
Montcalm Area Intermediate School District



Plan for the Delivery of Special Education Programs and Services

Revised: 12/2/19/DB

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The following plan for special education services, and programs was developed in cooperation with the Montcalm Area Intermediate School District, each of its constituent school districts, and the Parent Advisory Committee.

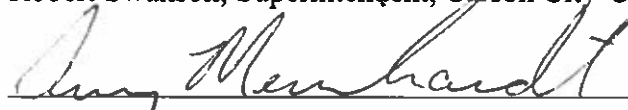
Document Endorsement

Local School District Endorsement and Signatures

Pursuant to Rules 340.1835(a) and (b) of the Revised Administrative Rules for Special Education, as amended, the following signatures indicate the local educational agencies (LEA's) involvement in the development of *Montcalm Area Intermediate School District Plan for the Delivery of Special Education Programs and Services and their advisement to file an objective to the Plan on accordance with procedures addressed in Rule 340.1836.*


_____ 12/2/19

Robert Swanson, Superintendent, Carson City-Crystal Area Schools Date


_____ 12/2/19

Amy Meinhardt, Superintendent, Central Montcalm Public School Date


_____ 12/2/19

Linda VanHouten, Superintendent, Greenville Public Schools Date


_____ 12/3/19

Kyle Hamlin, Superintendent, Lakeview Community Schools Date


_____ 12/2/19

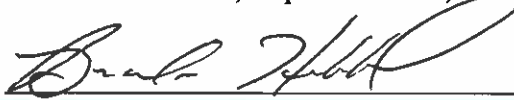
Shelly Millis, Superintendent, Montabella Community Schools Date


_____ 12/2/19

Allen Cumings, Superintendent, Tri County Area Schools Date


_____ 12/2/19

Brandon Hubbard, Superintendent, Vestaburg Community School Date


_____ 12/2/19

Brandon Hubbard, Success Virtual Learning Center Date


_____ 12/2/19

Hilary Karnatz, Flat River Academy Date

Parent Advisory Committee Endorsement and Signature

Pursuant to Rules 340.1835(a) and (b) of the Revised Administrative Rules for Special Education, as amended, the following signature indicates the Parent Advisory Committee (PAC) involvement in the development of *Montcalm Area Intermediate School District's Plan for the Delivery of Special Education Programs and Services*.

Beth Cook

Beth Cook, Chairperson, Parent Advisory Committee

12-6-19

Date

Montcalm Area Intermediate School District Endorsement and Signature

Pursuant to Rules 340.1835(a) of the Revised Administrative Rules for Special Education, as amended, the following signature indicates the intermediate school district superintendent's approval of *Montcalm Area Intermediate School District's Plan for the Delivery of Special Education Programs and Services*.

Ronald Simon

Ronald Simon, Superintendent, Montcalm Area ISD

12/2/19

Date

Special Education Procedures

Procedural Safeguards/Parent Handbook

Procedural safeguards are included in the Parent Handbook. The Parent Handbook is to be given to parents at: upon initial referral or parent request for evaluation, re-evaluations (including Student Evaluation Review meeting), enrollment of a transferring special education student in your district, and the time a request is made for information about special education, when a due process hearing request has been filed, prior to any disciplinary action that results in a change in placement, upon receipt of a complaint, and when providing a refusal to evaluate. The procedural safeguards are given to parents upon their request and at least once a year. A parent may also elect to receive the notice by electronic mail (email) communication. The Parent Handbook and Procedural Safeguards, distributed as described above, informs parents of their right to: an independent evaluation at public expense, mediation, a due process hearing, and how to file complaints regarding special education laws and regulations. State Board of Education procedures are followed in complaint investigations.

The MAISD assures to inform persons with a disability, their parents, and other members of the community of the special education opportunities required under the law and the obligations of the local and intermediate school districts. The following is a list of school district representatives:

Representative	District	Address	Phone Number
Director of Special Education	Carson City-Crystal	115 E Main St Carson City MI 48811	989.584.3138
Superintendent/Supervisor	Central Montcalm	1480 Sheridan Rd SW Stanton MI 48888	989.831.2200
Superintendent/Supervisor	Flat River Academy	9481 Jordan Rd. Greenville MI 48838	616.754.9360
Director of Special Education	Greenville	1414 Chase Rd Greenville MI 48838	616.754.3686
Middle School Teacher	Lakeview	516 Washington Ave Lakeview MI 48850	989.352.7221
Supervisor	Montabella	302 W Main St Edmore MI 48829	989.427.5148
Superintendent/Supervisor	Success Virtual Learning Center, Berrien Springs	One Sylvester Avenue Berrien Springs, MI 49103	269.471.2891
Director of Special Education	Tri County	94 Cherry St PO Box 79 Sand Lake MI 49343	616.636.5454
Supervisor	Vestaburg	7100 Avenue B Vestaburg MI 48891	989.268.5353
Associate Superintendent for Special Education	MAISD	621 New St PO Box 367 Stanton MI 48888	616.225.6158

Public Awareness/Outreach for Purposes of Child Find

The public is made aware of the availability of special education programs and services by the Early On Coordinator through the distribution of Build Up Michigan and Early On materials to various agencies throughout the MAISD. This campaign will utilize state and local generated Early On and Build Up Michigan materials. In addition, the MAISD and LEA's share information about services for students who qualify for special education with parents of students of all eligible ages within the districts, as needed or requested. Build Up Michigan materials, Early On information, and/or the Special Education Parent Handbook is distributed with contact information to the following for the purposes of identification, location, and evaluation of students:

- Head Start and Early Head Start
- Western Region Resource Center
- Department of Health and Human Services
- Montcalm Center for Behavioral Health
- Public Health Department
- Local Hospitals and Local Physicians
- Montcalm County Jail
- Catholic Social Services
- Local Home Care Providers/Childcare Centers
- Special Education Coordinators (listed in previous section)

Special Education Programs and Services

Related and Diagnostic Services

Local school districts (L) and/or the Intermediate School District (I) may contract for or employ professionals to provide diagnostic services. The following chart illustrates the services provided:

	Social Work	School Psychologist	Speech & Language Therapist	Physical Therapist	Occupational Therapist	1832(e) Teacher Consultant	Orientation & Mobility	1832(e) Specialist for Deaf & Hard of Hearing/Teacher Consultant	1832(e) Specialist for Visually Impaired /Teacher Consultant
Montcalm Area Intermediate School District	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD	ISD
Carson City-Crystal	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Central Montcalm Public Schools	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Flat River Academy	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Greenville Public Schools	LEA	ISD	LEA	ISD	ISD	LEA, ISD	ISD	ISD	ISD
Lakeview Community Schools	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Montabella Community Schools	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Tri County Area Schools	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Success Virtual Centers of Michigan	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD
Vestaburg Community Schools	LEA	ISD	LEA	ISD	ISD	ISD	ISD	ISD	ISD

The MAISD assures that copies of contracts or service agreements [per Section 380.1751(1)(b) of the School Code] are on file at the ISD and available for review.

Continuum of Programs and Services

The Montcalm Area Intermediate School District supports the belief that all children should have the opportunity to be educated together, regardless of disability, in the school he/she would attend if not disabled unless otherwise determined inappropriate through the IEPT process. All programs and services will follow the Revised Rules for Special Education except the following R340.1832 alternative programs as described on pages 9 and 10.

The MAISD and LEA's operate the following programs at the Early Childhood, Elementary and Secondary levels:

	Severe Cognitive Impairment (SCI)	Moderate Cognitive Impairment (MoCI)	Mild Cognitive Impairment (MiCI)	Emotional Impairment (EI)	1832(e) Resource Program (RR)	1832(e) Deaf and Hard of Hearing (D/HH)	Early On/Early Childhood Special Education (ECSE Program 340.1754) or (ECSE Services 340.1755)	Autism Spectrum Disorder (ASD)	Homebound/Hospitalized	1832(e) Transition Services
Montcalm Area Intermediate School District	Elementary Secondary	Elementary Secondary		Elementary Secondary		Elementary Secondary	Early On 0-3 (Part B and C only) in rare cases 340.1755	Elementary Secondary	Elementary Secondary	Secondary
Carson City-Crystal			Elementary Secondary		Elementary Secondary			Elementary Secondary		
Central Montcalm Public Schools			Elementary Secondary		Elementary Secondary			Elementary Secondary		
Flat River Academy					Elementary Secondary					
Greenville Public Schools			Elementary Secondary		Elementary Secondary		ECSE 340.1754 and ECSE 340.1755	Elementary Secondary		
Lakeview Community Schools			Elementary Secondary		Elementary Secondary			Elementary Secondary		
Montabella Community Schools			Elementary Secondary		Elementary Secondary			Elementary Secondary		
Tri County Area Schools			Elementary Secondary		Elementary Secondary		ECSE 340.1754 and ECSE 340.1755	Elementary Secondary		
Success Virtual Centers of Michigan										
Vestaburg Community Schools			Elementary Secondary		Elementary Secondary			Elementary Secondary		

The MAISD provides Early On services for children birth to three, including evaluations and early childhood special education services to preschool age children with developmental delays or established conditions. The MAISD provides evaluation services for children ages 3-5 except for children currently enrolled in Local Preschool Programs including Head Start and Great Start Readiness Preschool Program. In these cases, the local district is responsible for evaluation.

Other Program Considerations:

The MAISD assures that the 340.1758(1)(b) programs provided for students with autism meet the following criteria:

1. In-service education will be provided to the special education teacher responsible for the education of students with autism. Educational services include:
 - (I) Syndrome of autism, including its etiology;
 - (II) Child Development, with special emphasis on language, communications, and cognitive development; (iii) Behavioral management techniques;
 - (III) Systematic curriculum development, with special emphasis on personal adjustment and prevocational education;
 - (IV) Home/school interactions;
 - (V) Family and community support services.
2. A consultant/specialist knowledgeable about autism and programming for students with autism will be available to the teacher and support staff to assist in meeting the unique individual needs of the student.
3. Ancillary and related service providers who are responsible for the delivery of services to students with autism will have in-service education relating to the service they provide.
4. The IEPT will describe its consideration of the ability of the student with autism to function in the program of placement in the context of such items as class size and student/staff ratio.

Low Incidence Programs

The MAISD operates programs at the elementary, middle and secondary level for students with autism spectrum disorder whose needs cannot be met by other programs as defined in the preceding chart.

The MAISD operates an intense program for students with emotional impairments who need more structure for success than the structure in a school setting. Students attending this program meet the following criteria: 1) qualify for special education as Emotionally Impaired; 2) demonstrate dangerous behaviors towards self and others while attending EI Categorical classroom in local buildings; and 3) demonstrate the need for a structure which includes consistent Positive Behavior Support, counseling and family intervention. Class size will be no more than ten students with a highly qualified teacher and two paraeducators. Special education teacher will have an Emotionally Impaired Certification. The average age for students will correlate with middle school and high school aged students, but will not be younger than ten or older than sixteen for this program. Programs for students with Emotional Impairment may operate with an expanded age range.

The MAISD provides Transition Services and/or Programs for young adults that can include participation in a program for young adults with a Moderate Cognitive Impairment or a Severe Cognitive Impairment. These programs and services are specifically for the purpose of facilitating transition into adulthood within a post-secondary context and may serve ages 18-26 years.

The MAISD may operate programs with expanded age ranges for students being served in programs for students with Moderate Cognitive Impairment and Severe Cognitive Impairment. Rule 1832(e) Programs for students with Deaf and Hard of Hearing may also operate with expanded age ranges in order to provide the most appropriate placement for individual students (see "Description of Alternative Programs" chart starting on page 10).

Programs for students with Emotional Impairment (2-4 classrooms), Programs for students with Autism Spectrum Disorder (2-4 classrooms), and Programs for students with Severe Cognitive Impairment (2-4 classrooms) operated by MAISD and housed at our separate center-based facility (Seiter Education Center) have an age span from 2 years 6 months through 26 years, however this age span will not exceed 10 years in any singular classroom. These programs serve all constituent districts within Montcalm Area ISD. Programs for students with Moderate Cognitive Impairment and Programs for students with Severe Cognitive Impairments will not exceed an age range larger than 10 years.

Programs for Students with Emotional Impairment (1-2 classrooms), Programs for students with Autism Spectrum Disorder(1-2 classrooms), and Programs for students with Moderate Cognitive Impairment (1-2 classrooms) operated by MAISD and housed in our local district general education school buildings (Elementary and Secondary) have an age span of no more than 10 years. These programs serve all constituent districts within Montcalm Area ISD.

The MAISD operates the Montcalm Area Career Center, providing vocational education for all constituent districts. Local districts may also offer local career technical programs.

R340.1832(e) Alternative Programs (Michigan Revised Administrative Rules for Special Education)

Services	Description of Alternative Programs and Services
1832(e) Teacher Specialist	<p>In the event a fully qualified candidate is not available, a competent individual, possessing 2 of the following 4 requirements may be employed under the mentorship of a fully qualified Teacher Consultant until such time as all criteria have been met.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Certification as a teacher in the program area for which employment is sought <input type="checkbox"/> Master’s Degree <input type="checkbox"/> A minimum of three years teaching experience, not less than two years of which are in Special Education <input type="checkbox"/> Michigan Department of Education Teacher Consultant approval <p>Based on this criteria, the Teacher Specialist will perform the following duties:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (a) Provide direct instruction to students on the resource teacher’s caseload. <input type="checkbox"/> (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. <input type="checkbox"/> (c) Provide supplemental instruction to students on his or her caseload. <input type="checkbox"/> (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.
1832(e) Specialist for Visually Impaired	<p>Vision education specialist.</p> <p>(1) A vision education specialist shall possess a valid Michigan teaching certificate with an endorsement in visual impairment pursuant to R 340.1799b.</p>

	<p>Such an individual is considered to be fully approved by the department.</p> <p>(2) A vision education specialist may conduct 1 or more of the following activities related to students with a visual impairment:</p> <p>(a) Provide necessary large-type or Braille texts, supplementary materials, educational aids, and equipment in a timely manner to ensure the student's maximum participation in all classroom activities.</p> <p>(b) Create and adapt accessible materials.</p> <p>(c) Provide Braille instruction and assessment for students.</p> <p>(d) Model appropriate techniques for providing effective instructional strategies.</p> <p>(e) Conduct functional vision evaluations, learning media assessments, and other vision-related assessments to determine a student's visual function, reading medium, and skill levels.</p> <p>(f) Provide written reports based on aggregated assessment data.</p> <p>(g) Collaborate with teachers, support staff, parents, paraprofessionals, and students to provide useful technological and vision information.</p> <p>(h) Identify and coordinate accommodations and modifications of the school environment for a student to obtain access to general education curriculum.</p> <p>(i) Consult regularly with classroom teachers, other general and special education personnel, parents, and others to coordinate programs and services.</p>
<p>1832(e) Specialist for Deaf & Hard of Hearing</p>	<p>A deaf or hard of hearing education specialist for students who are identified as deaf, as hard of hearing, or as having a hearing impairment shall possess a valid Michigan teaching certificate with an endorsement in hearing impairment or an endorsement in deaf and hard of hearing pursuant to R 340.1799c. Such an individual is considered to be fully approved by the department.</p> <p>A deaf or hard of hearing education specialist may conduct 1 or more of the following as related to students who are deaf or hard of hearing:</p> <p>(a) Evaluate a student suspected of being a student who is deaf, hard of hearing, or hearing impaired.</p> <p>(b) Provide assessments for data-driven goal development.</p> <p>(c) Model instructional techniques and provide consultation in all content areas.</p> <p>(d) Collaborate with staff members in developing instructional goals, objectives, and teaching methods.</p> <p>(e) Consult with teachers, parents, administrators, and support staff.</p> <p>(f) Assess, coordinate, use, manage, and monitor equipment and materials.</p> <p>(g) Understand specialized auditory and visual technologies that enhance educational access and achievement.</p> <p>(h) Provide assistance to teachers and professionals regarding appropriate</p>

modifications and adaptations necessary to enhance academic achievement.

(i) Coordinate appropriate services with outside agencies.

(j) Complete functional behavioral assessments and create positive behavior intervention plans.

(k) Establish and maintain cooperative relationships with parents.

(l) Provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work.

(m) Communicate directly and effectively with students on an instructional level.

(n) Assist students to learn self-advocacy skills.

Programs	Description of Alternative Programs and Service
1832(e)Elementary Level Resource Programs	Elementary Level Resource Programs will follow R340.1749a except for Rule 49a(2), the elementary resource teacher shall serve no more than 10 students per class period not to exceed more than 25 different students on his or her caseload.
1832(e) Secondary Level Resource Programs	Secondary Level Resource Programs will follow R340.1749b except for Rule 49b(2), the secondary resource teacher shall serve no more than 10 students per class period not to exceed more than 25 different students and the secondary resource teacher may provide supplemental instruction to students on his or her caseload who are enrolled in general education classes. The teacher may teach a class and offer tutorial assistance at the same time.
1832(e) Deaf or Hard of Hearing	Deaf or Hard of Hearing programs will follow R340.1742 except for Rule 42(a), Deaf or Hard of Hearing Teachers for the Deaf and Hard of Hearing shall serve no more than 8 students. These programs may also operate with expanded age ranges.
1832(e) Autism Spectrum Disorder Programs	Increase the caseload for elementary and secondary classroom programs to a maximum of 8 students. A classroom with 3 or more students shall have 1 teacher and 1 instructional aide and a second instructional aide shall be added with the 6 th student. Programs for students with Autism Spectrum Disorder (1-4 classrooms) are operated by the MAISD and are housed in both our center-based facility as well as a local school building to facilitate LRE. MAISD operates at least (1) elementary, (1) middle school classroom, and (1) high school classroom for autism at each location and shall not exceed an age range of more than 10 years.
1832(e) Programs for students with Emotional Impairment	Programs for students with Emotional Impairment shall not exceed more than 12 students at any one time. (1-4 classrooms) are operated by the MAISD and are housed in both our center-based facility as well as a local school building to facilitate LRE. MAISD operates at least (1) elementary, (1) middle school classroom, and (1) high school classroom for emotional impairment at each location and shall not exceed an age span of more than 10 years.
1832(e) Programs for Students with Mild Cognitive Impairments	Elementary and Secondary programs for students with mild cognitive impairment shall have not more than 18 different students in the classroom at any one time. When a secondary program for students with mild cognitive impairment has 15 or more students in the room at one time, an aide shall be assigned to the program. The teacher shall be responsible for the educational programming for not more than 18 different students.
1832(e)Transition Plus/MoCI	For all Transition Plus/MoCI programs, allow caseload of up to 35 young adults. Teacher(s) will provide instruction that supports skill developments with intentional community experiences. All areas of endorsement will be considered to ensure best staff alignment with the needs of the young adults in the program. The maximum case load may be one lead teacher and 3 instructional aides for a maximum of 30 students with not more than 10 students per aide, or one teacher and one aide for a maximum of 15 students. A second aide will be required with the addition of the 16 th student and a third aide with the addition of the 21 st student.

Management of Special Education Programs and Services

Administration of Programs and Services

The list of administrators responsible for special education in each district is located in a chart on page 4 of the "Special Education Procedures" section of this document.

The MAISD will serve students residing within the MAISD boundaries. Act 18 monies will not be used to pay for educational costs for students who receive services outside the jurisdiction of the ISD as a result of Schools of Choice.

Qualified Personnel

Paraprofessionals employed by the MAISD and LEA's will possess a high school diploma or equivalent, and meet any other requirements specified in law or rule.

LEAs and PSAs may assign non-mandated special education paraeducators to any categorical or resource room program. These paraeducators may serve special education students in both general and special education settings. The costs for these paraeducators will be considered an allowable special education cost. Special education paraeducators who are referenced in individual student IEPs are also reimbursable.

Facilities and Transportation

The MAISD and each LEA provide classroom and other space for special education programs and services meeting the requirements of R340.1733. All locally operated elementary and secondary schools within the MAISD provide special education programs and/or services. The MAISD operates transportation for a student who's IEP requires such transportation. Other transportation services provided include purchasing and maintaining busses and hiring needed drivers and aides. Additional transportation is contracted between LEA's, parents, or other parties as needed.

Special Education Millage Reimbursement

The special education millage reimbursement is distributed by either of the following methods, or a combination thereof:

- A. If money is available, each district to be given a share proportional to its unreimbursed added special education costs relative to the total unreimbursed added special education costs of all constituent districts, based on final cost figures for the previous school year. A formula is used to compute this reimbursement. The formula components consists of: Unreimbursed costs by operating district, minus per capita costs paid by other districts, plus per capita cost paid to other districts to calculate the claim on the ISD special education millage fund. A like percent payout is calculated from this data based on MAISD services, plus promised ISD funds available for distribution. The amount of ISD special education funds available for distribution is then divided by the local district claim on the fund to derive a percent of the per capita added cost of special education programs and services that is to be reimbursed. Added to the like-percent payout is the per capita costs from other districts, plus rent and operation for rooms minus the per capita costs paid to other districts. The result is an equitable amount of special education reimbursement/charge back per district. Money is maintained to allow reasonable fund equity for cash flow purposes as agreed upon by the constituent districts.
- B. Each district to be given a share proportional to the total number of students in its membership count relative to the total membership count of all constituent districts, based on the audited count from the previous school year. Additional funding is provided to local districts for facilities and other needs that allow for an equitable system of funding. This additional funding is determined as described in the last paragraph of this section. Monies not dedicated to the formula are used to fund ISD center programs and special education transportation operated on

behalf of the constituent districts; (i.e., MiCI, MoCI, SCI, EI, ASD, ECSE, speech, school psychologist services, school social worker services, teacher consultant, etc.). Money is maintained to allow reasonable fund equity for cash flow purposes as agreed upon by the constituent districts.

Local superintendents meet regularly to review the total ISD special education budget, the distribution plan for special education millage, and to review, as a committee of the whole, special education programming across the ISD. The ratio of the methods described above shall be determined annually by the Director of Special Education after receiving the recommendation of the Superintendents' Advisory Committee.

Parent Advisory Committee

Organizational Structure

The MAISD Parent Advisory Committee (PAC) consists of one or more members from each constituent district. Members are parents or guardians of students with disabilities who attend a local educational agency (LEA) and receive special education programs and/or services provided by the LEA or the MAISD.

Each LEA board will nominate at least one potential member. Nominations will be submitted to the MAISD Board in a timely manner. The MAISD board will make appointments. Members are appointed to two-year terms, and may be re-appointed. The MAISD may nominate members, not to exceed one-third of the total PAC membership. Every attempt shall be made to assure that all categories of impairment are represented in the membership of the PAC.

Officers consist of: the Chairperson, who has the responsibility to conduct meetings, sign the MAISD Special Education Plan, and communicate with the MAISD and PAC members. The Secretary has the responsibility of taking minutes of PAC meetings, and forwarding them to the MAISD for distribution. In the event that neither officer is able to attend a meeting, the Chairperson may appoint a PAC member to chair the meeting.

If a PAC member does not attend two consecutive meetings, the MAISD designee will contact as to the reason. If the member does not want to continue their commitment, they will be asked to submit a letter of resignation and the local district will be contacted to appoint a new nominee.

Voting procedures: Each member has one vote. Alternates may vote in the absence of the appointed member of their LEA.

Role and Responsibility

The MAISD Special Education Plan or modifications to the Plan are developed in cooperation with the PAC. The PAC will be provided with individual copies of the current Plan, and with any subsequent modifications to review at PAC specified meetings. The PAC will study the plan in detail. The PAC is advisory to its appointing agency and the MAISD Board. It is encouraged to offer opinions to the MAISD Board through written communication via the Director of Special Education. Prior to the submission date, the PAC Chairperson will sign the MAISD Special Education Plan endorsement page indicating PAC involvement in the development of the Plan. The PAC may file objections to the Plan under the guidelines of R340.1836 of the Revised Administrative Rules for Special Education. If PAC so directs the chairperson by a majority vote of eligible members present an objective may be filed.

PAC members are encouraged to maintain communications with their nominating LEA's. Members are responsible to be informed concerning special education programs, services and procedures, and to be knowledgeable about MAISD and Michigan special education rules and regulations.

Fiscal and Staff Available Resources

The MAISD will provide or reimburse postage, mileage, document reproduction, in-service, informational materials, and child-care expenses as budgeted and approved by the Director of Special Education.

Administrative Support

The MAISD will provide secretarial support on a reasonable basis. The Director of Special Education will appoint a staff person to act as liaison for the PAC. The goal of this effort is to have an active and informed PAC, thus providing a cooperative working relationship with administrative personnel to assure an effective and efficient delivery of programs and services.

Surrogate Parent Plan

The MAISD will adopt the Michigan Department of Education Office of Special Education's surrogate parent policy.

Under Federal Regulation and Michigan Department of Education, Office of Special Education Policy for the Appointment of Surrogate Parents for Special Education Services, the MAISD and local educational agencies (LEA's) within its boundaries, are responsible for ensuring the rights of a child are protected when:

1. No parent can be identified; or
2. The public agency, after reasonable efforts, cannot locate a parent;
3. The child is a ward of the State
4. Unaccompanied homeless youth

In those cases, an LEA representative, under the direction of the MAISD will appoint a surrogate parent to represent the child's interest in special education procedures until a more suitable person, fitting state and federal regulations as a "parent", is identified.

The MAISD will ensure that a person selected as a surrogate:

1. Is not an employee of the state educational agency, the LEA, or any other agency that is involved in the education or case of the child.
2. Has no interest that conflict with the interest of the child he or she represents.
3. Has knowledge and skills that ensure adequate representation of the child.
4. Is assigned not more than 30 days after there is a determination by the agency that the child needs a surrogate parent.

To do this, the ISD will:

1. Maintain a list of surrogate parents in the MAISD who meet these standards and make that list available to LEA's.
2. Offer the following instruction on a yearly basis:
 - a. Surrogate parent responsibilities.
 - b. Special education eligibility areas for children.
 - c. Special education process in schools.
3. Maintain a system to:
 - a. Determine a need for a surrogate parent
 - b. Appoint a surrogate parent; and
 - c. End the appointment of a surrogate.

The Montcalm Area Intermediate School District and its constituent local districts assures the confidentiality of any personally identifiable information and records of students with disabilities that are collected, used, or maintained in compliance with R. 340.1861(3) and 34 C.F.R. 300.610 through 300.626.