



**Oakland**Schools

# **Intermediate School District Plan**

**For**

**the Delivery of Special  
Education Programs &  
Services**

**Oakland Schools Board of Education**

Ms. Barbara DeMarco, President  
Mr. Ronald Storing, Vice President  
Mr. Connie Williams, Secretary  
Mr. Daniel Share, Treasurer  
Ms. Debbie Squires, Trustee

**Superintendent**

Vickie L. Markavitch, Ph.D.

**Deputy Superintendent, Instructional Services**

Tresa Zumsteg, Ph.D.

**Executive Director, Special Education**

Kathleen Golinski, Ed.D.

**Associate Director, Special Education**

Kathleen Barker



2111 Pontiac Lake Road  
Waterford, MI 48328-2736  
Telephone: 248.209.2552  
<http://www.oakland.k12.mi.us>

# Table of Contents

Adoption Clause.....	3
Constituent LEA/PSA Signatures .....	4-6
Preface.....	7
Special Education Spectrum of Services Defined by the IEP.....	8
Special Education Spectrum for Services Defined by IDEA ' 04 .....	9
Special Education Spectrum for Services Defined by 1832 .....	10
Oakland Schools Plan for the Delivery of Special Education Services.....	11
Process for Reviewing and Changing the ISD Plan .....	11
Resolution Process for Disagreements in Development of Plan Language.....	11
A. Public Awareness.....	12
Child Find .....	12
B. Types of Diagnostic and Related Services.....	13
C. Programs and Services .....	13
D. Optional Alternative Programs Under Rule 340.1832 (e) .....	14-19
340.1733(f) Age Span.....	14
340.1740 Caseload.....	14
340.1742(a) Caseload .....	14
340.1747 Secondary Level Caseload.....	14
340.1749 Teacher Consultant .....	14
340.1749a(2) Elementary Caseload .....	14
340.1749b(2) Secondary Caseload .....	14
340.1755 Early Childhood Services .....	14
340.1758(1)(a) Programs for Students with Autism Spectrum Disorder .....	15
340.1832(e) Programs for Level of Need 1 .....	16
Programs for Level of Need 2.....	17
Programs for Level of Need 3.....	18
Programs for Level of Need 4.....	19
E. LEA/PSA Administrative Office Contact Information .....	20
F. Paraprofessional Personnel.....	21
G. Transportation .....	21
Regional Transportation 15-Minute Window.....	21
H. Distribution of Funds .....	21-22

I. Parent Advisory Committee .....	22
Selection of Parent Advisory Committee Representatives .....	22
Role of the Parent Advisory Committee .....	22
Membership and Responsibility .....	22
Intermediate School District (ISD) Plan .....	23
Related Matters .....	23
Administrative Relationship with Parent Advisory Committee .....	23
J. Additional Plan Content .....	24
Surrogate Parent .....	24
K. Appendices .....	24
Appendix A: <u>Personnel Responsible for Informing Public of Special Education Services</u>	
Appendix B: <u>Diagnostic Services Charts for Oakland Schools and constituent districts</u>	
Appendix C: <u>Continuum of Programs and Services offered by Oakland Schools and constituent districts</u>	
Appendix D: <u>Directory of Transportation Departments</u>	

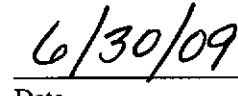
# Adoption Clause

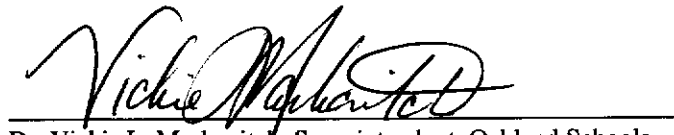
The following plan for special education services was developed by Oakland Schools in cooperation with its constituent school districts, membership from the Special Education Administrators of Oakland County (SEAOC), Oakland County Superintendents Association (OCSA), and the Parent Advisory Committee (PAC).

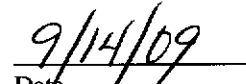
Pursuant to Rules 340.1835 of the Revised Administrative Rules for Special Education, as amended, each Intermediate School District plan or modification thereof shall be signed by all of the following:

- The chairperson of the Parent Advisory Committee (PAC)
- Oakland Schools superintendent
- The superintendent of each constituent school district and the administrator of each Public School Academy (PSA)

  
Mrs. Elizabeth Kowalski, Chairperson, Parent Advisory Committee

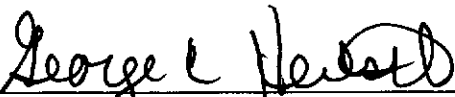
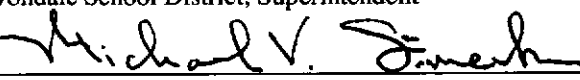
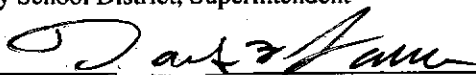
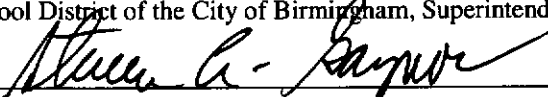

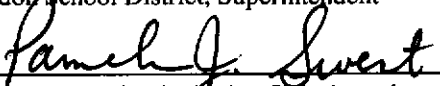
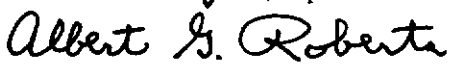
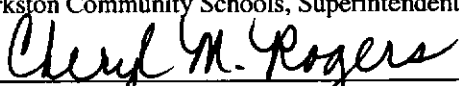
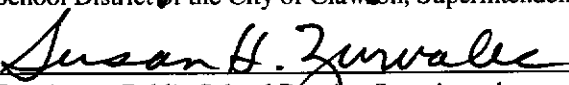
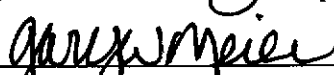
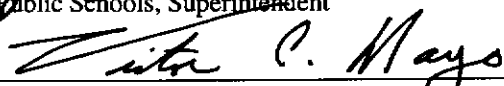
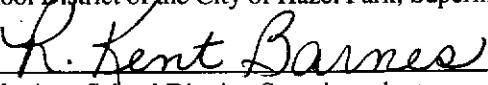
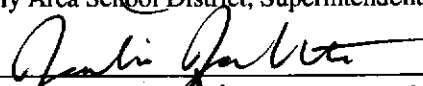
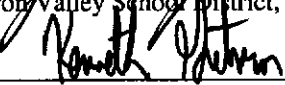
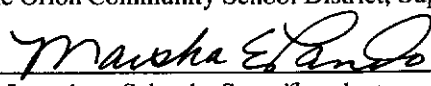
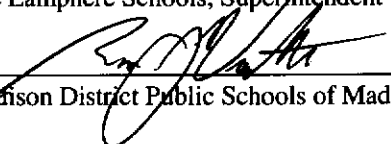
  
Date

  
Dr. Vickie L. Markavitch, Superintendent, Oakland Schools

  
Date

# Constituent District Signatures

## LOCAL SCHOOL DISTRICT SUPERINTENDENTS

 _____ Avondale School District, Superintendent	<u>07-27-09</u> Date
 _____ Berkley School District, Superintendent	<u>7/21/09</u> Date
 _____ School District of the City of Birmingham, Superintendent	<u>7/22/09</u> Date
 _____ Bloomfield Hills School District, Superintendent	<u>7/15/09</u> Date
 _____ Brandon School District, Superintendent	<u>7-14-09</u> Date
 _____ Clarenceville School District, Superintendent	<u>July 31, 2009</u> Date
 _____ Clarkston Community Schools, Superintendent	<u>July 24, 2009</u> Date
 _____ School District of the City of Clawson, Superintendent	<u>July 20, 2009</u> Date
 _____ Farmington Public School District, Superintendent	<u>July 14/09</u> Date
 _____ Ferndale Public Schools, Superintendent	<u>7-24-2009</u> Date
 _____ School District of the City of Hazel Park, Superintendent	<u>7/27/09</u> Date
 _____ Holly Area School District, Superintendent	<u>July 23, 2009</u> Date
 _____ Huron Valley School District, Superintendent	<u>7/29/09</u> Date
 _____ Lake Orion Community School District, Superintendent	<u>7/13/09</u> Date
 _____ The Lamphere Schools, Superintendent	<u>7-20-09</u> Date
 _____ Madison District Public Schools of Madison Heights, Superintendent	<u>7/22/09</u> Date

Peter J. Dion  
Novi Community School District, Superintendent

Sandra Harris  
Oak Park School District, Superintendent

William C. Shepley  
Oxford Area Community School District, Superintendent

Dinda Paramore  
School District of the City of Pontiac, Superintendent

Paul L. Renner  
Rochester Community Schools, Superintendent

Thomas J. Mlene  
School District of the City of Royal Oak, Superintendent

William Pearson  
South Lyon Community Schools, Superintendent

Wanda Cook Johnson  
Southfield Public Schools, Superintendent

Barbara C. Toler  
Troy School District, Superintendent

W.C. Hill  
Walled Lake Consolidated School District, Superintendent

Pat Hill  
Waterford School District, Superintendent

[Signature]  
West Bloomfield School District, Superintendent

7.10.09  
Date

8-6-09  
Date

7-27-09  
Date

7-29-09  
Date

7/27/09  
Date

07/20/09  
Date

7.15.09  
Date

7-15-09  
Date

7-22-09  
Date

7-15-09  
Date

7-16-09  
Date

7-23-09  
Date

**PUBLIC SCHOOL ACADEMY ADMINISTRATORS**

Shawn Hunt  
Academy of Lathrup Village, Administrator

Mr. R. Saifal  
Academy of Oak Park, Administrator

Mrs. Evelyn D. Wiley  
Academy of Detroit Southfield, Administrator

Carolyn L. Edwards  
Academy of Waterford, Administrator

Dayana Kerebi  
A. G. B. U. Alex and Marie Manooagian School, Administrator

Fatty Wood  
Arts & Technology Academy of Pontiac, Administrator

7-22-09  
Date

September 2, 2009  
Date

7-29-2009  
Date

7/16/09  
Date

7-16-09  
Date

7.28.09  
Date

AAO  
Bradford Academy, Administrator

C. Curidore  
Crescent Academy, Administrator

D. Stevens  
Edison-Oakland Academy, Administrator

William P. Terry  
Great Lakes Academy, Administrator

Donna Brown  
Holly Academy, Administrator

W. C. [Signature]  
Laurus Academy, Administrator

Heather Palm  
Life Skills Center of Pontiac, Administrator

Jacqueline Casell  
Pontiac Academy for Excellence, Administrator

John Bullhart  
Walton Charter Academy, Administrator

[Signature]  
Woodmont Academy, Administrator

7/7/09  
Date

7/21/09  
Date

7/16/09  
Date

7/28/09  
Date

8/14/09  
Date

9-8-09  
Date

7-31-09  
Date

7/28/09  
Date

7/23/09  
Date

7/28/09  
Date



# Preface Statement

Oakland Schools is committed to high expectations for all students and ensuring access to the general education curriculum in a general education setting for all students of school age, and in the case of students in post high school programs, access to their community. Improving the educational results for students with disabilities is an essential element of promoting equality of opportunity, full participation, independent living, economic self-sufficiency, and further education.

In all cases, it is the Individualized Education Program (IEP) Team that determines the programs and services provided to a student supporting the practice that programs and services are determined based on student need and are not predetermined based on disability. The process of identifying programs and services for each student includes consideration of teaching for high levels of student achievement while developing social and emotional competency.

The school districts of Oakland County are dedicated to operating under a well-defined plan for the delivery of special education programs and services. We are committed to providing services that are research-based, data driven and considerate of individual student needs in every way.

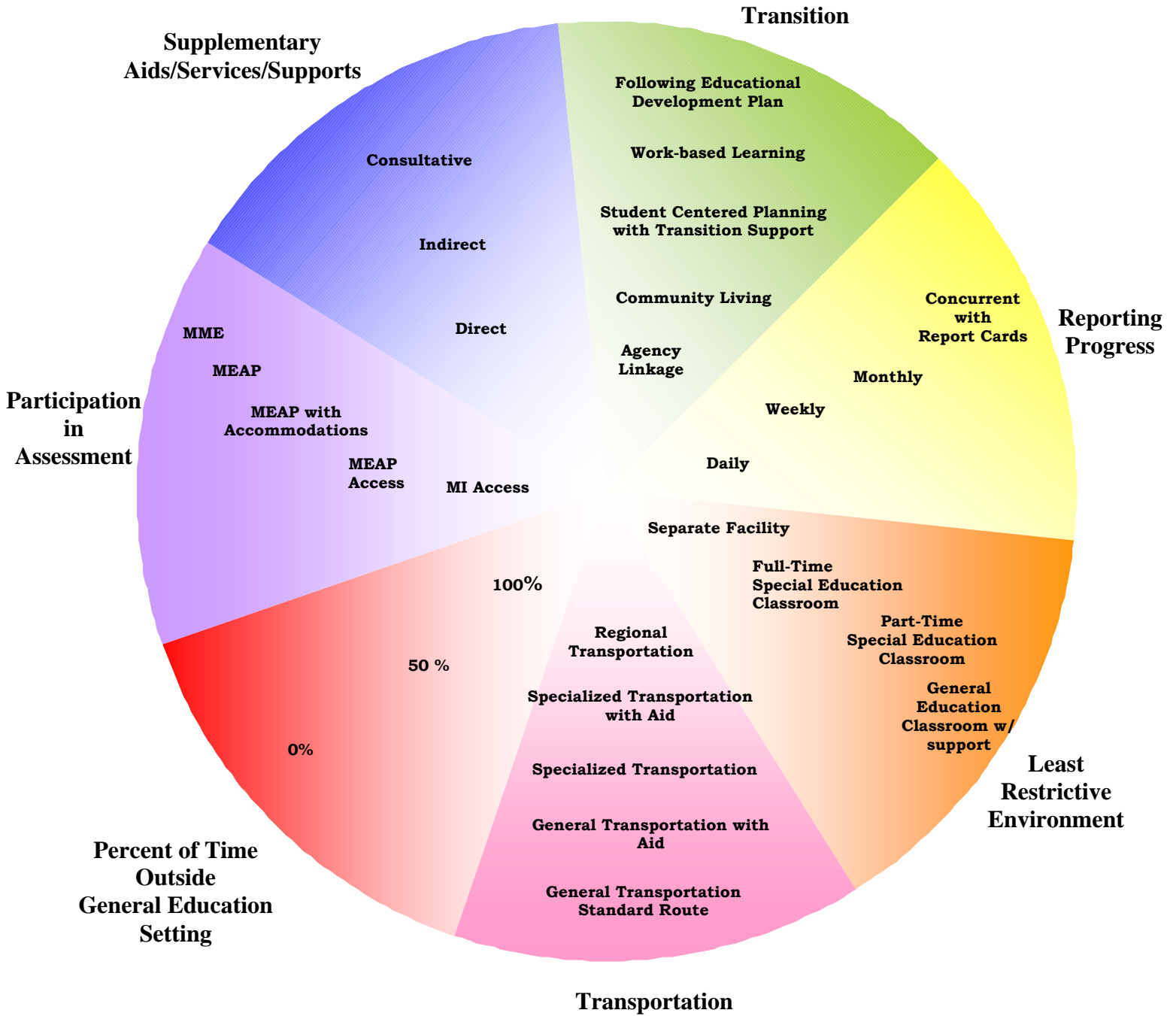
In recognition of the diverse needs of students, Oakland County provides the opportunity for its districts to operate special education programs and services according to IDEA, inclusive of those identified under the *Revised Administrative Rules for Special Education*, R 1832(e). The Special Education Service Spectra, depicted on the pages that follow and as defined in Section D, describe the philosophical framework whereby special education needs are addressed regardless of disability and always in the least restrictive environment possible.

# Special Education Spectrum of Services Defined by the IEP

The Spectrum is designed to support development of services based on student need versus eligibility

This Spectrum:

- Is read from the outside inward, with the highest level of support identified at the center of the Spectrum
- Is designed to drive consideration of access to the General Education Curriculum
- Considers each item independently
- Identifies a practice for the greatest number of students to be served in the outermost perimeters

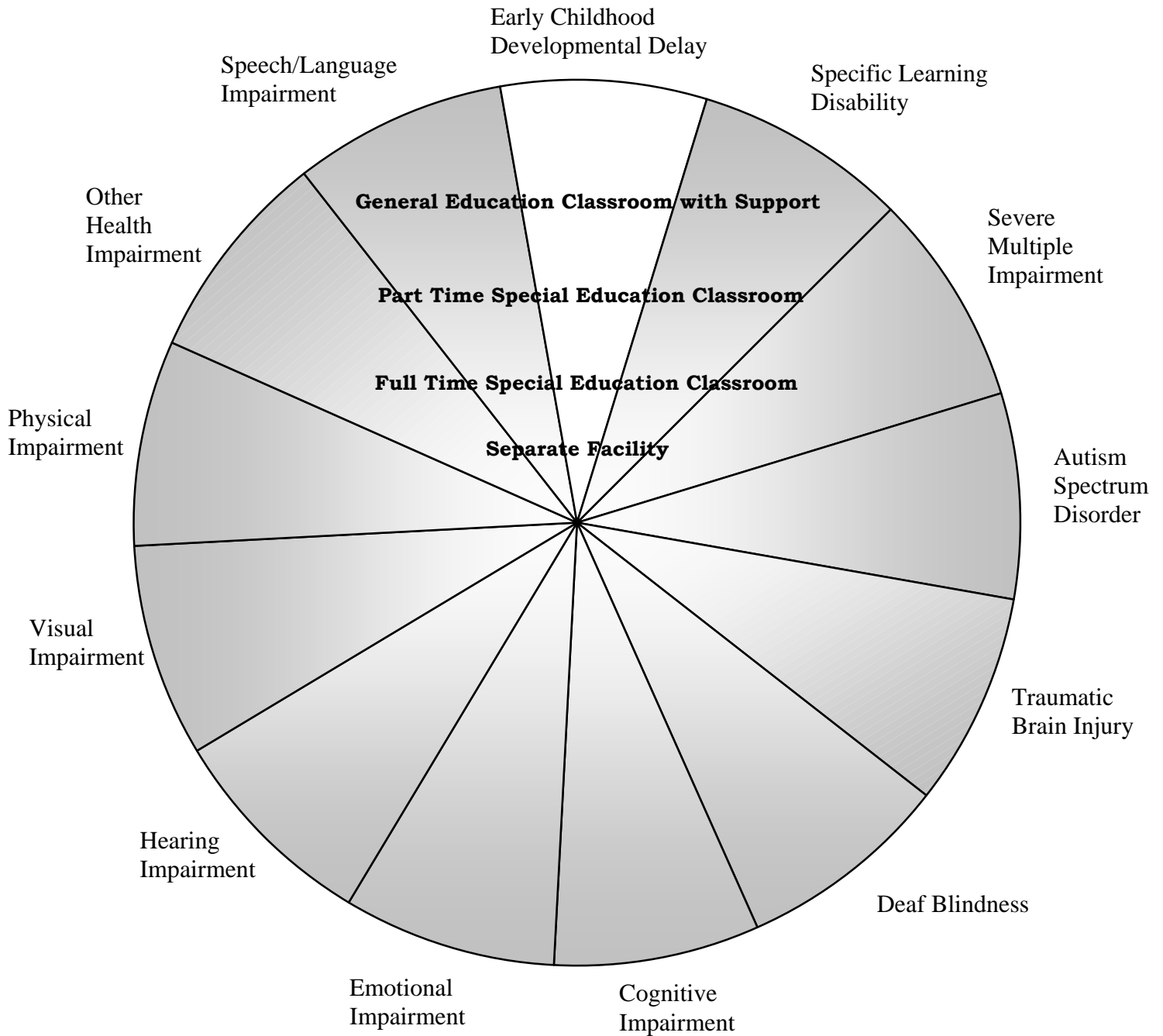


# Special Education Spectrum for Programs and Services Defined by IDEA 04

The Spectrum is designed to support the understanding of Programs and Services based on student eligibility for special education services as identified by IDEA 04.

The Spectrum is:

- Read from the outside inward, with the highest level of support identified as the center of the Spectrum
- Designed to drive consideration of access to the General Education Curriculum
- Considers student need for support according to eligibility
- Identifies a practice for the greatest number of students to be served in the outermost perimeter

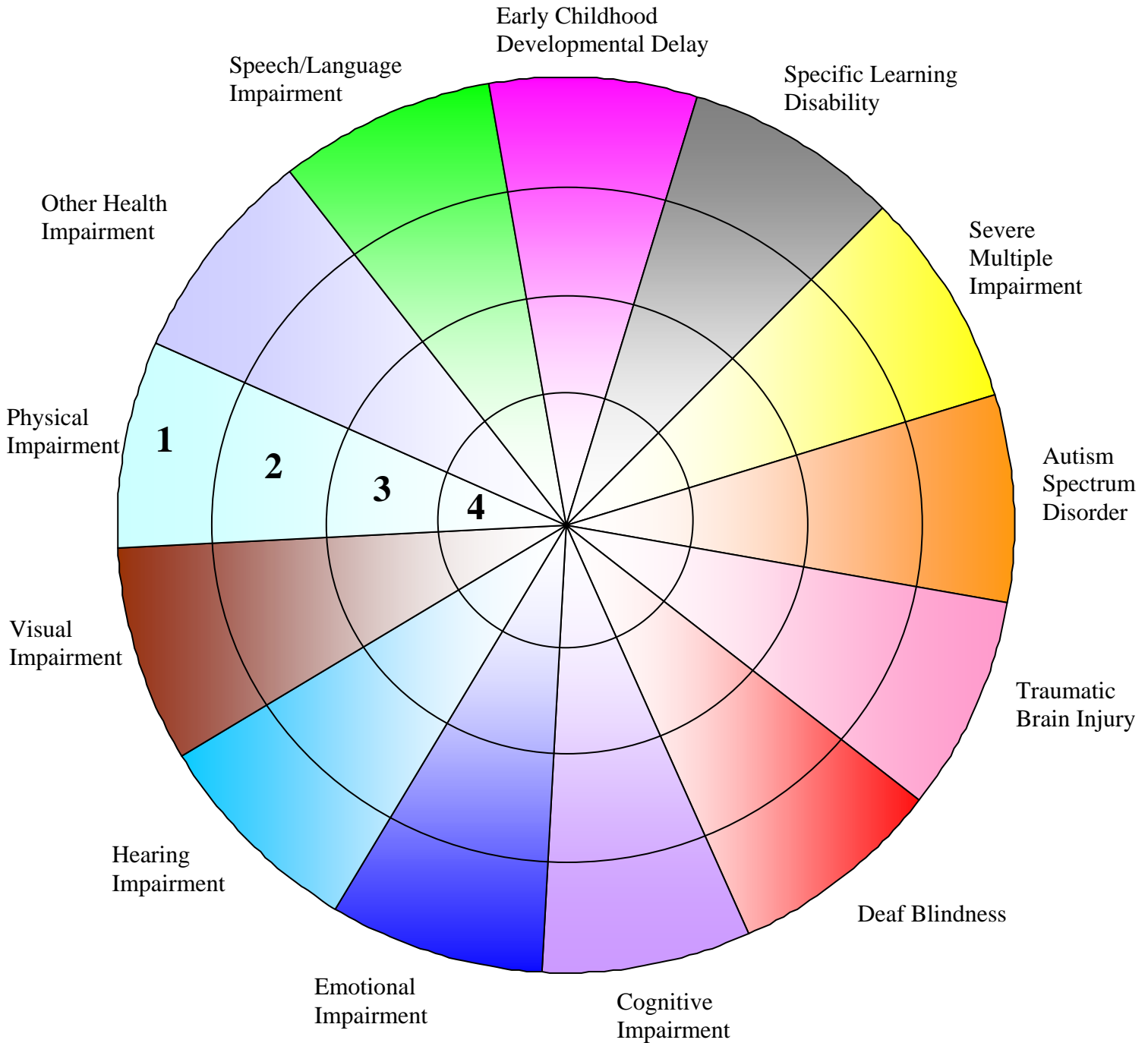


# Special Education Spectrum for Service Delivery Defined Under R 340.1832(e)

The Spectrum is designed to support the application of providing Programs under R 340.1832(e), across disability areas driven by level of student need for support, versus eligibility.

The Spectrum:

- Is read from the outside inward, with the highest level of support identified as the center of the Spectrum
- Is designed to drive consideration of access to the General Education Curriculum
- Considers student need for support versus eligibility (as defined on pages 17-19)
- Identifies a practice for the greatest number of students to be served in the outermost perimeter



# Oakland Schools Plan for the Delivery of Special Education Programs and Services

Summer 2009

## **Oakland Schools Plan for the Delivery of Special Education Services**

Oakland Schools recognizes the MCL 380.1 *Revised School Code* at §380.1711(1)(a) and the *Revised Administrative Rules for Special Education* at R 340.1832(e) and provides for its Local Education Agencies and Public School Academies (henceforth to be referenced as *constituent districts* in this document) a Plan for the Delivery of Special Education Services that is developed in cooperation with membership from the Parent Advisory Committee, constituent districts, Special Education Administrators of Oakland County, and Oakland County Superintendents Association.

## **Process for Reviewing and Changing the ISD Plan:**

This Plan shall remain in effect until such time as further modifications are made. As needed, proposed changes to the Plan will be cooperatively developed with the Parent Advisory Committee, constituent districts, Special Education Administrators of Oakland County, Oakland County Superintendents Association, and Oakland Schools.

Proposed modifications are to be submitted to the Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE OSE-EIS) for technical review. When complete, the proposed Plan modification is forwarded by the Michigan Department of Education, Office of Special Education and Early Intervention Services to the Superintendent of Public Instruction for approval. Proposed alternative programs and services described under R 340.1832(e) may not be implemented until the Superintendent of Public Instruction approves the Plan. Within seven days of receipt of approval, Oakland Schools will distribute the notice of approval and the final version of the Plan modification to its constituent districts, and the chairperson of the Parent Advisory Committee.

## **Resolution Process for Disagreements in Development of Plan Language**

If joint efforts among the Parent Advisory Committee, Special Education Administrators of Oakland County, the Oakland County Superintendents Association, constituent districts, and Oakland Schools fail to produce an agreement on a proposed Plan change or on existing Plan language, any party may submit an objection utilizing the process set forth in R 340.1836.

# Content Areas:

## A. Public Awareness:

Copies of the County Plan for Oakland Schools are sent to each constituent district, Special Education Administrator, Parent Advisory Committee member, and Superintendent. Copies of the Plan are available through the Oakland Schools website ([www.oakland.k12.mi.us](http://www.oakland.k12.mi.us)), local educational agencies' administrative offices, or by request. In addition, the following documents are referred to in the Oakland Schools Plan and can be accessed in electronic format through the Oakland Schools website:

- Revised Administrative Rules for Special Education
- Revised School Code
- Oakland Schools Service Delivery Reference Guide
- Oakland Schools Special Education Programs and Services Agreement
- State Aid Act
- Parent Advisory Committee (PAC) By-Laws
- Surrogate Parent Policy

Each constituent district is charged with providing a summary of their programs and services and the Procedural Safeguards Notice to families upon initial referral or parental request for a multidisciplinary evaluation.

### Child Find:

Persons eligible for special education services in the Oakland Schools constituency may be identified through *Child Find*, an outreach program conducted in cooperation with constituent districts.

It is the joint responsibility of the constituent districts and Oakland Schools to identify persons suspected of having a disability from birth to 26 through *Child Find* and public awareness.

Administrative personnel responsible for informing the public of special education services are listed in *Appendix A*.

*Child Find* activities are developed, implemented, and coordinated in cooperation with constituent districts, Child Find Coordinators and appropriate personnel in neighboring Intermediate School Districts (ISDs). *Child Find* and public awareness assure that the needs of students with disabilities up to 26 years of age will be met. Individuals who exhibit educational need at any age, up to age 25, may be referred.

**Michigan Department of Education: <http://www.michigan.gov/mde>**

**Michigan Department of Education Child Find: 1.800.252.0052**

**Oakland Schools Child Find: 248.209.2121**

Information regarding special education programs and services will be distributed annually by the constituent districts and may include, but are not limited to:

- Area hospitals and healthcare agencies
- Oakland County Health Department
- Medical providers who treat infants and toddlers
- Head Start programs
- Day Care centers
- Preschool programs
- Medicaid screening clinics
- Mental health agencies
- Building principals
- Parent-Teacher Associations/Organizations
- Local chapters of organizations for persons with disabilities
- Homes within the school district
- District and county level Parent Advisory Committees (PAC)
- Department of Human Services

## **B. Types of Diagnostic and Related Services:**

The resident district has the primary responsibility for providing diagnostic and related services. Service must be provided by qualified personnel who have met standards of licensure, certification, or approved criteria as identified in R 340.1792 of the *Revised Administrative Rules of Special Education*. On or before December 1, constituent districts are responsible to submit and/or update the information regarding each employee's credentials, role, and assignment. Copies of contracts or service agreements, where applicable, are on file at Oakland Schools per the *Revised School Code* at Section 380.1751(1)(b).

Oakland Schools provides Teacher Consultant Services for low-incidence populations, and other services dictated by county need and resource efficiency. A comprehensive listing of diagnostic services provided by the constituent districts and Oakland Schools are updated annually and available in *Appendix B*. The constituent district requesting service is required to follow the established Oakland Schools student referral process.

## **C. Programs and Services:**

Programs and services in Oakland County are designed to provide students with disabilities the same opportunity as their non-disabled peers to be educated in the general education setting unless otherwise determined through their Individualized Education Plan (IEP). A Continuum of Programs and Services offered by the constituent district (*Appendix C*) will be annually updated by Oakland Schools; notification of this annual update will be disseminated to constituent districts, Special Education Administrators of Oakland County, Parent Advisory Committee, and Oakland County Superintendents Association.

To facilitate mutual understanding and uninterrupted service provisions for students, the Oakland Schools Agreement on Special Education Programs and Services defines the responsibilities shared between districts operating center programs and resident districts.

Programs and services in Oakland County will be provided consistent with requirements in Part 3 of the *Revised Administrative Rules for Special Education*, in particular, as required at R340.1738(b) for students in programs for Severe Cognitive Impairment and R340.1748 (2) for students in programs for Severe Multiple Impairments. Oakland County will operate with a minimum of 1,150 hours of instruction with no breaks greater than two weeks and with the exception of legal holidays as identified in the Michigan School Code. Additional exceptions to programs and services may be available through the use of Optional Alternative Programs under R 340.1832(e) as identified in Section D.

**D. Optional Alternative Programs Under Rule 340.1832 (e):**

Current Rule	Alternative Rule	Exceptions:
R340.1733(f) Program and Service Requirements	R340.1733(f)/ R340.1832(e) Age Span	Programs for students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments may be operated with an expanded age range of 3 through 13 and 14 through 25.
R340.1740 Programs for Students with Mild Cognitive Impairment	R340.1740/ R340.1832(e) Caseload	Allow a caseload of 18 different students; add a paraprofessional when 12 or more students are in the classroom at any one time; and no more than 15 students in the classroom at any one time.
R340.1742(a) Programs for Students with Hearing Impairment	R340.1742(a)/ R340.1832(e) Secondary Level Caseload	Caseloads may be maintained at 10:1; while class size is maintained without increase at 7:1.
R340.1747 Programs for Students with Specific Learning Disabilities	R340.1747/ R340.1832(e) Caseload	Caseloads may be assigned and instruction provided for up to 20 students. When 12 or more students are in the classroom or more than 15 students are on the caseload, a paraprofessional must be assigned.
R340.1749a(2) Elementary Level Resource Program	R340.1749a(2)/ R340.1832(e) Elementary Caseload	Caseloads may be determined to allow 23 different students with not more than 13 in the classroom at any one time, and with no more than 10 Full Time Equivalents (FTEs).
R340.1749b(2) Secondary Level Resource Program	R340.1749b(2)/ R340.1832(e) Secondary Caseload	Caseloads may be determined to allow 23 different students with not more than 13 in the classroom at any one time, and with no more than 10 Full Time Equivalents (FTEs).
R340.1755 Early Childhood Services	R340.1755/ R340.1832(e)	Related service providers will work in collaboration with an approved early childhood special education teacher. 72 required clock hours may be spread across 180 days of instruction across an entire calendar year. Membership will be prorated if a student's IFSP/IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the number of IFSP/IEP service hours divided by 180.



R340.1758(1)(a) Programs for Students with Autism Spectrum Disorder	R340.1758(1)(a)/ R340.1832(e) Elementary Class Size	Class size may consist of 6 students, 1 teacher and 2 paraprofessionals, which provides a ratio of 1 adult to 2 students. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.
	R340.1758(1)(a)/ R340.1832(e) Middle School Class Size	Class size may consist of 7 students, 1 teacher and 2 or more paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.
	R340.1758(1)(a)/ R340.1832(e) High School Class Size	Class size may consist of 8 students, 1 teacher and 2 or more paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.
	R340.1758(1)(a)/ R340.1832(e) Post High School Class Size	Post High School Programs may consist of 9 students, 1 teacher and a minimum of 3 paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.
	R340.1832(e) Teacher Specialist	<p>In the event a fully qualified candidate is not available, a competent individual, possessing 2 of the following 4 requirements may be employed under the mentorship of a fully qualified Teacher Consultant until such time as all criteria have been met.</p> <ul style="list-style-type: none"> <li>• Certification as a teacher in the program area for which employment is sought</li> <li>• Master's Degree</li> <li>• A minimum of three years teaching experience, not less than two years of which are in Special Education</li> <li>• Michigan Department of Education Teacher Consultant approval</li> </ul> <p>Based on this criteria, the Teacher Specialist will perform the duties as identified in R 340.1749.</p>

<p>R340.1832(e) Programs for Level of Need</p>	<p>R340.1832(e) 1 Programs for Students with Level of Need for Level 1 Programming</p>	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who <b>exhibits independence across environments</b> may be provided with Level 1 Programming.</p> <p>The Level 1 Teacher:</p> <ol style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May provide direct instruction to the student for less than ½ hour per day</li> <li>c. May not issue grades or grant credit for any class or subject</li> <li>d. May provide direct support to students with disabilities in either a general education or special education setting</li> <li>e. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>f. May serve a caseload of not more than 25 students       <ul style="list-style-type: none"> <li>• May serve not more than 10 students in a general education classroom setting at any time</li> <li>• May serve not more than 25 students in a special education classroom setting at any time</li> </ul> </li> <li>g. Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>h. Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree</li> </ol> <p>A student in Level 1 Programming:</p> <ol style="list-style-type: none"> <li>a. May need behavior accommodations or supports</li> <li>b. May receive paraprofessional support based on individual needs</li> <li>c. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>d. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>e. May receive either a regular diploma or a certification of completion</li> </ol>
--	--	--

	<p>R340.1832(e) 2 Programs for Students with Level of Need for Level 2 Programming</p>	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who <b>exhibits a need for occasional support across environments</b> may be provided with Level 2 Programming.</p> <p>The Level 2 Teacher:</p> <ol style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May provide direct support to the student inclusive of instruction in core curriculum classes</li> <li>c. May provide direct instruction to students with disabilities in either a general education or special education setting</li> <li>d. May serve a caseload of not more than 20 students at the elementary level       <ul style="list-style-type: none"> <li>• May serve not more than 10 students in a general education classroom setting at any time</li> <li>• May serve not more than 20 students in a special education classroom setting at any one time</li> </ul> </li> <li>e. May serve a caseload of not more than 22 students at the secondary level       <ul style="list-style-type: none"> <li>• May serve not more than 10 students in a general education classroom setting at any time</li> <li>• May serve not more than 22 students in a special education classroom setting at any time</li> </ul> </li> <li>f. Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>g. Must be a special education teacher with either a Master's Degree or a Bachelor's Degree</li> </ol> <p>The student in Level 2 Programming:</p> <ol style="list-style-type: none"> <li>a. May need behavioral accommodations or supports</li> <li>b. May receive paraprofessional support based on individual needs</li> <li>c. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>d. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>e. May receive either a regular diploma or a certification of completion</li> </ol>
--	--	---

	<p>R340.1832(e) 3 Programs for Students with Level of Need for Level 3 Programming</p>	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who <b>exhibits a need for ongoing support across environments</b> may be provided with Level 3 Programming.</p> <p>Level 3 Teacher:</p> <ol style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May provide direct instruction to the student up to full time in special education setting</li> <li>c. May provide direct instruction to students with disabilities in either a general education or special education setting</li> <li>d. May serve a caseload of not more than 15 students at the elementary level <ul style="list-style-type: none"> <li>• May serve not more than 5 students in a general education classroom setting at any time</li> <li>• May serve not more than 15 students in a special education classroom setting at any time</li> </ul> </li> <li>e. May serve a caseload of not more than 18 students at the secondary level <ul style="list-style-type: none"> <li>• May serve not more than 5 students in a general education classroom setting at any time</li> <li>• May serve not more than 18 students in a special education classroom setting at any time</li> </ul> </li> <li>f. Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>g. Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree</li> </ol> <p>A student in Level 3 Programming:</p> <ol style="list-style-type: none"> <li>a. May need behavior accommodations or supports</li> <li>b. May receive paraprofessional support based on individual needs</li> <li>c. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>d. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>e. May receive either a regular diploma or a certificate of completion</li> </ol>
--	--	---

	<p>R340.1832(e) 4 Programs for Students with Level of Need for Level 4 Programming</p>	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who <b>exhibits a need for extensive, ongoing support across environments</b> may be provided with Level 4 Programming.</p> <p>The Level 4 Teacher:</p> <ol style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May provide direct instruction to the student up to full time in the special education setting</li> <li>c. May serve a caseload of not more than 12 students <ul style="list-style-type: none"> <li>• May serve not more than 5 students in a general education classroom setting at any time</li> <li>• May serve not more than 12 students in a special education classroom setting at any time</li> </ul> </li> <li>d. Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>e. Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree</li> </ol> <p>A Student in Level 4 Programming:</p> <ol style="list-style-type: none"> <li>a. May need behavior accommodations or supports</li> <li>b. May receive paraprofessional support based on individual needs</li> <li>c. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>d. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>e. May receive either a regular diploma or a certificate of completion</li> </ol>
	<p>R340.1832(e) – Level T</p>	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, students aged 18-26 may be provided services in a collaborative instructional environment external to the traditional classroom through Level T Programming.</p> <p>The Level T Teacher:</p> <ol style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May issue grades and grant credit</li> <li>c. May provide direct support to students across a collaborative instructional setting</li> <li>d. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>e. May serve a caseload of not more than 25 students</li> <li>f. May serve not more than 12 students in a collaborative instructional setting at any time</li> <li>g. Must have the ability to address the goals and objectives for all students assigned to caseload</li> <li>h. Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree</li> </ol> <p>A student in Level T Programming:</p> <ol style="list-style-type: none"> <li>a. May receive paraprofessional support based on individual needs</li> <li>b. May follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>c. Will follow IEP identified transition goals aligned to student need(s)</li> <li>d. May receive either a diploma or a certification of completion</li> </ol>

**E. Constituent District Administrative Offices Responsible for the Implementation of Special Education Programs**

<b>District</b>	<b>Title</b>	<b>Address / City / State / Zip</b>	<b>Phone</b>	<b>Fax</b>
Avondale	Director	2940 Waukegan, Auburn Hills, MI 48326	248.537.6015	248.537.6070
Berkley	Director	14700 West Lincoln, Oak Park, MI 48237	248.837.8050	248.837.8064
Birmingham	Director	550 West Merrill St., Birmingham, MI 48009	248.203.3017	248.203.3074
Bloomfield Hills	Director	4175 Andover, Bloomfield Hills, MI 48302	248.341.5418	248.341.5449
Brandon	Director	209 Varsity Dr., Ortonville, MI 48462	248.627.1855	248.627.4752
Clarenceville	Coordinator	20210 Middlebelt, Livonia, MI 48152	248.919.0291	248.919.0432
Clarkston	Executive Director	6389 Clarkston Rd., Clarkston, MI 48346	248.623.8081	248.623.8070
Clawson	Director	626 Phillips, Clawson, MI 48017	248.655.4415	248.655.4433
Farmington	Director	33000 Thomas St., Farmington, MI 48336	248.489.3388	248.489.3413
Ferndale	Director	2920 Burdette, Ferndale, MI 48220	248.586.8693	248.586.8699
Hazel Park	Director	23136 Hughes, Hazel Park, MI 48030	248.658.5204	248.544.5443
Holly	Director	920 East Baird, Holly, MI 48442	248.328.3170	248.328.3137
Huron Valley	Director	2029 North Milford, Highland, MI 48357	248.684.8134	248.684.8229
Lake Orion	Director	455 East Scripps Rd., Lake Orion, MI 48360	248.693.5430	248.693.5433
Lamphere	Director	29685 Tawas, Madison Heights, MI 48071	248.589.3155	248.584.0261
Madison	Director	26524 John R. Rd., Madison Heights, MI 48071	248.543.0169	248.399.1965
Novi	Director	25345 Taft Rd. Novi, MI 48374	248.449.1207	248.449.1215
Oak Park	Director	22180 Parklawn, Oak Park, MI 48237	248.336.7673	248.336.7678
Oakland Schools	Executive Director	2111 Pontiac Lake Rd., Waterford, MI 48328	248.209.2533	248.209.2002
Oxford	Assoc. Supt.	105 Pontiac St., Oxford, MI 48371	248.969.5015	248.969.5016
Pontiac	Administrator	60 Parkhurst, Pontiac, MI 48342	248.451.7551	248.451.7540
Rochester	Director	501 W. University, Rochester, MI 48307	248.726.3060	248.726.3055
Royal Oak	Director	1123 Lexington Blvd., Royal Oak, MI 48073	248.435.8400	248.435.9280
South Lyon	Director	62500 W. Nine Mile Rd., South Lyon, MI 48178	248.573.8220	248.437.8438
Southfield	Compliance Adm.	16299 Mt. Vernon, Southfield, MI 48075	248.746.7656	248.746.7395
Troy	Director	4420 Livernois, Troy, MI 48098	248.823.5096	248.823.5052
Walled Lake	Director	850 Ladd Rd., Bldg. D, Walled Lake, MI 48390	248.956.2160	248.956.2163
Waterford	Executive Director	5195 Pontiac Lake. Rd, Waterford, MI 48327	248.682.0258	248.682.6467
West Bloomfield	Director	5810 Commerce Rd., West Bloomfield, MI 48324	248.865.6470	248.865.6471

<b>Public School Academies</b>	<b>Title</b>	<b>Address / City / State / Zip</b>	<b>Phone</b>	<b>Fax</b>
Academy of Lathrup Village	Administrator	27700 Southfield Rd., Lathrup Village, MI 48076	248.569.0089	248.569.4944
Academy of Oak Park-Marlow	Administrator	21700 Marlow Dr., Oak Park, MI 48237	248.547.2323	248.547-2515
Academy of Oak Park-Mendota	Administrator	21300 Mendota Dr., Ferndale, MI 48220	248.586.9358	248.586.9362
Academy of Oak Park-Whitcomb	Administrator	14213 Whitcomb, Detroit, MI 48227	313.272.8333	313.272.7554
Academy of Southfield	Administrator	18330 George Washington, Southfield, MI 48075	248.557.6121	248.557.2915
Academy of Waterford	Administrator	3000 Sashabaw Rd., Waterford, MI 48329	248.674.1649	248.674.3173
AGBU Alex and Marie Manoogian School	Administrator	22001 Northwestern Hwy., Southfield, MI 48075	248.569.2988	248.569.1346
Arts & Technology Academy of Pontiac	Administrator	48980 Woodward Ave., Pontiac, MI 48342	248.452.9309	248.452.9312
Bradford Academy	Administrator	24218 Garner, Southfield, MI 48034	248.351.0000	248.356.4770
Crescent Academy	Administrator	17570 West 12 Mile Rd., Southfield, MI 48076	248.423.4581	248.423.1027
Edison-Oakland Public School Academy	Administrator	22111 Woodward Ave., Ferndale, MI 48220	248.582.8191	248.582.8196
Great Lakes Academy	Administrator	46312 Woodward Ave., Pontiac, MI 48342	248.334.6434	248.334.6457
Holly Academy	Administrator	820 Academy Rd., Holly, MI 48442	248.634.5554	248.634.5564
Laurus Academy	Administrator	24590 Lahser Rd., Southfield, MI 48034	248.799.8401	248.799.8404
Life Skills Center of Pontiac	Administrator	142 Auburn Ave., Pontiac, MI 48340	248.322.1163	248.322.1164
Pontiac Academy for Excellence	Administrator	196 Oakland Ave., Pontiac, MI 48343	248.745.9420	248.209.2783
Walton Charter Academy	Administrator	744 East Walton Blvd., Pontiac, MI 48340	248.371.9300	248.371.1642
Woodmont Academy	Administrator	25175 Code Rd., Southfield, MI 48034	248.352.1805	248.352.1810

## **F. Paraprofessional Personnel:**

Qualifications for paraprofessional personnel specifically follow R 340.1793 of *the Revised Administrative Rules for Special Education*. In alignment with these rules, Oakland County requires paraprofessionals to possess the minimum of a high school diploma or its equivalent, and meet all applicable state and federal rule requirements. Constituent districts have the authority to establish local standards that meet or exceed these requirements.

## **G. Transportation:**

Local Education Agencies (LEAs) and Public School Academies (PSAs) are required to provide transportation (see *Directory of Transportation Departments, Appendix D*) as determined by the students' Individualized Education Program.

### *Regional Transportation 15-Minute Window:*

In order to support and enhance the operation of a coterminous day for Center Based Program Instruction, Oakland Schools assures a Regional Transportation flexible window, not to exceed 15-minutes for students arrival prior to the start of their instructional day, and not to exceed 15-minutes for students following the dismissal of their instructional day under the supervision of qualified school personnel.

## **H. Distribution of Funds:**

The Oakland Schools Board of Education has established a Special Education Fund for distribution of intermediate millage monies based on an added cost system.

These monies are distributed in the following order:

1. Special Education products and services inclusive of indirect costs provided by Oakland Schools. This is inclusive of annually determined line items accessed through an application and approval process which may include:
  - a. First year program start-up cost reimbursement for programs serving center eligible students in their local district.
  - b. Extraordinary cost reimbursement to cover unanticipated costs, which would adversely impact a local districts ability to provide special education services to its students.
  - c. Center program tuition and related expenses for students residing in a group home setting in a local district located within Oakland County.
  - d. Reimbursement of expenditures by local district program operators due to shortfalls in distributions under Section 24 of the (*State Aid Act*) related to special education costs.
2. Oakland Schools will then reimburse a portion of the constituent districts' special education costs through the PA 18 distribution formula in alignment with the conditions set forth in the *Oakland Schools Agreement on Special Education Programs and Services*. Each constituent district allocation of PA 18 funds shall equal the product of all PA 18 funds available for distribution to resident districts multiplied by the pro-rata percentage of PA 18 funds allocated to the resident district. The pro-rata percentage of PA 18 funds allocated to the resident district shall equal the quotient of each district's added costs for all resident districts adjusted by an equity factor divided by the sum of the equity adjusted added costs for all constituent districts. The PA 18 funds available for constituent district distribution allocation may be adjusted if there is a change in tax revenue generated by PA 18 or, if the taxable value is adjusted for that year or any previous year.

The *Oakland Schools Agreement on Special Education Programs and Services* describes the manner and conditions under which PA 18 funds shall be allocated, distributed, and paid by Oakland Schools to resident districts and districts operating Center Programs for Special Education and related services. The document sets forth an operational framework for interaction between Oakland Schools, districts operating Center Programs, and resident districts. The agreement is revised tri-annually and requires the signature of all district Superintendents.

**Federal Funds:**

To ensure compliance with regulations and assist in meeting the needs of eligible students within Oakland County, the ISD withholds 3.55% of the annual Part B flowthrough allocation. The remaining funds are distributed to districts in accordance with the Part B application.

**I. Parent Advisory Committee (PAC):**

*Selection of Parent Advisory Committee representatives*

The Oakland Schools Board of Education, at its regularly scheduled meetings, will appoint Parent Advisory Committee (PAC) members to serve three-year terms. The established terms are staggered to guarantee experienced memberships to fulfill the committee goals. The Oakland Schools Director of Special Education, or designee, shall make every attempt to assure that a representation of all disability areas and all organizations of parents of students with disabilities within Oakland County are represented on the Parent Advisory Committee (PAC). Further, the Oakland Schools Director of Special Education, or designee, is responsible for assuring that recommendations are made to the Board.

Each Local Education Agency (LEA) and Public School Academy (PSA) that provides special education services for more than 100 students may have two representatives. Each Local Education Agency (LEA) and Public School Academy (PSA) that provides special education services for fewer than 100 students may have one representative. Additionally, advocacy organizations may have one representative. Annually, on or before April 15, the Oakland Schools Director of Special Education, or designee, shall notify its constituent districts if a nomination of a parent(s) of a student with disabilities is needed for the Parent Advisory Committee (PAC). It is the responsibility of the district to assure their local Board of Education nominates a qualified parent(s) by July 1. Recommendations may be sought from local agencies, parent groups and school personnel.

A PAC member must be a parent or guardian of a student:

1. Whose child has been determined eligible for special education services by an IEP Team.
2. Whose child has a current academic year IEP.
3. Whose nomination as a PAC member has been approved by his or her, local school board.
4. Whose nomination as a PAC member has been accepted and approved by Oakland Schools Board of Education.

*Role of the Parent Advisory Committee (PAC):*

**Membership and Responsibility**

Parent Advisory Committee (PAC) members must be “qualified parents” according to R 340.1838. Terms are established at 3-year intervals. Members are responsible for attending meetings and participating in established committees as identified in the Parent Advisory Committee’s (PACs) By-Laws. Parent Advisory Committee (PAC) members are also responsible for being in contact with their Local Education Agency (LEA), Public School Academy (PSA), or organization/agency that he or she represents.



### **Intermediate School District (ISD) Plan**

The Plan and its modifications shall be developed in cooperation with the Parent Advisory Committee (PAC). It shall be the responsibility of the Director of Special Education, or designee, to assure that Parent Advisory Committee (PAC) members are provided with individual copies of the current Plan, and subsequent and proposed modifications.

1. Upon receipt of the Oakland Schools Plan or a proposed modification, a subcommittee shall be appointed by the chairperson to review the Plan or modifications, and identify areas of either support or concern, and to propose adoption, changes and/or objections to the Plan or the modifications.
2. At subsequent meetings, the subcommittee shall present their findings to the Parent Advisory Committee (PAC). Additionally, all input received from other sources shall be reviewed. The Parent Advisory Committee (PAC) will make written recommendations to the Executive Director of Special Education, or designee, for the Plan or modifications.
3. Questions regarding the Plan may be introduced at any scheduled Parent Advisory Committee (PAC) meeting.
4. Annually, at a regularly scheduled Parent Advisory Committee (PAC) meeting, the Director of Special Education for Oakland Schools, or designee, will review of the Plan, noting any proposed changes from the previous year's Plan.
5. Prior to the submission of the Plan, the Parent Advisory Committee (PAC) Chairperson shall be asked to sign the Plan endorsement page indicating that the members of the Parent Advisory Committee (PAC) have been involved in the drafting of the Plan. The Chairperson may be directed by vote of the membership to file a complaint if the Parent Advisory Committee (PAC) has not been cooperatively involved in the drafting of all sections of the Plan.

### **Related Matters**

Periodically, at regularly scheduled meetings, the Parent Advisory Committee (PAC) will receive a report regarding the monitoring process, monitoring criteria and timeliness for monitoring.

### **Administrative Relationship with Parent Advisory Committee (PAC)**

The Director of Special Education, or designee, shall act in an advisory role to the Parent Advisory Committee (PAC). At the request of the committee, the advisor shall provide assistance with:

1. Surveying the Parent Advisory Committee (PAC) for in-service needs on an annual basis, and developing subsequent programs to meet these needs with the Chairperson of the Parent Advisory Committee (PAC)
2. Defining the Parent Advisory Committee (PAC) activities that the Parent Advisory Committee (PAC) assumes as part of their role with Oakland Schools
3. Providing appropriate staff to be involved with the Parent Advisory Committee (PAC)
4. Providing for participation by representatives of other agencies as appropriate
5. Securing or allocating fiscal and staff resources to the Parent Advisory Committee (PAC) to make it efficient and effective in operation

## **J. Additional Plan Content:**

### *Surrogate Parent:*

Oakland Schools will adopt the Revised Policy for the Appointment of Surrogate Parents for Special Education Services in accordance with Federal Regulation and the Michigan Department of Education, Office of Special Education - Early Intervention Services (MDE OSE-EIS).

It is the responsibility of the constituent districts to develop and implement a policy that determines when it is appropriate to appoint a surrogate and how to facilitate such appointment. In addition, constituent districts are to maintain a pool of potential surrogate parents who meet required standards pursuant to the state policy. Each constituent district must fulfill the obligation to have a representative participate in annual training. Oakland Schools provides resources to its constituent districts for meeting the requirements of annual training of a pool of surrogate parents.

## **K. Appendices**

Appendix A: Personnel Responsible for Informing Public of Special Education Services

Appendix B: Diagnostic Services Charts for Oakland Schools and constituent districts

Appendix C: Continuum of Programs and Services offered by Oakland Schools and constituent districts

Appendix D: Directory of Transportation Departments