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."

Complete the following ISD Plan form and submit to Nancy Rotarius at rotaiusn@michigan.gov.

Your submission must include the LEA/PAC signature document.
Intermediate School District (ISD) Plan
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Pursuant to Rule 340.1835 of the Revised Administrative Rules for Special Education, as amended, each intermediate school district plan or modification thereof shall be signed by all of the following:

- The Intermediate School district superintendent signifying approval by the Intermediate School Board of Education.

- The superintendent of each constituent school district and public school academy signifying that his or her school district has been involved in the development of the plan.

My signature indicates my school district has been involved in the development of the Bay-Arenac Intermediate School District Plan for Special Education Services and Programs in cooperation with the Parent Advisory Committee, constituent school districts, public school academies and the Intermediate School District.

I have been advised that I may file objections to the Plan in accordance with procedures addressed in Rule 340.1836.

[Signature]
PAC Chairperson

[Signature]
Superintendent
Bay-Arenac ISD

Date
10/6/17

Date
9/28/17
Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

Darren Kroczalski, Superintendent, Arenac Eastern School District
Date

Jeffrey Cohren, Superintendent, Au Gres-Sims School District
Date

Matt Schmidt, Superintendent, Bangor Township Schools
Date

Erin Sullivan, Superintendent, Bay-Arenac Community High School
Date

Brian Lynch, CAD, Bay City Academy
Date

Stephen Bigelow, Superintendent, Bay City Public Schools
Date

Matthew Cortez, Superintendent, Essexville-Hampton Public Schools
Date

Mike Vieau, Superintendent, Pinconning Area Schools
Date

Darren Kroczalski, Superintendent, Standish-Sterling Community Schools
Date

Nicholas Meldrum, CAC, State Street Academy

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

ISD Plan Submission

Date: July 1, 2017

ISD: Bay Arenac Intermediate School District
ISD Superintendent: Deborah Kadish

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.

**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)?

X Yes ☐ No

If yes, the following assurance statement applies: R340.1758(b) meets the needs of our population of students with the eligibility of Autism Spectrum Disorder.

Programs and services for students with autism are provided under R 340.1832(d)(e) of the ISD plan.

Bay-Arenac ISD Superintendent

Date: 9/29/17

Intermediate School District Plan
September 2015

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

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.

Describe the ISD procedures for locating, identifying, and evaluating students who need special education programs and services:

The Bay-Arenac ISD assumes primary responsibility for child find activities and outreach for preschool children and acts as an information and referral source for school aged children. The Project Find Coordinator will be responsible for coordinating child find activities and outreach for children birth through 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. The responsibility to serve students, to advise and inform students with disabilities, their parents and other members of the community as to the special education opportunities required under the law, as well as the other obligations of the local and intermediate district, is assigned to the representatives of each local district listed in the BAISD Special Education Parent Handbook.

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

The Project Find Coordinator and Early On Coordinator under the supervision of the Director of Early Childhood Education assume primary responsibility for the development, implementation, and coordination of public awareness activities. Communication is maintained with area hospitals, including regional neonatal intensive care units, to assure identification of at-risk and medically fragile children. Public awareness materials are made widely available
Intermediate School District (ISD) Plan
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throughout the service area through distribution to local agencies and service providers. Materials are distributed at a minimum to daycare providers, preschools, Bay County Department of Health and Human Services, Arenac County Department of Health and Human Services, Bay-Arenac Behavioral Health, Bay County Health Department, Central Michigan District Health Department, Head Start and Early Head Start programs and local schools. Local physicians including pediatricians, neurologist, neonatologist, orthopedists, ophthalmologists, and ENTs are provided information about services and referrals. The Project Find Coordinator and Early On staff also participate in community awareness events such as local health fairs and preschool roundups, and are available to provide in-service training as requested. They are both actively involved in early childhood initiatives within the service area which has played a valuable role in generating increased knowledge of the early intervention services provided through Bay-Arenac ISD.

Periodically, online, newspaper and/or radio advertisements are used to inform the public of available services and the appropriate person(s) to contact. State and local public awareness materials are made available through the special education and early childhood department at Bay-Arenac ISD.

Communication with referral sources is maintained by providing written acknowledgement of the referral as well as disposition.
Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

List each point of contact for information about special education opportunities. Include as many as needed.

<table>
<thead>
<tr>
<th>Title</th>
<th>Public Agency</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>
| Superintendent or Special Education Designee | Arenac Eastern School District   | 200 Smalley Street  
PO Box 98  
Twining, MI 48766 | 989-867-4234 |
| Superintendent or Special Education Designee | Au Gres-Sims School District    | 310 Court Street  
Au Gres, MI  
48703  |
| Director of Special Education              | Bangor Township Schools          | 3359 E Midland Rd, Bay City, MI 48706 | 989-684-8121 |
| Superintendent or Special Education Designee | Bay Arenac Community High School | 805 Langstaff  
Essexville, MI 48732 | 989-893-8811 |
| Director of Special Education              | Bay Arenac ISD                   | 4228 Two Mile Road  
Bay City, MI 48706 | 989-667-3215 |
| Special Education Compliance Representative | Bay Arenac ISD                   | 4228 Two Mile Road  
Bay City, MI 48706 | 989-667-3228 |
| Director of Special Education              | Bay City Academy                 | 301 Farragut  
Bay City, MI 48706 | 989-414-8254  
231-350-2855 |
| Director of Special Education              | Bay City Public Schools          | 910 N. Walnut Street  
Bay City, MI 48706 | 989-671-8127 |
Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

<table>
<thead>
<tr>
<th>Role</th>
<th>Location</th>
<th>Address</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Special Education</td>
<td>Essexville-Hampton Public Schools</td>
<td>303 Pine Street</td>
<td>989-894-9700</td>
</tr>
<tr>
<td>Supervisor of Special Education</td>
<td>Pinconning Area Schools</td>
<td>605 W. Fifth Street</td>
<td>989-879-4556</td>
</tr>
<tr>
<td>Superintendent</td>
<td>State Street Academy</td>
<td>1110 State Street</td>
<td>989-684-6484</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Standish-Sterling Community Schools</td>
<td>2401 Grove Street Rd</td>
<td>989-846-3670</td>
</tr>
</tbody>
</table>

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.

Indicate the public agency that provides diagnostic and related services within each constituent local educational agency (LEA), including all local school districts and public school academies.

State the provider as one of the following:

- **ISD** when only the ISD is responsible for providing the service when there is a need
- **LEA** when only the LEA is responsible for providing the service when there is a need
- **ISD/LEA** when both are responsible for providing the service when there is a need

Create as many columns and/or tables as needed to include each constituent LEA.
## Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

<table>
<thead>
<tr>
<th>Diagnostic and Related Service Staff</th>
<th>Au Gres-Sims</th>
<th>Arenac Eastern</th>
<th>Bay City Public</th>
<th>Bangor</th>
<th>Essexville-Hampton</th>
<th>Standish Sterling</th>
<th>Pinconning</th>
<th>Bay City Academy</th>
<th>BAISD Community High</th>
<th>State Street Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiologist</td>
<td>ISD</td>
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<tr>
<td>Interpreting Services</td>
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<tr>
<td>Nurse</td>
<td>ISD</td>
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<td>ISD/LEA</td>
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<tr>
<td>Occupational Therapist</td>
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<tr>
<td>Orientation and Mobility Specialist</td>
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<tr>
<td>Physical Therapist/Physical Therapy Assistant</td>
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<tr>
<td>School Social Worker</td>
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<td>Teacher Consultants</td>
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<tr>
<td>Speech/Language Pathologist</td>
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<td>ASD Support</td>
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<tr>
<td>Behavior Support</td>
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</table>
Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

### III. Special Education Programs and Services

**R 340.1832(d)**
A description of the special education programs designed to meet the educational needs of students with disabilities.

**R 340.1832(e)**
The intermediate school district plan shall either describe special education programs and services under part 3 of these rules or shall propose alternative special education programs and services.

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

Identify the title/position of the ISD administrator responsible for programs and services:

Bay-Arenac ISD Superintendent and Special Education Director

Indicate the public agency that provides the programs and services within each constituent local educational agency (LEA), including all local school districts and public school academies.

State the provider as one of the following:

<table>
<thead>
<tr>
<th>ISD</th>
<th>LEA</th>
<th>ISD/LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>when only the ISD provides the program/service</td>
<td>when only the LEA provides the program/service</td>
<td>when both provide the program/service</td>
</tr>
</tbody>
</table>

Leave the cell blank if no program/service is provided.

Create as many tables as needed to include each constituent LEA.
## Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Arenac Eastern</th>
<th>Au Gres-Sims</th>
<th>Bay City</th>
<th>Bangor</th>
<th>Essexville-Hampton</th>
<th>Pinconning</th>
<th>Standish Sterling</th>
<th>Bay Arenac Community High School</th>
<th>Bay City Academy</th>
<th>State Street Academy</th>
<th>Bay County Juvenile Detention Ctr.</th>
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<tbody>
<tr>
<td><strong>R 340.1738</strong> Severe cognitive impairment programs and services</td>
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<td><strong>R 340.1739</strong> Moderate cognitive impairment programs and services</td>
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<tr>
<td><strong>R 340.1741</strong> Emotional impairment programs and services</td>
<td>ISD</td>
<td>ISD</td>
<td>ISD/LEA</td>
<td>ISD</td>
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<td><strong>R 340.1742</strong> Hearing impairment programs and services</td>
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</table>
## Intermediate School District (ISD) Plan
for the Delivery of Special Education Programs and Services

<table>
<thead>
<tr>
<th>Service Description</th>
<th>ISD</th>
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<tbody>
<tr>
<td>R 340.1743 Visual Impairment programs and services</td>
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<td>R 340.1740 Mild Cognitive Impairment programs and services</td>
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<tr>
<td>R 340.1745 Speech and Language Impairment programs and services</td>
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<tr>
<td>R 340.1746 Homebound and Hospitalized services</td>
<td>ISD/LEA</td>
<td>ISD/LEA</td>
<td>ISD/LEA</td>
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<td>R 340.1748a and R 340.1749 Teacher Consultant services</td>
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<tr>
<td>R 340.1749a Elementary Level Resource Programs</td>
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<tr>
<td>R 340.1749b Secondary Level Resource Programs</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

*Michigan Education*  
Office of Special Education  
Intermediate School District Plan  
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## Intermediate School District (ISD) Plan
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| R 340.1754 Early childhood special education programs | ISD | ISD | ISD | ISD | ISD | ISD | N/A | ISD | ISD | N/A |
| R 340.1755 Early childhood special education services | ISD | ISD | ISD | ISD | ISD | ISD | ISD | N/A | ISD | ISD | N/A |
| R 340.1758(a) Autism spectrum disorder programs and services | ISD | ISD | ISD | ISD | ISD | ISD | ISD | ISD | ISD | N/A |
| R 340.1862(4) Birth to three programs and services | ISD | ISD | ISD | ISD | ISD | ISD | ISD | N/A | N/A | N/A |

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

Describe each alternative program and service, if any, used by any public agency (the ISD or constituent LEA).

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description of Alternate Program or Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>R340.1741 – Emotionally Impaired Program located at the Bay County Juvenile Detention Center</td>
<td>Increase caseload from 10 to 15.</td>
</tr>
<tr>
<td>R340.1749a – Elementary Resource Room</td>
<td>Increase caseload from 18 to 23, with no more than 12 students at one time.</td>
</tr>
<tr>
<td>R340.1749b – Secondary Resource Room</td>
<td>Increase Caseload from 18 to 23, with no more than 15 students at one time.</td>
</tr>
<tr>
<td>R340.1749c – Departmentalization of special education programs</td>
<td>In Secondary Resource Room programs, allow average number of students to be 13 per class period per instructional day with no more than 15 at one time.</td>
</tr>
<tr>
<td>R340.1739, R340.1738 – Moderate Cognitive Impaired Program, Severe Cognitive Impaired Program</td>
<td>May require expanded age ranges for programmatic feasibility and to meet the needs of the students due to the low incidence of eligible students and the rural setting of the school. The age ranges will be between six and twenty-six.</td>
</tr>
<tr>
<td>R340.1755 Early Childhood Special Education Services</td>
<td>Increase caseload from 12 to 14 students.</td>
</tr>
<tr>
<td>R340.1758(a) Autism Spectrum Disorder</td>
<td>Increase caseload from 5 to 7 students.</td>
</tr>
</tbody>
</table>

### Alternate Programs under Rule 340.1832(e)

- Program to be operated by the BAISD.
- Program will serve all LEAs within the BAISD.
- Students who will be served will generally be eligible as special education under the categories of Moderately Cognitively Impaired or Autism Spectrum Disorder.
- The Teacher will provide direct instruction.
## Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services

<table>
<thead>
<tr>
<th>BAISD Communication/Social/Behavioral Program</th>
<th>Teacher Specialist for Visual Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher will be endorsed in one of the following areas: Cognitive Impairment, Emotional Impairment or Autism Spectrum Disorder.</td>
<td>- The Specialist for Visual Impairment (VI) will provide students with Braille and other instructional support, such as assistance with the use of special equipment and assistive technology. The specialist may also implement and support a program of communication, orientation, and mobility skills training, serve as a resource and consultant to general and special education staff. The VI specialist may also work with</td>
</tr>
<tr>
<td>- The maximum caseload 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 16th student and the third aide with the addition of the 21st student.</td>
<td></td>
</tr>
<tr>
<td>- The students will have specific secondary transition goals in their IEPs.</td>
<td></td>
</tr>
<tr>
<td>Program will be operated by the BAISD.</td>
<td></td>
</tr>
<tr>
<td>Program will serve all LEAs within the BAISD.</td>
<td></td>
</tr>
<tr>
<td>The teacher will provide direct instruction.</td>
<td></td>
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<tr>
<td>The teacher will be endorsed in one of the following areas: Cognitive Impairment, Emotional Impairment or Autism Spectrum Disorder.</td>
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<tr>
<td>The students who will be served in this classroom will have needs in the areas of behavior, communication, and social.</td>
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<tr>
<td>There will be one classroom teacher and one classroom aide for up to 6 students. At the 7th student, another aide will be added.</td>
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<tr>
<td>The maximum number of students in the classroom will be 10.</td>
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</tbody>
</table>
## Intermediate School District (ISD) Plan for the Delivery of Special Education Programs and Services

| Teacher Specialist for Hearing Impairment | parents as a home instructor and act as a liaison between educational agencies.  
- The Specialist for Students with a Visual Impairment will possess at least a Master degree in education, taught in a special education classroom for at least 3 years, and will have or is working toward an endorsement in VI and will carry a caseload of not more than 30 students.  
- The Specialist for Hearing Impairment (HI) will provide students with sign language and other instructional support, such as assistance with the use of special equipment and assistive technology. The specialist may also implement and support a program of communication and serve as a resource and consultant to general and special education staff. The HI specialist may also work with parents as a home instructor and act as a liaison between educational agencies.  
- The Specialist for Students with Hearing Impairment will possess at least a Master degree in education, taught in a special education classroom for at least 3 years, and will have or is working toward an endorsement in HI and will carry a caseload of not more than 30 students. |
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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.

Describe the minimal requirement for paraprofessionals.

Qualifications for paraprofessional personnel of the Bay Arenac ISD and local school districts require paraprofessionals to possess a high school diploma or its equivalent and follow all state and federal requirements. Paraprofessional personnel include, but are not limited to, teacher aides, health care aides, instructional aides, and program aides.
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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.

Identify which 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 (select one):

☐ The ISD provides all transportation.

☐ Each LEA provides its own transportation.

☐ The ISD and LEAs both provide transportation.

☐ Other (please explain):

Each local district will provide for special transportation to eligible students by providing the service, making cooperative arrangements with another local district, or contracting privately. The need for special transportation and other transportation provisions are determined through the IEP Team process. The student’s program assignment will determine the schedule and nature of the transportation needed.

Excessive bus riding time will be avoided as much as possible. Transportation units equipped with lifts will be used when needed. If a parent is dissatisfied with the transportation arrangements provided by their local school district, the parent should register such a concern with that district and attempt to arrive at a mutually agreeable solution.
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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 therefore 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
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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.

Describe the method of distribution for millage funds that meets the requirements of R 340.1811 and R 340.1812:

The following expenditures are recognized by the BAISD Board of Education as being priority claims against special education funds and will be completely reimbursed:

- Ancillary service personnel employed by the BAISD and who provide services to the LEAs/PSAs, which include Speech and Language Therapists, Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, and Orientation and Mobility Specialist, Transition Coordinator, Teacher Consultant for the Visually Impaired, Teacher Consultant for the Hearing Impaired, and Specialists in the areas of Behavior and Autism Spectrum Disorder.
- BAISD central special education administration.
- Transfer to general fund of indirect revenues accrued from BAISD direct program operation. Methods used are in compliance with Accounting and Fiscal Reporting Requirements for Intermediate School District use of Special Education Funds, 1993. In accordance with these guidelines, the BAISD may charge up to 25 percent of BAISD central office and general administration expenses, not directly charged to the special education funds, on the BAISD Annual School District Financial Report. The actual percent charge to the special education fund is based on a yearly time study.
- Other allowable costs to center programs that follow the approval process stated below.
- BAISD will distribute the intermediate millage to the constituent districts pursuant to Rule 340.1811 of the Michigan Administrate Rules for Special Education.
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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).

Describe the ISD’s process for appointing PAC members by indicating if the ISD’s process is in accordance with R 340.1838(1) and (2):

The Bay-Arenac Board of Education will appoint the Parent Advisory Committee (PAC) members. Appointments will be made from nominations from local Boards of Education. Every attempt will be made to ensure the PAC consists of parents of students with disabilities with at least 1 parent from each local school district unless no parent agrees to serve on the PAC to represent the local school district. The Bay-Arenac ISD staff member assigned to work with the committee will advise local school district superintendents of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district and/or the Bay-Arenac ISD have the option of nominating or appointing a parent(s) of a child with a disability to complete the term. The term of appointment to the PAC shall be three years, with no limit to the number of consecutive terms a member may serve, with re-nomination and approval by the local school Board and the BAISD Board of Education.

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
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Describe how the PAC participates in the development of the ISD plan and any additional roles and responsibilities of the PAC as it relates to the improvement of special education services, if any:

The Bay-Arenac plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the Bay-Arenac ISD to assure that the PAC members are provided with copies of the current Intermediate School District plan, subsequent and proposed amendments and deviation requests.

Upon request, the Special Education Monitor will review the Intermediate School District 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.

The Special Education Monitor will develop a draft of the Intermediate School District plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Special Education Monitor will advise the PAC chairperson of the objection process as defined by rule 340.1836.

Prior to submitting the Intermediate School District Plan to the Michigan Department of Education, the PAC Chairperson shall be asked to sign the plan indicating that the PAC has been involved in its development.

Describe how the PAC files an objection to the ISD plan in accordance with R 340.1836(1):

The PAC may file objections with the Intermediate School District, in whole or in part, to the approved Intermediate School District plan or a plan modification that has been submitted to the Superintendent of Public Instruction for approval.
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Within 7 calendar days, copies of an objection shall be directed to the department by the Bay-Arenac ISD Board of Education and to all constituent local school districts and the PAC by certified mail, return receipt requested.

The objections filed shall specify the portions of the Intermediate School District plan objected to, contain a specific statement of the reasons for the objections and shall propose alternative provisions.

<table>
<thead>
<tr>
<th>Administrative Support for the PAC</th>
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<tbody>
<tr>
<td><strong>R 340.1832(m)</strong></td>
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<tr>
<td>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.</td>
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Identify the administrator(s) acting as the main support in assisting the PAC with fulfilling its duties as described in the ISD plan. Explain the nature of the administrator's support. Identify at least one person from the ISD.

<table>
<thead>
<tr>
<th>Agency/Organization</th>
<th>Title</th>
<th>Role and Relationship to the PAC</th>
</tr>
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<tbody>
<tr>
<td><strong>ISD</strong></td>
<td>ISD Compliance Representative and/or ISD Special Education Director</td>
<td>The Bay-Arenac ISD Special Education Compliance Representative shall act as an advisor to the PAC and will enlist the participation of agency or local representatives in the PAC that will work cooperatively with local administrative and school personnel. The Bay-Arenac ISD shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The Bay-Arenac ISD Compliance Representative shall be responsible for assuring that reasonable support is available to the PAC for committee business.</td>
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<table>
<thead>
<tr>
<th>Additional Support for the PAC</th>
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<tbody>
<tr>
<td><strong>R 340.1832(n)</strong></td>
</tr>
<tr>
<td>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.</td>
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</table>

**Identify any other ISD positions that assist with PAC activities:**

The Bay-Arenac ISD shall provide the PAC reasonable secretarial and clerical service to enable the PAC to operate efficiently and effectively.

**Identify the types of resources the ISD pay for to assist the PAC:**

The Bay-Arenac ISD shall reimburse PAC members for expenses incurred while engaged in PAC business, with prior approval by the Bay-Arenac ISD Director of Special Education. This shall include, but not be limited to, the following:

- Telephone calls related to PAC business

- Expenses related to attendance at inservice programs in Michigan, as provided in the BAISD policy for travel reimbursement.
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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."

Identify the public agencies responsible for maintaining a pool of surrogate parents and providing training to potential surrogate parents:

X ISD □ LEAs □ Both

□ Other (please explain):

The BAISD assures that the ISD and LEAs/PSAs comply with the State Board of Education (SBE) approved Policy for the Appointment of Surrogate Parents for Special Education Services (September, 2008, updated March, 2017). When necessary, the ISD in cooperation with the local school district of which a student is a resident, will appoint a surrogate parent from a pool composed of Parent Advisory Committee members or other district recommended individuals and provide appropriate training.