



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE:

TO: State Board of Education

FROM: Michael F. Rice, Ph.D.
State Superintendent

SUBJECT: Report on the Approved Changes to Ottawa Area ISD Plan for the Delivery of Special Education Programs and Services

Pursuant to Section 380.1711 of the Revised School Code of 1976, the intermediate school board shall develop, establish and continually evaluate and modify in cooperation with its constituent districts, a plan for special education that provides for the delivery of special education programs and services. The plan shall coordinate the special education programs and services operated or contracted for by the constituent districts and shall be submitted to the superintendent of public instruction for approval.

The Office of Special Education has reviewed, and I have granted approval of the Ottawa Area ISD plan for Delivery of Special Education Programs and Services. See Attachment A for a summary of the changes.

STATE BOARD OF EDUCATION

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Summary of Changes to the Ottawa Area ISD Plan for Delivery of Special Education Programs and Services

Attachment A

<i>Content Requirement(s)</i>	<i>Change(s)</i>
Section I. Public Awareness and Child Find: R 340.1832(a)(b)	<ul style="list-style-type: none"> • No change
Section II. Diagnostic and Related Services: R 340.1832(c)	<ul style="list-style-type: none"> • Revised the public agency responsible for providing a diagnostic or related service.
Section III. Special Education Programs and Services: R 340.1832(d)(e)(g)	<ul style="list-style-type: none"> • Changed the public agency responsible for providing a program or service. • Updated programs and services within the ISD.
Section IV. Paraprofessional Qualifications: R 340.1832(h)	<ul style="list-style-type: none"> • No change
Section V. Transportation: R 340.1832(i)	<ul style="list-style-type: none"> • No change
Section VI. Millage Fund Distribution: R 340.1832(j)	<ul style="list-style-type: none"> • Updated process for distribution of PA 18 millage funds.
Section VII. Parent Advisory Committee (PAC): R 340.1832(k)-(n):	<ul style="list-style-type: none"> • Updated the position responsible for supporting the PAC.
Section VIII. Surrogate Parents: SBE Surrogate Parent Policy (9-8-08)	<ul style="list-style-type: none"> • No change

April 11, 2023

Kyle Mayer
Ottawa Area ISD
13565 Port Sheldon St
Holland, MI 49424-9241

Dear Superintendent Mayer:

I am pleased to inform you that the modifications to Ottawa Area ISD Plan for the Delivery of Special Education Programs and Services have been approved.

The approval of your plan modifications is an authorization for Ottawa Area ISD and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that Ottawa Area ISD and constituent districts will provide special education programs and services in accordance with state and federal regulations. This authorization does not preclude the Michigan Department of Education (MDE) from requesting clarification on items contained within your plan as the need arises.

If Ottawa Area ISD's Plan includes programs and services under Rule 340.1832(e) of the Administrative Rules for Special Education, please allow for the disaggregation of student educational performance data (for students receiving such programs and services), minimally the disaggregation that is maintained on all students under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). This disaggregation will allow all parties to evaluate the effectiveness of program and service offerings.

Please inform the superintendents of your constituent districts and the chairperson of the Parent Advisory Committee that your plan modifications have been approved.

Sincerely,

Michael F. Rice, Ph.D.
State Superintendent

c:

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

April 2023

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

July 11, 2022

Ottawa Area ISD

Kyle Mayer, 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.

Kyle Mayer

Kyle Mayer, Superintendent

07/11/2022

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 Ottawa Area ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Kyle Mayer	ISD Superintendent	Ottawa Area ISD	11/15/2022 10:32 AM
Brad Lusk	District Superintendent	Hamilton Community Schools	11/15/2022 10:51 AM
Scott Grimes	District Superintendent	Grand Haven Area Public Schools	11/15/2022 11:19 AM
Matthew Spencer	District Superintendent	Coopersville Area Public School District	11/15/2022 12:07 PM
Dennis Furton	District Superintendent	Spring Lake Public Schools	11/15/2022 12:18 PM
Doug VanderJagt	District Superintendent	Hudsonville Public School District	11/15/2022 02:00 PM
Jessenia Martinez	District Superintendent	Innocademy	11/17/2022 08:25 AM
Shannon Brunink	District Superintendent	Black River Public School	11/17/2022 08:36 AM
Timothy Travis	District Superintendent	Saugatuck Public Schools	11/17/2022 01:16 PM

Vickie Buckner	District Superintendent	Walden Green Montessori	12/05/2022 08:55 AM
Garth Cooper	District Superintendent	Allendale Public Schools	12/05/2022 10:17 AM
Nicholas Cassidy	District Superintendent	Holland City School District	12/05/2022 10:21 AM
Angie Anderson	PAC Chairperson	Parental Advisory Committee	12/06/2022 08:11 AM
Tyler Huizenga	District Superintendent	ICademy Global	12/08/2022 09:16 AM
Kara Green	District Superintendent	Eagle Crest Charter Academy	12/09/2022 08:15 AM
Kara Green	District Superintendent	Vanderbilt Charter Academy	12/09/2022 08:15 AM
Brandon Graham	District Superintendent	Jenison Public Schools	12/09/2022 08:37 AM
Tim Bearden	District Superintendent	West Ottawa Public School District	12/09/2022 10:10 AM
Joanna Bennink	District Superintendent	West MI Academy of Arts and Academics	12/12/2022 09:06 PM

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.

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.:

The OAISD assumes primary responsibility for child find activities and outreach for preschool children. The Assistant Superintendent for Teaching and Learning or their designee will be responsible for coordinating child find activities and outreach for children beginning at birth. The OAISD along with all local school districts and public school academies will assume responsibility for youth up to the age of 26, including individuals incarcerated in county jails, as well as those in other lower incidence placements like residential facilities, homebound placements and hospitalized placements, through the special education referral process and local public awareness activities. Each will promote public awareness of disabilities using state materials, the available special education programs/services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources.

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

The OAISD uses a variety of sources for our outreach efforts.

Build Up Michigan materials, Early On information and the Parent Information Handbook for Special Education is available and may be distributed to the following:

- Pre-schools for 3-5 year old children at various sites within the OAISD
- Area healthcare agencies, hospitals, physicians
- Community Education/Migrant Programs
- Community Mental Health
- Ottawa County Health Department
- Department of Human Services
- Head Start Programs
- Local school districts
- Early Childhood Interagency Coordinating Council
- Parent groups

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Ottawa Area ISD	13565 Port Sheldon St. Holland, MI 49424	(844) 233-2244
District Director	Allendale Public Schools	10505 Learning Lane, Allendale, MI 49401	616-892-3170
District Director	Black River Public School	491 Columbia Ave. Holland, Mi. 49423	616-355-0055
District Director	Coopersville Area Public School District	198 East Street Coopersville, MI 49404	616-997-3509
District Director	Eagle Crest Charter Academy	3850 Broadmoor Ave SE, Grand Rapids, MI 4951	616-788-7047
District Director	Grand Haven Area Public Schools	1415 Beechtree, Grand Haven, Mi. 49417	616-850-5143
District Director	Hamilton Community Schools	4815 136th Ave Hamilton, MI 49419	269-751-5148
District Director	Holland City School District	320 W. 24th Street Holland, MI 49423	616-494-2105
District Director	Hudsonville Public School District	3886 Van Buren Hudsonville, MI 49426	616-669-1740
District Director	ICademy Global	8485 Homestead Dr Zeeland, MI 49464	616-748-5637
District Director	Innocademy	8485 Homestead Dr Zeeland, MI 49464	616-748-5637
District Director	Jenison Public Schools	8375 20th Ave. Jenison, MI 49428	616-667-3235
District Director	Saugatuck Public Schools	201 W Randolph St, Douglas, MI 49406	616-566-8821
District Director	Spring Lake Public Schools	345 Hammond St Spring Lake, MI 49456	616-846-9240
District Director	Vanderbilt Charter Academy	3850 Broadmoor Ave SE, Grand Rapids, MI 4951	616-788-7047
District Director	Walden Green Montessori	17339 Roosevelt Road Spring Lake, MI 49456	616-842-4523
District Director	West MI Academy of Arts and Academics	17350 Hazel Street Spring Lake, MI 49456	616-844-9961
District Director	West Ottawa Public School District	1138 N. 136th Avenue Holland, MI 49424	616-786-2085
District Director	Zeeland Public Schools	183 W. Roosevelt Avenue, Zeeland 49426	616-748-3022

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	Orientation and Mobility Specialist	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
Ottawa Area ISD	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Allendale Public Schools				✓	✓		✓			✓	✓	✓		✓	
Black River Public School			✓		✓		✓			✓	✓			✓	
Coopersville Area Public School District			✓	✓	✓		✓			✓	✓	✓		✓	
Eagle Crest Charter Academy					✓		✓			✓	✓	✓		✓	
Grand Haven Area Public Schools				✓	✓		✓			✓	✓			✓	
Hamilton Community Schools			✓	✓	✓		✓			✓	✓	✓		✓	
Holland City School District			✓	✓	✓		✓			✓	✓	✓	✓	✓	
Hudsonville Public School District			✓		✓		✓			✓	✓	✓		✓	
ICademy Global					✓		✓			✓	✓			✓	
Innocademy					✓		✓			✓	✓			✓	
Jenison Public Schools					✓		✓			✓	✓	✓		✓	
Saugatuck Public Schools					✓		✓			✓	✓	✓		✓	
Spring Lake Public Schools				✓	✓		✓			✓	✓			✓	
Vanderbilt Charter Academy					✓		✓			✓	✓	✓		✓	
Walden Green Montessori			✓	✓	✓		✓			✓	✓	✓		✓	
West MI Academy of Arts and Academics					✓		✓			✓	✓			✓	
West Ottawa Public School District			✓	✓	✓		✓			✓	✓	✓		✓	
Zeeland Public 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.

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.

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
Ottawa Area ISD	✓	✓		✓				✓	✓		✓	✓								✓	✓	✓
Allendale Public Schools								✓	✓		✓	✓	✓	✓	✓	✓			✓			
Black River Public School								✓	✓				✓	✓								
Coopersville Area Public School District								✓	✓			✓	✓	✓	✓	✓						
Eagle Crest Charter Academy								✓	✓				✓	✓								
Grand Haven Area Public Schools		✓		✓				✓	✓	✓	✓	✓	✓	✓	✓				✓			
Hamilton Community Schools								✓	✓			✓	✓	✓	✓				✓			
Holland City School District		✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓			✓			
Hudsonville Public School District		✓	✓	✓				✓	✓			✓	✓	✓	✓	✓			✓			
ICademy Global								✓	✓				✓	✓								

Innocademy								✓	✓				✓	✓							
Jenison Public Schools			✓	✓				✓	✓			✓	✓	✓	✓					✓	
Saugatuck Public Schools								✓	✓				✓	✓							
Spring Lake Public Schools								✓	✓	✓	✓		✓	✓	✓					✓	
Vanderbilt Charter Academy								✓	✓				✓	✓							
Walden Green Montessori													✓								
West MI Academy of Arts and Academics								✓	✓				✓	✓							
West Ottawa Public School District		✓		✓				✓	✓			✓	✓	✓	✓					✓	
Zeeland Public Schools		✓	✓	✓				✓	✓	✓		✓	✓	✓						✓	

The following table displays virtual programming options within the ISD:

District Name	Virtual Option	Grade Levels	Enrollment Type
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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 340.1747	In Learning Disabilities programs, allow caseloads up to 18 students with no more than 15 students at one time.
R 340.1740	In Secondary Mild Cognitive Impaired programs, allow caseloads up to 20 students with no more than 15 students at one time.
R 340.1749a	In Elementary Resource Room programs, allow caseloads up to 23 students with no more than 15 students at one time.
R 340.1749b	In Secondary Resource Room programs, allow caseloads up to 25 students with no more than 15 students at one time. In secondary resource room programs, allow the teacher to teach a class and offer tutorial assistance during the same class period to students on his or her caseload who are enrolled in general education classes.
R 340.1748	In Severe Multiple Impairment programs, allow caseload up to 12 students with 1 teacher and 3 aides.
R 340.1758	In Programs for Students with Autism Spectrum Disorder, caseload may consist of 8 students, 1 teacher, and 2 paraprofessionals. A minimum of 1 teacher and 1 paraprofessional are required when 3 students are present.

Option 2: Alternate Program

Ottawa Area ISD
District(s) Operating the Alternate Programs
Ottawa Area Intermediate School District

Program Name		Student Population Served
Transition Services		Based on individual student needs and goals identified by the Individualized Education Program (IEP) team, any student age 16-26 with transition related needs may be provided transition services when present level and evaluation data shows evidence that the student requires transition services and supports as articulated through the IEP Transition Plan, Supplementary Aids and Supports and/or Measurable Annual Goals aligned to transition needs. The student receiving transition services: 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, GED or Certificate of Completion. Transition services are designed to provide specially designed instruction based on individual student needs, rather than areas of eligibility alone. Transition services provide supports consistent with 300.43.
Role of Teachers or Service Providers		
Direct instruction, consultation and coaching of students in the areas of Daily Living, Community Participation, Employment and Self Determination.		
Certification and/or endorsement of the teachers and service providers		
Special Education endorsement in: CI, ASD, VI, HI, EI or LD		
Maximum Caseload of Teachers and Providers		
20 adults per provider		
# 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	20	Not applicable

Ottawa Area ISD	
District(s) Operating the Alternate Programs	
All OAISD Districts	
Program Name	Student Population Served
Teacher Specialist	Students with various disabilities who participate in general education but require special education accommodations, modifications, specially designed instruction through their IEP from a teacher specialist, however the student does not require a special education program.
Role of Teachers or Service Providers	
The Teacher Specialist will perform the following duties: (a) Provide direct instruction to students on the resource teacher's caseload. (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. (c) Provide supplemental instruction to students on his or her 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 may not provide services that are specific to the needs of students with visual impairments or students who are deaf or hard of hearing.	

Certification and/or endorsement of the teachers and service providers		
In the event a fully qualified teacher consultant candidate is not available, a competent individual, possessing a valid Michigan teaching certificate in the program area of employment OR possess a valid Michigan teaching certificate and actively be working towards and endorsement in area of employment AND • Possess 1 of the 3 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 The individual in this position maybe employed under the mentorship of a fully qualified Teacher Consultant until such time as all criteria have been met.		
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

Ottawa Area ISD		
District(s) Operating the Alternate Programs		
All OAISD districts		
Program Name	Student Population Served	
Deaf/Hard of Hearing Specialist	Students requiring DHH teacher consultant services	
Role of Teachers or Service Providers		
The Deaf/Hard of Hearing Specialist will perform the following: evaluate students suspected of being a student who is deaf or hard of hearing; provide assessments for data driven goal development; model instructional techniques and provide consultation in all content areas; collaborate with staff members in developing instructional goals, objectives, and teaching methods; provide consultation and direct service to students who are deaf or hard of hearing per IFSP/IEP goals; consult with teachers, parents, administration, and support staff on behalf of students who are deaf or hard of hearing; assess, coordinate, use, manage, and monitor equipment and materials; understand specialized auditory and visual technologies that enhance educational access and achievement; provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement for students who are deaf or hard of hearing; coordinate appropriate services with outside agencies; establish and maintain cooperative relationships with parents; provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work; communicate directly and effectively with students in their preferred mode of communication; and assist students to be self-advocates.		
Certification and/or endorsement of the teachers and service providers		
A deaf or hard of hearing specialist for students who are deaf or hard of hearing shall: Possess a valid Michigan teaching certificate with an endorsement in deaf or hard of hearing, pursuant to R 340.1799b OR possess a valid Michigan teaching certificate and be actively working towards an endorsement in deaf or hard of hearing, AND possess 1 of the following 3 requirements: master's degree, minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultation approval.		
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

Ottawa Area ISD

District(s) Operating the Alternate Programs		
All OAISD districts		
Program Name	Student Population Served	
Blind/Visual Impairment Specialist	Students requiring B/VI teacher consultant services	
Role of Teachers or Service Providers		
<p>The VI Specialist without an endorsement in Visual Impairments cannot:</p> <ul style="list-style-type: none"> • Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program. • Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation. <p>The B/VI Specialist under the supervision of a qualified B/VI Specialist can: provide a large-type or Braille texts, supplementary materials, educational aids, and equipment needed in a timely manner to ensure a student who is blind/visually impaired has access to maximum participation in all classroom activities; create and adapt accessible materials; provide braille instruction and assessment for students with a visual impairment as per IEP goals; model appropriate techniques for providing effective instructional strategies for students who are blind/visually impaired; conduct functional vision assessments, learning media assessments; and other vision related assessments to determine a student’s visual function, reading medium, and skill levels; provide written reports based on aggregated assessment data; collaborate with teachers, support staff, parents, paraprofessionals, and students with blind/visual impairments to provide useful technological and vision information; identify and coordinate accommodations and modifications of school environments for students with a blind/visual impairment to obtain access to general education curriculum; consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students who are blind/visually impaired; evaluate, select, and maintain appropriate adaptive technology used by students who are blind/visually impaired in a school setting; assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with blind/visual impairments; coordinate appropriate services with outside agencies.</p>		
Certification and/or endorsement of the teachers and service providers		
<p>A blind/visual impairment specialist for students with a visual impairments shall: possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR possess a valid Michigan teaching certificate, and be actively working toward an endorsement in visual impairment AND possess 1 of the following 3 requirements: master's degree, a minimum 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.</p>		
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

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.

Paraprofessionals at the OAISD, local school districts, and public school academies meet all state and federal requirements, as applicable. Minimal qualification for paraprofessional personnel is a high school diploma.

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.

The total Act 18 payout will increase (or decrease) at the same rate as the property tax revenue growth for the current year. Total Act 18 payout is defined as the sum of the Non-Center, Center Program Reimbursement and Billback, Regional Program Reimbursement and Billback, Behavioral Consultants and Transportation Reimbursement. In extraordinary circumstances in which a significant amount of money is required to fund a Special Education program operated by a local (ex. moving a Center program between districts, adding a new program), those expenditures will be used to rebase the total allocated Act 18 amount.

Local district run Center Program Reimbursement (SXI & DHH) Reimbursement for operating district center programs added costs at 100%.

Local district run Regional Program Reimbursement (ASD) Reimbursement for operating district center programs added costs at 100%.

Center & Regional Program Billbacks (OAISD and local district operating programs) Billback the resident district \$5000 per FTE, including the district operating the center and regional program.

Behavior Consultant Reimbursement Allocation based on the prior year free, reduced lunch counts.

Transportation Reimbursement Reimburse districts for prior years added costs for transportation, using the district submitted SE-4094 report.

Non-Center Distribution Formula for this distribution is as follows:

40% Prior Year SE-4096

60% Current Year Blended Count

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 OAISD Board of Education will appoint the Parent Advisory Committee members (PAC). Appointments will be made from nominations received from local school district and public school academy (PSA) boards of education. The OAISD Director of Special Education Compliance and Technical Assistance will advise member district Superintendents or Special Education Directors of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district, public school academy, and/or the OAISD has the option of nominating/appointing a parent(s) of a child with disabilities to complete the term. PAC 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 PAC may be selected as outlined in Rule 340.1838(c) of the Michigan Revised 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.

ISD Plan Development – The OAISD Plan and amendments to such shall be developed in cooperation with the Parent Advisory Committee. It shall be the responsibility of the OAISD Director of Special Education Compliance and Technical Assistance or their designee to assure that the PAC members are provided with copies of the current Ottawa Area Intermediate School District Plan and subsequent amendments. The OAISD Director of Special Education Compliance and Technical Assistance or their designee will develop a draft of the OAISD plan to be presented to the PAC for input. Prior to the submission date, the Parent Advisory Committee chairperson shall be asked to sign the plan endorsement page indicating that the PAC has been involved in the development of the plan.

Additional PAC Roles and Responsibilities – The Parent Advisory Committee will have a role in program evaluation through participation in the following:

- The OAISD Director of Special Education Compliance and Technical Assistance or their designee will review the annual parent survey, which is a part of the monitoring report, and brief the PAC regarding the results of the survey.
- The OAISD Director of Special Education Compliance and Technical Assistance or their designee will review with the PAC the monitoring process, monitoring criteria, and timelines for monitoring. The Parent Advisory Committee chairperson will receive copies of all deviation requests from local school districts and the intermediate school district as required in Rule 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 PAC so directs the chairperson, by a majority vote, an objection to the Plan may be filed according to the procedures specified in Rule 340.1836 of the Revised Administrative Rules for Special Education. On an annual basis or upon request by the PAC, the OAISD Director of Special Education Compliance and Technical Assistance or their designee will review the ISD plan with the Parent Advisory Committee. At subsequent meetings, the Parent Advisory Committee will review any changes in the plan and/or areas of concern from the PAC membership.

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
Ottawa Area ISD	Director of Special Education Compliance and Technical Assistance	PAC Coordinator

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.

Administrative Relationship with the Parent Advisory Committee – The OAISD Director of Special Education Compliance and Technical Assistance or their designee shall act as advisor to the Parent Advisory Committee. The goal of the Parent Advisory Committee is to advise administrative personnel to help ensure the effective and efficient delivery of special education programs and services within the OAISD.

The following resource types are available to assist the PAC.

Fiscal Resources – Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual OAISD special education budget. The OAISD will provide items to support of the Parent Advisory Committee such as postage, agendas, meeting minutes, reimbursement for expenses incurred in the conduct of official business, and other approved expenses necessary for the PAC to function effectively.

Staff Resources – The OAISD shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit. The assistant superintendent for special needs or designee shall be responsible for assuring that reasonable secretarial support is available to the Parent Advisory Committee for committee business.

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.

ISD

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

ISD