes to verify spelling, punctuation, grammar; often it is good to write an email and set it aside for a few hours and reread before you hit ‘send,’ to make sure the message is correct.
- Caps – only use capitalization as you would in a letter, sending an ALL CAP email is hard to read.
- Font/Graphics – use professional fonts such as Times New Roman or Arial. Additional use of background graphics and colors is not recommended.

❖ Target Audience

- Know your audience – put yourself in the shoes of the recipient. Do they really need the information? Do they need it now? Do they need part of a forwarded email or all of it?
- Ensure political correctness – could anything be misunderstood if the email is forwarded onto others?
- Identify and Correct Tone Problems – create a warm-up ‘hello’; write in a positive tone (‘when you complete the report’ instead of ‘if you complete the report’); use emoticons: smiles 😊, winks ;) and other graphical symbols only when appropriate; use contractions to add a friendly tone (don’t, won’t, can’t).

❖ Content

- www = world wide web, and remember, email can be sent along to anyone; can now be a source for legal documentation.
- Long messages – create an ‘elevator summary’ upfront; utilize bold and underline to verify key messages and call to action in the message; offer a table of contents
- you@wmisd.org is the property of the WMISD and should not be used for personal use.
- WMISD is publicly funded and is under continuous public scrutiny.
- Flaming – a negatively written email and should not be sent by a WMISD employee. For assistance in dealing with responding to a flaming email, please see your Director.

❖ Response

- Respond to emails as quickly as you would a phone call.



Wexford-Missaukee
Intermediate School District

9907 East 13th Street
Cadillac, MI 49601
231.876.2275
231.876.2272 fax
www.wmisd.org

***Special Education
Administration***

John Bretschneider
Director of Special Education
jbret@wmisd.org

Peg Smith
Special Education Supervisor
psmith@wmisd.org

Laurie McKay
Special Education Supervisor
lmckay@wmisd.org

Maria Reynolds
Special Education Supervisor
mreynolds@wmisd.org

'The special services staff mission is to ensure student learning and prepare for successful student transition through:

- *Collaboration with parents*
- *Collaboration with outside agencies*
- *Quality center and family based programs*
- *A working partnership with local districts to provide direct and indirect services to students.'*

Proudly Serving

Cadillac
Lake City
Manton
Marion
McBain
Mesick
Pine River

***'Helping Schools
Help Students'***

ATTENTION

This notice is written on approved WMISD Special Education Department letterhead.

Please discontinue using and discard all other letterhead.

For templates for letterhead, envelopes and facsimiles, go to computer\\VAULT-2\\Vault\\User Vault\\ISD Forms.



Submitting a Technology Support Request:

1. Click on **WMISD HELP DESK** from the menu located on the left-hand side of our homepage.
2. Select your department from the WMISD Campus Location list found on the upper left-hand side.
3. Enter your username (your WMISD email address) and your password.
4. Select “Submit Incident” from the list in the upper right hand corner.
5. Select a category from the category drop down list.
6. Enter the issue in the text box.
7. Select your department from the dropdown menu.
8. Enter your location or room number in the text box.
9. Click “Submit” to send your request to a technician (they will receive an email when your request is successfully submitted),

Special Notes:

You are able to view and update open support tickets by following steps 1 – 3 and then selecting “View Incidents” from the list in the upper left hand corner.

WEXFORD-MISSAUKEE ISD Programs Calendar 2011-2012

AUGUST						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 PD			

Students - 0
Staff - 1

Students - 21
Staff - 21

SEPTEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1 PD	2	3
4	5	[6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 C	29	30	

Students - 19
Staff - 20

Students - 19
Staff - 20

Labor Day - 9/5

President's Day 2/20

C = Pupil count days

OCTOBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Students - 21
Staff - 21

Students - 22
Staff - 22

Original Dates:
MME Testing 13 & 14
Make Up 27 & 28
New Dates
MME Testing 6 - 8
Make Up 20 - 22

NOVEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1 PD	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Students - 18
Staff - 19

Students - 16
Staff - 16

Deer Day
11/15

Thanksgiving 11/24 Good Friday 4/6
Easter 4/8

DECEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21]	22	23	24
25	26	27	28	29	30	31

Students - 15
Staff - 15

Students - 22
Staff - 22

Memorial Day
5/28

JANUARY						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	[3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8 C	9	10	11
12	13	14	15	16	17 PD	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30]	31

APRIL						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	[9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12]	13//	14//	15//	16
17	18	19	20	21	22	23

181 STUDENT DAYS / 185 STAFF DAYS

PD - (4) PROFESSIONAL DEVELOPMENT DAYS

[- COMMON BEGINNING OF BREAKS/SCHOOL YEAR

] - COMMON ENDING OF BREAKS/SCHOOL YEAR

MME—MEAP Testing Squares are in Yellow = Estimated Dates

* - SCHEDULED DAYS OFF

// - SNOW DAY / MAKE-UP DAYS

Students - 8

Staff - 8



Wexford Missaukee Intermediate School District School Calendar 2011-2012

Student First Day	Tuesday, September 6, 2011
In-Service Day – No Students	Tuesday, November 1, 2011
Deer Hunting – No School	Tuesday, November 15, 2011
Thanksgiving Break - No School	Thursday, November 24, 2011 Friday, November 25, 2011
Winter Break Begins– No School	Thursday, December 22, 2011
School Resumes	Tuesday, January 3, 2012
In-Service Day – No Students	Friday, February 17, 2012
President’s Day – No School	Monday, February 20, 2012
Spring Break Begins – No School	Monday, April 2, 2012
School Resumes	Monday, April 9, 2012
Memorial Day – No School	Monday, May 28, 2012
Last Day of School	Tuesday, June 12, 2012
am – Students	
pm - Staff Record-keeping	

Annual Notice of Asbestos Management Plan Status

The Wexford-Missaukee Intermediate School District Asbestos management Plan was approved by the State Department of Public Health on March 27, 1989, and was implemented on July 9, 1989.

The following inspections have been conducted:

1. Initial inspection, April 11, 1988 (DeLisle)
2. EPA inspection/plan review, December 11, 1991
3. Three year reinspection January 7, 1992 (DeLisle)
4. Three year reinspection April 10, 1995(DeLisle)
5. Three year reinspection December 17, 1997 (DeLisle)
6. Three year reinspection December 15, 2000 (DeLisle)
7. Construction abatement evaluation was conducted on the Special Services Building in November 2002 (DeLisle).
8. Construction abatement evaluation was conducted on the General Education/Administrative Building in January of 2003 (Villa).
9. Three year reinspection December 15, 2003 (Villa).
10. Three year reinspection November 21, 2006 (Villa).
11. Three year reinspection October 29, 2009 (Villa).

The following activities are planned in accordance with the plan during the 2011-2012 school year.

General Education Building: The inspections conducted on April 11, 1988, January 7, 1992, April 10, 1995, December 17, 1997, December 15, 2000, January, 2003 November 2006 and October 2009 found no asbestos present in this building. In May of 2003 the assumed fire doors were removed. Regular reinspection will take place in December of 2012.

Administrative/Special Services Building: In September, 2003, 6363 sq. ft. of floor tile was removed. Periodic surveillance inspections will be conducted on the remaining assumed fire doors. Doors are marked as such. Approved operation and maintenance practices will continue to be practiced. Regular reinspection will take place prior to December of 2012.

Career Technical Center: Vinyl floor tile containing asbestos installed during the original construction has been removed and replaced by nonasbestos material. Fire brick previously assumed to contain asbestos has been tested and found to be free of asbestos material. A follow up to the EPA inspection revealed that some fire doors must be assumed to contain asbestos. Doors are marked as such. The doors will be maintained in a safe condition and will be checked during periodic surveillance inspections in December and June. Regular reinspection will take place prior to December of 2012.

Individuals having questions or wishing to see a copy of the Management Plan may contact Thomas L. Armstrong, Director of Business Services.

July 7, 2011