

SHIAWASSEE REGIONAL EDUCATION SERVICE DISTRICT

Intermediate School District Plan

for the

Delivery of Special Education Services and Programs

February 2012

Local School Districts Endorsement and Signatures

Pursuant to Rules 340.1835(a) and (b) of the Revised Administrative Rules for Special Education, amended, the following signatures indicate the local educational agencies (LEAs) involvement in the development of the Shiawassee RESD's Plan for the Delivery of Special Education Programs and Services.

<u>Andrew Suttell</u> Superintendent	<u>Oshtemo Public Schools</u> School District	<u>12/8/11</u> Date
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<u>[Signature]</u> Superintendent	<u>NEW LUTHERAN</u> School District	<u>12-8-11</u> Date
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<u>[Signature]</u> Superintendent	<u>Dunbar Area Schools</u> School District	<u>12/8/11</u> Date
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<u>Jim Johnson</u> Superintendent	<u>Derry</u> School District	<u>12/08/2011</u> Date
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<u>Kathleen A. Givens</u> Superintendent	<u>Morrice Area Schools</u> School District	<u>11/08/11</u> Date
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<u>Roger A. DeLeon</u> Superintendent	<u>Byron Area Schools</u> School District	<u>1-18-12</u> Date
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<u>[Signature]</u> Superintendent	<u>OSHTEMO PUBLIC SCHOOLS</u> School District	<u>2-2-12</u> Date
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<u>[Signature]</u> Superintendent	<u>Yongsburg Schools</u> School District	<u>2-3-12</u> Date
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Parent Advisory Committee Endorsement and Signature

Pursuant to Rules 340.1835(b) of the Revised Administrative Rules for Special Education, the following signature indicates involvement of the Parent Advisors for Special Education (PAC) in the development of the Shiawassee RESD Plan for the Delivery of Special Education Programs and Services.



Carolyn Lawrence, Chairperson, Shiawassee RESD – PAC

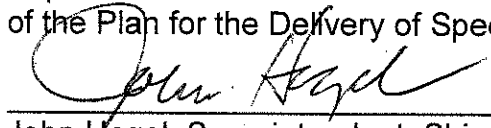
1-18-12
Date

Public School Academy Endorsements and Signatures

Currently, there are no Public School Academies within the SRESD district.

Shiawassee Regional Education Service District Endorsement and Signature

Pursuant to Rule 340.1835(a) of the Revised Administrative Rules for Special Education, as amended, the following signature of the Shiawassee RESD Superintendent evidences the Intermediate School District Board of Education approval of the Plan for the Delivery of Special Education Programs and Services.



John Hagel, Superintendent, Shiawassee RESD

2/14/12
Date

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

Distribution of Procedural Safeguards– The procedural safeguards are available at the Shiawassee RESD's Main Office. Attached to the Procedural Safeguards is a list of organizations and/or agencies available to assist parents. The SRESD website (www.sresd.org) provides a link to the Procedural Safeguards Notice and lists organizations/agencies available to assist parents.

Special Education Contacts – The following is a list of school district representatives who can be contacted for information regarding special education programs and services. LEA Superintendents are ultimately responsible for the implementation of local special education programs and services:

District	Representative	Phone Number	Address
Shiawassee RESD www.sresd.org	Assistant Superintendent SRESD Supervisors	(989) 743-3471	1025 N. Shiawassee Corunna, MI 48817
Byron www.byron.k12.mi.us	Superintendent SRESD Supervisor	(810) 266-4881 (989) 743-3471	312 W. Maple Byron, MI 48418 1025 N. Shiawassee Corunna, MI 48817
Corunna www.corunna.k12.mi.us	Superintendent SRESD Supervisor	(989) 743-6338 (989) 743-3471	106 S. Shiawassee St. Corunna, MI 48817 1025 N. Shiawassee Corunna, MI 48817
Durand www.durand.k12.mi.us	Superintendent SRESD Supervisor	(989) 288-2681 (989) 743-3471	310 N. Saginaw St. Durand, MI 48429 1025 N. Shiawassee Corunna, MI 48817

District	Representative	Phone Number	Address
Laingsburg www.laingsburg.k12.mi.us	Superintendent SRES D Supervisor	(517) 651-2705 (989) 743-3471	320 E. Grand River Rd. Laingsburg, MI 48848 1025 N. Shiawassee Corunna, MI 48817
Morrice www.morrice.k12.mi.us	Superintendent SRES D Supervisor	(517) 625-3142 (989) 743-3471	691 Purdy Lane Morrice, MI 48857 1025 N. Shiawassee Corunna, MI 48817
New Lothrop www.newlothrop.k12.mi.us	Superintendent SRES D Supervisor	(810) 638-5091 (989) 743-3471	9285 Easton Road New Lothrop, MI 48460 1025 N. Shiawassee Corunna, MI 48817
Owosso www.owosso.k12.mi.us	Superintendent SRES D Supervisor	(989) 723-8131 (989) 743-3471	1405 W. North St. P.O. Box 340 Owosso, MI 48867 1025 N. Shiawassee Corunna, MI 48817
Perry www.goperry.org	Superintendent SRES D Supervisor	(517) 625-3108 (989) 743-3471	2775 Britton Road Perry, MI 48872 1025 N. Shiawassee Corunna, MI 48817

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

Procedures for Identifying Potential Special Education Populations -

The SRES D Early Childhood Supervisor serves as the Child Find Coordinator and is responsible for the interagency effort to identify and evaluate children birth up to the age of 5 who may have a disability.

Procedures for Identifying Potential Special Education Students: A county-wide toll-free Early Childhood information and referral phone line has been established for the county and is operated by the SRES D. All Early Childhood referrals, including Early On part B or part C, come to one location. Referrals are phoned, faxed, or mailed to the SRES D. When a referral is received, it is immediately entered into a data management system which allows the SRES D to track the referral and follow-up with the family. All referrals are acknowledged within 10 days with a letter informing the family of the referral and offering an evaluation. A variety of child find presentations are provided to various groups including, but not limited to RES D staff, Health and Human Services Committee, Memorial Health Care, day care providers, and private and public preschools. All families of babies born at MHC receive Early On information in newborn packets.

Family practice physicians and pediatricians in Shiawassee County have been trained by a medical educator to give the Ages and Stages Questionnaire at 9, 18 and 24 month well baby visits to help families and doctors identify possible developmental delays and facilitate a child find referral.

The SRES D Supervisors of Special Education develop, implement, and coordinate overall awareness and Project Find procedures for individuals 6 to 26 years of age. In addition, the SRES D staff promotes public awareness of disabilities and the available special education programs/services. Cooperation with county committees and agencies, such as Childhood Interagency Coordinating Council (ICC) and the Health and Human Services Council, also enhance SRES D's and local LEA's child find outreach efforts.

Procedures for Identifying Potential Special Education Students - In conjunction with its Project Find responsibilities and effective referral process, the Shiawassee RESD provides consultation/early intervention as part of the referral and assessment process. This intervention provided by diagnostic and consultant personnel and is coordinated with other general education support services to provide a specialized resource to general education teachers. With parent consent, intervention may include services to the student as part of the assessment process. The purpose of such intervention is to explore possible prescribed intervention techniques assist the general education teacher, parent, and child.

Parents are recognized as valuable contributors to resolving concerns about their child's education progress. The procedures for pre-referral consultation or staffing of identified children are shared with teachers in the fall of each year.

It is not intended that such early intervention and consultation services be a pre-requisite to making a referral of a child suspected of having a disability. Children identified as suspected impaired can be referred directly at any time. Pre-referral intervention strategies are not utilized to delay or circumvent a suspected impaired referral.

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

See Attachment A

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

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

See Attachment B

- **Severe Cognitive Impairment Program** (R.340.1738) addresses needs for students with severe cognitive impairments and severe multiple impairments (as well as accompanying impairments). The program shall consist of one elementary classroom and one secondary classroom providing direct instruction in a separate facility. The program shall provide a minimum of at least 1150 hours of instruction with no breaks greater than 2 weeks, including a 25 day summer program, which meets 3 days per week, five hours per day.

Criteria for Autism Spectrum Disorder Programs – The Shiawassee RESD assures that programs provided for students with autism spectrum disorder under Rule 340.1758(1)(b) meet the following criteria:

1. Inservice education will be provided to general educators, special education teachers, and related service providers responsible for the education of students with autism spectrum disorder. The inservice education shall be provided in areas:
 - a. Syndrome of autism, including its etiology;
 - b. Child development, with special emphasis on language, communication, and cognitive development;
 - c. Positive behavior supports
 - d. Systematic curriculum development, with special emphasis on personal adjustment and prevocational education,
 - e. Home/school interactions; and
 - f. Family and community support services.
2. A consultant knowledgeable about autism spectrum disorder and programming for students with autism spectrum disorder will be available to the teacher and support staff to assist in meeting the unique individual needs of the student.
3. Ancillary and related service providers who are responsible for the delivery of services to students with autism spectrum disorder will have inservice education relating to the service they provide.
4. The IEP Team will describe its consideration of the ability of the student with autism spectrum disorder to function in the program of placement in the context of such items as class size and student/staff ratio.

(e) The intermediate school district plan shall either describe special education programs and services under Part 3 of the Revised Administrative Rules for Special Education or propose alternative special education programs and services.

See Attachment C

(f) Provide an assurance statement on the confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used, or maintained in compliance with R. 340.1861(3) 34 C.F.R. 300.610 through 300.626.

The Shiawassee RESD assures the confidentiality of any personally identifiable data, information, and records of students with disabilities that are collected, used, or maintained in compliance with R. 340.1861(3) 34 C.F.R. 300.620 through 300.626.

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

Please refer to page 4 and 5 of this plan for persons responsible for the implementation of special education programs and services.

(h) A description of the qualifications of paraprofessional personnel.

Paraprofessional personnel employed by the Shiawassee RESD and local districts will meet state requirements (340.1793) and will have a high school diploma or GED, at a minimum. It is the

responsibility of the local education agency to provide Shiawassee RESD with the required documentation.

Shiawassee RESD and LEAs may assign non-mandated special education paraprofessionals to any categorical or resource room program. These paraprofessionals may serve special education students in the least restrictive environment both general and special education settings.

(i) A description of the transportation necessary to provide the special education programs and services described in subdivision (c), (d), and (e) of this sub rule.

The Shiawassee RESD will provide special transportation to eligible students through direct service, cooperative arrangements, or contracting for service. The need for special transportation is determined through the IEP Team process. The local school districts are responsible to provide transportation for special education students who do not require SRESD special education transportation.

Transportation aides are assigned to vehicles to assist students with specific behavioral or medical needs. One-way travel time for students is kept within a reasonable length of time. Given the rural nature of the county, a maximum of two hours is considered reasonable one-way travel time.

The Shiawassee RESD Transportation Coordinator is immediately responsible and the Assistant Superintendent for Special Education is ultimately responsible for the transportation system including receiving reports requiring an investigation of cases where vehicle riding time is alleged to be excessive.

(j) A description of the method of distribution of funds under R340.1811(5).

The Shiawassee RESD Millage (Act 18) will be distributed in the following order of priority:

1. Shiawassee RESD special education operating costs will be paid in full. Operating costs are defined as including up to 25% of central office and general administrative costs, a determined by generally accepted accounting practices for cost allocation.
2. LEAs are allocated Act 18 Millage funds to support local programs on per program basis.
3. The SRESD Board of Education may annually establish an amount to be retained not to exceed one (1) year special education operation expenses. If there are surplus funds after all obligations are fulfilled, a supplemental allocation will be made to support local programs on an equal percentage basis.

(k) A description of how the intermediate school district will appoint the parent advisory committee members under R340.1838 (1) and (2).

Membership of the Parent Advisory Committee (PAC) consists of parents or guardians of students currently enrolled in special education. One parent and one alternate from each local district are to be appointed to the Committee by the Shiawassee RESD Board of Education. In addition, the Shiawassee RESD Board of Education shall appoint three members to the committee. Terms of membership shall be for three years. A member may serve at the discretion of the respective school district's Board of Education. In the event a committee member becomes ineligible to serve on the committee, the represented school district shall nominate a replacement for the Shiawassee RESD Board of Education to consider for appointment. Appointments that fill vacancies shall be for the remainder of the vacant term. The Shiawassee RESD Board of Education, at the regularly scheduled August meeting, will appoint members to the PAC for terms to commence on the following September 1. Notwithstanding any or all of the above stipulations, the Shiawassee RESD Board of Education retains the right to appoint members of

the Committee and, with the council of the affected local school district(s), the right to remove members from the Committee. The PAC has the right to receive a written explanation from the Board about the reason a PAC member is removed, with the right to make an appeal to the Board.

By May 15, the Shiawassee RESD superintendent, or designee, will notify local school district superintendents that a nomination of a parent of a student with a disability is needed for the PAC. It is the responsibility of the local school district superintendent to assure that the local Board of Education nominates a qualified parent by June 15. Shiawassee RESD nominations shall be made in the same manner. Every attempt will be made by the superintendents to assure that all types of impairments and all identifiable organizations of parents of students with disabilities within the Shiawassee RESD boundaries are represented on the Committee.

In the event the Local Board of Education is unable to make the requisite nominations 30 days after the first meeting of the school year, the PAC will recommend nominations to the LEA or SRESB Board of Education. These members shall have full membership privileges and be entitled to a full three year term on the Parent Advisory Committee.

(l) A description of the roles and responsibilities of the parent advisory committee including:

Development of RESD Plan – All Shiawassee RESD Special Education Plans or modifications there of shall be developed in cooperation with the PAC. It shall be the responsibility of the Assistant Superintendent for Special Education or designee to assure that the PAC members are provided individual copies of the current Shiawassee RESD Special Education Plan, any subsequent modifications, and to review these at PAC meetings.

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

The Assistant Superintendent for Special Education or designee for SRESB will be responsible for gathering information from the PAC and local district Special Education Directors/Supervisors for possible changes in the SRESB Plan. The Director and/or designee will prepare a draft of the plan that incorporates the proposed changes. The PAC and the Special Education administrators will review the draft and provide advisement for the final document. Prior to submission, the PAC chairperson will be asked to sign the Plan endorsement page indicating involvement in the development of the Plan. An objection to the Plan may be filed according to the procedures specified in R340.1836 of the Michigan Administrative Rules for Special Education if the PAC directs the chairperson by a majority vote.

The Assistant Superintendent for Special Education or designee will assure that waiver and deviation requests are reviewed at the PAC meetings. At each PAC meeting, a standing agenda item will be a report from the SRESB Assistant Superintendent for Special Education or designee related to current special education issues. Opportunity will also be given to the PAC members to provide advisement related to the delivery of special education programs and services.

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

Secretarial and Clerical Services - The Shiawassee RESD will provide the PAC reasonable secretarial and clerical service. Such services shall include: postage for notices and other committee mailings, and

duplication of appropriate documents for official committee business; also, reimbursement for necessary phone calls related to official PAC business, and informational materials for the committee.

Reimbursement of Costs - The Shiawassee RESD will reimburse legitimate PAC expenses related to in-service programs, travel, meals, lodging, and other appropriate related expenses that have prior approval by the Superintendent or his designee. Reimbursement will be determined through Shiawassee RESD policies and administrative procedures.

Professional Personnel Resources - The Shiawassee RESD may make available to the PAC, the service of the Superintendent, Assistant Superintendent for Special Education, and the regional supervisors. The Assistant Superintendent for Special Education or designee shall act as advisor to the Parent Advisory Committee. At the request of the Committee, the Director or designee may provide assistance to:

- Survey the committee for possible in-services on an annual basis, and develop a program with the PAC chairperson. The in-service program will outline the topic, time of in-service, staff or agency to present in-service, and cost of in-service. A minimum of one in-service will be presented during the year.
- Define those optional activities that the committee may assume as part of their role in the Shiawassee RESD and provide for participation by representatives of other agencies as appropriate.
- Provide other staff resources and trainings as available and appropriate with adequate notice.

Additional Plan Content

Surrogate Parents – The Shiawassee RESD assures that the RESD and LEA's comply with the State Board of Education approved Policy for the Appointment of Surrogate Parents. The RESD will provide training for potential surrogate parents as appointed by LEAs. Annual training for surrogate parents will occur at a regularly scheduled PAC meeting and will include: 1) Laws governing the provision of special education services, including those pertaining to procedural safeguards; and 2) Individualized Educational Planning Team responsibilities and processes.

The RESD will review the Policy for the Appointment of Surrogate Parents with special education administrators once a year. The PAC will be the primary trained pool of candidates from which surrogate parents would be drawn.

Attachment A
SHIAWASSEE RESD: RELATED AND DIAGNOSTIC SERVICES

District Name	Psych	School Social Work	Speech/Lang. Path.	OT	PT	TC	ASD-TC	VI-TC	O & M	Home-bound	Audiology	Transition Services	ECSES
Byron	RESD	RESD	RESD	RESD	RESD	L	RESD	RESD	RESD	L	C	RESD	
Corunna	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	L
Durand	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	
Laingsburg	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	
Morrice New Lothrop	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	
Owosso	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	
Perry	RESD	RESD	RESD	RESD	RESD		RESD	RESD	RESD	L	C	RESD	
SRESD Registered Non Public	RESD	RESD	RESD	RESD	RESD	RESD	RESD	RESD	RESD	RESD	C	RESD	
	RESD	RESD	RESD	RESD	RESD	RESD	RESD	RESD	RESD	L	C		

CODES:
 RESD = Regional Education Service District service
 C = Contracted service
 L = Local Education Agency

**Attachment B
SHIAWASSEE SPECIAL EDUCATION PROGRAMS**

DISTRICT NAME	RR ELE/SEC	EI ELE/SEI Program**	LD ELE/SEC	EGSE	HI ELE/SEC	SRES Life Skills Program**	MoCI ELE/SEC/ Young Adult Program (YAP)**	SCI ELE/SEC/Post SCI Program**
Byron	L	RES ELE served in Local Building SEI served at SRES Site**	L	Served by Durand	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Corunna	L	RES ELE served in Local Building SEI served at SRES Site**	L	L	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Durand	L	RES ELE served in Local Building SEI served at SRES Site**	L	L	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Laingsburg	L	RES ELE served in Local Building SEI served at SRES Site**	L	Served by Perry	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Morrice	L	RES ELE served in Local Building SEI served at SRES Site**	L	Served by Perry	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
New Lothrop	L	RES ELE served in Local Building SEI served at SRES Site**	L	Served by Owosso	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Owosso	L	RES ELE served in Local Building SEI served at SRES Site**	L	L	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Perry	L	RES ELE served in Local Building SEI served at SRES Site**	L	L	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
SRES	L	RES ELE served in Local Building SEI served at SRES Site**	L	RES	RES Served in Local Building	RES/D Served at RES Site	RES/D ELE served in Local Building SEC served in Local Building YAP served at SRES Site**	RES/D Served at SRES Site
Registered Non Public				RES Served in Non Public				

PROGRAM CODES:
 L: Local District Program
 C: SRES Center Program
 RESD: Shiawassee Regional Education Service District
 ** ? (e) Programs

Attachment C

SHIAWASSEE RESD: Modifications to Programs in Part 3 of Michigan Administrative Rules for Special Education

<p>Unless mentioned elsewhere in this plan, all other parts of Michigan Administrative Rules for Special Education apply, except as modified below:</p>	
<p>Severely Emotionally Impaired Program</p>	<p>This segregated program shall serve students of secondary school ages 12 to 20 years. The program utilizes a curriculum and delivery model that combines academic instruction and work based learning. There may be times when the classroom age span may exceed 4 years.</p> <ol style="list-style-type: none"> 1. Roles of teachers: Direct Instruction 2. Number of teachers: 2 Secondary teachers (EI endorsement); Two teachers with a combined maximum of 30 students. 3. Maximum number of students allowed in attendance at one time: 15 per caseload.
<p>SRES Life Skills Program</p>	<p>This segregated functional life skills program shall serve students who have a mild cognitive impairment (or function as if). Students from local district high schools attend. Eligible students may attend AM or PM session, one semester per year grades 9-12.</p> <ol style="list-style-type: none"> 1. Roles of teacher: Direct Instruction 2. Number of teachers: 1 Teacher (CI endorsement), 1 Instructional Aide 3. Number of students allowed in attendance in alternative program at one time: Caseload 20, the teacher shall serve no more than an average of 12 students per session.
<p>Severe Cognitive Impairment Program</p>	<p>This segregated program shall serve students with severe cognitive impairments and severe multiple impairments and accompanying impairments (e.g. Autism Spectrum Disorder, etc.)</p> <ol style="list-style-type: none"> 1. Role of teacher: Direct instruction. 2. Number of teachers: 1 Teacher (CI endorsement) with 2 Instructional Aides; Second teacher added at 16th student. Two teachers with a combined maximum of 30 students. 3. Maximum number of students allowed in attendance at one time: 15 per caseload. The direct service provided to student ratio shall not exceed 1 staff to 4 students at all times. May have extended age range.
<p>Young Adult Program</p>	<p>This segregated cross-categorical transition program serves students with mild to severe impairments ages 18 to age 26. Students may have a shared placement in an integrated setting as individually determined.</p> <ol style="list-style-type: none"> 1. Roles of teachers: Direct Instruction 2. Number of teachers: 2 Post-Secondary Teachers (CI endorsement) 3. Maximum number of students allowed in attendance at one time: 30 per caseload. 1 Teacher and Instructional Aide for first 15. Add 1 instructional aide for every 10 students up to 30.

<p>Resource Room 340.1749a</p>	<ol style="list-style-type: none"> 1. Elementary resource teacher caseload size not to exceed 20 students. The teacher shall serve no more than an average of 12 students per class period. 2. Maximum number of students allowed in attendance at one time: 15.
<p>Resource Room 340.1749b</p>	<ol style="list-style-type: none"> 1. Secondary resource teacher caseload size not to exceed 22 students. The teacher shall serve no more than an average of 12 students per class period. 2. Maximum number of students allowed in attendance at one time: 15. 3. The secondary resource teacher may evaluate general education students within the same building who are suspected of having a disability and, therefore may serve on the initial multidisciplinary evaluation team. The resource teacher shall be responsible for the evaluation of not more than 2 students at 1 time. Time shall be allocated to the resource teacher to carry out this responsibility.
<p>Departmentalized of Special Education Programs 340.1749c(4)</p>	<ol style="list-style-type: none"> 1. In resource elementary or resource secondary programs that are departmentalized, each teacher shall serve not more than an average of 12 students per class period per instructional day. 2. Maximum number of students allowed in attendance at one time: 15. 3. In a departmentalized CI or EI program the teacher shall serve no more than an average of 12 students per class period per instructional day.
<p>Early childhood special education programs. 340.1754(c)</p>	<ol style="list-style-type: none"> 1. The program shall have not more than 14 students for 1 teacher and 1 aide at any one time, and the teacher shall have responsibility for the educational programming for not more than 28 different students.