



Plan for the Delivery of Special Education Services and Programs

310 Thomas Street
Allegan, Michigan 49010
269.673.2161
www.alleganaesa.org

August 2011

Allegan Area Educational Service Agency Board of Education

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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.

On behalf of the Allegan Area Educational Service Agency and its Board of Education, the following signature is offered as evidence of approval of the *Plan* and its content.

Superintendent, Allegan Area Educational Service Agency

Date

The following signature is offered on behalf of the Parent Advisory Committee, signifying 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

Date

The following is the complete list of each local district within the jurisdiction of the Allegan Area Educational Service Agency. The signatures below represent agreement with the Allegan Area Educational Service Agency Plan for the Delivery of Special Education Services and Programs as presented:

_____	<u>8/24/2011</u>
Allegan Public Schools	Date
_____	<u>8/24/2011</u>
Fennville Public Schools	Date
_____	<u>8/24/2011</u>
Glenn Public School	Date
_____	<u>8/24/2011</u>
Hopkins Public Schools	Date
_____	<u>8/24/2011</u>
Martin Public Schools	Date
_____	<u>8/24/2011</u>
Otsego Public Schools	Date
_____	<u>8/24/2011</u>
Outlook Strict Discipline Academy	Date
_____	<u>8/24/2011</u>
Plainwell Community Schools	Date
_____	<u>8/24/2011</u>
Wayland Union Schools	Date

Preface Statement

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 for Special Education](#), R 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 Levels of Need.

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, Special Education Administrator, Parent Advisory Committee Member, and Superintendent. Copies of the *Plan* are available through the Allegan Area Educational Service Agency website (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 or parental request for an evaluation.

For more information about special education opportunities in the Allegan service area, please contact:

Table 1

District	Individual	Address	Phone
Allegan Area Educational Service Agency	Director of Special Education	310 Thomas Street Allegan, 49010	269.673.2161, Ext. 3762
Allegan Public Schools	Director of Special Education	550 Fifth Avenue Allegan, 49010	269.673.5431
Fennville Public Schools	Director of Special Education	5 Memorial Drive Fennville, 49408	269.561.7331
Glenn Public School	Teacher	1394 Adams Glenn, 49416	269.227.3411
Hopkins Public Schools	Director of Special Education	400 Clark Street Hopkins, 49328	269.793.7261
Martin Public Schools	Director of Special Education	1556 Chalmers Martin, 49070	269.672.5554
Otsego Public Schools	Director of Special Education	400 Sherwood St. Otsego, 49078	269.692.6076
Plainwell Community Schools	Director of Special Education	600 School Drive Plainwell, 49080	269.685.5823
Wayland Union Schools	Director of Special Education	851 Wildcat Drive Wayland, 49348	269.792.3069
Outlook Strict Discipline Academy	Director of Special Education	2565 111 th Avenue Allegan, 49010	269.686.8227

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 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 and its local school districts, have designated individuals to conduct Child Find responsibilities; in most cases, it is the director of special education services (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*. *Early On* takes the lead for children birth to 3 who may be experiencing any type of developmental delay. *Early On* in the Allegan service area may be reached by contacting:

Allegan Area Educational Service Agency Early On: 269.673.2161

If you have any questions or wish to find more information about these services, please visit the website at www.alleganaesa.org or contact:

Michigan Department of Education: <http://www.michigan.gov/ose-eis>

Michigan Department of Education Child Find: 1.800.252.0052

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 and healthcare agencies
- Building principals
- Day Care centers
- Department of Human Services
- Head Start programs
- Local chapters of organizations for persons with disabilities
- Medical providers who treat infants and toddlers

- Mental health agencies
- Preschool 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 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 by rule as a part of a Multidisciplinary Evaluation Team (MET) and which are provided directly by Allegan Area Educational Service Agency, a local district, or by contract.

Table 2

Diagnostic Staff	Service Provider
School Psychologist	Local District, Allegan Area Educational Service Agency
School Social Worker	Local District, Allegan Area Educational Service Agency
Speech and Language Therapist	Local District, Allegan Area Educational Service Agency
Occupational Therapist	Local District, Allegan Area Educational Service Agency
Teacher Consultant, Special Education Teacher, General Education Teacher or Other Approved Diagnostic Staff	Local District, Allegan Area Educational Service Agency
Orientation and Mobility Consultant	Allegan Area Educational Service Agency
Teacher Consultant for Visual Impairment, Hearing Impairment, or Autism Spectrum Disorder	Allegan Area Educational Service Agency
Behavior Consultant	Allegan Area Educational Service Agency
Physical Therapist	Allegan Area Educational Service Agency
Audiologist	Contract
Licensed Physician	Contract
Interpreter	Contract

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).

A [Continuum of Services and Programs](#) offered (Appendix A) will be annually updated by the Allegan Area Educational Service Agency. Notification of this annual update will be disseminated and available via the Allegan Area Educational Service Agency website (www.alleganaesa.org), Special Education 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](#) and the [Allegan Area Educational Service Agency Regional Agreement](#) define the responsibilities shared between both the Allegan Area Educational Service Agency and its local districts; and the local districts themselves.

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 5 Program, providing a minimum of 1,150 hours of instruction with no breaks greater than two weeks and with the exception of legal holidays as identified in the [Michigan School Code](#).

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

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.

E. Optional Alternative Rules for Special Education

Existing Rule	Optional Alternative Rule	Program / Service Description
R 340.1755 Early Childhood Special Education Services	R 340.1832(e) Early Childhood Special Education Services; Calendar year	Related Service providers will work with an approved early childhood special education teacher. The 72 service hours may be spread over 180 days across an entire calendar year. Membership will be prorated if students IFSP/IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the IFSP/IEP hours divided by 180.
R 340.1749 Teacher Consultant	R 340.1832(e) 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 have been met.</p> <ul style="list-style-type: none"> • Certification as a teacher in the program area for which employment is sought • Master's Degree • A minimum of three years teaching experience, not less than two years of which are in Special Education • Michigan Department of Education Teacher Consultant approval <p>Based on this criterion, the Teacher Specialist will perform the duties as identified in R 340.1749.</p>
	R 340.1832(e) Special Education Teacher/Teacher Consultant/Teacher Specialist; Caseload	In the case where a Student Assistance Team/Child Study Team has identified a need on behalf of a (general education) student taking part in scientifically based research practices, a certified special education teacher may provide intervention.
	R 340.1832(e) Transition; Instruction for Students 18-26 years of age	<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.</p> <p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of students

		<ul style="list-style-type: none"> • May issue grades and grant credit • May provide direct support to students • May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students suspected of having a disability • May serve a caseload of not more than 25 students • May serve not more than 15 students in a setting at any time • Must have the ability to address the goals and objectives for all students assigned to caseload • Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree <p><u>The Student:</u></p> <ul style="list-style-type: none"> • May receive paraprofessional support based on individual needs • May follow the curriculum with either accommodations or modifications as defined in an Individualized Education Program • Will follow identified transition goals aligned to student need(s) • May receive either a diploma or a certificate of completion
<p>Level Programming is designed to provide specialized instruction based on need for support, instead of the traditional disability-based model. The ratios provided assume a teacher is assigned to each program/classroom. The ratios are designed to provide access to quality instruction, serve as minimal requirements, and provide the greatest flexibility for program support and fidelity.</p>		
	R 1832(e) Level 1	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who exhibits independence across environments may be provided through Level 1 Programming.</p> <p><u>The Level 1 Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct instruction to the student • May not issue grades or grant credit for any class or subject • May provide support in either a general

		<p>education or special education setting</p> <ul style="list-style-type: none"> • May serve as a member of the Multidisciplinary Evaluation Team (MET) and evaluate students who are suspected of having a disability • May serve a caseload of not more than 30 students • Must have the ability to address the goals and objectives for all students assigned to the caseload • Must be a special education teacher with either a Master's Degree or a Bachelor's Degree <p><u>A Student receiving Level 1 Programming:</u></p> <ul style="list-style-type: none"> • May need behavior accommodations or supports • May receive paraprofessional support based on individual needs • Will follow the curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP) • May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP) • May receive either a diploma or a certificate of completion
	R 1832(e) Level 2	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who exhibits a need for occasional support across environments may be provided through Level 2 Programming.</p> <p><u>The Level 2 Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct support to the student inclusive of instruction in core curriculum classes • May provide direct instruction to students with disabilities in either a general education or special education setting • May serve a caseload of not more than 25 students

		<ul style="list-style-type: none"> • May not exceed a 1:18 staff/student ratio • Must have the ability to address the goals and objectives for all students assigned to the caseload • Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree <p><u>A Student receiving Level 2 Programming:</u></p> <ul style="list-style-type: none"> • May need behavioral accommodations or supports • May receive paraprofessional support based on individual needs • Will follow the curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP) • May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP) • May receive either a diploma or a certificate of completion
	R 1832(e) Level 3	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who exhibits a need for ongoing support across environments may be provided through Level 3 Programming.</p> <p><u>The Level 3 Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct instruction to the student up to full time in special education setting • May provide direct instruction to students with disabilities in either a general education or special education setting • May serve a caseload of not more than 18 students • May not exceed a 1:15 staff/student ratio • Must have the ability to address the goals and objectives for all students

		<p>assigned to the caseload</p> <ul style="list-style-type: none"> • Must be a special education teacher with either a Master’s Degree or a Bachelor’s Degree <p><u>A Student receiving Level 3 Programming:</u></p> <ul style="list-style-type: none"> • May need behavior accommodations or supports • May receive paraprofessional support based on individual needs • Will follow the curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP) • May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP) • May receive either a diploma or a certificate of completion
	<p>R 1832(e) Level 4</p>	<p>Based on individual student needs and goals identified by the Individualized Education Program (IEP) Team, any student who exhibits a need for consistent, ongoing support across environments and due to district size the district is unable to provide services to meet the requirements associated with least restrictive environment, may be provided service along the continuum through Regional, or Level 4 Programming.</p> <p><u>The Level 4 Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct instruction to the student up to full time in the special education setting • May serve a caseload of not more than 15 students • May not exceed a 1:10 staff/student ratio • Must have the ability to address the goals and objectives for all students assigned to the caseload • Must be a special education teacher

		<p>with either a Master's Degree or a Bachelor's Degree</p> <p><u>A Student receiving Level 4 Programming:</u></p> <ul style="list-style-type: none"> • May need behavior accommodations or supports • May receive paraprofessional support based on individual needs • Will follow the curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP) • May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP) • May receive either a diploma or a certificate of completion
	R 1832(e) Level 5	<p>Based on individual student needs and goals identified by the Individualized Education Program team, any student who exhibits a need for extensive, ongoing support across environments may be provided through Center or Level 5 Programming.</p> <p><u>The Level 5 Teacher:</u></p> <ul style="list-style-type: none"> • May consult with staff on behalf of the student • May provide direct instruction to the student up to full time in the special education setting • May serve a caseload of not more than 12 students • May not exceed a 1:5 staff/student ratio • Must have the ability to address the goals and objectives for all students assigned to the caseload • Must be a special education teacher with either a Master's Degree or a Bachelor's Degree <p><u>A Student receiving Level 5 Programming:</u></p> <ul style="list-style-type: none"> • May need behavior accommodations or supports • May receive paraprofessional support based on individual needs • Will follow the curriculum with either

		<p>accommodations or modifications as defined in the Individualized Education Program (IEP)</p> <ul style="list-style-type: none"> • May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP) • May receive either a diploma or a certificate of completion
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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 Rule 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 special education administrators responsible for the provision of special education services and programs within the Allegan Area Educational Service Agency and its local districts are located in Section A, page 7 of this document.

H. Paraprofessional Qualifications

Qualifications for paraprofessional personnel specifically follow R 340.1793 of the Michigan Administrative Rules for Special Education. In addition to the state and federal requirements of a high school diploma, Allegan Area Educational Service Agency and its local districts require paraprofessionals possess an associate’s degree or its equivalent. See [Paraprofessional Equivalent Qualifications Chart](#) (Appendix B).

I. Transportation

Each local district will make arrangements for the provision of special transportation to eligible students 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.

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 district based on the formula described below. As determined, the formula is to be revisited every 3 years for the purpose of confirming its relevance in relationship to the operational practices of the local districts.

- 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 special education 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 following formula:
 - 33.3% Special Education Headcount
 - 33.3% Supplemental Nutrition Eligibility(SNE)
 - 33.3% K-12 Headcount
- 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 formula (above). Funds from this allocation will be released immediately following the final audit
- Districts not receiving a percentage of the current flow through formula at a rate that is equal to their previous percentage (i.e., established during the 2010-2011 school year) will be held harmless to the percent of reimbursement received prior to this agreement

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(s) 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](#).

Meeting Times and Notice – The Parent Advisory Committee will meet the second Thursday of each month, or as determined annually at a regularly scheduled meeting. The frequency of meetings is dependent upon the needs and concerns identified during a given year.

L. Role and Responsibility of Parent Advisory Committee

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 (spring) 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 System (CIMS), a part of the monitoring report
- 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 Special Education shall act as the Allegan Area Educational Service Agency personnel assigned to work with the committee. The goal of the Parent Advisory Committee is to act as an advisory committee to the Allegan Area Educational Service Agency to ensure the effective and efficient delivery of special education services and programs within the Allegan Area Educational Service Agency.

N. Fiscal Resources

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, in cooperation with the Allegan service area Homeless Liaisons, on an annual basis for the purpose of maintaining a pool of surrogate parents. The roster of trained surrogate parents will be maintained by the office of special education. .

Age Span

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.

Legal Counsel

Contingent upon agreement of the factors of compliance surrounding an issue by the Allegan Area Educational Service Agency Director of Special Education, 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