2021-2022

MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

Special Education Staff Handbook

Montcalm Area Intermediate School District

REVISED: JUNE 3, 2021 EB

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INTRODUCTION/PHILOSOPHY

The purpose of the booklet is to communicate procedures and guidelines to all special education staff.

During the COVID panemic, additional guidance will be provided by MAISD administration based on the Center for Disease Control, Michigan Department of Health and Human Services and/or the Michigan Department of Education recommendations.

DAILY SCHEDULE

The special education staff of MAISD work varied hours to meet the needs of our students. At the beginning of each school year, staff will be asked to complete a *Job Assignment Form* in coordination with their supervisor, so that each staff person's work hours are clearly defined.

GENERAL SAFETY

State law requires students & staff to wear eye protection in all situations subjecting them to possible eye injury. All staff are responsible for strict enforcement of these regulations.

BUILDING SECURITY

For security purposes, all doors in ISD buildings shall remain locked except for the front entrance. Staff will be issued a key fob for entrance to the building.

All visitors and substitutes are required to sign in and wear a pass. Staff should question anyone who is not wearing proper identification. All visitors should seek approval from the building principal before visiting per Board policy.

ATTENDANCE

Staff Attendance: Human Resources registers teachers, interpreters and paraeducators with AESOP. It is the staff member's responsibility to call in or log in through the computer any absence as soon as possible. In the event of an emergency (less than one hour before the start of the day, or during the school day), an absence must be reported to the Administrative Assistant assigned to AESOP. **All staff** must submit time off requests through MUNIS. Absences are to be submitted in AESOP and/or MUNIS as far in advance as possible. *See Time Off Request Flow Chart.*

Teachers are expected to have daily lesson plans available and a substitute teacher packet prepared, which includes emergency medical information. Para-educators are expected to have a daily schedule of duties, including lunch and breaks, available for substitutes as well. The substitute packet forms include surveys each substitute must complete and put in interschool mail to the Special Education Supervisor.

Student Attendance: All teachers are required to enter attendance in PowerSchool for each period. Only certified staff or teacher substitutes can enter attendance.

Attendance Code	**Description**
U	Unexcused
E	Excused
N	Non-Scheduled Day
	Present
O	Out of School Suspension
I	In School Suspension
M	Medical
T	Tardy

OPEN HOUSES/CONFERENCES

Certified staff will be expected to attend fall open houses and will hold parent-teacher conferences in alignment with the building in which they are housed. Itinerant staff who serve more than one building are encouraged to work with their supervisor to determine an equitable option.

CRISIS PROCEDURES

School Safety Legislation requires each school building to hold a number of fire, tornado and emergency drills throughout the school year. It is very important that all staff participate in these drills when in school buildings. Throughout the ISD, flipcharts are posted in classrooms to indicate appropriate crisis procedures. If you are uncertain of crisis procedures in any school building, enter a classroom as soon as a crisis is indicated. This will allow classroom staff to assist you in following building procedures.

PERSONAL COMMUNICATION WHILE AT WORK

During work hours personal communications made or received, regardless of whether on a personal communication device (PCD) or a regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using PCDs 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.

If your phone is a distraction, please understand that your Supervisor can request that you limit or eliminate personal cell phone use during work hours. Cell phone use while operating an ISD vehicle is prohibited.

Staff use of the MAISD Computer Network should be limited to work-related activities that do not interfere with the supervision or instruction of students during student hours.

DRESS CODE

All staff are expected to dress neatly and wear clothing that enables them to perform their job responsibilities.

- Staff working in local school buildings are expected to follow the local school district or building dress code.

Staff at MAISD Student buildings:

- Jeans are permissible provided they have no holes or rips.
- No sweatshirts or T-shirts with inappropriate logos (i.e. suggestive language, tobacco, violence, alcohol, etc.).
- No crop tops, spaghetti straps, off-the-shoulder tops, or midriff exposure.
- No exposure of under garments, such as bras and underwear.
- Shorts are permissible provided they are mid-thigh or longer with hemmed edges.
- Supervisors may consult with individual staff members regarding inappropriate work attire.
- Footwear should not impede your ability to fulfill the duties of your job
- Hats are not permitted within the school buildings.

GRADES/PROGRESS REPORTS

Report cards &/or progress reports will be sent home during the week following the end of the marking period. *Quarter dates for Seiter Education Center are as follows:*

First Nine Weeks Ends: October 22, 2021 — First Semester Ends: December 17, 2021

Third Nine Weeks Ends: March 11, 2022 — Second Semester Ends: June 30, 2022

Quarter dates for Central Montcalm Satellite Programs are as follows:

First Nine Weeks Ends: October 20, 2021 — First Semester Ends: December 17, 2021

Third Nine Weeks Ends: March 16, 2022 — Second Semester Ends: May 27, 2022

Quarter dates for Transition Center Program is as follows:

First Nine Weeks Ends: October 20, 2021 — First Semester Ends: December 17, 2021

Third Nine Weeks Ends: March 16, 2022 — Second Semester Ends: June 30, 2022

Quarter dates for Greenville Middle and High School Satellite Programs are as follows:

First Nine Weeks Ends: October 22, 2021 — First Semester Ends: December 17, 2021

Third Nine Weeks Ends: March 11, 2022 — Second Semester Ends: June 3, 2022

Trimester Dates for Cedar Crest and Lincoln Heights Satellite Programs are as follows:

First Trimester Ends: November 5, 2021 — Second Trimester Ends: February 18, 2022

Third Trimester Ends: June 3, 2022

SCHOOL CALENDAR

Each of the seven local school districts and public school academy within MAISD creates a separate calendar. The ISD school buildings also create calendars. The school calendars available prior to the printing of these guidelines are linked below. These are subject to change depending upon the number of inclement weather days.

MAISD Programs
2021-22 Calendars

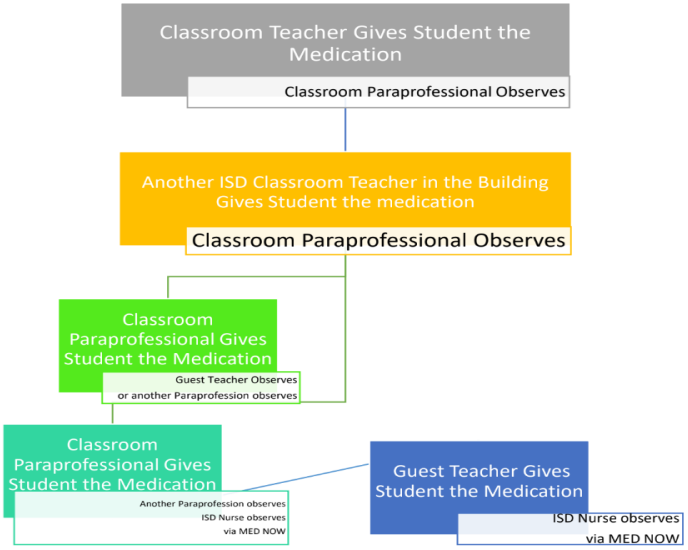
Local Districts
Carson City-Crystal Public Schools
Central Montcalm Public Schools
Flat River Academy
Greenville Public Schools
Lakeview Community Schools
Montabella Community Schools
Tri County Area Schools
Vestaburg Community Schools

HEALTH PROCEDURES

The Health Care Plan notebooks are updated at the beginning of the school year to reflect any changes in enrollment that may have occurred during the summer. The plans are revised by the school nurse on their anniversary date or sooner if a student's health status changes. *It is the responsibility of the teacher or bus driver to destroy the old plans when a new one has been submitted*. This notebook and the emergency information cards should be in a prominent place in the classroom and also taken on field trips.

MEDICATION DISPENSING

Flow Chart to provide guidance for Dispensing Medication in MAISD Satellite Programs.



POSITIVE BEHAVIOR SUPPORT PLANS

Each ISD classroom must maintain a notebook of up-to-date Positive Behavior and Support Plans (PBSP) and Emergency Intervention Plans (EIPs). The notebook should be located near the Health Care Plan notebooks. All PBSPs and EIPs should be individualized to meet the unique needs of each student, should be developed by a transdisciplinary team, and must be reviewed and revised at least annually. These forms and guidelines, Board policy 5630.01 and state policy regarding the use of emergency seclusion and restraint are available at: www.maisd.com.

MOVIES

All movies shown should be connected to the curriculum. The Seiter Education Center has obtained an Annual Performance License to show movies at school. The following companies are included in the license:

Walt Disney Pictures	Columbia Pictures	Warner Brothers
United Artists	Sony Pictures	A Viacom Company
Metro Goldwyn Meyer	Miramax	Touchstone Pictures
Lions Gate Films	The Star Pictures	DreamWorks Pictures
Hollywood Pictures	Universal	

SPECIAL EDUCATION PROCEDURES

Data Collection: Each special education staff member providing direct service to students must collect data on student goals and objectives and behavior plan goals. This data should be collected in conjunction with the classroom teacher on a regular basis (daily, weekly or bi-weekly). In addition, student growth data should be collected.

ESY Data Collection and Timelines: The need for extended school year (ESY) services must be considered for every student with a disability at each Individualized Education Program (IEP) Team meeting. ESY services must be provided if the IEP Team determines that such services are necessary for the provision of a free appropriate public education (FAPE) to the student. As in all IEP decisions, the IEP Team must base ESY decisions on data. Although there is no timeline for the IEP Team's consideration of ESY services, the Individuals with Disabilities Education Act (IDEA) regulations specify that "public agencies are expected to ensure that these determinations are made in a timely manner so that students with disabilities who require ESY services in order to receive FAPE can receive those necessary services." This means that the determination of

the need for ESY services should be accomplished in sufficient time to make plans for the delivery of ESY services and to permit any party to exhaust administrative remedies (mediation, facilitated IEP, due process complaints and hearings, and state complaints) if there is a difference in opinion prior to the break in services.

Invitation: Each special education case manager should schedule the following meetings a **minimum of 7 days prior to the meeting date** with team members **and** provide parental procedural safeguards:

- IEP
- REED
- ER
- FBA/PBSP

Special Education Meeting Attendance: Those attending special education meetings, such as IEPs, REEDs, ERs and FBA/PBSP meetings, must be prepared to share the following data to discuss:

- Former assessment results, if available
- Documentation of progress on IEP goals and objectives (academic and behavioral data)
- Student work samples, if appropriate
- Current assessment results (standardized assessment, state or district-wide assessment, transition assessment, etc.)
- Extended school year forms, if applicable
- Request for non-mandated aide, if applicable
- Assistive Technology Assessment (SETT Framework, if applicable)

ASSISTIVE TECHNOLOGY ASSESSMENT/SETT FRAMEWORK

The Montcalm Area ISD Special Education Assistive Technology Team has adopted the SETT Framework which is a four part model intended to promote collaborative decision making in all phases of assistive technology consideration.

LESSON PLANS

Each certified staff member providing direct service to students must create lesson plans. These lesson plans must be available at all times to supervisors. Lesson plans must include the following information:

- Date
- Time
- Name of Activity or Content Area
- Standards from curriculum (Essential Elements/Common Core Standards) with IEP goal or objective
- Learning Target

The following may be requested by program supervisor based on need:

- Student assessment (an indication of completed assessment to drive instruction from week to week)
- Data collection method
- Para-educator responsibilities
- Parent communication plan including: lesson topics, strategies, feedback

PROCEDURES FOR DEALING WITH CHALLENGING BEHAVIORS

Students that exhibit challenging behaviors on a regular basis must have a Functional Behavior Assessment (FBA) which results in the creation of a Positive Behavior Support Plan (PBSP). MAISD forms for the creation of each are located within MiPSE. When students exhibit highly disruptive or aggressive behaviors, an Emergency Intervention Plan (EIP) will be developed by the transdisciplinary team which outlines a continuum of supportive strategies in an effort to de-escalate the student, keeping them and others safe, maintaining the fidelity of the learning environment, and facilitating the reduction or elimination of the use of seclusion and/or

restraint. The full requirements for proper use of emergency seclusion and restraint, including required processes for students exhibiting a pattern of behavior that poses a substantial risk of creating a situation that could lead to the use of emergency seclusion and restraint, is found in Board policy 5630.01.

MAISD special education staff are trained annually using Crisis Prevention Institute's Nonviolent Crisis Intervention Model. The Model uses the following strategies of intervention: 1) Staff being Supportive 2) Staff being Directive 3) Staff intervene with a Team Approach 4) Staff and Student Review Behavior, Rebuild Relationships, and Revise a Plan. The Montcalm Area ISD Seclusion and Restraint Manual outlines acceptable practice for the use of seclusion and restraint.

Standards for Seclusion and/or Restraint are set by the Michigan Department of Education and MAISD and indicate that Seclusion and/or Restraint of students are to be used as a last resort and *only when there is imminent danger to self or others*. Specific State guidelines are available for the Emergency Use of Seclusion and Restraint. If an incident occurs, staff are expected to complete a referral on SWIS and complete a Student Incident Report Form if seclusion and restraint occurs and if appropriate, a Student Accident/Injury Report. The referral and forms should be completed within 24 hours of an incident and turned in to his/her supervisor. Example of reasons which may result in needing to complete either form are located in *Incident Reporting Guidance*.

STATEWIDE ASSESSMENT ADMINISTRATION

It is very important that each student is assessed and that they are assessed at the appropriate grade level.

Every public school is required to assess all students using the statewide assessment authorized by the Michigan Department of Education (MDE). A student's (IEP) cannot be used to exclude the student from general state assessments.

MEDICAID BILLING

Medicaid logging is required of all special education staff; however, all scripts (*PCS*, *Combined*, Nursing) for a student must be on file in order to bill for Medicaid. Medicaid logging is done using the MIPSE online system. MIPSE offers online training and tip sheets to assist with Medicaid logging questions. For a student requiring personal care services, log into MIPSE to complete supervisor logs. The Personal Care Worksheet can be used as a tool to record services provided, however all services must be recorded in MIPSE. All MAISD special education staff are **required to complete their monthly Medicaid logging.**

TRIP REQUEST PROCESS

Teachers should follow the *trip request process* at least two (2) weeks prior to the trip. You should verify with the Transportation Department that transportation received your trip form two (2) days prior to the trip.

STAFF EVALUATION

MAISD administration values the observation and evaluation process as a way to have ongoing professional conversations. This process is meant to be collaborative and will be conducted alongside staff to continuously provide staff growth.

Certified Evaluations

Administration will conduct observations, one of which may be unannounced. Walkthroughs with feedback may be conducted to inform the final evaluation. A mid-year review **will** be held with each staff member to identify progress toward IDP goals. A mid-year review **may** be held with each staff member to identify progress toward PGP goals. There will be an annual year-end evaluation for all certified staff unless the certified staff is rated HE on three consecutive annual evaluations when staff may be evaluated biennially as allowed by Section

2(k) of Michigan Revised School Code section 380.1249. Additional information can be found at **Michigan Educator Evaluations At-A-Glance**. **Administration reserves the right to conduct a summative evaluation for any certified staff member.** Summative evaluations for certified staff are due by June 15th. For additional information use the *guide* for certified staff evaluations.

Student Growth: Forty percent of a teacher or teacher consultant's summative evaluation rating will be based on student assessment and student growth data. This percentage is subject to change based on state law. Measures used to determine student growth will be determined in coordination with program supervisors. Data will be collected in the fall, winter and early spring to determine growth.

Certified Staff: Professional Growth Plans and Individualized Development Plans
All certified staff will develop an Individualized Growth Plan or a Professional Growth Plan. These may be developed at the end of the school year for the following year.

Professional Growth Plans (PGP): As part of the annual, year-end evaluation, certified staff members consult with their supervisor to develop performance goals and recommend training/ professional development for the next school year.
Individualized Development Plans (IDP): A certified staff member with probationary status, or who received an ineffective or minimally effective rating on his/her most recent evaluation, consults with their supervisor to develop an individualized development plan. If needs separate from the evaluation process are identified, an IDP may be initiated by their supervisor.

Mid-Year Review (MYR): A certified staff member in the first year of probationary status, or who received an ineffective or minimally effective rating on his/her most recent evaluation, consults with their supervisor to receive a mid-year progress report.

Non Certified Evaluations
Any non certified staff will be evaluated per their contract.

PROFESSIONAL DEVELOPMENT

The district must offer District Provided Professional Development over at least five (5) dates and offer at least thirty (30) hours annually. Teachers need a total of 150 professional learning hours to renew/progress their teaching certificate. Beginning July 1, 2020, the district will be responsible for uploading DPPD as SCECHs into MOECS. Staff will be responsible for completing SCECH evaluations within the state timeline. Staff are highly encouraged to maintain personal records of professional development.

New teachers (i.e., teaching for 3 or fewer years) will need to communicate with their supervisors to ensure accurate reporting of their additional hours.

Classroom Management:
- Engaging students
- Norms for social interaction
- Student, parent and community communications
- Peer coaching

Instructional Delivery:
- Strategies
- Growth/assessment strategies
- Best practice
- Differentiating instruction
- Remediation and/or extension
- Designing effective lessons

INSTRUCTIONAL FUNDS

Funds may be kept within the classroom for student use. There must be someone designated as responsible for these funds. The funds may only be spent by students and only in the course of instruction or assessment of instruction. Each transaction must include an itemized receipt. Vending machine purchases must be observed by staff and documented on a handwritten receipt signed by the employee or classroom teacher. Classroom cash must be counted regularly. All funds must be expensed, organized and a total of receipts sent to the business office. All unused funds should be sent to the Business Office at the end of the school year with a final log. See Instructional Funds form.

OUTINGS

Community-based instruction (CBI) must be a focus for students who have a Transition Plan on his or her IEP. All CBI must be linked to a transition goal or activity listed on the IEP. Furthermore, CBI consists of: 1) Regular and systematic instruction in meaningful, functional, age-appropriate skills in integrated community settings, using naturally occurring materials and situations, designed to help the student to acquire and generalize life-skills that enhance his/her opportunities for meaningful experiences and relationships within the general community; 2) Instruction is driven by individual strengths and needs, using consistent teaching strategies, as well as accommodations designed to enhance the student's participation in typical activities; 3) Community-Based Instruction differs from the traditional field trip in that instruction is cumulative, and usually the same skills are instructed and assessed from week to week; and 4) The emphasis is on acquisition and application of functional and age-appropriate skills in a naturalistic context.

When the above criteria are not met, this is considered a **field trip** and must have supervisor approval. All field trips must be directly tied to student learning and individual/class-wide student needs.

FUNDRAISERS

All fundraisers must be approved by program supervisors. When collecting money for fundraisers, a detailed log of handling and counting money must be completed and submitted to the business office.

INTERNS/STUDENT TEACHERS AND VISITORS

Prior to having visitors at work you must have this approved by your program supervisor. All parents, visitors and volunteers must complete an ICHAT background check including a copy of your driver's license, and be approved prior to accessing classrooms. This **MUST** be done monthly. If you are interested in partnering with a college or university as a mentor, seek supervisor approval and obtain the Request for Student Teacher Form for your student teacher/intern to complete.

CURRICULUM AND INSTRUCTION

Teaching staff are expected to meet all applicable expectations as outlined in the curriculum expectations document.

EMERGENCY TEACHER CERTIFICATION

Temporary approval may be granted for one school year. It is granted only when the candidate is employed in the category for which the request is intended. The candidate must get accepted into the appropriate Teacher Preparation Institution that matches the category of assignment. Temporary approval is granted from the beginning of the school year in which the request was initiated or the candidate's date of employment as a special education teacher, whichever is later. Approval is granted any time throughout the school year for which the approval is effective, but no later than June 30. The candidate's teacher preparation institution must verify that the candidate completed six semester or equivalent hours of credit toward the appropriate endorsement or full approval between August 31 of the current school year and September 1 of the next school year.