

# **Allegan Area Educational Service Agency**

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

**December 2022**

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

## **Revised School Code**

Section 380.1711(1)(a) of the *Revised School Code* requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services.

## **Michigan Administrative Rules for Special Education (MARSE)**

Part 7 of the *MARSE*, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

“An intermediate school district plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451, MCL 380.1 et seq. and these rules.”

## **ISD Plan Submission**

June 13, 2022

Allegan Area Educational Service Agency

William Brown, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

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

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

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

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

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

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

**R 340.1758(b)**

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

Yes    No

If yes, the following assurance statement applies:

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

William Brown

10/07/2021

William Brown, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following signatures indicate the involvement in the development of the Allegan Area Educational Service Agency Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
William Brown	ISD Superintendent	Allegan Area Educational Service Agency	07/22/2022 08:07 AM
Matthew Montange	District Superintendent	Plainwell Community Schools	07/22/2022 09:13 AM
James Antoine	District Superintendent	Allegan Public Schools	07/25/2022 07:30 AM
Gary Wood	District Superintendent	Hopkins Public Schools	07/25/2022 03:15 PM
Tim Reeves	District Superintendent	Wayland Union Schools	08/11/2022 09:17 AM
Marty Lappe	District Superintendent	Innocademy Allegan Campus	08/18/2022 10:52 AM
James Greydanus	District Superintendent	Fennville Public Schools	08/26/2022 12:42 PM
Jamie Walle	District Superintendent	Glenn Public School District	08/26/2022 02:45 PM

Brooke Ballee-Stone	District Superintendent	Martin Public Schools	08/27/2022 07:28 AM
Jeffrey Haase	District Superintendent	Otsego Public Schools	08/28/2022 08:22 AM
Don Ivers	District Superintendent	Outlook Academy	08/30/2022 07:20 AM
April Barrett	PAC Chairperson	Parental Advisory Committee	08/30/2022 09:35 AM

## I. Public Awareness and Child Find

### **R 340.1832(a)**

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

### **R 340.1832(b)**

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

### **R 340.1832(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.

**The following describes the ISD procedures for locating, identifying, and evaluating students who need special education programs and services. This includes outreach efforts for individuals incarcerated in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.:**

Child Find and public awareness activities are conducted to ensure children and youth suspected of having an educational disability, who may be in need of Special Education supports and/or services, are located and identified. Allegan Area Educational Service Agency (AAESA) and its member districts share the Child Find responsibility.

Allegan Area ESA and its member school districts have designated individuals to conduct and coordinate Child Find activities; in most cases, it is the Director of Specialized Instruction

These individuals can assist in:

- Identifying children birth to 3 years of age with an established condition, developmental delay or disability.
- Identifying individuals 3 to 26 years of age who may have an educational disability that adversely impacts their functional or academic performance, both in school and out of school.
- Guiding families to the appropriate educational services within their school district of residence.
- Finding additional information to assist families with children who have educational needs.

Allegan Area ESA's Early On Program supports Michigan's *Early On* campaign by helping to locate and identify young children birth through 3 who have an established condition, a developmental delay or are at risk of a developmental delay.

Member districts support Michigan's Build Up Michigan campaign by helping to locate and identify young children, ages 3 through 5, who may be in need of special education supports and/or services. Allegan Area ESA supports the local school district's efforts in this regard by maintaining a referral link on the website and connecting individuals who make inquiries to appropriate educational services within their district of residence.

Member districts and AAESA assume responsibility for public awareness and Child Find procedures for in school and out of school youth ages 5-26 including incarcerated and/or adjudicated youth and young adults through their local awareness activities and the Special Education referral process.

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

Allegan Area ESA and member district staff promote public awareness of disabilities and the availability of Special Education programs and services. Examples of public awareness activities include, but are not limited to, the following:

- Ongoing communication and outreach
- Participation in area information fairs
- Distribution of printed materials
- Informational website
- Media coverage

Allegan Area ESA and member district staff establish cooperative liaisons with other professionals and community agencies who may be potential referral sources. Examples of professionals and community agencies include, but are not limited to, the following:

- Community resources including the Allegan County Directory and organizations intended to support individuals with disabilities or their families like the ARC of Allegan County
- Facilities and services for incarcerated and/or adjudicated youth and young adults, including Allegan County Jail, Allegan Youth Home and Cheever Treatment Center
- Adult Education Programs
- Area hospitals, healthcare agencies, health care clinics and other health care providers
- Community agencies including the Allegan County Health Department, Department of Health and Human Services, Allegan County Community Mental Health
- Child Care and Preschool programs including Head Start, Great Start Readiness Program, and local private centers
- Parent organizations including Help Me Grow Allegan, the Allegan Area ESA Parent Advisory Committee and Michigan Alliance for Families

Forms of media used for outreach efforts include, but are not limited to, the following:

- AAESA and member district websites
- Print materials
- Social Media (including Facebook and Twitter)

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

<b>Title</b>	<b>Organization</b>	<b>Address</b>	<b>Phone</b>
ISD Director	Allegan Area Educational Service Agency	310 Thomas Street Allegan, MI 49010	(269) 512-7711
Other	Allegan Area Educational Service Agency	310 Thomas Street Allegan, MI 49010	(269) 512-7700
District Director	Allegan Public Schools	bchestnut@alleganps.org	269-673-5431
District Director	Fennville Public Schools	rachel.modderman@alleganaesa.org	269-330-7035
District Director	Glenn Public School District	rachel.modderman@alleganaesa.org	269-330-7035
District Director	Hopkins Public Schools	400 Clark Street Hopkins, MI	269-792-3069
District Director	Innocademy Allegan Campus	2611 56th St, Fennville, MI 49408	269-330-7035
District Director	Martin Public Schools	katie.castora@martinpublicschools.org	269-442-0425
District Director	Otsego Public Schools	400 Sherwood St Otsego MI 49078	269-998-8705
District Director	Outlook Academy	2879 116th Ave Allegan, MI 49010	269-512-7880
District Director	Plainwell Community Schools	cathy.moorman@plainwellschools.org	269-685-5823
District Director	Wayland Union Schools	851 Wildcat Drive Wayland, MI 49348	269-792-3069

## II. Diagnostic and Related Services

### R 340.1832(c)

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

### Diagnostic and Related Services

The following table displays a list of diagnostic and related services provided within the ISD:

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Ophthalmologist or Optometrist	Orientation and Mobility Specialist	Orthopedic Surgeon, Internist, Neurologist, Pediatrician, or Family Physician	Otolaryngologist or Otolologist	Physical Therapist	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Allegan Area Educational Service Agency	✓	✓		✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Allegan Public Schools	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Fennville Public Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Glenn Public School District	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Hopkins Public Schools	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Innocademy Allegan Campus	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Martin Public Schools	✓	✓	✓		✓		✓			✓			✓	✓		✓	✓	✓
Otsego Public Schools	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Outlook Academy					✓								✓	✓				
Plainwell Community Schools		✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Wayland Union Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓

Other Provider/Service added



### III. Special Education Programs and Services

**R 340.1832(d)**

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

**R 340.1832(e)**

The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

#### Programs or Services

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

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Allegan Area Educational Service Agency								✓	✓			✓			✓					✓	✓	✓
Allegan Public Schools								✓	✓						✓	✓				✓		✓
Fennville Public Schools								✓	✓						✓	✓				✓		
Glenn Public School District								✓	✓											✓		
Hopkins Public Schools								✓	✓			✓			✓	✓				✓		
Innocademy Allegan Campus								✓	✓											✓		
Martin Public Schools								✓	✓						✓	✓				✓		
Otsego Public Schools								✓	✓						✓	✓				✓		
Outlook Academy									✓									✓		✓		✓
Plainwell Community Schools								✓	✓						✓	✓				✓		
Wayland Union Schools								✓	✓			✓			✓					✓		

## Alternative Program or Service

The following tables display the alternative programs or services provided by the ISD and Districts.

### Option 1: Modification of a Part 3 Rule

Please Note: Only the portion of the rule being modified is listed, the remainder of the rule will be fully implemented.

Rule # for Program or Service	Description of the Change in Program or Service
R 340.1733	The Allegan Area Educational Service Agency operates services and programs for students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments on behalf of its local districts. These services and programs may be operated with an expanded age range of up to 8 years as determined by a student's Individualized Education Program (IEP) and program feasibility.

### Option 2: Alternate Program

Allegan Area Educational Service Agency	
District(s) Operating the Alternate Programs	
Allegan Public Schools, Fennville Public Schools, Glenn School, Hopkins Public Schools, Innocademy Allegan, Martin Public Schools, Otsego Public Schools, Outlook Academy, Plainwell Community Schools, Wayland Union Schools	
Program Name	Student Population Served
Level 1 Program	<p>Based on individual student needs and goals identified by the Individualized Education Program (IEP) team, any student who exhibits independence across environments may be provided Level 1 Programming Supports when present level and evaluation data shows evidence that instruction in general education is not happening naturally AND the student exhibits a need for direct instructional support in the state standards in order to make progress.</p> <p>The student receiving Level 1 support:            Will receive instruction aligned to state standards.            Participate in state and district assessments aligned to State Standards.            May receive a diploma.</p> <p>Level Programming is designed to provide specialized instruction based on individual student needs, rather than areas of eligibility alone. Students whose IEP teams determine that Level I programming is needed for FAPE generally spend 80% of their instructional day in general education settings.</p>
Role of Teachers	Certification and/or endorsement of the teachers and service providers
Instructional Support	Possess a valid Michigan teaching certificate with K-12 special education endorsement(s) in one or more area. The Teacher Providing Level 1 Support: May consult with staff on behalf of the student. May provide direct instruction and/or support to the student. May issue grades and/or grant credit for any class or subject taught. May provide support in either a general education or specialized instruction setting. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability.
Maximum Caseload of Teachers and Providers	
25	

# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
15	15	N/A

## Allegan Area Educational Service Agency

### District(s) Operating the Alternate Programs

Allegan Public Schools, Fennville Public Schools, Hopkins Public Schools, Martin Public Schools, Otsego Public Schools, Plainwell Community Schools, Wayland Union Schools

Program Name	Student Population Served
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Level 2 Program Supports	<p>Based on individual student needs and goals identified by the Individualized Education Program (IEP) team, any student who exhibits a need for ongoing support across environments may be provided Level 2 Programming Supports when present level and evaluation data shows evidence that instruction in general education is not happening naturally and the student exhibits a need for alternative teaching and alternate achievement standards in order to make progress.</p> <p>Level 2 Programs Supports serve for 2 distinct groups of students.</p> <ol style="list-style-type: none"> <li>1) Those who are able to make progress on the state standards without modification but whose needs require ongoing supports across a structured environment.</li> <li>2) Those who are not able to make progress on the state standards, requiring alternate achievement standards and on-going supports across a more structured environment.</li> </ol> <p>The student receiving Level 2 support:            May receive instruction aligned to state standards and/or alternate achievement standards.            Will participate in state and district assessments aligned to State Standards and are defined in the Individualized Education Program (IEP).            May receive a diploma or Certificate of Completion.</p> <p>Level Programming is designed to provide specialized instruction based on individual student needs, rather than areas of eligibility alone. Students whose IEP teams determine that Level 2 programming is needed for FAPE generally spend 40%-79% of their instructional day in general education settings.</p>
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Role of Teachers	Certification and/or endorsement of the teachers and service providers
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Direct Instruction	<p>Certification and/or Endorsement: Possess a valid Michigan teaching certificate with K-12 special education endorsement(s) in one or more areas, including; EI, CI, ASD and SLD. The Teacher providing Level 3 support: May consult with staff on behalf of the student. May provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards. May issue grades and/or grant credit for any class or subject taught. May provide support in either a general education or specialized instruction setting. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability. Will receive specialized and intensive training in evidence based classroom and instructional practices (CETA-R) for students with significant disabilities like that provided through the START project. Will have ongoing support from a building level Specialized Instruction Coach. Will participate in county-wide systems of support throughout each school year facilitated by one or more Allegan Area ESA Special Education Consultant which may include, but is not limited to monthly Community of Practice gatherings, ongoing coaching to address classroom needs and consultation around student level needs.</p>
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Maximum Caseload of Teachers and Providers		
15		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
12	12	1:6 (Teachers and Paraprofessionals)

Allegan Area Educational Service Agency	
District(s) Operating the Alternate Programs	
Otsego Public Schools, Allegan Area ESA	
Program Name	Student Population Served
Level 3 Program	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who exhibits a need for extensive ongoing support across environments may be provided Level 3 programming when present level and evaluation data shows evidence that instruction in general education is not happening naturally and the student exhibits a need for modified standards and an alternate environment which may be largely self-contained or center based in order to make progress.</p> <p>Level 3 Programs support the needs of two distinct groups of students.</p> <ol style="list-style-type: none"> <li>1) Those who are able to make progress on the state standards without modification and whose needs require extensive specialized Instruction and ongoing support across an alternate environment.</li> <li>2) Those who are not able to make progress on the state standards requiring alternate achievement standards and extensive on-going support in an alternate environment.</li> </ol> <p>The student receiving Level 3 support:            May receive instruction aligned to state standards and/or alternate achievement standards.            Will participate in state and district assessments aligned to State Standards as defined in their Individualized Education Program (IEP).            May receive a diploma or Certificate of Completion.</p> <p>Level Programming is designed to provide specialized instruction based on individual student needs, rather than areas of eligibility alone. Students whose IEP team determine that Level 3 programming is needed for FAPE generally spend 20% or less of their instructional day in general education settings.</p> <p>Age Span            Level 3 Programs may be operated with an expanded age range of up to 8 years at the K-5 level and 10 years at the 6-12 level as determined by a student's Individualized Education Program (IEP) and program availability.</p>

Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		Certification and/or Endorsement: Possess a valid Michigan teaching certificate with K-12 special education endorsement(s) in one or more areas, including; EI, CI, ASD and SLD. The Teacher providing Level 3 support: May consult with staff on behalf of the student. May provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards. May issue grades and/or grant credit for any class or subject taught. May provide support in either a general education or specialized instruction setting. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability. Will receive specialized and intensive training in evidence based classroom and instructional practices (CETA-R) for students with significant disabilities like that provided through the START project. Will have ongoing support from a building level Specialized Instruction Coach. Will participate in county-wide systems of support throughout each school year facilitated by one or more Allegan Area ESA Special Education Consultant which may include, but is not limited to monthly Community of Practice gatherings, ongoing coaching to address classroom needs and consultation around student level needs.
Maximum Caseload of Teachers and Providers		
12		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
12	12	1:5 (Teachers and Paraprofessionals)

Allegan Area Educational Service Agency	
District(s) Operating the Alternate Programs	
Allegan Area ESA	
Program Name	Student Population Served
Level T	<p>Based on individual student needs and goals identified by the Individualized Education Program (IEP) team, any student age 18-26 with ongoing transition related needs may be provided Level T programming when present level and evaluation data shows evidence that the student requires post secondary transition services and supports as articulated through the IEP Transition Plan, Supplementary Aids and Supports and/or Measurable Annual Goals aligned to transition needs.</p> <p>The student receiving Level T support:            May receive instruction aligned to state standards and/or alternate achievement standards.            May receive instruction in specialized or general education (e.g. community based) settings.            May receive a diploma or Certificate of Completion.</p> <p>Level Programming is designed to provide specialized instruction based on individual student needs, rather than areas of eligibility alone. Level T programming provides supports consistent with 300.43.</p>

Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		Possess a valid Michigan teaching certificate with K-12 special education endorsement(s) in one or more areas, including; EI, SXI, SCI, MOCI, ASD and SLD. The Teacher Providing Level T Support: May consult with staff on behalf of the student. May provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards. May provide support in either a general education (community based) or specialized instruction setting. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability.
Maximum Caseload of Teachers and Providers		
25		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
18	18	1:6 (Teachers and Paraprofessionals)

Allegan Area Educational Service Agency		
District(s) Operating the Alternate Programs		
Allegan Area ESA		
Program Name	Student Population Served	
Teacher Specialist for Visually Impaired	Students with Visual Impairments birth through age 26 The Specialist for Visually Impaired (VI) will provide students with Braille and other instructional support, such as assistance with the use of special equipment and assistive technology. The specialist may also implement and support a program of communication, orientation, and mobility skills training, service as a resource and consultant to general and special education staff. The VI specialist may also work with parents as a home instructor and act as a liaison between educational agencies.	
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Instructional Support	In the event a fully qualified teacher consultant 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. • Certification as a teacher in the program area for which employment is • Master's Degree • A minimum of three years teaching experience, not less than two years of which are in special education • Michigan Department of Education Teacher Consultant approval. Based on this criteria, the Teacher Specialist will perform the duties: • Conducts formal and informal assessments of students to assist in the determination of visual impairment (VI) eligibility. • Instructs students using magnification equipment and large print material and/or Braille. Instructs using various assistive technology devices (CCTV, iPad), equipment, and software.	
Maximum Caseload of Teachers and Providers		
30		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
		N/A

## Allegan Area Educational Service Agency

### District(s) Operating the Alternate Programs

Allegan Area ESA

Program Name		Student Population Served
Teacher Specialist for Deaf/Hard of Hearing		<p>Students who are Deaf/Hard of Hearing birth through age 26                      A deaf or hard of hearing education specialist may conduct 1 or more of the following as related to students who are deaf or hard of hearing:</p> <ul style="list-style-type: none"> <li>(a) Evaluate a student suspected of being a student who is deaf, hard of hearing, or hearing impaired.</li> <li>(b) Provide assessments for data-driven goal development.</li> <li>(c) Model instructional techniques and provide consultation in all content areas.</li> <li>(d) Collaborate with staff members in developing instructional goals, objectives, and teaching methods.</li> <li>(e) Consult with teachers, parents, administrators, and support staff.</li> <li>(f) Assess, coordinate, use, manage, and monitor equipment and materials.</li> <li>(g) Understand specialized auditory and visual technologies that enhance educational access and achievement.</li> <li>(h) Provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement.</li> <li>(i) Coordinate appropriate services with outside agencies.</li> <li>(j) Complete functional behavioral assessments and create positive behavior intervention plans.</li> <li>(k) Establish and maintain cooperative relationships with parents.</li> <li>(l) Provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work.</li> <li>(m) Communicate directly and effectively with students on an instructional level.</li> <li>(n) Assist students to learn self-advocacy skills.</li> </ul>
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Instructional Support	A deaf or hard of hearing education specialist for students who are identified as deaf, as hard of hearing, or as having a hearing impairment shall possess a valid Michigan teaching certificate with an endorsement in hearing impairment or an endorsement in deaf and hard of hearing pursuant to R 340.1799c. Such an individual is considered to be fully approved by the department.	
Maximum Caseload of Teachers and Providers		
25		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
		N/A

## Allegan Area Educational Service Agency

### District(s) Operating the Alternate Programs

Allegan Area ESA, Allegan Public Schools, Fennville Public Schools, Hopkins Public Schools, Martin Public Schools, Otsego Public Schools, Plainwell Community Schools, Wayland Union Schools

Program Name		Student Population Served
Teacher Specialist		Students with IEPs who need Teacher Specialist support in general education or students whose IEP teams determine that Level 1 programming is needed for FAPE and who generally spend 80% of their instructional day in general education settings.
Role of Teachers		Certification and/or endorsement of the teachers and service providers
Instructional Support		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 are met. Certification as a teacher with special education endorsement in the program area for which employment is sought. Master's Degree. A minimum of three years teaching experience, not less than two years of which are in Special Education. Michigan Department of Education Teacher Consultant approval. Based on this criterion, the Teacher Specialist for special education with a student caseload shall do 1 or more of the following:(a) Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher specialist shall not grade, give credit for, or teach a general education or a special education subject, class, or course.(b) Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher specialist shall not grade, give credit for, or teach a general education subject, class, or course.(c) Provide consultation to education personnel on behalf of students with disabilities on the specialist's caseload. (d) Evaluate general education students within the same building who are suspected of having a disability. The analyzing and/or interpreting of evaluations by a teacher specialist will be conducted by a MET representative qualified to interpret evaluative data. The teacher specialist shall carry an active caseload of not more than 25 students with disabilities. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:(a) Instructional services.(b) Evaluation.(c) Consultation with special and general education personnel. (d) Report writing.(e) Travel.The teacher specialist shall not serve in supervisory or administrative roles and perform the function of a teacher specialist simultaneously.
Maximum Caseload of Teachers and Providers		
The teacher specialist shall carry an active caseload of not more than 25 students with disabilities. All students served under this rule shall be counted as part of the caseload.		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
		N/A

## IV. Paraprofessional Qualifications

### R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

### R 340.1793 Paraprofessional personnel; qualifications.

Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan.

Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairment or severe multiple impairments.



**The following are the minimal requirements for paraprofessionals.**

Allegan Area ESA and its member districts will follow R 340.1793 of the revised Michigan Administrative Rules for Special Education. In addition, Allegan Area ESA and its member districts will follow all state requirements. A high school diploma or general equivalency diploma is the minimum standard qualification.

## **V. Transportation**

**R 340.1832(i)**

A description of the transportation necessary to provide the special education programs and services described in subdivisions (c), (d), and (e) of this subrule.

**The following public agency has responsibility for the transportation services needed to provide the programs and services described in Sections II and III of the ISD plan.**

The ISD and LEAs both provide transportation.

## VI. Millage Fund Distribution

### **R 340.1832(j)**

A description of the method of distribution of funds under R 340.1811(5).

### **R 340.1811**

(1) Only those programs and related services provided under a department-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services.

(3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years.

(4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district.

(5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

### **R 340.1812**

(1) Costs for the operation of special education programs and services by the intermediate school district, available to all constituent local school districts and public school academies, may be reimbursed in full before the reimbursement of local districts from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education personnel offer direct services to students with disabilities in some but not all constituent local school districts or public school academies, and if prorated payment of constituent local school district or public school academy operational claims is necessary, then the per capita deficit for each student served shall be paid by the school district of residence or a direct charge shall be made to the constituent local school district based on the amount of deficit and the proportion of time the constituent local school district or public school academy received the service from the intermediate school district.

**The following is the method of distribution for millage funds in the ISD that meets the requirements of R 340.1811 and R 340.1812.**

Allegan Area ESA facilitates a Special Education Advisory Committee whose purpose is to provide recommendations to the AAESA and member districts to ensure that we collectively offer a continuum of effective programs and services that develop each student's maximum potential, as evidenced by student outcomes, and in a manner that is fiscally responsible. The structure listed below were developed in consultation with Allegan Area ESA's Special Education Advisory Committee.

Allegan Area ESA will

- Operate Level 3 and Level T programs at no direct cost to a member district.
- Provide funds (or the equivalent in staffing to serve in the role of Director of Specialized Instruction for each member district, in accordance with the Director Allocation Concept developed in collaboration with the Allegan Area ESA Special Education Advisory Committee.
- Provide a team of consultants whose purpose is to support member district and programs specialized instructional needs.

Allegan Area Educational Service Agency will distribute ACT 18 millage funds to its local districts based on the formula described in the Allegan Area ESA Special Education Funding Agreement.

- 1.8M is guaranteed to be flowed out annually in 2 equal payments to local districts based on the formula described in the Allegan Area ESA Special Education Funding Agreement.
- A \$1M fund balance will be maintained by Allegan Area Educational Service Agency.
- Additional funds, in excess of the \$1M fund balance, will be flowed out to local districts based on Allegan Area ESA Special Education Funding Agreement. Funds from this allocation will be released following the final audit generally in January each year.
- The Allegan Area ESA Special Education Funding Agreement utilized equal weighed counts from three student count measures; 1) total student count, 2) supplemental nutrition count and 3) special education count.

Intermediate special education millage funds shall not be used to provide specialized instruction programs and/or services to any student who does not reside within the Allegan Area Educational Service Agency boundaries.

## **VII. Parent Advisory Committee (PAC)**

### **R 340.1832(k)**

A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

**The following is the ISD’s process for appointing PAC members in accordance with R 340.1838(1) and (2).**

The Allegan Area Educational Service Agency Board of Education will appoint the Parent Advisory Committee members. Appointments will be made from nominations received from local districts' boards of education. The Allegan Area Educational Service Agency personnel assigned to work with the committee will advise the local school district superintendents of Parent Advisory Committee vacancies from their respective districts as they occur.

The Allegan Area Educational Service Agency Parent Advisory Committee shall be comprised of up to two members from each local district located in the boundaries of the Allegan Area Educational Service Agency. Additional members may be invited from community agencies within the boundaries of the Allegan Area Educational Service Agency as determined via the Parent Advisory Committee By-Laws.

When a vacancy or extended absence (50% or more meetings) occurs, the respective local district and the Allegan Area Educational Service Agency shall have the option of nominating or appointing a parent-of a child with a disability to complete the term. Parent Advisory Committee nominees are appointed for three year terms and may serve consecutive terms of membership at the discretion of the board of education they represent. Additional members to the Parent Advisory Committee may be selected as outlined in R 340.1838(c) of the Michigan Administrative Rules for Special Education.

**PAC Participation and Additional Responsibilities**

**R 340.1832(I)**

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

**R 340.1836 (1)**

Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.

**The following describes how the PAC participates in the development of the ISD Plan.**

The role of the Parent Advisory Committee (PAC) is to provide input to the Allegan Area Educational Service Agency regarding the delivery of services and programs to students with disabilities across the service area. Specific functions of the PAC are described in the Michigan Administrative Rules for Special Education.

**ISD Plan Development**

The Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs and amendments to such shall be developed in cooperation with the Parent Advisory Committee. It shall be the responsibility of the Allegan Area Educational Service Agency personnel assigned to work with the committee to assure that the Parent Advisory Committee members are provided with copies of the current Plan and subsequent amendments. When the Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs is being clarified or modified, two Parent Advisory Committee members will be invited to represent and participate in the process.

Prior to the submission date, the Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs will be presented to the Parent Advisory Committee membership as a whole. The Parent Advisory Committee chairperson will be asked to sign the signature page of the Plan indicating the Parent Advisory Committee has been involved in its development.

**Additional Parent Advisory Committee Roles and Responsibilities**

The Parent Advisory Committee will play a role in program evaluation through participation in the following:

- Reviewing perception data associated with the continuous improvement process
- Review of student level results and outcomes data as part of ISD determinations and SPP indicators.
- Review of general supervision system development and implementation.

The Parent Advisory Committee Chairperson will receive copies of all deviation requests from local districts and the Allegan Area Educational Service Agency as required at R 340.1734

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

If the Parent Advisory Committee so directs, with a majority vote, an objection to the Plan may be filed according to the procedures specified in R 340.1836 of the Michigan Administrative Rules for Special Education. On an annual basis or upon request by the Parent Advisory Committee, the Allegan Area Educational Service Agency personnel assigned to work with the committee will review the Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs at a regularly scheduled meeting.

## Administrative Support for the PAC

### **R 340.1832(m)**

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

**The following administrator(s) act as the main support assisting the PAC with fulfilling its duties as described in the ISD plan.**

Agency/Organization	Title	Role and Relationship to the PAC
Allegan Area Educational Service Agency	Transition Services Supervisor	Liaison designated to work with the Parent Advisory Committee

## Additional Support for the PAC

See **R 340.1832(n)** in the MARSE concerning the additional support for the PAC.

### **R 340.1832(n)**

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

**The following ISD positions assist with PAC activities.**

A representative of the Allegan Area ESA Board actively participates with PAC and supports with PAC activities. The Director of Specialized Instruction for Allegan Area ESA is also an active participant and support of PAC. The Specialized Instruction Administrative Assistant supports PAC with any needed administrative functions.

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

Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual special education budget. The Allegan Area Educational Service Agency will provide items to support the Parent Advisory Committee such as operational costs, reimbursement for expenses incurred in conducting official business, and other approved expenses necessary for the Parent Advisory Committee to function effectively.

The Allegan Area Educational Service Agency shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit; including assuring that reasonable secretarial support is available to the Parent Advisory Committee for the purpose of conducting committee business.

## VIII. Surrogate Parents

**State Board of Education Policy for the Appointment of Surrogate Parents for Special Education Services (September 9, 2008)**

"Each ISD Plan or interagency agreement must provide a description of how the pool of surrogate parents is maintained and how appropriate training is provided to potential surrogate parents."

**The following public agencies are responsible for maintaining a pool of surrogate parents.**

ISD

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

ISD