

Calhoun Intermediate School District

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

May 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

April 5, 2022

Calhoun Intermediate School District

Terance Lunger, 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.

Terance Lunger

Terance Lunger, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following signatures indicate the involvement in the development of the Calhoun Intermediate School District Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Mindy Ryan	District Superintendent	Arbor Academy	
Joseph Huepenbecker	District Superintendent	Athens Area Schools	
Timothy Allard	District Superintendent	Battle Creek Area Learning Center	
Jessica Eldridge	District Superintendent	Battle Creek Montessori Academy	
Kim Carter	District Superintendent	Battle Creek Public Schools	
Katherin Mohney	District Superintendent	Bellevue Community Schools	
Rukshana Ilahi	District Superintendent	Endeavor Charter Academy	
Rob Ridgeway	District Superintendent	Harper Creek Community Schools	
Mike Leskowich	District Superintendent	Homer Community School District	
Blake Prewitt	District Superintendent	Lakeview Sch. District (Calhoun)	
JENNIFER Goodman	District Superintendent	Mar Lee School District	

Noah Wilson	District Superintendent	Marshall Academy
Chad Holt	District Superintendent	Marshall Public Schools
John Mertz	District Superintendent	Olivet Community Schools
Kevin Simmons	District Superintendent	Pennfield Schools
Jeff Kawaski	District Superintendent	Tekonsha Community Schools
Ronna Steel	District Superintendent	Union City Community Schools
Terance Lunger	ISD Superintendent	Calhoun Intermediate School District
Rachel Ham	PAC Chairperson	Parental Advisory Committee

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.:

The Calhoun ISD assumes primary responsibility for child find activities and outreach for preschool children. The Calhoun ISD Child Find Coordinator will be responsible for coordinating child find activities and outreach for children birth up to the age of five. All local school districts will assume responsibility for in-school and out-of-school youth up to the age of 26 through the special education referral process and establish cooperative liaisons with other agencies and professionals who may be potential referral sources. Calhoun ISD staff will promote public awareness of disabilities, the available special education programs and services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources.

The Calhoun ISD is responsible for conducting Child Find activities for all eligible ages including students in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.

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

The procedures for identifying children ages birth to six and potential school age special education students may include review of existing school records and interagency collaboration for referral of student dropouts. Michigan Build Up materials and/or *Early On* information will be distributed to at least the following:

- Annual advertisements in local newspapers or on local radio

- Area health care and community agencies, hospitals, physicians
- Calhoun County Summit Pointe, Health Department, and the Family Independence Agency
- Local Interagency Coordinating Council, Early On, and the Great Start Collaborative
- Head Start Programs, private and parochial preschools, daycare facilities, and churches
- Local schools
- Parent groups

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
Other	Calhoun Intermediate School District	7454 B Drive N Battle Creek, MI 49014	(269) 441-1855
ISD Director	Calhoun Intermediate School District	17111 G Drive N Marshall MI 49068	(269) 781-5141
District Director	Arbor Academy	55 Arbor St Battle Creek MI 49015	269-963-5851
Other	Arbor Academy	8587 Pennfield Rd Battle Creek MI 49017	269-441-5490
Other	Athens Area Schools	4320 K Dr. S. East Leroy, MI 49051	269-729-5427
District Superintendent	Athens Area Schools	4320 K Dr. S. East Leroy, MI 49051	269-729-5427
District Superintendent	Battle Creek Area Learning Center	765 Upton Ave Battle Creek, MI 49037	269-565-2483
Other	Battle Creek Area Learning Center	765 Upton Ave Battle Creek, MI 49037	269-565-2483
Other	Battle Creek Montessori Academy	399 N. 20th Street Springfield, MI 49037	269-339-3308
District Director	Battle Creek Montessori Academy	5251 Clyde Park Wyoming, MI 49509	616-558-9216
District Director	Battle Creek Public Schools	Monique Cheeks 3 West Van Buren St W Battle Creek, Mi 49017	269-965-9482
Other	Battle Creek Public Schools	Tammy Robinson 100 W Van Buren Battle Creek, Mi 49017	269-965-9783
District Superintendent	Bellevue Community Schools	201 West St Bellevue MI 49021	269-763-3091
Other	Bellevue Community Schools	8587 Pennfield Rd Battle Creek MI 49017	269-441-5490
Other	Endeavor Charter Academy	380 Helmer Rd N, Springfield, MI 49037	269-962-9300
District Director	Endeavor Charter Academy	380 Helmer Rd N, Springfield, MI 49037	269-962-9300
Other	Harper Creek Community Schools	7454 B. Drive N. Battle Creek, MI 49014	269-441-6561
Other	Harper Creek Community Schools	7454 B Drive North Battle Creek, MI 49014	269-441-1221
Other	Homer Community School District	403 S Hillsdale St. Homer, MI 49245	517-568-4463
District Superintendent	Homer Community School District	403 S Hillsdale St. Homer, MI 49245	517-568-4463
District Director	Lakeview Sch. District (Calhoun)	15 Arbor St., Battle Creek, MI 49015	269-565-2400
Other	Lakeview Sch. District (Calhoun)	15 Arbor St., Battle Creek, MI 49015	269-565-2400
District Superintendent	Mar Lee School District	21236 H Dr. N Marshall, MI 49068	269-781-5412
Other	Mar Lee School District	Behavioral Specialist	269-781-5412
Other	Marshall Academy	18203 Homer Rd. Marshall, MI 49068	269-781-6330
District Director	Marshall Academy	18203 Homer Rd. Marshall, MI 49068	269-781-6330
District Director	Marshall Public Schools	100 E. Green St. Marshall, MI 49068	269-781-1258
Other	Marshall Public Schools	100 E. Green St. Marshall, MI 49068	269-781-1258

District Director	Olivet Community Schools	255 1st St Olivet MI 49076	269-749-9953
Other	Olivet Community Schools	8587 Pennfield Rd. Battle Creek MI 49017	269-441-5490
District Director	Pennfield Schools	8587 Pennfield Rd. Battle Creek MI 49017	269-961-9741
Other	Pennfield Schools	8587 Pennfield Rd. Battle Creek MI 49017	269-441-5490
Other	Tekonsha Community Schools	327 Catherine St. Tekonsha, MI 49092	517-767-4121
District Superintendent	Tekonsha Community Schools	327 Catherine St. Tekonsha, MI 49092	517-767-4121
District Superintendent	Union City Community Schools	430 St. Joseph St. Union City, MI49094	517-741-8091
Other	Union City Community Schools	430 St. Joseph St. Union City, MI 49094	517-741-8091

II. Diagnostic and Related Services

R 340.1832(c)

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

Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Ophthalmologist or Optometrist	Orientation and Mobility Specialist	Orthopedic Surgeon, Internist, Neurologist, Pediatrician, or Family Physician	Otolaryngologist or Otolologist	Physical Therapist	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Calhoun Intermediate School District		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Arbor Academy		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Athens Area Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Battle Creek Area Learning Center		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Battle Creek Montessori Academy		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Battle Creek Public Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Bellevue Community Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Endeavor Charter Academy		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Harper Creek Community Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Homer Community School District		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Lakeview Sch. District (Calhoun)		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Mar Lee School District		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Marshall Academy		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Marshall Public Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Olivet Community Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Pennfield Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Tekonsha Community Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓
Union City Community Schools		✓			✓		✓			✓			✓	✓	✓	✓	✓	✓

Other Provider/Service added

Behavioral Specialist

Calhoun Intermediate School District

III. Special Education Programs and Services

R 340.1832(d)

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

R 340.1832(e)

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

Programs or Services

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

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Calhoun Intermediate School District	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	✓	
Arbor Academy									✓			✓										
Athens Area Schools									✓				✓	✓								
Battle Creek Area Learning Center									✓					✓								
Battle Creek Montessori Academy									✓				✓	✓								
Battle Creek Public Schools			✓	✓					✓			✓	✓	✓	✓				✓	✓		✓
Bellevue Community Schools									✓				✓	✓								
Endeavor Charter Academy									✓				✓	✓								
Harper Creek Community Schools				✓					✓			✓	✓	✓						✓		
Homer Community School District									✓			✓	✓	✓								
Lakeview Sch. District (Calhoun)			✓	✓					✓			✓	✓	✓	✓				✓	✓		
Mar Lee School District									✓				✓	✓								

R 340.1733	Age range within building: In special cases determined by the IEP Team, the age range for any secondary or elementary programs within the local building may exceed (2) years beyond the rule requirement until such time the program can be aligned with the rule. The operating district shall make every effort to establish class loads that promote good teaching practices and will take into consideration the individual needs of all students when making determinations.
R 340.1758	Autism Spectrum Disorder Program: Max caseload: Preschool/Early Elementary - 6 students, 6-26 year olds - 8 students, number of students in the classroom: Preschool/Early Elementary - 6 students, 6-26 year olds - 8 students; Student/para ratio: Preschool/Early Elementary 1 teacher + 1 paraeducator* Upon the 5th student in the Preschool/Early Elementary programs, the ratio will be 1 teacher + 2 paraeducators* 6-26 Program 1 teacher + 1 paraeducator.* Upon the 6th student in the 6-26 program, the ratio will be 1 teacher + 2 paraeducators
R 340.1755	ECDD Non-Classroom Services: Related service providers will work in collaboration with an approved early childhood special education teacher. The 72 required clock hours may be spread across 180 days of instruction across an entire calendar year. Membership will be prorated if a student's IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the number of IEP program hours divided by 180.
R 340.1738	Severe Cognitive Impaired Transition Program (SCI-T): Max caseload: 12 students with 1 teacher and 2 aides or 24 students with 1 teacher and 3 aides; Number of students in classroom at one time: 12 or 24; Student/Para ratio: 1 teacher + 2 aides for 12 students OR 1 teacher + 3 aides for 24 students. The SCI-T program will provide adequate instruction and assistance to high-school and post-high school aged students that will identify and address factors that create barriers to the personal independence of each student in community employment and adult living. The major activities will include: ? Work with every student and family to envision and plan for their post-school future including employment, hobbies, recreation and living arrangements. ? Assess students to determine skill level, interests and strengths to help develop suitable employment opportunities and trainings to attain students' academic/employment goals. ? Plan experiences and instruction that will promote growth in independence in the following future transition goals: 1. Adult Living 2. Daily Living skills 3. Employment 4. Community Experiences 5. Related services/Outside agencies ? Create individualized curriculum for generalization of specific employability skills, and continuum of growth toward skill attainment. ? Provide individualized instruction, collaboration with outside agencies and community-based instruction. May include one-on-one instruction, small group instruction, classroom skill development and/ or work-site skill development. ? Assist students and families in making connections with outside services to provide needed supports for students to gain and retain appropriate post-graduation employment. ? Teachers must possess a special education endorsement in any area.
R 340.1741	Emotionally Impaired Program for Day Treatment: Max caseload: 12 students; Number of students in the classroom at one time: 12 students; Average per period: 12 students; teacher/para ratio: 1 Teacher and 1 aide. ? Day Treatment programs only ? Teachers must possess a special education endorsement in any area.

Option 2: Alternate Program

Calhoun Intermediate School District

District(s) Operating the Alternate Programs

Calhoun ISD

Program Name		Student Population Served
Early Learning Room		Categorical program that focuses on fundamental pre-academic, communication, social, daily living and self-care skills at the DK-4 level. <ul style="list-style-type: none"> - CI, LD or EI endorsed teacher can serve in this capacity. - If the student population within the classroom consists of 50% or more students age 5 and younger, a teacher certified with an ECSE endorsement will be assigned to this program. - This program was created to meet the needs of students who are struggling with foundational pre-academic skills, have communication deficits that impede interactions with peers or are lacking daily living and self-care skills. - The design of the program was to provide a more focused scientifically based approach to addressing the student's prerequisite skills required in order to be successful in learning language, academics, social and daily living skills. - The targeted population for this program will be determined by the needs of the student rather than by the type of program. - This program will allow the districts to maintain the student within the resident district rather than utilizing an out of district center based program.
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Maximum Caseload of Teachers and Providers		
17 students		
# 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
		1 Program aide for 10 or more students

Calhoun Intermediate School District
District(s) Operating the Alternate Programs
Calhoun ISD

Program Name		Student Population Served
Secondary Functional Program		Categorical program that focuses on academic, communication, social, daily living, employment and self-care skills at the secondary level. The student: <ul style="list-style-type: none"> - Exhibits a need for ongoing support across environments, based on individual student needs and goals identified by the IEP team and may benefit from this level of programming. - May need behavioral accommodations or supports - May follow general education curriculum with accommodations or modifications and/or a Board approved functional (alternative) curriculum as determined by the IEP team. - May take state and district assessments with accommodations and/or alternative assessments as determined by the IEP Team. - May receive either a regular diploma or certificate of completion. The teacher: <ul style="list-style-type: none"> - May consult with staff on behalf of the student. - May provide direct instruction to the student up to full time in special education setting. - May provide direct instruction to students with disabilities in either a general education or special education setting. - Must have the ability to address the goals and objectives for all students assigned to the caseload. - Must possess a special education endorsement in any area.
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Maximum Caseload of Teachers and Providers		
18 students		
# 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
		1 paraeducator

Calhoun Intermediate School District
District(s) Operating the Alternate Programs
Calhoun ISD

Program Name		Student Population Served
Teacher Specialist		<p>25 students; Teacher Specialist will possess at least a Bachelors degree in education or a field of study related to special education and 3 years of satisfactory teaching experience to be within general education, special education, or a combination of the two.</p> <ul style="list-style-type: none"> - Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a general education or a special education subject, class, or course. - Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher consultant shall not grade, give credit for, or teach a general education subject, class, or course. - Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload. - Evaluate students suspected of being a student with a disability. - All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following: <ul style="list-style-type: none"> (a) Instructional services. (b) Evaluation. (c) Consultation with special and general education personnel. (d) Report writing. (e) Travel. - The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher specialist simultaneously.
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Maximum Caseload of Teachers and Providers		
25 students max on caseload; 25 students allowed in attendance; 25 average students per period		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable
		N/A

IV. Paraprofessional Qualifications

R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

R 340.1793 Paraprofessional personnel; qualifications.

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

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

The following are the minimal requirements for paraprofessionals.

Paraprofessionals shall, at a minimum, be high school graduates, or equivalent.
Paraprofessional personnel shall meet all state and federal program and service requirements.

V. Transportation

R 340.1832(i)

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

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

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.

Distribution of Act 18 Millage and State Funds:

A. The Act 18 millage and state funds generated by CISD is distributed to the local districts based on the following formula:

1. CISD reimbursement to local districts for the operation of special education program =

total approved costs – gross allowance for foundation/membership – state categorical aid – federal funds (if appropriate) - tuition x the payoff percentage. When the intermediate school district funds are insufficient to reimburse constituent claims in full, 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 districts may be reimbursed in full before any prorated payment which may become necessary for other programs and services. Reimbursement shall not include any amount for a student enrolled as a tuition student, a child of an employee who resides outside of the county, under Section 105c, or a student enrolled on any other basis, including a student attending any Public School Academy who resides outside the Calhoun ISD boundaries. Costs for programs and services enrolling such students shall be reduced as set forth in paragraph II. A.

2. Total Costs

- i. Direct Cost of Programs (SE 4096 - Final Cost Report)
 - a. Salaries: actual and fringe benefits
 - b. Substitute salaries and fringes
 - c. Instructional costs including supplies actual not to exceed
 - d. \$500 per assigned classroom or Resource Room
 - e. \$700 for PI, OHI, VI and HI;
 - f. \$300 for ancillary staff
 - g. New categorical program start-up costs up to \$750.
- ii. Special Education Transportation Costs Between School Districts - All costs not reimbursed by the State equal to payoff percentage.
- iii. Capital Outlay – Capital Outlay is applied to any item that costs \$1,500.00 or more. Requested items will only be considered for reimbursement if the district does not have access to such items and have been preapproved by the Assistant Superintendent of Special Education. All approved items must be marked "Property of the Calhoun ISD." Only those items authorized for reimbursement as evidenced by an approval letter from the CISD Assistant Superintendent of Special Education will be approved as capital outlay.
- iv. Construction, Remodeling, Leasing or Purchase of facilities - No reimbursement
- v. Indirect Costs – No reimbursement
- vi. Hearing Costs/Attorney Fees – Reimbursement of costs related to a Due Process Hearing/Attorney Fees for students with disabilities who are residents within Calhoun County will be pursuant to the guidelines as developed and approved by superintendents. For all students who reside outside the Calhoun ISD boundaries, but are attending a public school or public school academy within the Calhoun ISD Service area, the costs of the due process hearing/attorney fees will be the full responsibility of the public school or public school academy.

Distribution of Special Education Funds:

A. The CISD special education millage is distributed to the local districts based on the formula described in Rule 340.1811. However, no amount of the special education millage or amounts received under section 56 of the State School Aid Act of 1979 (MCL 388.1656), or other property taxes paid to the intermediate district or amounts received by the intermediate district in lieu of property taxes shall be distributed to a local district to provide special education programs and services to students enrolled as tuition students under section 105c of the State School Aid Act of 1979 (MCL 388.1705c), or on any other basis who do not reside within the CISD, including students attending Public School Academies who reside outside the Calhoun ISD boundaries. A local district shall not claim special

education transportation costs for such students or program costs directly attributable to such students (e.g. a one-to-one aide). Reimbursement of other program costs shall be reduced by the proportionate share that enrolled students who are not residents of CISD are of the total number of students enrolled in that special education program. Proportionate share is to be computed on a full-time equivalent basis. The intermediate district shall not reimburse a constituent local district for any costs incurred under an agreement entered into under section 105c pursuant to which a student enrolls in a district in a contiguous intermediate district. In addition, the intermediate district shall not reimburse any costs incurred by a local district with regard to a due process hearing, complaint, or other dispute resolution pertaining to a student enrolled in any district who is not a resident of CISD.

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).

Criteria For PAC Members Membership

The Calhoun Intermediate School District Board of Education at its regularly scheduled meetings will appoint the Special Education Parent Advisory Committee, whose members will serve a three-year term with terms staggered to assure that a majority of experienced members remain on the committee. The committee will be composed of a minimum of one parent from each constituent local school district and public school academy unless no parent agrees to serve in this capacity. By May, the CISD Assistant Superintendent of Special Education and the PAC chair will notify the LEA/Public School Academy Superintendents that the nomination of a qualified parent is needed for the CISD PAC.

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"Qualified" parent will be defined as a parent or guardian of a student who has a disability as determined by an Individualized Educational Planning Team (IEP Team), or a student with a disability 18 years of age or older. If a legal guardian has not been appointed by appropriate court proceeding, then the resident school district must adhere to the policies established on surrogate parents. This notice will include a recommendation regarding impairment areas and identifiable organizations within the intermediate district that need representation. It is the responsibility of the LEA/Public

School Academy

superintendents to assure that the local board of education nominates a parent for appointment. The CISD

Assistant Superintendent of Special Education is responsible for assuring that nominations are made to the CISD Board.

The CISD Board of Education may nominate and appoint additional members to the PAC not to exceed 33 1/3%

of the total PAC membership. The intermediate school district board may choose to nominate and appoint additional members; however it will be done solely for the purpose of ensuring that all types of impairments

and all identifiable organizations of parents of persons with disabilities within the CISD are represented.

PAC members who find it necessary to resign from their appointment prior to the expiration of their term, must

submit a letter of resignation to the PAC chairperson, their LEA/Public School Academy Superintendent, district

contact for special education and the CISD Assistant Superintendent of Special Education.

In the event that it becomes necessary, the PAC, by a majority vote of its current membership, may file a

written notice with the Board of Education of the CISD to request that a member be removed on the basis that

the member has failed to attend. If this occurs, the CISD Assistant Superintendent of Special Education must

immediately notify the LEA/Public School Academy Superintendent and request the nomination of another parent.

Finally, a member who no longer has a child receiving special education services may continue to attend

meetings as a Member-at-Large, with no voting privileges.

PAC Participation and Additional Responsibilities

R 340.1832(I)

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

R 340.1836 (1)

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

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

PAC Participation & Additional Responsibilities

Roles and Responsibilities of the Parent Advisory Committee

A. The Parent Advisory Committee will participate in the development of the CISD plan or any modification of the plan for the delivery of special education programs and services as required by R340.1832(I).

1. The CISD plan and amendments will be developed in cooperation with the PAC. It will be the responsibility of the CISD Planner/Monitor to assure that the PAC members are provided with copies of the current CISD plan, subsequent and proposed amendments, waivers and deviation requests.

2. The CISD Planner/Monitor will review the CISD plan with the PAC. At subsequent meetings, the PAC will review any changes in the plan and/or areas of concern from the PAC membership.

3. The CISD Planner/Monitor will develop a draft of the CISD plan to be presented to the PAC for their input. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the CISD Planner/Monitor will advise the PAC Chairperson of the objection process as defined by R340.1836(1).

4. The PAC Chairperson will sign the plan indicating that the PAC has had input into the development of the plan.

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B. The parent advisory committee may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the intermediate school district.

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

5. 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.

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
Calhoun Intermediate School District	Planner/Monitor	Advisor

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 Support for the PAC

The CISD Planner/Monitor or designee shall act as advisor to the PAC and will enlist the participation of agency or local representatives in the PAC as requested by the membership. Prior to the end of each school year, the CISD Planner/Monitor or designee will provide PAC with a schedule of meeting dates for the upcoming school year. The CISD Planner/Monitor shall disseminate PAC agendas and minutes and will provide resources for the purpose of making PAC an efficient and effective operational unit.

The following resource types are available to assist the PAC.

Additional Support for the PAC

Fiscal resources will be made available to the Parent Advisory Committee. The CISD will provide the following

items in support of the Parent Advisory Committee:

- ? Postage for notices and other committee meetings
- ? Reproductions of appropriate documents related to committee business
- ? Mileage expenses related to PAC activities
- ? Professional development for PAC members related to committee activities/responsibilities
- ? Informational materials

VIII. Surrogate Parents

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

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

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

Both

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

ISD