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 Shiawassee Regional ESD 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 Shiawassee Regional ESD 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 Shiawassee Regional ESD Plan for Delivery of Special Education Programs and Services

Attachment A

Content Requirement(s)	***Change(s)***
Section I. Public Awareness and Child Find: R 340.1832(a)(b)	• Updated activities for locating, identifying and evaluating students who need special education programs and services.
Section II. Diagnostic and Related Services: R 340.1832(c)	• 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)	• Updated programs and services within the ISD.
Section IV. Paraprofessional Qualifications: R 340.1832(h)	• No change
Section V. Transportation: R 340.1832(i)	• No change
Section VI. Millage Fund Distribution: R 340.1832(j)	• No change
Section VII. Parent Advisory Committee (PAC): R 340.1832(k)-(n):	• Updated the fiscal resources available to the PAC.
Section VIII. Surrogate Parents: SBE Surrogate Parent Policy (9-8-08)	• No change

November 15, 2022

David Schulte
Shiawassee Regional ESD
1025 N Shiawassee St
Corunna, MI 48817-1151

Dear Superintendent Schulte:

I am pleased to inform you that the modifications to Shiawassee Regional ESD Plan for the Delivery of Special Education Programs and Services have been approved.

The approval of your plan modifications is an authorization for Shiawassee Regional ESD and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that Shiawassee Regional ESD 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 Shiawassee Regional ESD's ISD 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:

Shiawassee Regional ESD

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

November 2022

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

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

Michigan Administrative Rules for Special Education **(MARSE)**
Part 7 of the *MARSE*, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

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

ISD Plan Submission

August 12, 2022

Shiawassee Regional ESD

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 CFR §§ 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 § 300.17 and R 340.1702 Incarcerated youth jail special education services
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)
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).

David Schulte 06/22/2022
David Schulte, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following people have provided signatures to indicate their involvement in the development of the Shiawassee Regional ESD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Anthony Berthiaume	District Superintendent	New Lothrop Area Public Schools	09/07/2022 10:04 AM
Matthew Shastal	District Superintendent	Laingsburg Community Schools	09/07/2022 10:05 AM
Lori Haven	District Superintendent	Perry Public Schools	09/07/2022 10:28 AM
David Schulte	ISD Superintendent	Shiawassee Regional ESD	09/07/2022 10:40 AM
Jan Amsterburg	District Superintendent	Byron Area Schools	09/07/2022 11:05 AM
John Fattal	District Superintendent	Corunna Public Schools	09/07/2022 12:04 PM
Craig McCrumb	District Superintendent	Durand Area Schools	09/07/2022 12:46 PM
Robert Pouch	District Superintendent	Morrice Area Schools	09/07/2022 02:21 PM
Michalene Lichon	PAC Chairperson	Parental Advisory Committee	09/07/2022 08:06 PM
Andrea Tuttle	District Superintendent	Owosso Public Schools	09/09/2022 10:08 AM

I. Public Awareness and Child Find

R 340.1832(a)
A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

R 340.1832(b)
A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

R 340.1832(g)
The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

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

Procedures for Identifying Potential Special Education Populations -
The SRESD Early Childhood Supervisor serves as the Child Find Coordinator and is responsible for the interagency effort to identify, locate and evaluate children birth up to the age of 5 who may have a disability.

Procedures for Identifying Potential Special Education Students: A county-wide toll-free Early Childhood information and referral phone line has been established for the county and is operated by the SRESD. All Early Childhood referrals, including Early On Part B or Part C, come to one location. Referrals are phoned, faxed, or mailed to the SRESD. When a referral is received, it is immediately entered into a data management system which allows the SRESD to track the referral and follow-up with the family. All referrals are acknowledged within 10 days with a letter informing the family of the referral and offering an evaluation. A variety of child find presentations are provided to various groups including, but not limited to RESD staff, Health and Human Services Committee, Memorial Health Care, day care providers, and private and public preschools. All families of babies born at MHC receive Early On information in newborn packets.

Family practice physicians and pediatricians in Shiawassee County have been trained by a medical educator to give the Ages and Stages Questionnaire at 9, 18 and 24 month well baby visits to help families and doctors identify possible developmental delays and facilitate a child find referral.

The SRESD Supervisors of Special Education develop, implement, and coordinate overall

awareness and Project Find procedures for individuals 6 to 26 years of age. In addition, the SRESD staff promotes public awareness of disabilities and the available special education programs/services. Cooperation with county committees and agencies, such as Childhood Interagency Coordinating Council (ICC) and the Health and Human Services Council, also enhance SRESD's and local LEA's child find outreach efforts.

All LEAs and Shiawassee RESD are responsible for conducting child find activities for all eligible ages including students in the county jail as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.

Procedures for Identifying Potential Special Education Students - In conjunction with its Project Find responsibilities and effective referral process, the Shiawassee RESD provides consultation/early intervention as part of the referral and assessment process. This intervention provided by diagnostic and consultant personnel and is coordinated with other general education support services to provide a specialized resource to general education teachers. With parent consent, intervention may include services to the student as part of the assessment process. The purpose of such intervention is to explore possible prescribed intervention techniques assist the general education teacher, parent, and child.

Parents are recognized as valuable contributors to resolving concerns about their child's education progress. The procedures for pre-referral consultation or staffing of identified children are shared with teachers in the fall of each year.

It is not intended that such early intervention and consultation services be a pre-requisite to making a referral of a child suspected of having a disability. Children identified as suspected impaired can be referred directly at any time. Pre-referral intervention strategies are not utilized to delay or circumvent a suspected impaired referral.

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

See above for details

The public agency(ies) responsible for child find activities for all eligible ages including students in couny jails as well as other lower incident placements (e.g., residential facilities, homebound hospitalized, etc.) is/are

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Shiawassee Regional ESD	1025 N. Shiawassee St. Corunna, MI 48867	(989) 743-3471
District Superintendent	Byron Area Schools	312 W. Maple St. Byron, MI 48418	810-266-4881
Other	Corunna Public Schools	124 N. Shiawassee St. Corunna, MI 48817	989-743-6668
Other	Durand Area Schools	310 N. Saginaw St. Durand, MI 48429	989-288-2681
District Superintendent	Laingsburg Community Schools	205 S. Woodhull Rd. Laingsburg, MI 48848	517-651-2705
District Superintendent	Morrice Area Schools	111 Mason St. Morrice, MI 48857	517-625-3142
District Superintendent	New Lothrop Area Public Schools	9285 Easton Rd Box PO 339 New Lothrop, MI 48460	810-638-5091

District Superintendent	Owosso Public Schools	645 Alger St. Owosso, MI 48867	989-723-8131
District Superintendent	Perry Public Schools	2665 W. Britton Rd Perry, MI 48872	517-625-3108

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.

The following table displays the diagnostic and related services provided within the ISD. For an accessible version of the information, please refer to Appendix A.

Diagnostic and Related Services

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant – Autism Spectrum Disorder	Teacher Consultant – Cognitive Impairment	Teacher Consultant – Emotional Impairment	Teacher Consultant – Learning Disability	Teacher Consultant – Deaf or Hard of Hearing	Teacher Consultant – Visual Impairment	Teacher Consultant – Physical or Other Health Impairment	Teacher Consultant – Speech and Language Impairment	Teacher of Students who are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment	Transition Coordinator
Shiawassee Regional ESD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓		
Byron Area Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Corunna Public Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Durand Area Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Laingsburg Community Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Morrice Area Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
New Lothrop Area Public Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Owosso Public Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Perry Public Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		

Other Provider/Service added

Transition Services
Shiawassee Regional ESD
Transition Services
Byron Area Schools
Corunna Public Schools
Durand Area Schools
Laingsburg Community Schools
Morrice Area Schools
New Lothrop Area Public Schools
Owosso Public Schools
Perry Public Schools

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.

The following table displays programs and services provided within the ISD. For an accessible version of the information, please refer to Appendix B.

Programs or Services

District	Transition services	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language services	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	Adult Education Services
Shiawassee Regional ESD		✓	✓		✓					✓		✓	✓									✓	✓	
Byron Area Schools										✓				✓	✓									
Corunna Public Schools										✓				✓	✓		✓							
Durand Area Schools										✓				✓	✓	✓								

Laingsburg Community Schools									✓				✓	✓									
Morrice Area Schools									✓				✓	✓									
New Lothrop Area Public Schools									✓				✓	✓									
Owosso Public Schools									✓				✓	✓	✓	✓							
Perry Public Schools									✓				✓	✓	✓								

The following table displays virtual programming options within the ISD:

District Name	Grade Levels	Enrollment Type

Alternative Program or Service

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 Program or Service
R 340.1749a	Elementary resource teacher caseload size not to exceed 23 students. The teacher shall have no more than an average of 13 students per class period. Maximum number of students allowed in attendance at one time is 15
R 340.1749b	Secondary resource teacher caseload size not to exceed 25 students. The teacher shall have no more than an average of 13 student per class period. Maximum number of students allowed in attendance at one time: 15
R 340.1741	Elementary EI Program: The program may be located within a building operated by the RESD or within a local member district building. Teacher shall be responsible for the educational programming of not more than 15 students. Teacher shall have not more than 12 students in the classroom at any one time. Each classroom shall have a minimum of 1 instructional aide. Secondary EI Program: The program may be located within a building operated by the RESD or within a local member district building. Teacher shall be responsible for the educational programming of not more than 17 students. Teacher shall have not more than 12 students in the classroom at any one time. Each classroom shall have a minimum of 1 instructional aide.
R 340.1738	Severe Cognitive Impairment Program: The program may be located within a building operated by the RESD or within a local member district building. Teacher shall be responsible for the educational programming of not more than 15 students. Teacher shall have not more than 15 students in the classroom at any one time. Each classroom shall have a minimum of 1 instructional aide. The direct service provided to student ratio shall not exceed 1 staff to 4 students at all times.
R 340.1733	The Shiawassee Regional Education Service District operates services and programs for students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments on behalf of its local districts. These services and programs may be operated with an expanded age range of up to 14 years for the Severe Multiple Impairments Program and 10 years for the Severe Cognitive Impairment Program as determined by a student's Individualized Education Program (IEP) and program feasibility.
R 340.1749c	In resource elementary or resource secondary programs that are departmentalized, each teacher shall serve not more than an average of 13 students per class period per instructional day. Maximum number of students allowed in attendance at one time: 15.
R 340.1754	The program shall have not more than 14 students for 1 teacher and 1 aide at any one time, and the teacher shall have responsibility for the educational programming for not more than 28 different students.
R 340.1748	Severe Multiple Impairment Program: The program may be located within a building operated by the RESD or within a local member district building. Teacher shall be responsible for the educational programming of not more than 12 students. Teacher shall have not more than 12 students in the classroom at any one time. When student count exceeds 9 an additional instructional aide will be placed in the classroom. The direct service provided to student ratio shall not exceed 1 staff to 3 students at all times.

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.

High school diploma or equivalent.

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 Shiawassee RESD Millage (Act 18) will be distributed in the following order:

1. Shiawassee RESD special education operating cost will be paid in full. Operating costs are defined as including up to 25% of central office and general administrative costs, as determined by generally accepted accounting practices for cost allocation.
2. LEAs are allocated Act 18 millage funds to support local programs on per program basis.
3. The SRESD Board of Education may annually establish an amount to be retained not to exceed one (1) year special education operation expenses. If there are surplus funds after all obligations are fulfilled, a supplemental allocation will be made to support local programs on an equal percentage basis.

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).

Membership of the Parent Advisory Committee (PAC) consists of parents or guardians of students currently enrolled in special education. One parent and one alternate from each local district are to be appointed to the Committee by the Shiawassee RESD Board of Education. In addition, the Shiawassee RESD Board of Education shall appoint 2 members to PAC but may appoint up to three members to the committee. Terms of membership shall be for three years**.** A member may serve at the discretion of the respective school district's Board of Education. In the event a committee member becomes ineligible to serve on the committee, the represented school district shall nominate a replacement for the Shiawassee RESD Board of Education to consider for appointment. Appointments that fill vacancies shall be for the remainder of the vacant term.

PAC Participation and Additional Responsibilities

R 340.1832(l)
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.

Development of RESD Plan – All Shiawassee RESD Special Education Plans or modifications there of shall be developed in cooperation with the PAC. It shall be the responsibility of the Assistant Superintendent/Director of Special Education or designee to assure that the PAC members are provided individual copies of the current Shiawassee RESD Special Education Plan, any subsequent modifications, and to review these at PAC meetings.

The Assistant Superintendent/Director of Special Education or designee for SRESD will be responsible for gathering information from the PAC and local district Special Education Directors superintendents or designee and SRESD supervisors for possible changes in the SRESD Plan. The Assistant Superintendent/Director of Special Education and/or designee will prepare a draft of the plan that incorporates the proposed changes. The PAC and the special education administrators will review the draft and provide advisement for the final document. Prior to submission, the PAC chairperson will be asked to sign the Plan endorsement page indicating involvement in the development of the Plan.

The Assistant Superintendent/Director of Special Education or designee will assure that waiver and deviation requests are reviewed at the PAC meetings. At each PAC meeting, a standing agenda item will be a report from the SRESD Assistant Superintendent/Director of Special Education or designee related to current special education issues. Opportunity will also be given to the PAC members to provide advisement related to the delivery of special education programs and services.

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

An objection to the Plan may be filed according to the procedures specified in R340.1836 of the Michigan Administrative Rules for Special Education if the PAC directs the chairperson by a majority vote.

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
Shiawassee Regional ESD	Administrative Assistant to the Assistant Superintendent/ Director of Special ion	Secretarial and Clerical Support

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.

Secretarial and Clerical Services - The Shiawassee RESD will provide the PAC reasonable secretarial and clerical service. Such services shall include: postage for notices and other committee mailings, and duplication of appropriate documents for official committee business.

Reimbursement of Costs - The Shiawassee RESD will reimburse legitimate PAC expenses related to in-service programs, travel, meals, lodging, and other appropriate related expenses that have prior approval by the Superintendent or his designee. Reimbursement will be determined through Shiawassee RESD policies and administrative procedures.

The following resource types are available to assist the PAC.

Professional Personnel Resources - The Shiawassee RESD may make available to the PAC, the service of the Superintendent, Assistant Superintendent for Special Education, and the regional supervisors. The Assistant Superintendent for Special Education or designee shall act as advisor to the Parent Advisory Committee. At the request of the Committee, the Director Assistant Superintendent/Director of Special Education or designee may provide assistance to:

- Survey the committee for possible in-services on an annual basis, and develop a program with the PAC chairperson. The in-service program will outline the topic, time of in-service, staff or agency to present in-service, and cost of in-service. A minimum of one in-service will be presented during the year.
- Define those optional activities that the committee may assume as part of their role in the Shiawassee RESD and provide for participation by representatives of other agencies as appropriate.
- Provide other staff resources and trainings as available and appropriate with adequate notice.

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

Appendix A

The following list provides diagnostic and related services at districts within the ISD.

District

Shiawassee Regional ESD

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Byron Area Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Corunna Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Durand Area Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Laingsburg Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Morrice Area Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

- Other: Transition Services

New Lothrop Area Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Owosso Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment

- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Perry Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Transition Services

Appendix B

The following list provides special education programs and services at districts within the ISD.

District

Shiawassee Regional ESD

- Severe Cognitive Impairment Programs
- Moderate Cognitive Impairment Programs
- Emotional Impairment Programs
- Homebound and Hospitalized Services
- Severe Multiple Impairments Programs
- Teacher Consultant Services
- Birth to Three Programs
- Incarcerated Youth Jail Services

Byron Area Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Corunna Public Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Services

Durand Area Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Laingsburg Community Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Morrice Area Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

New Lothrop Area Public Schools

- Homebound and Hospitalized Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Owosso Public Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Early Childhood Special Education Services

Perry Public Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs