



**Plan for the Delivery  
of Special Education  
Services and Programs**

310 Thomas Street  
Allegan, Michigan 49010  
269.512.7700  
[www.alleganaesa.org](http://www.alleganaesa.org)

November 1, 2017

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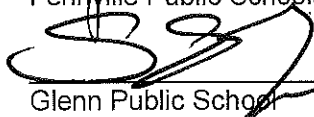
## Endorsements


The *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* was developed in cooperation with the Allegan Area Educational Service Agency staff, members of its local districts, and its Parent Advisory Committee.

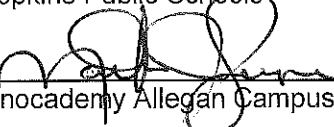
The following signatures are offered on behalf of every local district/Public School Academy within the jurisdiction of the Allegan Area Educational Service Agency as evidence of agreement with the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs*.


  
Allegan Public Schools  
Date 11/1/17


  
Fennville Public Schools  
Date 11-1-17

  
Glenn Public School  
Date 11-6-17

  
Hopkins Public Schools  
Date 10-25-17

  
Innocademy Allegan Campus  
Date 10-25-17

  
Martin Public Schools  
Date 11/1/17

  
Otsego Public Schools  
Date 11/3/17

  
Outlook Strict Discipline Academy  
Date 11-02-17

  
Plainwell Community Schools  
Date 11-1-17

  
Wayland Union Schools  
Date 11-1-17

The following signature is offered on behalf of the **Allegan Area Educational Service Agency and its Board of Education** as evidence of approval of the *Plan for the Delivery of Special Education Services and Programs*.

  
\_\_\_\_\_  
Superintendent, Allegan Area Educational Service Agency

11/15/2017  
Date

The following signature is offered on behalf of the **Parent Advisory Committee** as evidence of participation in the development of the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs*.

  
\_\_\_\_\_  
Parent Advisory Committee, Chairperson

11/14/17  
Date

## Preface Statements

Allegan Area Educational Service Agency (AAESA) is committed to high expectations for all students and ensuring access to the general education curriculum in a general education setting for all students, and in the case of students in post high school programs, access to their community. Improving the educational outcomes for students with disabilities is an essential component of ensuring community participation, independent living, economic self-sufficiency, and further education.

In all cases, it is the Individualized Education Program (IEP) team that determines the services and programs provided to a student; supporting the practice that services and programs are determined based on student need and are not predetermined based on disability. The process of identifying services and programs for each student includes consideration of teaching for high levels of student achievement while developing social and emotional competency.

The school districts in the Allegan service area are dedicated to operating under a well-defined *Plan* for the delivery of services and the development of programs. We are committed to providing services that are research-based, data-driven and considerate of individual student needs in every way.

In recognition of the diverse needs of students, Allegan Area Educational Service Agency provides the opportunity for its districts to operate special education services and programs according to the Individuals with Disabilities Education Act (IDEA), inclusive of those identified under the *Michigan Administrative Rules of Special Education*, R 340.1832(e). The Special Education services and programs identified in this *Plan* and defined in Section E., describe the framework whereby student needs are addressed through a comprehensive collection of services and programs identified as Level Programming.

## A. Public Awareness

Copies of the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* are provided to each local district, Specialized Instruction Administrator, Parent Advisory Committee Member, and Superintendent. Copies of the *Plan* are available through the Allegan Area Educational Service Agency website ([www.alleganaesa.org](http://www.alleganaesa.org)), local district administrative offices, or by request.

Each local district is charged with informing families of their Services and Programs and for providing the *Procedural Safeguards Notice* upon initial referral, parental request for an evaluation, when a disciplinary action that constitutes a change of placement, and/or upon parent request.

For more information about specialized instruction in the AAESA service area, please contact:

Table 1

District	Individual	Address	Phone
Allegan Area Educational Service Agency (AAESA)	Director of Specialized Instruction	310 Thomas Street Allegan, MI 49010	269.512.7711
Allegan Public Schools	Local Director of Specialized Instruction	550 Fifth Avenue Allegan, MI 49010	269.673.5431
Fennville Public Schools	Local Director of Specialized Instruction	5 Memorial Drive Fennville, MI 49408	269.561.7331
Glenn Public School	Teacher	1394 Adams Glenn, MI 49416	269.227.3411
Hopkins Public Schools	Local Director of Specialized Instruction	400 Clark Street Hopkins, MI 49328	269.793.7261
Innocademy, Allegan Campus	Teacher	2611 56 <sup>th</sup> Street Fennville, MI 49408	269.561.4050
Martin Public Schools	Local Supervisor of Specialized Instruction	1556 Chalmers Martin, MI 49070	269.672.5554
Otsego Public Schools	Local Director of Specialized Instruction	400 Sherwood St. Otsego, MI 9078	269.692.6076
Outlook Strict Discipline Academy	Local Supervisor of Specialized Instruction	2565 111 <sup>th</sup> Avenue Allegan, MI 49010	269.686.8227
Plainwell Community Schools	Local Director of Specialized Instruction	600 School Drive Plainwell, MI49080	269.685.5823
Wayland Union Schools	Local Director of Specialized Instruction	851 Wildcat Drive Wayland, MI 49348	269.792.3069

## B. Child Find

Child Find and public awareness are provided to assure that the needs of students suspected of having a disability will be met. It is the joint responsibility of the local districts and Allegan Area Educational Service Agency (AAESA) to identify persons between the ages of birth and 26 who are suspected of having a disability that may affect their educational performance.

In order to meet the requirements as set forth, Allegan Area Educational Service Agency (AAESA) and its local school districts, have designated individuals to conduct Child Find responsibilities; in most cases, it is the Local Director of Specialized Instruction (see Section A, Table 1).

These individuals can assist in:

- Identifying students birth to 3 years of age suspected of having a disability
- Identifying students 3 to 26 years of age suspected of having a disability
- Guiding families to the appropriate educational services within their school district of residence
- Finding additional information to assist families with children who have educational needs

The Allegan Area Educational Service Agency response to identifying the youngest individuals suspected of having a disability is *Early On*<sup>®</sup>. *Early On*<sup>®</sup> takes the lead for children birth to 3 who may be experiencing any type of developmental delay. *Early On*<sup>®</sup> in the AAESA service area may be reached by contacting:

**Allegan Area Educational Service Agency Early On<sup>®</sup>: 269.512.7700**

If you have any questions or wish to find more information about these services, please visit the AAESA website at [www.alleganaesa.org](http://www.alleganaesa.org).

Information regarding special education services and programs will be distributed annually by the Allegan Area Educational Service Agency and may include, but is not limited to:

- Allegan County Directory
- Allegan Area Educational Service Agency Parent Advisory Committee (PAC)
- Allegan County Health Department
- Area hospitals, healthcare agencies, and physicians
- Building principals of local schools
- Day Care centers
- Department of Human Services
- Local chapters of organizations for persons with disabilities
- Medical providers who treat infants and toddlers
- Mental health agencies
- Preschool programs (e.g. Head Start, Great Start Readiness Program, local district programs)

## C. Types of Diagnostic and Related Services

Local districts have the primary responsibility for providing diagnostic and related services. In addition, Allegan Area Educational Service Agency provides Teacher Consultant and/or Teacher Specialist services for low-incidence populations, and other services dictated by county need and resource efficiency.

All services must be provided by qualified personnel who have met standards of licensure, certification, or approved criteria as identified in R 340.1792 of the Michigan Administrative Rules of Special Education. Copies of contracts or service agreements, where applicable, are on file at Allegan Area Educational Service Agency per the Revised School Code at Section 380.1751(1)(b).

The following Table illustrates the diagnostic services required as a part of a Multidisciplinary Evaluation Team (MET) and related services which are provided directly by Allegan Area Educational Service Agency, a local district, and/or by contract.

Table 2

<b>Diagnostic Staff</b>	<b>Service Provider</b>
Audiologist	Contract Allegan Area Educational Service Agency
Behavior Support Staff	Local District, Allegan Area Educational Service Agency
Interpreter	Contract Local District, Allegan Area Educational Service Agency
Licensed Physician	Contract Local District, Allegan Area Educational Service Agency
Occupational Therapist	Local District, Allegan Area Educational Service Agency
Orientation and Mobility Specialist	Allegan Area Educational Service Agency
Physical Therapist	Allegan Area Educational Service Agency
School Psychologist	Local District
School Social Worker	Local District, Allegan Area Educational Service Agency
Speech and Language Therapist	Local District, Allegan Area Educational Service Agency
Specialized Instruction Teacher, General Education Teacher and/or Other Approved Diagnostic Staff	Local District, Allegan Area Educational Service Agency
Teacher Consultant/Specialist for Autism Spectrum Disorder	Allegan Area Educational Service Agency
Teacher Consultant/Specialist for Deaf and Hard of Hearing (Hearing Impairment)	Allegan Area Educational Service Agency
Teacher Consultant/Specialist for Visual Impairment	Allegan Area Educational Service Agency



## D. Special Education Programs

Services and programs in the Allegan Area Educational Service Agency are designed to provide students with disabilities the same opportunity as their non-disabled peers to be educated in the general education setting unless otherwise determined through their Individualized Education Plan (IEP).

The Continuum of Services and Programs offered by the Allegan Area Educational Service Agency is described in Appendix A and will be updated annually. Notification of this annual update will be disseminated and available via the Allegan Area Educational Service Agency website ([www.alleganaesa.org](http://www.alleganaesa.org)), Administrators, Parent Advisory Committee Members, and Superintendents.

To facilitate mutual understanding and uninterrupted service provision for students, the Allegan Area Educational Service Agency Center Agreement defines the responsibilities shared between local districts and the Allegan Area Educational Service Agency. Allegan Area ESA assures that copies of contracts or service agreements (per Section 380.1751(1)(b) of the Michigan School Code) are on file at the Allegan Area ESA and available for review.

Services and programs in the Allegan Area Educational Service Agency will be provided consistent with requirements of the Michigan Administrative Rules for Special Education. In particular, and in alignment with the requirements set forth at R 340.1738(b) for students in programs for Severe Cognitive Impairment and R 340.1748 (2) for students in programs for Severe Multiple Impairments, Allegan Area Educational Service Agency will operate a Level 3 Program, providing a minimum of 1,150 hours of instruction with no breaks greater than two weeks with the exception of legal holidays as identified in the Michigan School Code.

In order to assure Least Restrictive Environment (LRE) and quality instruction, prior to assigning direct paraprofessional support to 3 or fewer students, the assigning district is required to develop an exit plan. The exit plan will identify the strategies that will be designed and implemented to facilitate student independence from this support.

Additional exceptions to services and programs are provided through the use of Optional Alternative Programs under R 340.1832(e) as described in Section E of this document.

### R 340.1758(b)

The ESA and/or its constituent local educational agencies, including public school academies, provides services and programs for students with autism under R340.1832(d)(e).

## E. Optional Alternative Rules for Specialized Instruction R 340.1832(e)

The Optional Alternative Rules for delivery of specialized instruction are developed to align to the research-based practices of a Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI) which promote pairing high-quality instruction and intervention matched to student need. Similar to MTSS/RtI, the following descriptors include a rigorous practice for frequent progress monitoring for the purpose of assisting decision-making about changes in instruction or goals, and applying student response data to important educational decisions.

Existing Rule	Optional Alternative Rule R 340.1832(e)	Program / Service Description
	Teacher Specialist	<p>In the event a fully qualified candidate is not available, a competent individual possessing 2 of the following 4 requirements may be employed under the mentorship of a fully qualified Teacher Consultant until such time as all criteria are met.</p> <ul style="list-style-type: none"> <li>• Certification as a teacher with special education endorsement in the program area for which employment is sought</li> <li>• Master's Degree</li> <li>• A minimum of three years teaching experience, not less than two years of which are in Specialized Instruction</li> <li>• Michigan Department of Education Teacher Consultant approval</li> </ul> <p>Based on this criterion, the Teacher Specialist for special education with a student caseload shall do 1 or more of the following:</p> <p>(a) Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher specialist shall not grade, give credit for, or teach a general education or a special education subject, class, or course.</p> <p>(b) Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher specialist shall not grade, give credit for, or teach a general education subject, class, or course.</p> <p>(c) Provide consultation to education personnel on behalf of students with disabilities on the specialist's caseload.</p>

		<p>(d) Evaluate students suspected of being a student with a disability. The teacher specialist shall carry an active caseload of not more than 25 students with disabilities. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:</p> <ul style="list-style-type: none"> <li>(a) Instructional services.</li> <li>(b) Evaluation.</li> <li>(c) Consultation with special and general education personnel.</li> <li>(d) Report writing.</li> <li>(e) Travel.</li> </ul> <p>The teacher specialist shall not serve in supervisory or administrative roles and perform the function of a teacher specialist simultaneously.</p>
R 340.1755 Early Childhood Specialized Instruction Services; 2 years 6 months through 5 years of age	Early Childhood Specialized Instruction Services Membership	Membership may be counted if a student requires less than 72 clock hours spread across an entire calendar year; the calculation will be based on the hours divided by 180.

**Level Programming is designed to provide specialized instruction based on individual student need, instead of based on student area of disability.**

**Note:** The ratios provided assume one teacher is assigned to each program/classroom. Ratios are designed to provide access to quality instruction, serve as minimal requirements, and allow for the greatest flexibility for support leading to performance.

Optional Alternative Rule R 340.1832(e)	Program / Service Description
<p><b>Level 1 Program Supports</b></p> <p><b>Supported Instruction</b></p>	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who <b>exhibits independence across environments</b> may be provided Level 1 Programming Supports, when data shows evidence that:</p> <ul style="list-style-type: none"> <li>• Instruction in general education is not happening naturally AND the student exhibits a need for direct instructional support in the state standards in order to make progress.</li> <li>• State and district assessments will align with the state standards.</li> </ul>

	<p><u>The Teacher Providing Level 1 Support:</u></p> <ul style="list-style-type: none"> <li>• May consult with staff on behalf of the student</li> <li>• May provide direct instruction and/or support to the student</li> <li>• May issue grades and/or grant credit for any class or subject taught</li> <li>• May provide support in either a general education or specialized instruction setting</li> <li>• May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>• May serve a caseload of not more than 25 students</li> <li>• May not exceed a 1:18 staff/student ratio per instructional period</li> <li>• Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>• Must be a certificated Teacher with either a Master's or a Bachelor's Degree, and state-required special education endorsement(s)</li> </ul> <p><u>The Student Receiving Level 1 Support:</u></p> <ul style="list-style-type: none"> <li>• Will receive instruction aligned to state standards</li> <li>• May receive a diploma</li> </ul>
<p><b>Level 2 Program Supports</b></p> <p><b>Classroom-Based Instruction</b></p> <p>Level 2 Programs and supports offer programming for 2 distinct groups of students:</p> <p>□ Those who are able to make progress on the state standards without modification, but whose sensory and/or behavioral needs require on-going supports across a more structured environment; and</p> <p>□ Those who are not able to make progress on the state standards, requiring alternate achievement standards and on-going supports across a more structured environment</p>	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who <b>exhibits a need for ongoing support across environments</b> may be provided Level 2 Programming Supports, when data shows evidence that:</p> <ul style="list-style-type: none"> <li>• Instruction in general education is not happening naturally AND the student exhibits a need for alternative teaching and alternate achievement standards in order to make progress.</li> <li>• State and district assessments will align with the state standards selected and are defined in the Individualized Education Program (IEP).</li> </ul> <p><u>The Teacher Providing Level 2 Support:</u></p> <ul style="list-style-type: none"> <li>• May consult with staff on behalf of the student</li> <li>• May provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards</li> <li>• May issue grades and/or grant credit for any class or subject taught</li> <li>• May provide support in either a general education or specialized instruction setting</li> <li>• May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>• May serve a caseload of not more than 24 preschool aged students; may not exceed a 1:6 staff/preschool student ratio per instructional period OR</li> <li>• May serve a caseload of not more than 18 school aged students; may not exceed a 1:12 staff/student ratio per instructional period</li> </ul>

	<ul style="list-style-type: none"> <li>• Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>• Must be a certificated Teacher with either a Master's or a Bachelor's Degree, and state-required special education endorsement(s)</li> </ul> <p><u>The Student Receiving Level 2 Support:</u></p> <ul style="list-style-type: none"> <li>• May receive instruction aligned to state standards and/or alternate achievement standards</li> <li>• May receive a diploma or a certificate of completion</li> </ul>
<p><b>Level 3 Program Supports</b></p> <p><b>Center-Based Instruction</b></p> <p>Level 3 Programs and supports offer programming for 2 distinct groups of students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Those who are able to make progress on the state standards without modification; but whose sensory and/or behavioral needs require extensive, on-going supports across a more structured environment; and</li> <li><input type="checkbox"/> Those who are not able to make progress on the state standards, requiring alternate achievement standards and extensive, on-going supports in a more structured environment</li> </ul>	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who <b>exhibits a need for extensive, ongoing support across environments</b> may be provided Level 3 or Center Based/Campus Programming, when data shows evidence that:</p> <ul style="list-style-type: none"> <li>• Instruction in general education is not happening naturally AND the student exhibits a need for alternative teaching strategies, modified state standards and a modified environment in order to make progress.</li> <li>• State and district assessments will align with the state standards selected and are defined in the Individualized Education Program (IEP)</li> </ul> <p><u>The Teacher Providing Level 3 Support:</u></p> <ul style="list-style-type: none"> <li>• May consult with staff on behalf of the student</li> <li>• May provide direct instruction and/or support to the student inclusive of instruction in alternate achievement standards</li> <li>• May issue grades and/or grant credit for any class or subject taught</li> <li>• May provide support in either a general education or specialized instruction setting</li> <li>• May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability</li> <li>• May serve a caseload of not more than 12 full time students or 16 part-time/reduced day students</li> <li>• May not exceed a 1:5 staff/student ratio per instructional period</li> <li>• Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>• Must be a certificated Teacher with either a Master's or a Bachelor's Degree, and state-required special education endorsement(s)</li> </ul> <p><u>The Student Receiving Level 1 Support:</u></p> <ul style="list-style-type: none"> <li>• May receive instruction aligned to state standards and/or alternate achievement standards</li> <li>• May receive a diploma or a certificate of completion</li> </ul>

	<p><b>Age Span</b> The Allegan Area Educational Service Agency operates services and programs for students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments on behalf of its local districts. These services and programs may be operated with an expanded age range of up to 8 years as determined by a student's Individualized Education Program (IEP) and program availability.</p>
<p><b>Level T Program Supports</b></p> <p><b>Transition Instruction</b></p> <p>Level T Programs and supports offer programming students 18-26 years of age</p>	<p>Based on individual student needs and goals identified by the Individualized Education Program team, students aged 18-26 may be provided services in an environment external to the traditional classroom for 1.0 FTE as follows:</p> <p><u>The Teacher Providing Level T Support:</u></p> <ul style="list-style-type: none"> <li>• May consult with staff on behalf of students</li> <li>• May issue grades and/or grant credit for any class or subject taught</li> <li>• May provide direct instruction and/or support to students</li> <li>• May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students suspected of having a disability</li> <li>• May serve a caseload of not more than 25 students</li> <li>• May serve not more than 18 students in a setting at any time</li> <li>• Must have the ability to address the goals and objectives for all students assigned to the caseload</li> <li>• Must be a certificated Teacher with either a Master's or a Bachelor's Degree, and state-required special education endorsement(s)</li> </ul> <p><u>The Student Receiving Level T Support:</u></p> <ul style="list-style-type: none"> <li>• May receive paraprofessional support based on individual needs</li> <li>• May follow the curriculum with either accommodations or modifications as defined in an Individualized Education Program</li> <li>• Will follow identified transition goals aligned to student need(s)</li> <li>• May receive either a diploma or a certificate of completion</li> </ul>

## F. Confidentiality

Allegan Area Educational Service Agency assures that any personally identifiable data, information, and record of students with disabilities that are collected, used or maintained is done so in alignment with student and parent rights in compliance with *Michigan Administrative Rules for Special Education* at R 340.1861(3) and 34 CFR 300.610 through 300.626.

## **G. Administrators Responsible for the Implementation of Special Education Services and Programs**

The titles, addresses, and phone numbers of the specialized instruction administrators responsible for the provision of specialized instruction services and programs within the Allegan Area Educational Service Agency (AAESA) and its local districts are located in Section A, page 6 of this document.

## **H. Paraprofessional Qualifications**

Allegan Area Educational Service Agency and its local districts require paraprofessionals to possess an associate's degree or its equivalent. See Paraprofessional Associates Equivalent Qualifications Chart (Appendix B).

## **I. Transportation**

Each local district will make arrangements for the provision of transportation to students eligible for specialized instruction by either providing the service, making cooperative arrangements with another local district, making arrangements with the Allegan Area Educational Service Agency in order to utilize the Transportation Agreement, or by contracting privately.

As transportation is considered to be a Related Service, the need for special transportation is determined through the IEP process. Student needs will determine the schedule and nature of the transportation to be provided.

## **J. Funding**

Allegan Area Educational Service Agency will distribute funds to its local districts based on the formula described in the AAESA Special Education Funding Agreement.

- Allegan Area Educational Service Agency will operate center programs, at no cost to their local districts
- Allegan Area Educational Service Agency will maintain a staff of consultants for the purpose of supporting the educational needs of its local districts
- Allegan Area Educational Service Agency will provide a local director of Specialized Instruction at no cost to their local districts, as determined, for the effective implementation and oversight of services and programs at the local district level
- In addition, \$1.5M is guaranteed to be flowed out annually in 2 equal payments to local districts based on the agreed upon formula
  - AAESA Special Education Funding Agreement
- A \$1M fund balance will be maintained by Allegan Area Educational Service Agency

- Additional funds, in excess of the \$1M fund balance, will be flowed out to local districts based on the agreed upon formula. Funds from this allocation will be released immediately following the final audit.

#### Act 18 Funds

Intermediate special education millage funds (Act 18) shall not be used to provide specialized instruction programs and/or services to any student who does not reside within the Allegan Area Educational Service Agency boundaries.

### **K. Parent Advisory Committee (PAC)**

The Allegan Area Educational Service Agency Board of Education will appoint the Parent Advisory Committee members. Appointments will be made from nominations received from local districts' boards of education. The Allegan Area Educational Service Agency personnel assigned to work with the committee will advise the local school district superintendents of Parent Advisory Committee vacancies from their respective districts as they occur.

The Allegan Area Educational Service Agency Parent Advisory Committee shall be comprised of up to two members from each local district located in the boundaries of the Allegan Area Educational Service Agency. Additional members may be invited from community agencies within the boundaries of the Allegan Area Educational Service Agency as determined via the Parent Advisory Committee By-Laws.

When a vacancy or extended absence (50% or more meetings) occurs, the respective local district and the Allegan Area Educational Service Agency shall have the option of nominating or appointing a parent-of a child with a disability to complete the term. Parent Advisory Committee nominees are appointed for three year terms and may serve consecutive terms of membership at the discretion of the board of education they represent. Additional members to the Parent Advisory Committee may be selected as outlined in R 340.1838(c) of the Michigan Administrative Rules for Special Education.

### **L. Role and Responsibility of Parent Advisory Committee**

The role of the Parent Advisory Committee (PAC) is to provide input to the Allegan Area Educational Service Agency regarding the delivery of services and programs to students with disabilities across the service area. Specific functions of the PAC are described in the Michigan Administrative Rules for Special Education.

#### **ISD Plan Development**

The *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* and amendments to such shall be developed in cooperation with the Parent Advisory Committee. It shall be the responsibility of the Allegan Area Educational Service Agency personnel



assigned to work with the committee to assure that the Parent Advisory Committee members are provided with copies of the current *Plan* and subsequent amendments. When the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* is being clarified or modified, two Parent Advisory Committee members will be invited to represent and participate in the process.

Prior to the submission date, the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* will be presented to the Parent Advisory Committee membership as a whole. The Parent Advisory Committee chairperson will be asked to sign the signature page of the *Plan* indicating the Parent Advisory Committee has been involved in its development. If the Parent Advisory Committee so directs, an objection to the *Plan* may be filed according to the procedures specified in R 340.1836 of the *Michigan Administrative Rules for Special Education*.

On an annual basis or upon request by the Parent Advisory Committee, the Allegan Area Educational Service Agency personnel assigned to work with the committee will review the *Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs* at a regularly scheduled meeting.

#### **Additional Parent Advisory Committee Roles and Responsibilities**

The Parent Advisory Committee will play a role in program evaluation through participation in the following:

- Reviewing the annual Parent Survey associated with the Continuous Improvement and Monitoring process
- Review of the monitoring process, monitoring criteria, and timelines for monitoring

The Parent Advisory Committee Chairperson will receive copies of all deviation requests from local districts and the Allegan Area Educational Service Agency as required at R 340.1734

### **M. Administrative Relationship with the Parent Advisory Committee**

The Director of Specialized Instruction shall be designated as the Allegan Area Educational Service Agency personnel assigned to work with the committee. The goal of the Parent Advisory Committee is to function as an advisory committee to the Allegan Area Educational Service Agency to ensure the effective and efficient delivery of Specialized Instruction services and programs within the Allegan Area Educational Service Agency.

### **N. Fiscal and Staff Resources Available to Parent Advisory Committee**

Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual special education budget. The Allegan Area Educational Service Agency will provide items to support the Parent Advisory Committee such as operational costs, reimbursement for expenses incurred in

conducting official business, and other approved expenses necessary for the Parent Advisory Committee to function effectively.

The Allegan Area Educational Service Agency shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit; including assuring that reasonable secretarial support is available to the Parent Advisory Committee for the purpose of conducting committee business.

## **Additional Plan Content**

### **Surrogate Parent**

The Allegan Area Educational Service Agency assures that it, along with its local districts, will comply with the State Board of Education approved Policy for the Appointment of Surrogate Parents. When necessary, the Allegan Area Educational Service Agency, in cooperation with the local district of which the student is a resident, will assist in the appointment of a surrogate parent. If another agency is responsible for the general care of the student, that agency will first be asked to appoint a surrogate for the student.

The Allegan Area Educational Service Agency will offer training on an annual basis, in cooperation with the AAESA and area LEA Homeless Liaisons, for the purpose of developing a qualified group of surrogate parents. A roster of trained surrogate parents will be maintained by the Department of Specialized Instruction.

### **Legal Counsel**

Contingent upon agreement of the factors of compliance surrounding an issue by the Allegan Area Educational Service Agency Director of Specialized Instruction, when a local district is faced with fees associated with resolving a special education dispute, the Allegan Area Educational Service Agency will provide the local district with legal counsel for the purpose of resolution.

## **Appendices**

*Appendix A:* Continuum of Services and Programs

*Appendix B:* Paraprofessional Equivalent Qualifications

**Appendix A:  
Continuum of Services and Programs**

District	Level 1	Level 2	Level 3	Level T
Allegan Area Educational Service Agency (AAESA)  Hillside Learning Program – Main Campus Hillside Behavior Program – Main Campus Hillside Sensory Communication Program – Martin Campus Young Adult Program – Otsego Campus				
Allegan Public Schools	X	X		
Fennville Public Schools	X	X		
Glenn Public Schools	X			
Hopkins Public Schools	X	X		
Innocademy Allegan Campus	X			
Martin Public Schools	X	X		
Otsego Public Schools	X	X		
Outlook Strict Discipline Academy	X			
Plainwell Community Schools	X	X		
Wayland Union Schools	X	X		

**Appendix B:  
Paraprofessional Equivalent Qualifications Chart**

<b>Equivalent Tool</b>	<b>Area(s) of Required Competence</b>	<b>Minimum Score for Competency</b>
<i>Work Keys</i>	Writing	3
	Applied Mathematics	4
	Reading for Information	4
<i>Compass Assessment</i>	English (Writing)	78
	Reading	78
	Math (Algebra)	48