

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

August 2025

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

March 17, 2025

Eaton RESA

Sean Williams, 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 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 § 300.111(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)

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

03/17/2025

Sean Williams, 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 Eaton RESA Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Teresa Boardman	District Superintendent	Insight School of Michigan	05/29/2025 08:14 AM
Samuel Sinicropi	District Superintendent	Potterville Public Schools	05/29/2025 08:27 AM
William Warren	District Superintendent	Island City Academy	05/29/2025 10:47 AM
Thomas Ackerson	District Superintendent	LifeTech Academy	05/30/2025 09:57 AM
Megan Weber	PAC Chairperson	Parental Advisory Committee	06/02/2025 09:59 AM
Katherine Bertolini	District Superintendent	Maple Valley Schools	06/03/2025 11:16 AM
Mandy Stewart	District Superintendent	Charlotte Public Schools	06/03/2025 04:11 PM
Dr. William Barnes	District Superintendent	Grand Ledge Public Schools	06/05/2025 08:03 AM
Sean Williams	ISD Superintendent	Eaton RESA	06/05/2025 01:31 PM
Kevin DuFresne	District Superintendent	Eaton Rapids Public Schools	06/06/2025 09:03 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.:

Child Find Procedures - Eaton RESA coordinates child find activities and outreach for children in early childhood. The Eaton RESA Early On® Coordinator is primarily responsible for coordinating child find activities and outreach for children birth through age five. Eaton RESA staff will promote public awareness of disabilities, the available special education programs/services and establish cooperative liaisons with other Eaton County agencies and professionals who may be potential referral sources. All local school districts, in conjunction with Eaton RESA, will assume responsibility for in-school and out-of-school youth up to the age of 26 through special education programs/services and establish cooperative liaisons with other agencies and professionals who may be potential referral sources. Eaton RESA 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:

Procedures for Identifying Students with a Suspected Disability - The procedures for Identifying students with a suspected disability may include review of existing school records and interagency collaboration for referral of student dropouts. Information about special education evaluations, programs, services and procedures are disseminated through Michigan's Project Find materials, Early On® information, and the *Special Education Parent Handbook and Procedural Safeguards*. Outreach involvement includes:

- Area healthcare agencies, hospitals, physicians
- Community Education/Migrant Programs
- Community Mental Health
- County Community Services
- Day Care 0-3 year-old children
- District Health Department
- Great Start Programs
- Early Education Services
- Department of Human Services
- Head Start Programs
- Local Schools
- Parent Groups
- Pre-school screenings for 3-5 year-old children at various sites within the RESA

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Eaton RESA	1790 Packard Hwy, Charlotte, MI. 48813	(517) 541-8752
ISD Director	Eaton RESA	1790 Packard Hwy, Charlotte, MI. 48813	(517) 541-8723
District Director	Charlotte Public Schools	378 State Street Charlotte Michigan 48813	517-541-5131
District Director	Eaton Rapids Public Schools	912 Greyhound Dr. Eaton Rapids MI, 48827	517-663-8155
District Director	Grand Ledge Public Schools	220 Lamson St. Grand Ledge, MI 48837	517-925-5410
District Director	Insight School of Michigan	526 S. Creyts Rd. Suite A Lansing, MI 48917	517-580-0020
District Superintendent	Island City Academy	6421 S. Clinton Trail Eaton Rapids, MI 48827	517-663-0111
District Director	LifeTech Academy	LifeTech Academy 912 Greyhound Dr. Eaton Rapids, MI 48827	517-325-5469
District Director	Maple Valley Schools	11090 Nashville Hwy., Vermontville, MI 49096	517-852-9275
District Superintendent	Oneida Township S/D #3	8981 Oneida Rd, Grand Ledge, MI 48837	517-541-8760
District Director	Pottersville Public Schools	420 N. High Street Pottersville, Michigan 48876	517-645-4706
District Director	Relevant Academy of Eaton County	220 Lamson Street Grand Ledge, MI 48837	517-925-5450

II. Diagnostic and Related Services

R 340.1832(c)

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

Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant	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
Eaton RESA	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Charlotte Public Schools	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Eaton Rapids Public Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grand Ledge Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Insight School of Michigan	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Island City Academy	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓
LifeTech Academy	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Maple Valley Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oneida Township S/D #3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Pottersville Public Schools	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Relevant Academy of Eaton County	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓

Other Provider/Service added

III. Special Education Programs and Services

R 340.1832(d)

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

R 340.1832(e)

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

Programs or Services

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

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
Eaton RESA	✓	✓	✓	✓	✓				✓	✓			✓							✓	✓	✓	✓
Charlotte Public Schools				✓						✓				✓	✓	✓	✓						
Eaton Rapids Public Schools				✓						✓			✓	✓	✓	✓	✓						
Grand Ledge Public Schools				✓						✓			✓	✓	✓	✓	✓		✓	✓			✓
Insight School of Michigan				✓					✓						✓								
Island City Academy										✓				✓									
LifeTech Academy									✓	✓			✓	✓	✓								
Maple Valley Schools										✓				✓	✓	✓	✓						
Oneida Township S/D #3										✓				✓									
Pottersville Public Schools										✓				✓	✓	✓	✓						
Relevant Academy of Eaton County										✓			✓										

The following table displays virtual programming options within the ISD:

District Name	Virtual Option	Grade Levels	Enrollment Type	Description of grade level in which virtual programming is offered
Eaton RESA	No			
Charlotte Public Schools	No			
Eaton Rapids Public Schools	Yes	High School	District Enrollment	
Grand Ledge Public Schools	Yes	High School	District Enrollment	
Insight School of Michigan	Yes	High School	Open Enrollment	
Island City Academy	No			
LifeTech Academy	Yes	K-12	Open Enrollment	
Maple Valley Schools	Yes	High School	District Enrollment	
Oneida Township S/D #3	No			
Pottersville Public Schools	No			
Relevant Academy of Eaton County	Yes	High School	Open Enrollment	

Alternative Program or Service

The following tables display the alternative programs or services provided by the ISD and Districts.

Option 1: Modification of a Part 3 Rule

Please Note: Only the portion of the rule being modified is listed, the remainder of the rule will be fully implemented.

Rule # for Program or Service	Description of the Change in Program or Service
R 340.1740	1832 Mild Cognitive Impairment: Provide instructional services to 10 FTE students, not to exceed 18 different students, with no more than 15 students at one time. At the elementary and secondary level, an aide shall be added when there are 12 or more students at one time
R 340.1758	1832 Programs for students with Autism Spectrum Disorder: ASD elementary or secondary classroom programs class size consists of an ASD teacher, 8 students, and 2 instructional aides. The second aide will be added with the 6th student. The IEPT will describe its consideration of the ability of the student with autism to function in the placement determined, in the context of class size and student-to-staff ratio.
R 340.1749	1832 Teacher Consultant: Provide Teacher Consultant services to not more than 30 students with the assistance of a paraprofessional when the caseload exceeds 25 students.
R 340.1749a	1832 Elementary Resource Room Program: Maintain maximum caseload of 23 different students with an FTE of 12 and average of 15 per instructional period.
R 340.1749b	1832 Secondary Resource Room Program: Maintain maximum caseload of 25 different students with an FTE of 12 and average of 15 per instructional period.
R 340.1749b	1832 Secondary Resource Room program. Permit teaching and offering tutorial assistance at the same time. Tutorial assistance defined as "providing supplemental instruction".
R 340.1749c	1832 Departmentalization of Special education programs. Each teacher shall serve not more than an average of 12 students per class period per instructional day with a maximum of no more than 15 students at one time.

Option 2: Alternate Program

Eaton RESA

District(s) Operating the Alternate Programs		
Eaton RESA		
Program Name	Student Population Served	
Deaf/Hard of Hearing Specialist	Students identified as deaf or hard of hearing.	
Role of Teachers or Service Providers		
The Deaf/Hard of Hearing Specialist will perform the following: • Evaluate students suspected of being a student who is deaf or hard of hearing. • Provide assessments for data driven goal development. • Model instructional techniques and provide consultation in all content areas. • Collaborate with staff members in developing instructional goals, objectives, and teaching methods. • Provide consultation and direct services to students who are deaf or hard of hearing per IFSP/IEP goals. • Consult with teachers, parents, administrations and support staff on behalf of students who are deaf or hard of hearing. • Assess, coordinate, use, manage, and monitor equipment and materials. • Understand specialized auditory and visual technologies that enhance educational access and achievement. • Provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement for students who are deaf or hard of hearing. • Coordinate appropriate services with outside agencies. • Establish and maintain cooperative relationships with parents. • Provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work. • Communicate directly and effectively with student in their preferred mode of communication. • Assist students to be self-advocates.		
Certification and/or endorsement of the teachers and service providers		
A deaf or hard of hearing teacher specialist for students who are deaf or hard of hearing shall: Possess a valid Michigan teaching certificate with an endorsement in deaf or hard of hearing, pursuant to R 340.1799b OR possess a valid Michigan teaching certificate and be actively working towards an endorsement in deaf or hard of hearing, AND Possess 1 of the following 3 requirements: masters' degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.		
Maximum Caseload of Teachers and Providers		
30		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

Eaton RESA		
District(s) Operating the Alternate Programs		
Eaton RESA		
Program Name	Student Population Served	
Visual Impairment Specialist	Students identified as having a visual impairment.	

Role of Teachers or Service Providers

The VI Specialist without an endorsement in Visual Impairments Cannot:

- Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program.
- Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation.

The VI Specialist under the supervisor of a qualified VI teacher consultant can....

- Provide large-type or Braille texts, supplementary materials, educational aids, and equipment needed in a timely manner to ensure a student with a visual impairment's maximum participation in all classroom activities.
- Create and adapt accessible materials.
- Provide braille instruction and assessment for students with a visual impairment as per IEP goals.
- Model appropriate techniques for providing effective instructional strategies for students with a visual impairment.
- Conduct functional vision assessment, learning media assessments, and other vision related assessments to determine a student's visual function, reading medium, and skill levels. •
- Provide written reports based on aggregated assessment data.
- Collaborate with teachers, support staff, parents, paraprofessionals and students with visual impairments to provide useful technological and vision information. •
- Identify and coordinate accommodations and modifications of school environment for students with a visual impairment to obtain access to general education curriculum.
- Consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students who are visually impaired.
- Evaluate, select, and maintain appropriate adaptive technology used by students who are visually impaired in a school setting.
- Assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with visual impairments.
- Coordinate appropriate services with outside agencies.

Certification and/or endorsement of the teachers and service providers

A visual impairment specialist for students with a visual impairment shall: Possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in visual impairments AND Possess 1 of the following 3 requirements: masters' degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.

Maximum Caseload of Teachers and Providers

30

# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

Eaton RESA

District(s) Operating the Alternate Programs

Eaton RESA

Program Name	Student Population Served
Social Work Specialist	Students who need social work services based on their IEP.

Role of Teachers or Service Providers

The Social Worker Specialist Cannot:

Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program.

The Social Worker Specialist under the direction of a qualified School Social Worker can:

- Consult with qualified IEP and MET team members including conducting observations and providing input regarding individual needs.
- Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation of students.
- Identify problems and situations interfering with the ability of students to make optimal use of the educational experience and to develop appropriate goals and objectives based on student needs.
- Serve as consultant with school staff and parents in altering situations adversely affecting the personal, social emotional, and academic development of children, including the coordination of the development of Positive Behavioral Support Plans.
- Maintain appropriate records and reports including but not limited to; service documentation, student progress toward goals.
- Conduct functional behavioral assessments.
- Coordinate and develop resources within and outside the school system for use by children, their families and school personnel.
- Provide direct therapy and intervention services, including crisis intervention.
- Use data-based decision making to lead a problem-solving model in dealing with student academic and behavioral concerns.

Certification and/or endorsement of the teachers and service providers

An individual may be employed under the school social work specialist with all of the following:

- Possessing a bachelor's degree in social work from an accredited university and licensed Bachelor's level social work
- Be enrolled in a Masters of Social Work, with a school social work approval program at an accredited university.
- Work under the direct supervision of the local district Administrator of Special Education Programs.
- Must be mentored by a qualified and LARA certified Master degreed School Social Worker.
- Must make progress toward the Social Work Master's degree each year by for successfully fulfilling the university obligations to remain in the program.
- Candidates must complete the Master's program in 3 years and receive temporary approval as a school social worker (unless there are unforeseen university delays, such as cancelling a scope and sequence required course).

Maximum Caseload of Teachers and Providers

A case load of 50 students with not more than 5 students being evaluated.

# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

IV. Paraprofessional Qualifications

R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

R 340.1793 Paraprofessional personnel; qualifications.

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

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

The following are the minimal requirements for paraprofessionals.

Paraprofessional Qualifications and Assignments- Qualifications for paraprofessional personnel specifically follow 340.1793 of the *Michigan Administrative Rules for Special Education*. It is recommended paraprofessionals possess a high school diploma, and one of the following: a) pass ACT WorkKeys Assessment, b) possess a 2-year degree, c) complete at least two years of study at an institution of higher education equal to 60 semester hours, and meet all state and federal rules and regulations.

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.

Eaton RESA provides an allocation to LEA districts based on a hybrid of the LEA's Headcount of special education students, the headcount of students enrolled in Eaton RESA's center-based programs, and the LEA's K-12 population. The K-12 population is used as one of the factors to help offset LEA costs of integrating special education students with their general education peers. Eaton RESA deducts from the allocation the cost of center-based program tuition per headcount, FTE of related services that LEAs contract from Eaton RESA, and the special education transportation costs based on the ridership of each LEA. The amount remaining is transferred to the LEAs in three annual installments. If costs exceed the allocation, Eaton RESA will invoice the LEA(s). This method was approved by Business Officials, Special Education Directors, and Superintendents and was implemented in the 2016-17 school year.

State Eligibility Categories used for allocation:

- Cognitive Impairment (CI)
- Emotional Impairment (EI)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Impairment (PI)
- Severe Multiple Impairment (SXI)
- Autism Spectrum Disorder (AI)
- Traumatic Brain Injury (TBI)
- Deaf Blind (DB)

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).

Organizational Structure - The Eaton Regional Education Service Agency Board of Education will appoint the Special Education Parent Advisory Committee (PAC) whose members will serve staggered 3 three year terms. The Special Education Director and Planner Monitor are responsible for assuring that a recommendation is made to the Board of Education. Appointments will be made from nominations received from local boards of education. ERESA staff 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 ISD has the option of nominating/appointing a parent(s) of a child with disabilities to complete the term. PAC nominees may service consecutive terms of membership at the discretion of the board of education they represent. Additional members to the PAC will be selected as outlined in Rule 340.1838 of MARSE

The Special Education Director or Designee shall notify constituent school district superintendents that a nomination of parent(s) of a child with a disability is needed for the Regional Education Service Agency PAC. It is the responsibility of the local superintendent to assure that the local Board of Education nominates the qualified parents. The local superintendent or designee shall seek recommendations from local agencies, parent groups and school personnel. As per the provisions of Rule 340 1838(1)(c) of the *Michigan Administrative Rules for Special Education*, the Eaton RESA School board may nominate and appoint additional members to PAC, not to exceed 33% of the total PAC membership. If the Eaton RESA Board chooses to nominate and appoint additional members, it shall be done for the purpose or ensuring that all types of impairments and all identifiable organizations of parents of students with disabilities within the regional education service agency are represented on the PAC.

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.

Role and Responsibility of PAC in Developing the ISD Plan - The *Eaton Regional Education Service Agency Plan for the Delivery of Special Education Programs and Services* or modifications thereof shall be developed in cooperation with the PAC. It shall be the responsibility of the Planner/Monitor to assure that the PAC members are provided individual copies of the current Eaton Regional Education Service Agency plan, any subsequent modifications, and proposed deviation requests.

Upon request, the Planner/Monitor will review the Regional Education Service Agency 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 Planner/Monitor for Eaton RESA will be responsible for gathering information from the PAC and the local district special education directors/supervisors for possible changes to the Eaton RESA plan.

The Planner/Monitor and/or Special Education Director will develop a draft of the Regional Education Service Agency plan that incorporates the proposed changes. The PAC and the special education administrators will review the draft. Prior to submission, the PAC chairperson will be asked to sign the plan endorsement page indicating involvement in the development of the plan. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Planner/Monitor will advise the PAC Chairperson of the Objection process as defined by Rule 340.1836 of the *Michigan Administrative Rules for Special Education* (MARSE)

Related Activities - The PAC will have an opportunity to provide input and/or share concerns related to the delivery of special education programs and services.

The PAC Chairperson will receive copies of all waivers and deviation requests from local school districts and the Regional Education Service Agency as required in Rule 340. 1734 (1) of the *Michigan Administrative Rules for Special Education*. Pursuant to MARSE Rule 340. 1734(5) the PAC shall be informed of the disposition of the request.

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

The Planner/Monitor and/or Special Education Director will develop a draft of the Regional Education Service Agency plan that incorporates the proposed changes. The PAC and the special education administrators will review the draft. Prior to submission, the PAC chairperson will be asked to sign the plan endorsement page indicating involvement in the development of the plan. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, the Planner/Monitor will advise the PAC Chairperson of the Objection process as defined by Rule 340.1836 of the *Michigan Administrative Rules for Special Education* (MARSE). The PAC chairperson needs a majority vote to file an objection to the ISD plan.

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
Eaton RESA	TA Provider	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.

The TA Provider shall act as advisor to the PAC. The goal of this effort is to have an active and informed PAC that will work cooperatively with administrative personnel in ensuring the effective and efficient delivery of special education programs and services within the Eaton RESA.

The following resource types are available to assist the PAC.

Financial resources available to the PAC shall be outlined in the annual Eaton RESA Special Education Budget to be submitted to the Eaton RESA School Board for approval. Monies shall be provided to cover such expenses as postage, PAC minutes, informational materials, mileage reimbursement, workshop materials, cost of presenters, and other approved expenses necessary for PAC to function effectively.

Eaton RESA shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The Planner/Monitor shall be responsible for assuring that reasonable clerical support is available to the PAC for committee business.

VIII. Surrogate Parents

34 CFR §300.519(a)(b)

General. Each public agency must ensure that the rights of a child are protected when— (1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method— (1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child.

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

Both

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

ISD