

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

**March 2020**

# 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**

April 29, 2021

Oakland Schools

Wanda Cook-Robinson, 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.

Wanda Cook-Robinson  
Wanda Cook-Robinson, 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 Oakland Schools Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Angela Tyszka	PAC Chairperson	Parental Advisory Committee	
Amy Tansel	District Superintendent	Oakside Prep Academy	
Wanda Cook-Robinson	ISD Superintendent	Oakland Schools	
Hosep Torossian	District Superintendent	AGBU Alex-Marie Manoogian School	
Septembra Williams	District Superintendent	Arts and Technology Academy of Pontiac	
James Schwarz	District Superintendent	Avondale School District	
Heather Lackey	District Superintendent	Berkley School District	
Laura Ann Mahler	District Superintendent	Birmingham Public Schools	
Jennifer Perrone	District Superintendent	Bloomfield Hills Schools	
Nicholas Stage	District Superintendent	Bradford Academy	
Jessica Cohen	District Superintendent	Brandon School District in the Counties of Oakland and Lapeer	

Jason Zewatsky	District Superintendent	Clarenceville School District
Stacey Theophilis	District Superintendent	Clarkston Community School District
Dyanne Hildebrant	District Superintendent	Clawson Public Schools
Michelle Sanders	District Superintendent	Crescent Academy
Luvenia Perkins	District Superintendent	Dr. Joseph F. Pollack Academic Center of Excellence
Lydia Moore	District Superintendent	Farmington Public School District
Emily Ducoffe	District Superintendent	Faxon Academy
Stefanie Hayes	District Superintendent	Ferndale Public Schools
Sarah Vanderbaan	District Superintendent	Four Corners Montessori Academy
Rukshana Ilahi	District Superintendent	Grand River Academy
Philip Yaccick	District Superintendent	Great Lakes Academy
Amy Kruppe	District Superintendent	Hazel Park City School District
Julie Kildee	District Superintendent	Holly Academy
Scott Roper	District Superintendent	Holly Area School District
Paul Salah	District Superintendent	Huron Valley Schools
Natalie Deeb	District Superintendent	Keys Grace Academy
Lisa Halushka	District Superintendent	Kingsbury Country Day School
Ben Kirby	District Superintendent	Lake Orion Community Schools
Stephanie Siems	District Superintendent	Lamphere Public Schools
Julie Breakiron	District Superintendent	Laurus Academy
Yolonda Caudle	District Superintendent	Life Skills Center of Pontiac
Sherrie Buchzeiger	District Superintendent	Lighthouse Connections Academy
Angel Abdulahad	District Superintendent	Madison District Public Schools
Randy Rodriguez	District Superintendent	Michigan Virtual Charter Academy
Katie Alexander	District Superintendent	Momentum Academy
Steven Matthews	District Superintendent	Novi Community School District
Jamii Hitchcock	District Superintendent	Oak Park City School District
Timeka Brown	District Superintendent	Oakland County Academy of Media & Technology
Kim Olson	District Superintendent	Oakland FlexTech High School
Timothy Throne	District Superintendent	Oxford Community Schools
Tareia Caldwell	District Superintendent	Pontiac Academy for Excellence
Kelley Williams	District Superintendent	Pontiac City School District
Robert Shaner	District Superintendent	Rochester Community School District
Mary Beth Fitzpatrick	District Superintendent	Royal Oak Schools
Steven Archibald	District Superintendent	South Lyon Community Schools
Jennifer Green	District Superintendent	Southfield Public School District

Richard Machesky	District Superintendent	Troy School District
Kenneth Gutman	District Superintendent	Walled Lake Consolidated Schools
Kara Green	District Superintendent	Walton Charter Academy
Jeremy Gilliam	District Superintendent	Waterford Montessori Academy
Scott Lindberg	District Superintendent	Waterford School District
Gerald Hill	District Superintendent	West Bloomfield School District

## 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.:**

### **Public Awareness**

Copies of the ISD Plan for Oakland Schools are sent to each constituent district's Special Education Administrator, Parent Advisory Committee member, and Superintendent. Copies of the Plan are available by request through Oakland Schools or constituent districts' administrative offices. The following documents are referred to in the ISD Plan and are also available by request.

- Michigan Administrative Rules for Special Education
- Michigan Department of Education Policy for the Appointment of Surrogate Parents for Special Education Services
- Michigan Revised School Code
- Michigan State Aid Act
- Oakland Schools Parent Advisory Committee (PAC) By-Laws
- Oakland Schools Agreement on Special Education Programs and Services

The ISD and its constituent districts assure that all copies of contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

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

### **Child Find**

Persons eligible for special education services in the Oakland Schools' constituent districts

may be identified through Child Find, an outreach program conducted in cooperation with constituent districts.

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

It is the joint responsibility of the constituent districts and Oakland Schools to identify persons suspected of having a disability from birth to 26 through Child Find and public awareness, including students in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc. Administrative personnel responsible for informing the public of special education services are listed in Appendix B.

**Build Up Michigan (Child Find ages 3-25)**

**1.800.320.8384** or

<http://buildupmi.org/get-connected>

**Early On® Oakland/Oakland Schools Child Find (ages birth - 3)**

**866.456.2084** or **248.209.2084** [eoreferral@edzone.net](mailto:eoreferral@edzone.net)

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

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

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

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

Title	Organization	Address	Phone
ISD Director	Oakland Schools	2111 Pontiac Lake Road, Waterford, MI 48328	(248) 209-2533
District Director	AGBU Alex-Marie Manoogian School	22001 Northwestern Hwy, Southfield, MI 48075	248-569-2988
District Director	Arts and Technology Academy of Pontiac	888 Enterprise Dr. Pontiac, MI 48341	248-452-9309

District Director	Avondale School District	2940 Waukegan, Auburn Hills, MI 48326	248-537-6004
District Director	Berkley School District	2338 Coolidge Hwy, Berkley, MI 48237	248-837-8050
District Director	Birmingham Public Schools	31301 Evergreen, Beverly Hills, MI 48025	248-203-3017
District Director	Bloomfield Hills Schools	7273 Wing Lake Rd, Bloomfield Hills, MI 48301	248-341-5418
Other	Bloomfield Hills Schools	7273 Wing Lake Rd, Bloomfield Hills, MI 48301	248-341-5418
Other	Bradford Academy	24218 Garner, Southfield, Mi 48033	616-460-6689
District Director	Brandon School District in the Counties of Oakland and Lapeer	1025 S. Ortonville Rd, Ortonville, MI 48462	248-627-1856
District Director	Clarenceville School District	20210 Middlebelt, Livonia, MI 48152	248-919-0291
District Director	Clarkston Community School District	6389 Clarkston Rd. Clarkston, MI 48346	248-623-8080
Other	Clawson Public Schools	626 Phillips, Clawson, MI 48017	248-655-4415
District Director	Clawson Public Schools	626 Phillips, Clawson, MI 48017	248-665-4415
Other	Crescent Academy	17570 West 12 Mile, Southfield, MI 48076	248-423-4581
District Director	Dr. Joseph F. Pollack Academic Center of Excellence	23777 Southfield Road, Southfield, MI 48075	248-569-1060
District Director	Farmington Public School District	32789 W. Ten Mile Rd Farmington, MI 48336	248-489-3388
Other	Faxon Academy	28555 Middlebelt Rd, Farmington Hills, MI 48335	248-702-6376
District Director	Ferndale Public Schools	871 Pinecrest Dr., Ferndale, MI 48220	248-586-8693
District Director	Flex High School of Pontiac	142 Auburn Ave Pontiac, MI 48342	248-499-7421
Other	Four Corners Montessori Academy	1075 E. Gardenia Ave. Madison Heights, MI 48071	248-542-7001
Other	Grand River Academy	28111 8 Mile Rd. Livonia, MI 48152	248-893-6100
Other	Great Lakes Academy	46312 Woodward Avenue, Pontiac, MI 48342	248-334-6434
Other	Hazel Park City School District	1620 East Elza Ave., Hazel Park, MI 48030	248-658-5206
District Director	Hazel Park City School District	1620 East Elza Ave., Hazel Park, MI 48030	248-658-5206
District Director	Holly Academy	820 Academy Road, Holly, MI 48442	248-634-5554
District Director	Holly Area School District	920 Baird St. Holly, MI 48442	248-328-3170
District Director	Holly Area School District	920 Baird St. Holly MI 48442	248-328-3170
District Director	Huron Valley Schools	300 W. Livingston Road, Highland, MI 48357	248-684-8228
Other	Keys Grace Academy	27321 Hampden, Madison Heights, MI 48071	248-629-7700
Other	Kingsbury Country Day School	5000 Hosner Road, Oxford MI 48370	248-628-5000
District Director	Lake Orion Community Schools	590 Pine Tree Road, Lake Orion, MI 48362	248-693-5430
District Director	Lamphere Public Schools	29685 Tawas, Madison Heights, MI 48071	248-589-3155
Other	Lamphere Public Schools	29685 Tawas, Madison Heights, MI 48071	248-589-3155
Other	Laurus Academy	24590 Lahser Rd, Southfield, MI 48034	248-799-8401
Other	Lighthouse Connections Academy	3150 Livernois Ave. Suite 201, Troy, MI 48083	248-457-5845
District Director	Madison District Public Schools	26550 John R. Road, Madison Heights, MI 48071	248-399-7800
Other	Michigan Virtual Charter Academy	1620 E. Elza Avenue, Hazel Park, MI 48030	616-309-1600
District Director	Michigan Virtual Charter Academy	1620 E. Elza Avenue, Hazel Park, MI 48030	616-309-1600



Other	Momentum Academy	60 South Lynn Street, Waterford, MI 48328	248-682-5000
Other	Novi Community School District	25345 Taft, Novi, MI 48374	248-449-1413
District Director	Novi Community School District	25345 Taft, Novi, MI 48374	248-449-1413
Other	Oak Park City School District	13900 Granzon, Oak Park, MI 48237	248-336-7673
District Director	Oak Park City School District	13900 Granzon, Oak Park, MI 48237	248-336-7673
Other	Oakland County Academy of Media & Technology	48980 Woodward Ave Pontiac, MI 48642	248-972-9100
District Director	Oakland FlexTech High School	24245 Karim Blvd, Novi, MI 48375	248-426-8530
Other	Oakside Prep Academy	355 Summit Dr Waterford, MI 48328	248-706-2000
District Director	Oxford Community Schools	10 N. Washington, Oxford MI 48371	248-969-5015
Other	Pontiac Academy for Excellence	196 Cesar E. Chavez Ave, Pontiac, MI 48343	248-745-9420
District Director	Pontiac City School District	47200 Woodward Pontiac, MI 48342	248-451-7523
District Director	Rochester Community School District	501 West University, Rochester, MI 48307	248-726-3195
Other	Royal Oak Schools	800 DeVillen Ave. Royal Oak, MI 48073	248-435-8400
District Director	South Lyon Community Schools	62500 W. Nine Mile Road South Lyon, MI 48178	248-573-8220
District Director	Southfield Public School District	16299 Mt Vernon, Southfield, MI 48075	248-746-7662
District Director	Troy School District	4400 Livernois, Troy, MI 48098	248-823-5001
District Director	Walled Lake Consolidated Schools	46720 W. Pontiac Trail, Walled Lake, MI 48390	248-956-2132
Other	Walton Charter Academy	744 E. Walton Blvd Pontiac, MI 48340	248-371-9300
Other	Waterford Montessori Academy	4860 Midland Ave Waterford, MI 48329	248-674-2400
District Director	Waterford School District	501 N. Cass Lake Road Waterford, MI 48327	248-682-3242
District Director	West Bloomfield School District	5810 Commerce, West Bloomfield, MI 48324	248-865-6471

## 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 Otologist	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
Oakland Schools	✓	✓					✓				✓		✓	✓	✓			
AGBU Alex-Marie Manoogian School	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Arts and Technology Academy of Pontiac	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Avondale School District	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Berkley School District	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Birmingham Public Schools	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Bloomfield Hills Schools	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Bradford Academy	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Brandon School District in the Counties of Oakland and Lapeer	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Clarenceville School District	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Clarkston Community School District	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Clawson Public Schools	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Crescent Academy	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Dr. Joseph F. Pollack Academic Center of Excellence	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Farmington Public School District	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Faxon Academy	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Ferndale Public Schools	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Flex High School of Pontiac	✓	✓			✓		✓			✓			✓	✓	✓		✓	
Four Corners Montessori Academy	✓	✓			✓		✓			✓			✓	✓	✓		✓	

Grand River Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Great Lakes Academy	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	
Hazel Park City School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Holly Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Holly Area School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Huron Valley Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Keys Grace Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Kingsbury Country Day School	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Lake Orion Community Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Lamphere Public Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Laurus Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Lighthouse Connections Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Madison District Public Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Michigan Virtual Charter Academy	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	
Momentum Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Novi Community School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Oak Park City School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Oakland County Academy of Media & Technology	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Oakland FlexTech High School	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Oakside Prep Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Oxford Community Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Pontiac Academy for Excellence	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Pontiac City School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Rochester Community School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Royal Oak Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
South Lyon Community Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Southfield Public School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Troy School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Walled Lake Consolidated Schools	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Walton Charter Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Waterford Montessori Academy	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
Waterford School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	
West Bloomfield School District	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	

**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
Oakland Schools												✓										
AGBU Alex-Marie Manoogian School													✓	✓								
Arts and Technology Academy of Pontiac													✓	✓								
Avondale School District		✓		✓			✓	✓					✓	✓	✓	✓				✓		
Berkley School District	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓				✓		
Birmingham Public Schools	✓	✓		✓			✓	✓	✓	✓			✓	✓	✓	✓				✓		
Bloomfield Hills Schools	✓	✓	✓	✓	✓				✓		✓		✓	✓	✓	✓						
Bradford Academy									✓				✓	✓								
Brandon School District in the Counties of Oakland and Lapeer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		
Clarenceville School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		
Clarkston Community School District	✓	✓		✓	✓				✓		✓	✓	✓	✓	✓	✓						
Clawson Public Schools	✓	✓						✓	✓	✓		✓	✓	✓	✓	✓				✓		
Crescent Academy												✓	✓	✓		✓						
Dr. Joseph F. Pollack Academic Center of Excellence													✓									
Farmington Public School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Faxon Academy													✓									
Ferndale Public 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	Programs for students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments may be operated within an age span of 11 years. Individual needs of students will be considered when placing students in educational settings.
R 340.1740	Allow a caseload of up to 18 students; add a paraprofessional when 12 or more students are in the classroom at any one time; and no more than 15 students in the classroom at any one time.
R 340.1742	Caseloads may be maintained at 10:1; while class size is maintained without increase at 7:1.
R 340.1747	Caseloads may be assigned and instruction provided for up to 20 students. When 12 or more students are in the classroom or more than 15 students are on the caseload, a paraprofessional must be assigned.
R 340.1749a	Caseloads may be determined to allow up to 23 students with not more than 13 in the classroom at any one time, and with no more than 10 Full Time Equivalent (FTEs).
R 340.1749b	Caseloads may be determined to allow up to 23 students with not more than 13 in the classroom at any one time, and with no more than 10 Full Time Equivalent (FTEs).
R 340.1755	Related service providers will work in collaboration with an approved early childhood special education teacher. Seventy two (72) required clock hours may be spread across 180 days of instruction across an entire calendar year.
R 340.1758	Elementary Class size may consist of up to 6 students, 1 teacher and 2 paraprofessionals, which provides a ratio of 1 adult to 2 students. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present. Middle School Class size may consist of up to 7 students, 1 teacher and 2 or more paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present. High School Class size may consist of up to 8 students, 1 teacher and 2 or more paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present. Post High School Post High School Programs may consist of up to 9 students, 1 teacher and a minimum of 3 paraprofessionals. The paraprofessional allocation is to be determined by individual student need. In addition, a minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.

### Option 2: Alternate Program

Oakland Schools	
District(s) Operating the Alternate Programs	
Program Name	Student Population Served
Teacher Specialist	<p>The Teacher Specialist will perform the following duties:</p> <ul style="list-style-type: none"> <li>a. Provide direct instruction to students on the resource teacher's caseload and may assign grades or other evaluative measures for this instruction.</li> <li>b. Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility.</li> <li>c. Provide supplemental instruction to students on his or her caseload.</li> <li>d. 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.</li> </ul>

Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		In the event a fully-qualified candidate is not available, a competent individual, possessing two of the following four 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 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
Maximum Caseload of Teachers and Providers		
# 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

Oakland Schools	
District(s) Operating the Alternate Programs	
Program Name	Student Population Served
Level 1 Programming	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who exhibits independence across environments may be provided with Level 1 Programming.</p> <p>A student in Level 1 Programming:</p> <ol style="list-style-type: none"> <li>May need behavior accommodations or supports</li> <li>May receive paraprofessional support based on individual needs</li> <li>Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>May receive either a regular diploma or a certification of completion</li> </ol> <p>The Level 1 Teacher:</p> <ol style="list-style-type: none"> <li>May consult with staff on behalf of the student</li> <li>May not issue grades or grant credit for any class or subject</li> <li>May provide direct instruction to the student for less than 1/2 hour per day</li> <li>May provide direct support to students with disabilities in either a general education or special education setting</li> <li>May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>May serve a caseload of not more than 25 students <ul style="list-style-type: none"> <li>- May serve not more than 10 students in a general education classroom setting at any time</li> <li>- May serve not more than 25 students in a special education classroom setting at any time</li> </ul> </li> <li>Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>Must be a special education teacher with either a Master's Degree or a Bachelor's Degree</li> </ol>

Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		The Level 1 Teacher must be a special education teacher with either a Master's Degree or a Bachelor's Degree.
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

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



Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		The Level 2 Teacher must be a special education teacher with either a Master's Degree or a Bachelor's Degree.
Maximum Caseload of Teachers and Providers		
20 at the elementary level 22 at the secondary level		
# 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

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

Role of Teachers		Certification and/or endorsement of the teachers and service providers
Direct Instruction		A Level 3 Teacher must be a special education teacher with either a Master's Degree or a Bachelor's Degree.
Maximum Caseload of Teachers and Providers		
15 at the elementary level 18 at the secondary level		
# 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

Oakland Schools	
District(s) Operating the Alternate Programs	
Program Name	Student Population Served
Level 4 Programming	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, any student who exhibits a need for extensive, ongoing support across environments may be provided with Level 4 Programming.</p> <p>A student in Level 4 Programming:</p> <ul style="list-style-type: none"> <li>a. May need behavior accommodations or supports</li> <li>b. May receive paraprofessional support based on individual needs</li> <li>c. Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>d. May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP)</li> <li>e. May receive either a regular diploma or a certificate of completion</li> </ul> <p>The Level 4 Teacher:</p> <ul style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May issue grades or grant credit for any class or subject</li> <li>c. May provide direct instruction to the student up to full time in the special education setting</li> <li>d. May serve a caseload of not more than 12 students <ul style="list-style-type: none"> <li>- May serve not more than 5 students in a general education classroom setting at any time</li> <li>- May serve not more than 12 students in a special education classroom setting at any time</li> </ul> </li> <li>e. Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>f. Must be a special education teacher with either a Master's Degree or a Bachelor's Degree</li> </ul>
Role of Teachers	Certification and/or endorsement of the teachers and service providers
Direct Instruction	The Level 4 Teacher must be a special education teacher with either a Master's Degree or a Bachelor's Degree.
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

**Oakland Schools**  
**District(s) Operating the Alternate Programs**

Program Name	Student Population Served
Level T Programming	<p>Based on individual student need and goals identified by the Individualized Education Program (IEP) Team, students aged 18-26 may be provided services in a collaborative instructional environment external to the traditional classroom through Level T Programming. A student in Level T Programming:</p> <ul style="list-style-type: none"> <li>a. May receive paraprofessional support based on individual needs</li> <li>b. May follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP)</li> <li>c. Will follow IEP identified transition goals aligned to student need(s)</li> <li>d. May receive either a diploma or a certification of completion</li> </ul> <p>The Level T Teacher:</p> <ul style="list-style-type: none"> <li>a. May consult with staff on behalf of the student</li> <li>b. May issue grades and grant credit</li> <li>c. May provide direct support to students across a collaborative instructional setting</li> <li>d. May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>e. May serve a caseload of not more than 25 students</li> <li>f. May serve not more than 12 students in a collaborative instructional setting at any time</li> <li>g. Must have the ability to address the goals and objectives for all students assigned to caseload</li> <li>h. Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree</li> </ul>

Role of Teachers	Certification and/or endorsement of the teachers and service providers
Direct Instruction	A Level T Teacher must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree.

**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

## 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.**

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

## 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.**

Each LEA provides its own 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.**

The Oakland Schools Board of Education has established a Special Education Fund for distribution of Public Act 18 Funds ("Act 18 Funds") based on an added-cost system. The distribution of all Act 18 Funds shall be governed by the most current *Oakland Schools Agreement on Special Education Programs and Services*.

These monies are distributed in the following order:

1. Special Education programs and services inclusive of indirect costs provided by Oakland Schools. This is inclusive of annually determined line items accessed through an application and approval process which may include:
  - i. Reimbursement of expenditures to constituent districts to start a new program for Center eligible students based on an approved "*District Transition Plan/Application for Start-up Costs for Programs for Students with Complex Needs.*"
  - ii. Extraordinary expense reimbursement to constituent districts for reimbursement of expenses in excess of one (1) percent of the constituent district's Act 18 Fund allocation for circumstances beyond the constituent district's control that result in financial hardship subject to an approved "*Extraordinary Expense Application.*"
  - iii. Extraordinary expense reimbursement to a Center Program operator only in the event the Center Program is unable to eliminate the extraordinary expense through a budget revision or by utilizing funds from their seven (7) percent unanticipated cost portion of tuition subject to an approved "*Extraordinary Expense Application.*"
  - iv. Reimbursement of expenditures to districts operating a Center Program based on an approved *Oakland Schools Capital Needs Application* completed in accordance with the most current "*Special Education Center Program Capital Needs Protocol.*"
2. Oakland Schools reimburses a portion of the constituent districts' special education costs through the PA 18 distribution formula in alignment with the conditions set forth in the most current *Oakland Schools Agreement on Special Education Programs and Services*. Each constituent district allocation of Act 18 Funds shall equal the product of all Act 18 Funds available for distribution to resident districts multiplied by the pro-rata percentage of Act 18 Funds allocated to the resident district. The pro-rata percentage of Act 18 Funds allocated to the resident district shall equal the quotient of each district's added costs for all resident districts adjusted by an equity factor divided by the sum of the equity adjusted added costs for all constituent districts. The Act 18 Funds available for constituent district distribution allocation may be adjusted if there is a change in tax revenue generated by PA 18 or, if the taxable value is adjusted for that year or any previous year.

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

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

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

A PAC member must be a parent or guardian:

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

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



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

The Plan and its modifications shall be developed in cooperation with the PAC. It shall be the responsibility of the Oakland Schools Executive Director of Special Populations, or designee, to assure that PAC members are provided with individual copies of the current Plan, and subsequent and proposed modifications.

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

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

Proposed modifications are to be submitted to the Michigan Department of Education, Office of Special Education (MDE-OSE) for technical review. When complete, the proposed Plan modification is forwarded by the MDE-OSE to the Superintendent of Public Instruction for approval. Proposed alternative programs and services described under R 340.1832(e) may not be implemented until the Superintendent of Public Instruction approves the Plan. Within seven (7) days of receipt of approval, Oakland Schools will distribute the notice of approval and the final version of the Plan modification to its constituent districts, and the chairperson of the PAC.

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

## 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
Oakland Schools	Executive Director of Special Populations	ISD Special Education Director serving in an advisory role and providing assistance, as requested

## 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.**

Various other consultants from the Special Populations department  
One administrative assistant from the Special Populations department to coordinate logistics and serve as the main contact

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

The Oakland Schools Executive Director of Special Populations, or designee, shall act in an advisory role to the PAC. At the request of the committee, the advisor shall provide assistance with:

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

## VIII. Surrogate Parents

### **34 CFR §300.519(a)(b)**

General. Each public agency must ensure that the rights of a child are protected when— (1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method— (1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child.

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

LEA

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

LEA