

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

June 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

April 13, 2025

Lapeer ISD

Dr. William Kalmar, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

R 340.1832(f)

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

MCL 380.1751(1)(b)

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

34 CFR § 300.111(a) and Dear Colleague Letter, December 5, 2014

The ISD and its constituent local educational agencies, including public school academies, have child find policies and procedures in place to identify, locate, and evaluate students who are in correctional facilities who may have a disability under the IDEA and are in need of special education and related services, regardless of the severity of their disability and consistent with the State's child find and eligibility standards. This responsibility includes students who have never been identified as a student with a disability prior to their entry into the facility.

R 340.1758(b)

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

03/27/2025

Dr. William Kalmar, Superintendent

Pursuant to Rules 340.1835(b) of the Michigan Administrative Rules for Special Education, the following signatures indicate the involvement in the development of the Lapeer ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Stu Cameron	District Superintendent	Imlay City Community Schools	05/09/2025 08:58 AM
Mary Finnigan	District Superintendent	Dryden Community Schools	05/09/2025 09:05 AM
Kimberly VonHiltmayer	District Superintendent	Almont Community Schools	05/09/2025 09:10 AM
Dr. William Kalmar	ISD Superintendent	Lapeer ISD	05/09/2025 11:25 AM
James Fish	District Superintendent	North Branch Area Schools	05/09/2025 12:02 PM
Robert Kurtz	District Superintendent	Chatfield School	05/12/2025 04:21 PM
Matthew Wandrie	District Superintendent	Lapeer Community Schools	05/12/2025 09:33 PM
Melanie Starr	PAC Chairperson	Parental Advisory Committee	05/13/2025 09:38 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.:

Lapeer ISD is responsible for conducting child find activities for all eligible ages including students in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.

The Child Find Coordinator is responsible for dissemination of information that will make the public aware of Child Find. The methods of dissemination are as follows:

- LCISD Website and Child Find Brochures
- LCISD Social Media
- Pre-school screenings for 3-5 year-old children at various sites within the ISD
- Registered Daycares
- Area healthcare agencies, hospitals, physicians.
- Community Education/Migrant Programs
- Parent Advisory Committee (PAC) newsletter
- Community Mental Health (CMH)
- District Health Department
- Michigan Department of Health and Human Services
- Head Start and GSRP Programs
- Local Schools
- County Community Services
- Parent Groups

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

- LCISD Website www.lapeerisd.org and Child Find Brochures
- Pre-school screenings for 3-5 year-old children at various sites within the ISD
- Day Care
- Area healthcare agencies, hospitals, physicians.
- Pediatrician's Offices
- Early Childhood [First Steps for Families Campaign](#)
- Text for Tots Text TOTS to 33222
- [Online Ages and Stages Questionnaire](#)
- [Early On](#)
- Community Education/Migrant Programs
- [Parent Advisory Committee \(PAC\)](#) newsletter
- Community Mental Health (CMH)
- Lapeer Health Department
- Head Start /GSRP Programs
- Local Schools
- Homebound/Hospitalized Program
- County Community Services
- Parent Groups
- County Jail
- First Steps for Families Yard Signs

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Lapeer ISD	1775 S. Lapeer Rd. Lapeer, MI 48446	(810) 245-3961
District Director	Almont Community Schools	275 Weston St Imlay City, MI 48444	810-724-9889
District Director	Chatfield School	231 Lake Dr, Lapeer, MI 48446	810-667-8970
District Director	Dryden Community Schools	275 Weston Street Imlay, City, MI 48444	810-724-9889
District Director	Imlay City Community Schools	275 Weston Street Imlay City, MI 48444	810-724-9889
District Director	Lapeer Community Schools	250 Second Street Lapeer, MI 48446	810-538-1630
District Director	North Branch Area Schools	6655 Jefferson Street North Branch MI 48461	810-688-3570

II. Diagnostic and Related Services

R 340.1832(c)

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

Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students who are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Lapeer ISD	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Almont Community Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chatfield School	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
Dryden Community Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Imlay City Community Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lapeer Community Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Branch Area Schools	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Other Provider/Service added

III. Special Education Programs and Services

R 340.1832(d)

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

R 340.1832(e)

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

Programs or Services

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

District	Transition services	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language services	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Lapeer ISD	✓	✓	✓						✓	✓		✓	✓								✓	✓	✓
Almont Community Schools	✓		✓						✓	✓			✓	✓	✓						✓		
Chatfield School									✓	✓				✓	✓						✓		
Dryden Community Schools	✓				✓				✓	✓			✓	✓	✓						✓		
Imlay City Community Schools	✓								✓	✓			✓	✓	✓	✓	✓				✓		
Lapeer Community Schools	✓		✓		✓				✓	✓			✓	✓	✓	✓	✓				✓		✓
North Branch Area Schools	✓		✓						✓	✓			✓	✓	✓	✓	✓				✓		

The following table displays virtual programming options within the ISD:

District Name	Virtual Option	Grade Levels	Enrollment Type	Description of grade level in which virtual programming is offered
Lapeer ISD	No			
Almont Community Schools	No			
Chatfield School	No			
Dryden Community Schools	Yes	6-12	District Enrollment	
Imlay City Community Schools	No			
Lapeer Community Schools	Yes	K-12	Open Enrollment	
North Branch Area Schools	Yes	High School	District Enrollment	

Alternative Program or Service

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

Option 1: Modification of a Part 3 Rule

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

Rule # for Program or Service	Description of the Change in Program or Service
R 340.1738	These programs may operate with a maximum age span of 8 years. The Program will consist of no breaks greater than 10 consecutive days of pupil instruction
R 340.1739	These programs may operate with a maximum age span of 8 years.
R 340.1748	These programs may operate with a maximum age span of 13 years. Program will consist of no breaks greater than 10 consecutive days of pupil instruction. Increase maximum caseload to 12 students. The program shall consist of 1 teacher and 2 aides for a maximum of 9 students and 1 teacher and 3 aides for 10 or more students
R 340.1749a	Teachers in Elementary Resource Room Programs shall serve no more than 13 students at any one time, with a maximum caseload of 23 students
R 340.1749b	Teachers in Secondary Resource Room Programs shall serve no more than 13 students at any one time with a maximum caseload of 25 students.
R 340.1749c	Teachers in departmentalized programs shall serve no more than an average of 13 students per class period per instructional day, with no more than 15 students being served at one time.

Option 2: Alternate Program

Lapeer ISD	
District(s) Operating the Alternate Programs	
Lapeer County ISD and All Member Districts	
Program Name	Student Population Served
Social Work Specialist	Students who need social work services based on their IEP
Role of Teachers or Service Providers	
<p>The Social Work Specialist under the direction of a qualified school Social Worker can:</p> <ul style="list-style-type: none"> Consult with qualified IEP and MET team members including conducting observations and providing input regarding individual student needs. Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation students. Identify problems and situations interfering with the ability of children to make optimal use of the educational experience and identify appropriate goals and objectives based on individual student needs. Serve as consultant to school staff and parents in altering situations adversely affecting the personal, social emotional, and academic development of children, including the development, coordination and staff training for Positive Behavioral Support Plans. Maintain appropriate records and reports including but not limited to, service documentation and student progress toward goals. Conduct functional behavioral assessments and Behavior Intervention Plans. Coordinate and develops resources within and outside the school system for use by children, their families, and school personnel. Provide direct therapy and intervention services, including crisis intervention. Use data-based decision making to lead a problem-solving model in dealing with student academic and behavioral concerns. <p>The Social Worker Specialist cannot:</p> <ul style="list-style-type: none"> 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. 	

Certification and/or endorsement of the teachers and service providers

An individual may be employed under a Social Work Specialist with all of the following:

- A Michigan Licensing and Regulatory Affairs (LARA) limited licensed or licensed bachelor-level social worker
- Be enrolled in a Master of Social Work, with a school social work approval program at an accredited university.
- Work under the direct supervision of the local district Administrator of Special Education Programs.
- Must be mentored by a Michigan LARA-licensed master-level social worker with full approval as a school social worker.
- Must make progress toward the Social Work master's degree each year by successfully fulfilling the university obligations to remain in the program.
- Candidates must complete the master's program in 3 years and receive temporary approval as a school social worker (unless there are unforeseen university delays, such as cancelling a scope and sequence required course).

Maximum Caseload of Teachers and Providers

50 students including those under evaluation

# 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

Lapeer ISD

District(s) Operating the Alternate Programs

Lapeer ISD and LEA member Districts

Program Name	Student Population Served
Behavior Specialist	This service may be provided to staff serving students who demonstrate behaviors that interfere with their learning, the learning of others, and/or the safety of the classroom and/or school.

Role of Teachers or Service Providers

- Receive and process referrals related to student behavior, which includes performing observations, analyzing data, and developing (in consultation with teachers, aides, parents/guardians, and administrators) FBAs, BIPs, and similar student support plans
- Provide training on the implementation of Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and similar student support plans, including training on documentation and data collection related to said plans
- Demonstrate and model effective practices for students with behavioral challenges
- Serve as a liaison between school, community agencies, and families
- Serve as a member of individualized education program (IEP) teams, individualized family service plan (IFSP) teams, and multidisciplinary evaluation teams (METs) as needed
- Provide support for Positive Behavior Intervention and Supports (PBIS) systems implemented/to be implemented in schools throughout Lapeer County
- Participate in case conferencing as needed and facilitate team meetings for students with behavior concerns
- Serve as a PBIS, and/or Crisis Prevention Institute (CPI) trainer/presenter
- Provide training on the Michigan Department of Education (MDE) Policy for the Emergency Use of Seclusion and Restraint
- Remains up-to-date on current methodologies and strategies for instructional programs for students with behavioral challenges
- Works with community agencies to coordinate the delivery of services to students.
- Assist teachers and school staff with the use of equipment and adaptations to accommodate the needs of students with behavioral challenges.

Certification and/or endorsement of the teachers and service providers

One of the following:

1. Master's Degree or higher degree in special education with either a Michigan temporary/full approval as a school social worker in accordance with Administrative Rule 340.1012 (or meets requirements to obtain temporary/full approval) or a valid Michigan teaching certificate with an autism spectrum disorder (SV), cognitive impairment (SA), and/or emotional impairment (SE) endorsement(s).
2. Master's Degree or higher degree in clinical psychology or human services-related field working toward special education degree
3. Board Certified Behavior Analyst® certification from an accredited program

Maximum Caseload of Teachers and Providers

none - Consultative Model

# 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.

Paraprofessionals employed by the LCISD, the LEA's and the PSA's will possess a high school diploma or equivalent, and meet any other requirements specified in law and/or rule.

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.

Distribution of LCISD millage will be in accordance with R 340.1811.

The ISD Act 18 Millage is allocated to fund all Lapeer ISD costs for Lapeer ISD-operated programs and services. Any remaining Act 18 funds will be distributed to local districts and public school academies based on the percentage of special education student headcount reported in their most recent fall count.

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 LCISD Board of Education will appoint the Parent Advisory Committee (PAC) representatives. Appointments will be made from nominations from local district boards of education. The LCISD 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 LCISD have the option of nominating/appointing a parent(s) of a child with disabilities to complete the term. The term of appointment to the PAC will be 3 years and may be renewed for up to 4 terms at the discretion of the district.

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 Lapeer County Intermediate School District Special Education Plan or amendments to such shall be jointly developed (R 340.1833) by representatives from LCISD, LEA/PSAs, and the LCISD PAC.

Upon request, the ISD Monitor will review the LCISD special education plan with the PAC. At subsequent meetings, the PAC will review any changes in the special education plan and/or areas of concern from the PAC representatives.

Each current plan remains in effect until such time further revisions are made (R 340.1831(3)). As needed, representatives from LCISD, LEA/PSAs of LCISD, and the LCISD PAC cooperatively develop proposed changes to the Plan.

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

Parent Advisory Committee (PAC) objections to the ISD Plan require a majority vote of the eligible voting members present in order for the objection to be filed.

Objections to the ISD Plan may be filed with the Michigan Department of Education under Rule 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
Lapeer ISD	Compliance Monitor	Advisor

Additional Support for the PAC

See **R 340.1832(n)** in the MARSE concerning the additional support for the PAC.

R 340.1832(n)

A description of the fiscal and staff resources that shall be secured or allocated to the parent advisory committee by the intermediate school district to make it efficient and effective in operation.

The following ISD positions assist with PAC activities.

The ISD Monitor shall act as advisor to the PAC. The goals of this effort is to have an active and informed PAC that will work cooperatively with administrative personnel in ensuring the effective and efficient delivery of special education programs and services within LCISD. The Director of Special Education may also assist with PAC activities as needed.

The following resource types are available to assist the PAC.

The LCISD will provide the following items in support of the PAC:

- Postage for notices and other committee correspondence
- Reimbursement for phone calls
- Reproductions of appropriate documents
- In-service/conferences
- Information Materials

Any expenditure shall be mutually agreed upon by the PAC chairperson and the ISD Monitor.

The LCISD shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The ISD Monitor shall be responsible for assuring that reasonable secretarial support is available to the PAC for committee business.

VIII. Surrogate Parents

34 CFR §300.519(a)(b)

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

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

ISD

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

ISD