

**Marquette-Alger Regional
Education Service Agency**
**Intermediate School District (ISD) Plan
for the Delivery of Special Education
Programs and Services**

October 2025

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

Revised School Code

Section 380.1711(1)(a) of the *Revised School Code* requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services.

Michigan Administrative Rules for Special Education (MARSE)

Part 7 of the *MARSE*, rules 340.1831 through 340.1839, outlines the requirements for the development, submission, and monitoring of ISD plans. Rule 340.1832 states:

"An intermediate school district plan for special education, or any modification thereof, shall be an operational plan that sets forth the special education programs and related services to be delivered. The plan shall comply with 1976 PA 451, MCL 380.1 et seq. and these rules."

ISD Plan Submission

July 31, 2025

Marquette-Alger Regional Education Service Agency

Pursuant to Rule 340.1835(a) of the *Michigan Administrative Rules for Special Education*, the following signature of the intermediate school district (ISD) superintendent signifies the approval by the ISD.

The signature also acknowledges and confirms the following assurance statements:

R 340.1832(f)

The ISD and its constituent local educational agencies, including public school academies, assure that any personally identifiable data, information, and records of students with disabilities are collected, used, or maintained in compliance with 34 CFR §§ 300.610 through 300.626.

MCL 380.1751(1)(b)

The ISD and its constituent local educational agencies, including public school academies, assure that all copies of contracts or service agreements under section 1751(1)(b) of 1976 PA 451 are on file at the ISD.

34 CFR § 300.17 and R 340.1702 Incarcerated youth jail special education services

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)

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).

05/16/2025

Greg Nyen, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following people have provided signatures to indicate their involvement in the development of the Marquette-Alger Regional Education Service Agency Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Kevin Luokkala	District Superintendent	Republic-Michigamme Schools	07/08/2025 10:06 AM
Michael Lepisto	District Superintendent	Wells Township School District	07/08/2025 12:21 PM
Sara Croney	District Superintendent	Gwinn Area Community Schools	07/08/2025 04:15 PM
Bryan DeAugustine	District Superintendent	NICE Community School District	07/08/2025 04:26 PM
Mary VanderMolen	District Superintendent	North Star Montessori Academy	07/09/2025 07:59 AM
Tamara Doney	District Superintendent	Ishpeming Public School District No. 1	07/09/2025 11:36 AM
Greg Nyen	ISD Superintendent	Marquette-Alger Regional Education Service Agency	07/10/2025 07:16 AM
Jessica Haavisto	PAC Chairperson	Parental Advisory Committee	07/10/2025 11:19 AM
Bryan Tyner	District Superintendent	AuTrain-Onota Public Schools	07/14/2025 06:59 AM
Zack Sedgwick	District Superintendent	Marquette Area Public Schools	07/15/2025 11:13 AM
Todd Boynton	District Superintendent	Powell Township Schools	07/23/2025 11:43 AM
Kathleen Gould	District Superintendent	Burt Township School District	07/24/2025 02:29 PM
Andy Skewis	District Superintendent	Negaunee Public Schools	07/28/2025 02:52 PM

Bill Valima	District Superintendent	Superior Central School District	07/30/2025 10:57 AM
Mike Travis	District Superintendent	Munising Public Schools	07/30/2025 02:35 PM

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 Marquette-Alger RESA assumes Child Find responsibilities for children ages birth to three through its *Early On* program. The Marquette-Alger RESA coordinates the Great Start Readiness Preschool program and partners with other regional providers, such as *Head Start*. All constituent school districts and public school academies assume responsibility for in-school and out-of-school youth, ages 3 to 26, with suspected disabilities through LEA/PSA established procedures, and in collaboration with other agencies and professionals who may be potential referral sources. This provision extends to enrolled homebound and hospitalized individuals.

The district where the nonpublic school is located has the Child Find obligation for students enrolled in nonpublic schools, including registered homeschools, ages 3 to 26. It is the joint responsibility of the constituent districts and the Marquette-Alger RESA to identify persons suspected of having a disability from birth to 26 through Child Find and public awareness, and includes students confined to county jails, residential/treatment facilities, homebound/hospitalized, etc.

Written Procedures:

All Marquette-Alger RESA constituent districts shall have in effect written policies and procedures for conducting Child Find activities to identify, locate, and evaluate all children and students with disabilities who need or may be in need of special education programs and services, including children and students who are:

- Suspected of having a disability even though they are advancing from grade to grade;

- Home schooled;
- Enrolled by their parents in a private, nonprofit elementary or secondary school, including a religious school, which is in the jurisdiction of the district;
- Attending an in-district virtual school or magnet school;
- A ward of the state;
- Highly mobile, such as a migrant and/or homeless student;
- Dropped out of school and have not reached the age of 26;
- Enrolled in another public educational program (i.e. Adult Education, Alternative Education);
- Held in county jail or juvenile detention center; and
- In a low incidence placement, such as a residential facility, homebound, or hospitalized setting

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

The Marquette-Alger RESA and LEAs/PSAs disseminate information and enhance public awareness regarding special education services in a variety of ways, including but not limited to:

- Preschool screenings for 3-5 year old children at various sites within the RESA
- Coordination of Great Start Readiness Preschool program
- Communication and collaboration with local/regional agencies and providers:
 - i. Community Mental Health;
 - ii. County Health Department (2 entities);
 - iii. Local Interagency Coordinating Council;
 - iv. County Sheriff Department and City Police (2 counties);
 - v. Medical/Hospital Personnel and Departments;
 - vi. Community Action (Head Start)
- Annual notices through social media
- Presentations and information dissemination with local parent organizations
- Professional Development/In-service Training
- Regular and Routine meetings with LEA/PSA personnel

The public agency(ies) responsible for child find activities for all eligible ages including students in county jails as well as other lower incident placements (e.g., residential facilities, homebound hospitalized, etc.) is/are

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Marquette-Alger Regional Education Service Agency	321 E. Ohio St. Marquette, MI 49855	(906) 226-5160
Director of Special Education Accountability and Compliance	Marquette-Alger Regional Education Service Agency	321 E. Ohio St. Marquette, MI 49855	(906) 226-5150
District Superintendent	AuTrain-Onota Public Schools	PO Box 105 Deerton, MI 49822	906-343-6632
Special Education Coordinator	Burt Township School District	Special Education Coordinator Burt Township School District PO Box 338 Grand Marais, MI 49839	906-208-8500
District Director	Gwinn Area Community Schools	50 M-35, Gwinn, MI 49841	906-346-9247

Other	Ishpeming Public School District No. 1	319 E. Division Street, Ishpeming, MI 49849	906-315-1402
District Director	Marquette Area Public Schools	Marquette Area Public Schools Special Education Department Graveraet Elementary School 611 North Front Street Marquette, MI 49855	906-225-4319
Special Education Coordinator	Munising Public Schools	Mather Elementary School 411 Elm Avenue Munising, MI 49862	906-387-2102
Special Education Coordinator	Munising Public Schools	Munising Middle/High School 810 State Highway M-28 West Munising, MI 49862	906-387-2103
NPS SE Coordinator	Negaunee Public Schools	200 Croix Street Negaunee, MI 49866	906-475-7803
District Director	NICE Community School District	350 Aspen Ridge School Road, Ishpeming, MI 49849	906-485-3175
District Director	NICE Community School District	350 Aspen Ridge School, Road, Ishpeming, MI 49849	906-485-3175
District Superintendent	North Star Montessori Academy	3030 Wright St. Marquette, MI 49855	906-226-0156
District Director	North Star Montessori Academy	3030 Wright St. Marquette, MI 49855	906-226-0156
Special education coordinator	Powell Township Schools	101 Deutsch AVE. P.O. Box 160 Big Bay, MI 49808	906-345-9355
District Superintendent	Powell Township Schools	101 Deutsch AVE. P.O. Box 160 Big Bay, MI 49808	906-345-9355
Special Education Coordinator	Republic-Michigamme Schools	227 Maple St. Republic, MI 49789	906-376-2277
Special Education Coordinator	Superior Central School District	E2865 Hwy M-94 P.O. Box 148 Eben Junction, MI 49825	906-439-5532
District Superintendent	Wells Township School District	P.O. Box 108, Arnold, MI 49819	906-238-4200

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.

The following table displays the diagnostic and related services provided within the ISD. For an accessible version of the information, please refer to Appendix A.

Diagnostic and Related Services

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant – Autism Spectrum Disorder	Teacher Consultant – Cognitive Impairment	Teacher Consultant – Emotional Impairment	Teacher Consultant – Learning Disability	Teacher Consultant – Deaf or Hard of Hearing	Teacher Consultant – Visual Impairment	Teacher Consultant – Physical or Other Health Impairment	Teacher Consultant – Speech and Language Impairment	Teacher of Students who are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment	Transition Coordinator
Marquette-Alger Regional Education Service Agency	✓			✓	✓	✓	✓	✓	✓	✓									✓		
AuTrain-Onota Public Schools	✓				✓	✓	✓	✓	✓										✓		
Burt Township School District	✓				✓	✓	✓	✓	✓										✓		
Gwinn Area Community Schools	✓				✓	✓	✓	✓	✓										✓		
Ishpeming Public School District No. 1	✓				✓	✓	✓	✓	✓										✓		
Marquette Area Public Schools	✓				✓	✓	✓	✓	✓										✓		
Munising Public Schools	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Negaunee Public Schools	✓				✓	✓	✓	✓	✓										✓		
NICE Community School District	✓				✓	✓	✓	✓	✓										✓		
North Star Montessori Academy	✓				✓	✓	✓	✓	✓										✓		
Powell Township Schools	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Republic-Michigamme Schools	✓				✓	✓	✓	✓	✓										✓		
Superior Central School District	✓				✓	✓	✓	✓	✓										✓		
Wells Township School District	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		

Other Provider/Service added**Board Certified Behavior Analyst**

Marquette-Alger Regional Education Service Agency

Teacher Consultant for Students with Autism Spectrum Disorder

Marquette-Alger Regional Education Service Agency

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.

The following table displays programs and services provided within the ISD. For an accessible version of the information, please refer to Appendix B.

Programs or Services

District	Transition services	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language services	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail	Adult Education Services
Marquette-Alger Regional Education Service Agency	✓								✓	✓			✓		✓		✓				✓	✓	✓	
AuTrain-Onota Public Schools									✓					✓	✓									
Burt Township School District									✓					✓	✓									
Gwinn Area Community Schools									✓				✓	✓	✓	✓								
Ishpeming Public School District No. 1									✓	✓			✓	✓	✓	✓								
Marquette Area Public Schools			✓						✓	✓			✓	✓	✓	✓							✓	
Munising Public Schools									✓				✓	✓	✓	✓							✓	
Negaunee Public Schools	✓								✓	✓			✓	✓	✓	✓	✓							
NICE Community School District	✓	✓							✓	✓			✓	✓	✓	✓								
North Star Montessori Academy									✓	✓				✓	✓									
Powell Township Schools									✓					✓	✓									

Program Name	Student Population Served
Superior Shores Educational Program	The purpose of this program is to provide intensive clinical and educational services to students with behavioral health needs that drastically interfere with daily life functioning. Students who meet criteria are those who cannot be maintained in traditional school environments, even when receiving specialized programming. Students will receive educational services and have the option to receive mental health and medical services, that will allow for recovery and successful transition back to the least restrictive educational environment. Students served in this program may be from any constituent district and demonstrate the inability to build and maintain satisfactory interpersonal relationships, demonstrate inappropriate types of behavior under normal circumstances, demonstrate unsafe and/or disruptive behavior that prevents them from making progress in the curriculum, and are unable to respond appropriately even with positive behavior intervention strategies in place in the general and special education setting of the Resident District. The Resident District administrator and teachers remain involved and participate in planning for the student. The IEP team may consider entrance into the program when all efforts have been made by the Resident District through implementation of an appropriate Individualized Education Program. The IEP team will review data that should include a Functional Behavior Assessment and Behavior Intervention Plan implemented with fidelity for a minimum of 40 school days. The IEP team will also consider summarized frequency, intensity, and duration data for the primary problem behavior(s), and evidence of Tier I, II, and III Positive Behavior Interventions and Supports implemented with fidelity. The referral process includes a pre-referral meeting with Superior Shores staff to review the above data, and discuss whether there are additional programs and services, or supplementary aids and services, that would enable the student to participate in general education. The team will meet quarterly for each student to review progress data. That data will be used as an indicator of readiness to return to the local district. At a minimum, a return to the local district will be discussed at each IEP meeting. The IEP team will review behavior data that is collected daily. If a student is making progress on IEP goals and demonstrating behavior that would likely enable them to continue to make progress in a less restrictive environment, the team will begin the process to reintegrate the student back in the resident district. The program entry and exit protocols detail entry and exit criteria for students. The program handbook describes the program in greater detail. This is a combined elementary and secondary program serving students 10-18.
Role of Teachers or Service Providers	
The teacher may consult with staff/service providers on behalf of the student, may provide direct support to the student inclusive of instruction in modified state standards. The teacher provides support in highly individualized and specialized instruction setting. The teacher will provide direct instruction to the students in alignment with state standards. If the IEP team has determined the student will receive instruction within alternate or modified state standards, the teacher will provide direct instruction in alignment with the identified standards. The teacher may serve as a member of the (MET) in addition to the MARSE required MET members, and evaluate students suspected of having a disability.	
Certification and/or endorsement of the teachers and service providers	
The teacher shall hold a special education teacher certification with an endorsement in Emotional Impairments. In the event a teacher with this endorsement is not available, the teacher shall hold a special education endorsement with skills and knowledge of instructional practices needed to support students with significant emotional and behavioral needs. The teacher will maintain current certification in Handle With Care. A behavior consultant will provide support for the teacher, and will assist with behavior planning, training positive behavior interventions and supports, as well as coaching of the teacher to implement strategies in the behavior plan.	

Maximum Caseload of Teachers and Providers		
10		
# 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		6:1

District(s) Operating the Alternate Programs	
Marquette-Alger RESA	
Program Name	Student Population Served
Teacher Specialist	Students with various disabilities who participate in general education but require special education accommodations, modifications, specially designed instruction through their IEP from a teacher specialist, however the student does not require a special education program.

Role of Teachers or Service Providers
The Teacher Specialist will perform the following duties: • Provide direct instruction to students on the resource teacher's caseload. • Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility. • Provide supplemental instruction to students on his or her caseload. • Evaluate general education students within the same building who are suspected of having a disability. The analyzing and/or interpreting of evaluations by a teacher specialist will be conducted by a MET representative qualified to interpret evaluative data. • The Teacher Specialist may not provide services that are specific to the needs of students with visual impairments or students who are deaf or hard of hearing.

Certification and/or endorsement of the teachers and service providers
Teacher Specialist will possess at least a Bachelor's degree in education or a field of study related to special education and 3 years of satisfactory teaching experience to be within general education, special education, or a combination of the two.

Maximum Caseload of Teachers and Providers		
25 for direct service		
# 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

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

Role of Teachers or Service Providers

The VI Specialist without an endorsement in Visual Impairments cannot:

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

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

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

Certification and/or endorsement of the teachers and service providers

A visual impairment specialist for students with a visual impairment shall:

- Possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR
- Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in a Michigan approved program in visual impairments

AND

Possess 1 of the following 3 requirements:

- masters' degree,
- a minimum of 3 years teaching experience, not less than 2 years of which are in special education,
- MDE teacher consultant approval.

Maximum Caseload of Teachers and Providers

30 for direct service

# 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.

The Marquette Alger-RESA, the local school districts and the public school academies require paraprofessionals to possess a high school diploma or its equivalent and follow all state and federal requirements. The employing district determines all other paraprofessional personnel qualifications. Marquette Alger RESA offers training in positive behavior support, safety in the classroom, bus safety, children with unique needs (such as Autism Spectrum Disorder), Non-violent crises intervention, and confidentiality as well as other training as requested by local districts.

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.

Each LEA provides its own 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 distribution of special education millage is based on Rule 340.1811 and Rule 340.1812. Only those costs included on the special education final cost report (DS-4096), special education transportation report (DS-4094), and special education services directly provided by the RESA shall be eligible for Act 18 reimbursement. No constituent district or public school academy reimbursement will exceed 100% of their previous year's special education costs. Amounts may be retained by MARESA for cashflow purposes not to exceed 1 year's operational expenses for maintaining special education programs and services operated by the regional educational services agency.

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 Marquette-Alger RESA Board of Education will appoint the Parent Advisory Committee (PAC) members. Appointments will be made from nominations from local district boards of education. The Marquette-Alger RESA staff assigned to work with the committee will advise local school district superintendents of PAC vacancies from their respective districts as they occur. When a vacancy or extended absence occurs, the respective local district and/or the Regional Educational Service Agency have the option of nominating/appointing a parent(s) of a child with disabilities to complete the term.

The Marquette-Alger RESA, in cooperation with local school districts and the PAC, will jointly seek and recommend parents for membership on the PAC. The MARESA Board of Education will make every attempt to assure that all types of disabilities are represented on the PAC. The MARESA Board approves PAC members upon approval of candidates from the local school district Board of Education.

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 Marquette-Alger RESA plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the Supervisor for Planning/Monitoring to assure that the PAC members are provided with copies of the current Regional Education Service Agency plan, subsequent and proposed amendments and deviation requests. Upon request, the Supervisor for Planning/Monitoring will review the Regional Education Service Agency plan with the PAC. At subsequent meetings, the PAC will review any changes in the plan and/or areas of concern from the PAC membership.

If these differences cannot be reconciled, the PAC Liaison will advise the PAC Chairperson of the objection process as defined by rule 340.1836. Prior to the submission date, the PAC Chairperson shall be asked to sign the plan endorsement page indicating that the PAC has been involved in the development of the plan.

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

The Director of Special Education Accountability and Compliance will provide a draft of the Regional Education Service Agency Plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any differences that may exist. If these differences cannot be reconciled, and a majority of the PAC votes to file an objection, the Technical Assistance Officer for Monitoring and Data Collection will advise the PAC Chairperson of the objection process as defined by R 340.1836.

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
Marquette-Alger Regional Education Service Agency	Director of Special Education Accountability and Compliance	MARESA PAC Liaison
Marquette-Alger Regional Education Service Agency	Director of Special Education	MARESA PAC Liaison

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 Marquette-Alger RESA Executive Assistant to the Superintendent also provides administrative support to the Board of Education, and will share submitted PAC information to the board, including nominations of members from local school boards. Additionally, the Marquette-Alger RESA will provide secretarial support for the PAC to assist with clerical responsibilities.

The following resource types are available to assist the PAC.

Fiscal resources available to the PAC shall be outlined in the annual Marquette-Alger RESA Special Education budget. The Marquette-Alger RESA will provide the following items in support of the PAC:

- Postage for notices and other committee meetings
- Mileage
- Reimbursement for phone calls
- In-service
- Reproductions of appropriate documents
- Informational materials
- Meetings/conferences approved by the PAC
- Incidental supplies

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

Appendix A

The following list provides diagnostic and related services at districts within the ISD.

District

Marquette-Alger Regional Education Service Agency

- Assistive Technology Consultant
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist
- Other: Board Certified Behavior Analyst
- Other: Teacher Consultant for Students with Autism Spectrum Disorder

AuTrain-Onota Public Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Burt Township School District

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Gwinn Area Community Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist

- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Ishpeming Public School District No. 1

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Marquette Area Public Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Munising Public Schools

- Assistive Technology Consultant
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Negaunee Public Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

NICE Community School District

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

North Star Montessori Academy

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Powell Township Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment

- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Republic-Michigamme Schools

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Superior Central School District

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Wells Township School District

- Assistive Technology Consultant
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Appendix B

The following list provides special education programs and services at districts within the ISD.

District

Marquette-Alger Regional Education Service Agency

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Secondary Level Resource Programs
- Early Childhood Special Education Services
- Alternate Program, Option 2 (described in section 4)
- Birth to Three Programs
- Incarcerated Youth Jail Services

AuTrain-Onota Public Schools

- Speech and Language Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Burt Township School District

- Speech and Language Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Gwinn Area Community Schools

- Speech and Language Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Ishpeming Public School District No. 1

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Marquette Area Public Schools

- Moderate Cognitive Impairment Programs

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Incarcerated Youth Jail Services

Munising Public Schools

- Speech and Language Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Incarcerated Youth Jail Services

Negaunee Public Schools

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Early Childhood Special Education Services

NICE Community School District

- Transition Services
- Severe Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

North Star Montessori Academy

- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Powell Township Schools

- Speech and Language Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Republic-Michigamme Schools

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Superior Central School District

- Mild Cognitive Impairment Programs
- Speech and Language Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Wells Township School District

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

