



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE:

TO: State Board of Education

FROM: Michael F. Rice, Ph.D.
State Superintendent

SUBJECT: Report on the Approved Changes to Bay-Arenac ISD Plan for the Delivery of Special Education Programs and Services

Pursuant to Section 380.1711 of the Revised School Code of 1976, the intermediate school board shall develop, establish and continually evaluate and modify in cooperation with its constituent districts, a plan for special education that provides for the delivery of special education programs and services. The plan shall coordinate the special education programs and services operated or contracted for by the constituent districts and shall be submitted to the superintendent of public instruction for approval.

The Office of Special Education has reviewed, and I have granted approval of the Bay-Arenac ISD plan for Delivery of Special Education Programs and Services. See Attachment A for a summary of the changes.

STATE BOARD OF EDUCATION

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Summary of Changes to the Bay-Arenac ISD Plan for Delivery of Special Education Programs and Services

Attachment A

<i>Content Requirement(s)</i>	<i>Change(s)</i>
Section I. Public Awareness and Child Find: R 340.1832(a)(b)	<ul style="list-style-type: none"> • Updated activities for locating, identifying and evaluating students who need special education programs and services. • Updated position responsible for coordinating child find activities.
Section II. Diagnostic and Related Services: R 340.1832(c)	<ul style="list-style-type: none"> • Revised the public agency responsible for providing a diagnostic or related service.
Section III. Special Education Programs and Services: R 340.1832(d)(e)(g)	<ul style="list-style-type: none"> • Updated programs and services within the ISD.
Section IV. Paraprofessional Qualifications: R 340.1832(h)	<ul style="list-style-type: none"> • No change
Section V. Transportation: R 340.1832(i)	<ul style="list-style-type: none"> • No change
Section VI. Millage Fund Distribution: R 340.1832(j)	<ul style="list-style-type: none"> • No change
Section VII. Parent Advisory Committee (PAC): R 340.1832(k)-(n):	<ul style="list-style-type: none"> • Updated the appointment process for PAC members.
Section VIII. Surrogate Parents: SBE Surrogate Parent Policy (9-8-08)	<ul style="list-style-type: none"> • No change

Michael Vieau
Bay-Arenac ISD
4228 2 Mile Rd
Bay City, MI 48706-2324

Dear Superintendent Vieau:

I am pleased to inform you that the modifications to Bay-Arenac ISD Plan for the Delivery of Special Education Programs and Services have been approved.

The approval of your plan modifications is an authorization for Bay-Arenac ISD and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that Bay-Arenac ISD and constituent districts will provide special education programs and services in accordance with state and federal regulations. This authorization does not preclude the Michigan Department of Education (MDE) from requesting clarification on items contained within your plan as the need arises.

If Bay-Arenac ISD's Plan includes programs and services under Rule 340.1832(e) of the Administrative Rules for Special Education, please allow for the disaggregation of student educational performance data (for students receiving such programs and services), minimally the disaggregation that is maintained on all students under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). This disaggregation will allow all parties to evaluate the effectiveness of program and service offerings.

Please inform the superintendents of your constituent districts and the chairperson of the Parent Advisory Committee that your plan modifications have been approved.

Sincerely,

Michael F. Rice, Ph.D.
State Superintendent

c:

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

September 13, 2023

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

June 15, 2023

Bay-Arenac ISD

Michael Vieau, 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.

Michael Vieau

05/10/2023

Michael Vieau, 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 Bay-Arenac ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Matthew Schmidt	District Superintendent	Bangor Township Schools	06/20/2023 09:28 AM
mike vieau	ISD Superintendent	Bay-Arenac ISD	05/10/2023 11:38 AM
Stephen Bigelow	District Superintendent	Bay City School District	06/15/2023 12:02 PM
Darren Kroczaleski	District Superintendent	Standish-Sterling Community Schools	06/15/2023 12:20 PM
Christopher Ming	District Superintendent	Au Gres-Sims School District	06/15/2023 01:25 PM
Deann Sanchez	PAC Chairperson	Parental Advisory Committee	06/15/2023 03:29 PM
Brian Lynch	District Superintendent	Bay City Academy	06/15/2023 04:57 PM
Lisa Leimeister	District Superintendent	State Street Academy	06/16/2023 07:13 AM
Chanda Swartz	District Superintendent	Bay-Arenac Community High School	06/19/2023 09:26 AM

Andrew Kowalczyk	District Superintendent	Pinconning Area Schools	06/20/2023 09:28 AM
Justin Ralston	District Superintendent	Essexville-Hampton Public Schools	06/20/2023 09:28 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.:

The Bay-Arenac ISD assumes the 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 age 5. All local school districts will assume responsibility for in and out of school youth up to the age of 26 through special education referral process. The responsibility to serve students, to advise and inform students with disabilities, their parents, and other community members 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. Bay-Arenac 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 Project Find Coordinator and Early On Coordinator under the supervision of the Early Childhood Director of 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.

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Bay-Arenac ISD	4228 Two mile Road Bay City MI 48706	(989) 686-4410
District Director	Au Gres-Sims School District	310 S. Court St. Au Gres, MI 48703	989-876-7157
District Director	Au Gres-Sims School District	310 S. Court St. Au Gres, MI 48703	989-876-7157
District Director	Bangor Township Schools	3359 E. Midland Road Bay City, MI 48706	989-684-8121
District Director	Bay City Academy	301 N. Farragut St. Bay City, Michigan 48706	989-778-0388
District Director	Bay City School District	601 Blend Street Bay City Mi 48706	989-545-2251
District Superintendent	Bay-Arenac Community High School	805 Langstaff Essexville, MI 48732	989-893-8811
District Director	Essexville-Hampton Public Schools	303 Pine St. Essexville, MI 48732	989-894-9700
District Director	Pinconning Area Schools	605 W. Fifth St, Pinconning MI 48650	989-308-0500
District Director	Standish-Sterling Community Schools	3789 Wyatt Rd, Standish, MI 48658	989-846-3670
District Director	Standish-Sterling Community Schools	3789 Wyatt Rd. Standish, MI 48658	989-846-3670
District Superintendent	State Street Academy	1110 State Street, Bay City, Mi 48706	989-684-6484

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
Bay-Arenac ISD	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Au Gres-Sims School District	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Bangor Township Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Bay City Academy	✓	✓	✓		✓		✓			✓			✓	✓	✓	✓	✓	✓
Bay City School District	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Bay-Arenac Community High School	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Essexville-Hampton Public Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Pinconning Area Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
Standish-Sterling Community Schools	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓
State Street Academy	✓	✓	✓	✓	✓		✓			✓			✓	✓	✓	✓	✓	✓

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	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	
Bay-Arenac ISD	✓	✓		✓				✓	✓			✓			✓	✓		✓	✓	✓	✓	✓	
Au Gres-Sims School District									✓				✓	✓									
Bangor Township Schools									✓				✓	✓									
Bay City Academy									✓				✓	✓									
Bay City School District			✓	✓					✓			✓	✓	✓									
Bay-Arenac Community High School									✓					✓									
Essexville-Hampton Public Schools									✓				✓	✓									
Pinconning Area Schools									✓				✓	✓									
Standish-Sterling Community Schools									✓				✓	✓									
State Street Academy									✓				✓	✓									

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 340.1757	Increase caseload from 10 to 15
R 340.1749a	Increase caseload from 18 to 23, with no more than 12 students at a time.
R 340.1749b	Increase caseload from 18 to 23, with no more than 15 students at a time.
R 340.1749c	For secondary departmentalized program the number of students per class period to be no more than 15 students at one time.
R 340.1754	Increase number of students at one time from 12 to 14, and the maximum caseload of 28 (addition of 13th student includes an additional para)
R 340.1758	Increase class size from 5 to 7 additional aide added at 5

Option 2: Alternate Program

Bay-Arenac ISD		
District(s) Operating the Alternate Programs		
Bay-Arenac Intermediate School District		
Program Name	Student Population Served	
BAISD Transition Program	Students will generally be eligible under the categories of Moderately Cognitively Impaired or Autism Spectrum Disorder. These students will be participating in work based learning opportunities, utilizing community transportation, learning living skills at home on the career center campus, and exploring different businesses in the area.	
Role of Teachers	Certification and/or endorsement of the teachers and service providers	
Direct Instruction	Endorsement in one of the following areas: Cognitive Impairment, Emotional Impairment, or Autism Spectrum Disorder	
Maximum Caseload of Teachers and Providers		
30 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
20		10 student per aide, 15 for teacher and 1 para, 3rd aide added at 21st student 16th student= 2 aides 21st student= 3 aides

Bay-Arenac ISD
District(s) Operating the Alternate Programs
BAISD

Program Name	Student Population Served
D/HH Specialist	Students identified as Deaf and Hard of Hearing

Role of Teachers	Certification and/or endorsement of the teachers and service providers
Based on this criterion, the teacher 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 from birth to age 26. 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 students on an instructional level. Assist students to be self-advocates.	An individual may be employed under DHH specialist when either currently endorsed in deaf or hard of hearing, pursuant to R 340.1799c or working toward an endorsement in the area of assignment and possessing 1 of the following criteria: An individual may be employed under DHH specialist when either currently endorsed in deaf or hard of hearing, pursuant to R 340.1799c or working toward an endorsement in the area of assignment and possessing 1 of the following 3 requirements: 1. a masters' degree, 2. a minimum of 3 years teaching experience, not less than 2 years of which are in special education, 3. 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

Bay-Arenac ISD

District(s) Operating the Alternate Programs

BAISD

Program Name	Student Population Served
Visual Impairment Specialist	Students identified as having a visual impairment

Role of Teachers	Certification and/or endorsement of the teachers and service providers
<p>An individual may be employed under DHH special education personnel approval when possessing 2 of the following 4 requirements: 1. certification as a teacher with an endorsement in deaf or hard of hearing, pursuant to R 340.1799c 2. a masters' degree, 3. a minimum of 3 years teaching experience, not less than 2 years of which are in special education, 4. MDE teacher consultant approval. Based on this criterion, the teacher specialist will perform the following:</p> <ul style="list-style-type: none"> • 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 from birth to age 26. • 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 students on an instructional level. • Assist students to be self-advocates. 	<p>An individual may be employed under VI specialist when either currently endorsed in visual impairment, pursuant to R 340.1799b or working toward an endorsement in the area of assignment and possessing 1 of the following 3 requirements: 1. a masters' degree, 2. a minimum of 3 years teaching experience, not less than 2 years of which are in special education, 3. MDE teacher consultant approval.</p>

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

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.

Qualifications for paraprofessional personnel of the Bay-Arenac Intermediate School District and Local School Districts require a minimum of 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.

V. Transportation

R 340.1832(i)

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

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

The ISD and LEAs both provide transportation.

VI. Millage Fund Distribution

R 340.1832(j)

A description of the method of distribution of funds under R 340.1811(5).

R 340.1811

(1) Only those programs and related services provided under a department-approved intermediate school district plan and approved for reimbursement by the department shall be eligible for reimbursement from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education tax funds are insufficient to reimburse constituent claims in full, then a like percentage of the claim shall be paid for support of each program and service to each constituent district. Claims for operation of special education programs and services available to all constituent local school districts or public school academies may be reimbursed in full before any prorated payment which may become necessary for other programs and services.

(3) Current intermediate school district special education tax funds need not be used to offset operational claim deficits from prior years.

(4) Amounts may be retained by the intermediate school district for required cash flow purposes not to exceed 1 year's operational expenses for the purpose of maintaining special education programs and services operated by the intermediate school district.

(5) Intermediate school districts shall submit the desired method for the distribution of funds to the intermediate school district, its constituent local school districts, and public school academies and the reasons therefor for approval as part of the intermediate school district plan required under section 1711 of 1976 PA 451, MCL 380.1711.

R 340.1812

(1) Costs for the operation of special education programs and services by the intermediate school district, available to all constituent local school districts and public school academies, may be reimbursed in full before the reimbursement of local districts from funds generated by adoption of millage under sections 1723 and 1724 of 1976 PA 451, MCL 380.1723 and 380.1724.

(2) If intermediate school district special education personnel offer direct services to students with disabilities in some but not all constituent local school districts or public school academies, and if prorated payment of constituent local school district or public school academy operational claims is necessary, then the per capita deficit for each student served shall be paid by the school district of residence or a direct charge shall be made to the constituent local school district based on the amount of deficit and the proportion of time the constituent local school district or public school academy received the service from the intermediate school district.

The following is the method of distribution for millage funds in the ISD that meets the requirements of R 340.1811 and R 340.1812.

The following expenditures will be recognized by the Bay-Arenac Intermediate board of education as being priority claims against the special education funds and will be completely reimbursed:

- Ancillary Service personnel employed by BAISD and who provide services to the LEA/PSA's, which include speech language pathologist, occupational therapists, physical therapists, school social workers, visual impairment specialist, DHH specialist, orientation and mobility specialist, behavior and autism specialists
- 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 finance report. The actual percentage charged 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 Administrative rules for Special Education.

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).

The Bay-Arenac Intermediate School board will appoint members to the Parent Advisory Committee. These members will first be nominated by the local education board. Effort will be made to ensure that at least one parent from each district is represented, unless no parent agrees to serve on the PAC committee to represent that local district. The BAISD representative will work with local superintendents to help fill vacancies on the PAC committee. When a vacancy or absence occurs the local district and/or the BAISD can appoint someone to complete that term. The term for the PAC shall be three years, with no limit on consecutive terms, with re-nomination and approval by the BAISD Board of Education needed for a new term.

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.

The BAISD plan shall be developed in cooperation with the PAC. It shall be the responsibility of the BAISD to ensure that all PAC members are provided with a paper copy of the current ISD plan, subsequent and proposed amendments, and deviations requests.

Upon request the BAISD special education representative will review the ISD plan with PAC. At subsequent meetings the PAC will review and discuss any potential concerns from the PAC membership.

The BAISD Special Education Representative will develop a draft of the ISD plan that will be presented to PAC for reactions and suggestions. An attempt will be made to reconcile any differences between the PAC and the BAISD representative. If these differences cannot be resolved the BAISD representative will inform the PAC of the process to file an objection per rule 340.1836.

Prior to submitting the ISD plan to the State Department a PAC representative will be asked to sign indicating their participation in the development of the ISD plan.

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

The PAC may file an objection with the Intermediate School District, in whole or in part, to the approved Intermediate School plan or a plan modification that has been submitted to the State Superintendent of Public Instruction for approval. Objections to the plan will be allowed under a majority vote.

Within 7 calendar days, copies of the objection must be submitted to the BAISD board of education, all local constituent districts, and the PAC committee certified mail, return receipt requested.

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
Bay-Arenac ISD	BAISD Special Education Administration Representative	Lead facilitator

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 Special Education Administrative Assistants will also be available to support any needs of the PAC.

The following resource types are available to assist the PAC.

The ISD will provide materials needed to put on trainings, make informational fliers etc, purchase postage, etc

The ISD will provide finances to pay for attendance at in-service opportunities per the BAISD travel request policy.

VIII. Surrogate Parents

34 CFR §300.519(a)(b)

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

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

ISD

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

ISD