

## **C.O.O.R. ISD Board of Education Meeting**

Wednesday, February 14, 2024 6:00 PM

C.O.O.R. ISD Central Office, 11051 N Cut Road, Roscommon, MI 48653

1. Call to order & Roll Call

2. Opening Ceremonies

- Pledge of Allegiance

- Mission Statement

*C.O.O.R. ISD provides programs and services with our partners to support the current and emerging teaching and learning needs of our schools and communities.*

3. Adopt the Agenda

4. Presentation: Alternative

Educational Academy of Ogemaw County

- Student data by Tina Williams,

Director

- Financial Audit by Cindy Scott, CPA -

- Stephenson & Company, P.C.

2

# Alternative Educational Academy of Ogemaw County

Curriculum Offerings: Credit Recovery, Intervention Courseware, and Initial Credit

## 2020-2021 Snapshot

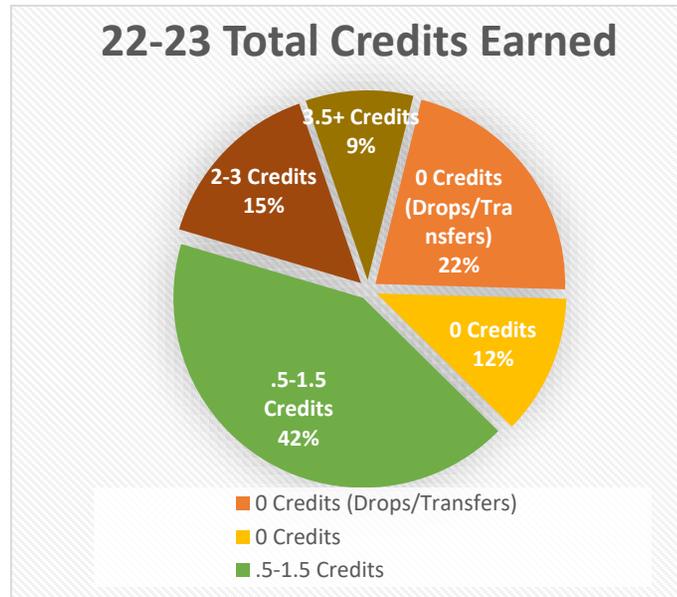
- 76 Enrollments
  - 11 re-enrollments
- 103 Exits
  - 17 Graduates
  - 9 Transfers
  - 77 Drops
- Fall Count- 118 fte
- Spring Count- 113.75 fte

## 2021-2022 Snapshot

- 109 Enrollments
  - 8 re-enrollments
- 98 Exits
  - 17 Graduates
  - 4 GED
  - 9 Transfers
  - 66 Drops
  - 2 Other
- Fall Count- 121 fte
- Spring Count- 123 fte

## 2022-2023 Snapshot

- 85 Enrollments
  - 7 re-enrollments
  - 33 WBRC
  - 12 Whittemore-Prescott
  - 33 Other
- 92 Exits
  - 17 Diploma
  - 6 GED
  - 10 Transfers
  - 57 Drops
  - 2 Other
- Fall Count- fte
- Spring Count- fte



### Community Affiliations

- DHS
- Probate/Courts
- CMH
- Homeless Shelter (Gladwin)
- Iosco RESA Adult Ed
- NEMCSA
- Michigan Works! Service Center
- Michigan Rehabilitation Services
- Ogemaw/Gladwin Transits
- OHHS, W-P schools
- Northland Area Federal Credit Union
- Air Force, Army, and Marines Corps
- Ogemaw Hills Free Methodist Church
- Team Hodges
- Walmart
- Meijer
- The Eagles
- Mac's Place
- Community Thrift Store
- Daughters of the American Revolution





5. Department Updates

5

- Career & Technical Education Department
- Early Childhood Department
- Instructional Services Department
- Special Education Department
- R.O.O.C., Inc.
- K12 ETA (Educational Technology Association)



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**Melisa Akers**, Director

of Special Education

**Natalie Davis**

Director of Career &

Technical Education

**Katie Fuelling**, Director of

Instructional Services

**Katie Keith**

Supervisor of Early Childhood

**Kurt Loll**

Finance Director

**Somer Quinlan**, Executive

Director of ROOC, Inc.

**Jared Socia**

Director of Operations

To: Shawn Petri, Superintendent

From: Natalie Davis, CTE Director

Date: February 8, 2024

Subject: CTE Update

**CTE Construction Project:**

They are in the process of installing our secure entry system for the front door, but I'm not sure why it is taking so long. We have signage coming to be "on the building" consistent with other RAPS buildings, and also working with Cathy Erickson on a digital sign for the front entrance. The sign expense should be presented to the board this month as it will be almost \$50k with electricity, but covered out of our "infrastructure" portion of the 61C grant. We're still working with J.E. Johnson for air compression hoses and connections for the new shop spaces. The 400 Amp electrical panel has arrived and Nighthawk is finalizing the electrical on 2/16 when there is no school so that there won't disrupt the building. We've ordered some new automotive equipment, which has been arriving. We should be set up by mid-February in the new shop space.

**Grants:**

I'm submitting the SME PRIME grant in support of manufacturing tomorrow. If we receive it, we will receive new equipment and support rather than cash. This is a state funded initiative and I'm told we have a chance at receiving it this time. I applied previously and we did not receive it as we needed additional manufacturing partnerships, but the grant language has changed now.

Our teachers are continuing to work hard in their classes through the 61i grant, which wraps up in September of this year. Kurt and I will have to work together to ensure the funds are spent prior to the grant deadline.

**Outreach/Marketing:**

All scheduling presentations have taken place in the local districts, and student visits to the center will wrap up next week with Mio. Alex has taken the lead on most of these and done an excellent job! We have new posters and information for local districts and our building. Alex is also visiting local districts to talk to students during lunch breaks. The enrollment information has been distributed to districts and we're hoping to have tentative enrollment information prior to spring break. The Open House as well attended on the rescheduled date, so we were happy with that. Grayling middle and high school staff will be visiting on their PD day 2/16.

**Millage:**

I'll be joining Ben Williams in Houghton Lake for the presentation to Rotary Club next week, as well as the Roscommon County Commission on Aging. We will also be presenting at the Oscoda County EDC on the 21st. We had some nice coverage on 9 & 10 news, although they didn't include the pieces of the interview I would have chosen for them to emphasize. Here is the [link](#) to the coverage on the evening and morning news this week from 9 & 10. 7 & 4 UpNorth Live will be coming today.

**Other:**

The Comprehensive Local Needs Assessment (CLNA) for our region has been submitted. The Career Ed Conference in Grand Rapids was a great event, and the counselors who attended seemed to get a lot out of it. There was a lot of information on Artificial Intelligence and I actually learned some new (if not a bit intimidating) information about how to use and apply AI. I was able to be part of a panel with Ferris State University to discuss teacher retention/recruitment due to our work with the 61i grant. My mentor when I began this journey in Education, Kitty Manley, was the moderator of our panel and my mentor teacher when I began teaching was in attendance, so it was a real blessing for me. I also presented a session about Business Engagement with a colleague from Romeo, discussing the approach in both rural and metro area communities. It was an exciting two days and I believe COOR was well-represented. I continue to facilitate the Counselors and Secondary Principals monthly, so I am always looking for new resources to share with them.



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**Jared Socia**

Director of Operations

To: Shawn Petri, Superintendent

From: Katie Keith, Early Childhood Supervisor

Date: February 2024

Subject: Early Childhood Update

**Great Start to Quality**

Our team continues to work with child care programs to increase the quality of care they provide to children and families. We had decided in the beginning of the fiscal year to have our metric for the year focus on measuring the growth of quality levels within our statewide Quality Rating System in the programs that we are coaching. Our goal was to measure any movement to NEW quality levels within the 5 levels. The goal for this fiscal year is to have moved our programs up to a new quality level at least 25 times. In this first quarter, we have already moved programs up 9 levels. We are also seeing more child care providers agree to move forward in quality by having an on-site observation done in their programs. We have been also partnering to plan our annual Building Blocks Early Childhood Conference for providers and parents and are excited for the virtual conference to happen on February 24<sup>th</sup>.

**Great Start & Great Start Parent Coalition**

The GSC and GSFC have posted a position for a 10 hour a week Family Liaison. This person will help support and connect families with resources and work with Tammy to continue to grow our Family Coalition and maintain our ongoing partnerships and initiatives.

## Great Start Readiness Program

Over the past year, the PreK for All Action Team has been creating a roadmap to provide preK options that meet children's and families' needs and achieve the Governor's bold goal- all 4-year-olds have access to high-quality preK at no cost to their families. The Action Team reviewed the state's current preK programs, analyzed data, compiled best practices from across the country, and listened to over 4,000 Michiganders in all 83 counties to inform their recommendations.

The completed brief and report can be found linked here and at [www.michigan.gov/prekforal](http://www.michigan.gov/prekforal) and below:

- [PreK for All Implementation Brief](#)

Our COOR ISD Pregnancy to Preschool Partnership has debriefed on the PreK for All Roadmap to [start planning](#) how to update our policies, procedures and protocols for enrollment. We will implement the roadmap strategies in phases as the state continues to update us with the expectations. Our goal is to have all phases completed by the end of 2027.

Here are the high level aspects of the Governor's proposed budget. From here, we will see a house and senate version! We are not sure when those will be taken up and reviewed.

32d & 39 - GSRP:

\$300'ishM increase for GSRP expansion, no income eligibility – prioritized based on need, per child \$10,342 - school day, \$5,171 - part-day, \$12,107 extended day, extended year

\$28M for GSRP transportation (same as last year)

\$35M for GSRP start up, \$25K / classroom

\*there is a lot more around GSRP and I will create a grid outlining more of the changes – this is high level

32p - Great Start Collaborative:

\$20.4M (1M increase – entire amount allocated in 32p4)

- 32p4 - Home Visiting: \$4.5M (\$1M increase, up from \$3.5M)
- 32p6 - \$4M maintained for Dolly Parton Imagination Library, Reach out and Read and other literacy initiatives



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- Jared Socia, Director of Operations

To: Shawn Petri, Superintendent

From: Katie Fuelling

Date: January 2024

Subject: Instructional Services Update

**Instructional Services**

*Director: Katie Fuelling*

**COOR Instructional Leadership Team Communication**

*The COOR ISD Instructional Leadership Team continued their work of planning the COOR-ISD Professional Learning Event next fall by selecting a keynote speaker. The theme of the event is the Art of Education The Art of Teaching. Next, the team revisited ongoing work of a 4-6 year implementation road map/timeline based on implementation science. Finally, team members reviewed previous work on the four instructional system priority practices they identified to begin work as a regional framework for districts to utilize within their instructional systems. The team established workgroups for each priority practice, and started to generate an action plan for implementing the priority practice across the region.*

**COOR Student Support Network Communication**

*Student Support Network Team members explored the stages of implementation science focusing on the exploration stage by identifying regionally where the ISD is with [exploration stage activities and outcomes](#). Next, the team revisited ongoing work with the [Student Student Network System Practices](#). Team members identified five priority practices in order to assess the status of the priority practices regionally across the districts. They established workgroups for each priority practice, and started to generate survey questions to assess the status of the student support needs of the region.*

Continued on next page

### **31n Team**

*Behavioral Health Coordinator: Michelle Culton-Ekstrom*

- Our 31n Whole Child Specialists have been actively connecting with students daily, providing individual and group services promoting healthy behaviors. We are excited that TBRI (Trust Based Relational Interventions) are being utilized in districts, with our Student Engagement Coach, Christie Pudvan, providing professional development opportunities as part of 31n services. We welcomed our newest team member, Crystal Davis, a Master's Level therapist, to the team this week. Crystal will be providing services for Fairview Area Schools! Welcome, Crystal! Our collaboration with Dr. Sloane continues, offering several Whole Child Trauma Assessments in several districts.

### **Early Literacy**

*Early Literacy Coach: Michelle Ewald*

### **ISD-Wide Professional Learning**

- Personalized MultiMedia Literacy PD is in full swing as an online, asynchronous offering. There are seven teachers from four different C.O.O.R. ISD elementary schools who are actively participating, and we are currently in the midst of module two, Vlogs (video blogs) for Educators.

### **District Professional Learning**

Currently providing support/facilitation of the following:

- **Charlton Heston Academy** - plans are being made for two teachers and the instructional dean from CHA to visit classrooms in Mio to observe CKLA and Bookworms ELA pilots.
- **Collins Elementary (Houghton Lake)** - the first organizational meeting was held recently for a team of teachers to evaluate the current Wonders ELA curriculum, in addition to reviewing potential replacements.
- **Mio Elementary** - work on implementing and evaluating ELA pilot programs continues, with a final decision to be made no later than April.
- **Roscommon Elementary** - co-facilitation of professional development with the building instructional coach surrounding the topic of differentiated instruction continued last month on early release day. Teachers were supported in developing specific types of lessons to implement with small groups to meet student literacy needs.

### **Classroom Library Enhancement (CLE) Grant**

- **Rose City Elementary** - all four required online PD modules have been completed by participating teachers, with next steps being weeding out "MUSTIE" (misleading, ugly, superseded, trivial, irrelevant, or obtained elsewhere) books from classroom libraries, then completing an inventory to determine which titles to purchase.

R.O.O.C. Inc.  
11018 North Cut Road, Roscommon, MI 48653  
[www.rooc.org](http://www.rooc.org)

MEMORANDUM

To: Shawn Petri  
From: Somer Quinlan  
Re: ROOC Update  
Date: February 8, 2024

The winter weather we had all hoped for during the holidays arrived a little late and hit us pretty hard this past month. We had some transportation challenges due to weather, some snow days and even a power outage, but everyone worked together and powered through the storm (literally).

Our annual site review and audit with the Office of Recipient Rights and Northern Lakes Community Mental Health was completed on January 23, 2024. The review is an on-site review of our facility, policies and procedures, staff training transcripts and client data collection and reports. We are happy to share that we received a letter of full compliance!

Our contract with Ausable Valley Community Mental Health has been finalized and we are looking forward to expanding our services to those in need in the Ogemaw and Oscoda counties.

As we continue to power through these last winter months, we are busy connecting with our community partners putting together care bags for the Roscommon Area Food Network give away with the Roscommon County United Way AND planning spring project expansions with the community garden and MSU Extension.



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To: Shawn Petri, Superintendent

From: Melisa Akers, Director of Special Education

Date: February 14th, 2024

Subject: Special Education Department Update

## A Message from our Director, Melisa Akers

Brenda and I completed the final session of our 10 session IEP Bootcamp that was made available to our local districts. It was well received and we plan on providing this training annually.

This month we are requesting your approval of a new professional development (PD) platform called Learning Stream. This school year Katie Fuelling and I developed a very robust offering of PD for our local districts. Sharon McMillan and Julie Bell have been managing this via Google calendar and forms. Due to the increase in PD participation, the task has become quite burdensome and time consuming for them. The Learning Stream platform will streamline the PD process from start to finish. It will make it much easier not only for Julie and Sharon, but also the presenters and registrants. Sharon contacted several districts who utilize Learning Stream and they were all more than happy with the product and support provided.

On January 22nd, Shawn, Joe, and myself met with the local police departments and the Roscommon County Emergency Manager, Vanessa Varner, to do an annual review of our Emergency Operating Procedures. They were able to offer some great insight and we are looking into some additional ways to keep our staff and students safe.

## A Message from Joe Moore, School Principal

I would like to welcome Courtney Mallory and Peter Wadsworth to our wonderful team of paraprofessionals. Courtney is assigned to Ms. Hutek's classroom and Peter is assigned to Ms. Hendershott's classroom. Both of these amazing individuals have hit the ground running. They have been doing a fantastic job getting to know our students and working with them.



Ms. Angie's ATC students were able to take a trip to the Brook of Roscommon to build snowmen for the residents. It was a lot of fun for everyone and a great way to give back to the community.



At our most recent PLC day on January 26th, CEC & ATC teachers, as well as ancillary staff members, completed their [CPI Advanced Physical Skills training](#). These techniques will help to ensure the safety of all during moments of crisis at both campuses. Much thanks to CEC teacher & CPI Instructor Hannah VanCura for teaching the course!



# Educational Technology Association

Technology for Learning

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## February 2023 ETA Report

Any Questions Please contact Josh Hayes, [jhayes@k12eta.org](mailto:jhayes@k12eta.org)

### Tickets (ETA Wide):

- Current Open: 277
- Created this month: 1286

### Trainings Provided:

- Artificial Intelligence (AI)
- 3D Printers
- Virtual Reality Tours
- Google
- PowerSchool

### Updates:

- It is Erate season so we are working with districts to see what their needs are to leverage this funding to the fullest. Right now we are looking at replacing equipment in 16 districts
- We are purchasing a device that will allow an entire district's phone system to be kept online in the rare circumstance of a fiber outage. We will be purchasing two of these.
- Our Firewall is coming end-of-life this summer, we are looking at options to replace it this summer.
- We worked with LevelData to get a State Validation suite and Realtime Reports added to 18 districts PowerSchool. This add-on will help with the quality of data along with some beneficial reports.
- We are fully staffed in the ETA and are looking forward to having our Tech II hit the road to help support all our locals along with our new hire at Wexford Missaukee ISD
- We continue attending cyber partner meetings (virtually) to stay informed of the newest threats. We then share this information with all the districts within the four ISD support regions of the ETA.

Proudly Serving the districts within the COOR ISD, Manistee ISD, West Shore ESD, and Wexford-Missaukee ISD

- Our external vulnerability scanned 72 threats in 1043 locations this month. We have one open vulnerability at this time due to a vendor appliance that has no connection to our network.
- All backups have been verified. This month backups were tested on Crawford Ausable, COOR ISD, Mason County Central, Mason County Eastern, Mesick, MISD, WMISD, and WSESD.
- We are continuing the “phishing campaigns” but there is no data this month since the campaign is still underway.

6. Public Participation

- Any person attending the meeting may raise his/her hand during this session of the meeting. Individuals may speak for a maximum of 5 minutes. Groups may speak for a maximum of 15 minutes.

7. Consent Agenda

(A single member's request shall cause an item on the Consent Agenda to be relocated as an Action Item, eligible for discussion and vote that evening.)

A. Approve minutes of previous meeting, January 22, 2024

17



C.O.O.R. ISD Board of Education Meeting  
Special Meeting  
Monday, January 22, 2024 6:00 PM

C.O.O.R. ISD Central Office  
11051 N Cut Road  
Roscommon, MI 48653

## Special Meeting Minutes

1. Call to order & Roll Call: President Mangutz called the meeting to order at 6:05 PM.  
Present: Mangutz, Mularz, Molaison, Gendernalik, Persing, Sperry. Absent: Faulkner.
2. Opening Ceremonies
  - Pledge of Allegiance
  - Mission Statement – read by President Mangutz.
  - C.O.O.R. ISD provides programs and services with our partners to support the current and emerging teaching and learning needs of our schools and communities.*
3. *Adopt the Agenda as presented.* This motion, made by Kara Mularz and seconded by Jim Gendernalik, carried (6-0).
4. Public Participation – None.
5. Consent Agenda
  - 5 A. *Approve minutes from January 10, 2024 Organizational Meeting, including the policy update resolution.* This motion, made by Brie Molaison and seconded by Nancy Persing, carried (6-0).
6. Discussion
  - 6.A. Board Goal Setting: The board discussed combining the two goals from 2023.
  - 6.B. Review District Strategic Plan Goals and the possibility of having MASB facilitate again.
7. Action Items
  - 7.A. *Approve Board Goals for 2024* Motion by Kara Mularz, seconded by Brie Molaison; carried (6-0).
  - 7.B. *Go into Closed Session for personnel evaluation.* Motion by Nancy Persing, seconded by Kara Mularz; Motion carried (6-0). Time: 6:43 PM
8. Closed Session
  - 8.A. Superintendent Evaluation & Goal Setting (request submitted in advance)
9. Action items, continued
  - 9.A. *Return to Open Session* This motion, made by Kara Mularz and seconded by Brie Molaison, carried (6-0) at 7:26 PM.
  - 9.B. Review the proposed Superintendent contract - January 23, 2024 to June 30, 2027  
The board plans to take the contract to the February 14<sup>th</sup> meeting.
11. *Adjourn the meeting.* This motion, made by Jim Gendernalik and seconded by Kara Mularz, carried. (6-0), at 7:50 PM.

Respectfully submitted by Lyn Sperry

B. Approval of Bills for January  
2024 totaling \$1,965,726.40

19

# A/P Check Register

Printed: 02/05/2024 10:16:42AM

COOR ISD

Check Date: 1/1/2024 to 1/31/2024

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
142101	DOUBLE TREE BY HILTON LANSING	9015	01/15/2024	102989	(180.83)	0.00	(180.83)
<b>Void by KLM on 1/15/2024</b>							
20310	UNITED WAY OF ROSCOMMON COUNTY	93	01/05/2024	103101	2.00	0.00	2.00
141441	VELO LAW OFFICE	93	01/05/2024	103102	136.72	0.00	136.72
141586	WELTMAN, WEINBER & REIS CO., LPA	93	01/05/2024	103103	164.14	0.00	164.14
141724	FIDELITY SECURITY LIFE INSURANCE COMPANY	99	01/04/2024	103104	289.78	0.00	289.78
225	AFLAC	99	01/05/2024	103105	1,204.20	0.00	1,204.20
700	AMWAY GRAND PLAZA	486	01/08/2024	103106	1,591.40	0.00	1,591.40
141654	ANGIE GRIFFIS	486	01/08/2024	103107	3,766.00	0.00	3,766.00
11240	BEN LOWE	486	01/08/2024	103108	5,380.00	0.00	5,380.00
5385	DTE ENERGY	486	01/08/2024	103109	513.85	0.00	513.85
8420	EAST HIGGINS LAKE TRUE VALUE	486	01/08/2024	103110	1,306.05	0.00	1,306.05
142090	EDGE PARTERSHIPS	486	01/08/2024	103111	1,400.00	0.00	1,400.00
142023	FERRIS STATE UNIVERSITY	486	01/08/2024	103112	11,160.00	0.00	11,160.00
141724	FIDELITY SECURITY LIFE INSURANCE COMPANY	486	01/08/2024	103113	208.64	0.00	208.64
7552	GRAYLING COOPERATIVE PRESCHOOL, INC.	486	01/08/2024	103114	48,782.23	0.00	48,782.23
141506	JOSH MEYER	486	01/08/2024	103115	3,766.00	0.00	3,766.00
141653	SARAH KAY RONDO	486	01/08/2024	103116	1,917.00	0.00	1,917.00
18081	SHERATON ANN ARBOR HOTEL	486	01/08/2024	103117	500.85	0.00	500.85
142094	SIGNPLICITY	486	01/08/2024	103118	11,129.22	0.00	11,129.22
11592	CARRIE MACKO	488	01/11/2024	103119	49.13	0.00	49.13
141924	ALEXANDREA WARREN	487	01/12/2024	103120	27.51	0.00	27.51
142049	ALORA EHLERT	487	01/12/2024	103121	38.65	0.00	38.65
141200	AMAZON CAPITAL SERVICES INC	487	01/12/2024	103122	15,882.86	0.00	15,882.86
141731	AMBER AKIN	487	01/12/2024	103124	565.92	0.00	565.92
142114	AMBER FITZGERALD	487	01/12/2024	103125	133.47	0.00	133.47
141823	American AED	487	01/12/2024	103126	62.00	0.00	62.00
810	APPLE COMPUTER INC	487	01/12/2024	103127	1,996.00	0.00	1,996.00
950	ASCD	487	01/12/2024	103128	29.97	0.00	29.97
141145	AUSABLE MEDIA GROUP LLC	487	01/12/2024	103129	213.00	0.00	213.00
142107	AXIUM SERVICES INC	487	01/12/2024	103130	10,880.42	0.00	10,880.42
2554	BECKY BUNN	487	01/12/2024	103131	128.38	0.00	128.38
20535	BRENDA VAUGHAN-IDE	487	01/12/2024	103132	197.81	0.00	197.81
8392	CHARLTON HESTON ACADEMY	487	01/12/2024	103133	62,138.95	0.00	62,138.95
141931	CHRISTINA PUDVAN	487	01/12/2024	103134	227.81	0.00	227.81
4100	CONSUMERS ENERGY PAYMENT CENTER	487	01/12/2024	103135	3,169.46	0.00	3,169.46
4440	CRAWFORD AUSABLE SD	487	01/12/2024	103136	147,439.70	0.00	147,439.70
4470	CRWFD CNTY TRANSP AUTH	487	01/12/2024	103137	944.00	0.00	944.00
142112	DOUBLETREE BY HILTON LANSING	487	01/12/2024	103138	668.75	0.00	668.75
6110	FAIRVIEW AREA SCH DIST	487	01/12/2024	103139	32,679.88	0.00	32,679.88
6115	FAIRVIEW EAGLE'S NEST PRESCHOOL	487	01/12/2024	103140	2,285.60	0.00	2,285.60
16128	FRED'S OF ROSCOMMON	487	01/12/2024	103141	130.00	0.00	130.00
6781	FRONTIER	487	01/12/2024	103142	109.39	0.00	109.39
141903	FUHRS GRAYLING CAR CARE CORPORATION	487	01/12/2024	103143	527.88	0.00	527.88
141697	FUN FIRST THERAPY	487	01/12/2024	103144	22,157.64	0.00	22,157.64
141738	GILL-ROY'S HARDWARE	487	01/12/2024	103145	61.97	0.00	61.97
142113	GOOGLE VOICE INC	487	01/12/2024	103146	39.02	0.00	39.02
141941	HELEN SHASTAL	487	01/12/2024	103147	30.00	0.00	30.00
8428	HIGHSCOPE	487	01/12/2024	103148	600.00	0.00	600.00
8791	HOUGHTON LAKE COMMUNITY SCHOOL	487	01/12/2024	103149	107,896.93	0.00	107,896.93

# A/P Check Register

Printed: 02/05/2024 10:16:42AM

COOR ISD

Check Date: 1/1/2024 to 1/31/2024

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
142025	HOUGHTON LAKE COOPERATIVE PRESCHOOL INC	487	01/12/2024	103150	32,462.14	0.00	32,462.14
142028	HURST MECHANICAL	487	01/12/2024	103151	21,536.15	0.00	21,536.15
9160	IMPACT OFFICE PRODUCTS	487	01/12/2024	103152	507.89	0.00	507.89
141459	INACOMP	487	01/12/2024	103153	330.00	0.00	330.00
141911	INTEGRITY CONSTRUCTION SERVICES	487	01/12/2024	103154	1,636.09	0.00	1,636.09
142068	JENNIFER BELL	487	01/12/2024	103155	260.86	0.00	260.86
142086	JENNIFER HART	487	01/12/2024	103156	169.65	0.00	169.65
71225	JOSEPH MOORE	487	01/12/2024	103157	1,082.98	0.00	1,082.98
9950	KAPLAN EARLY LEARNING COMPANY	487	01/12/2024	103158	130.58	0.00	130.58
19892	KATHRYN TOONSTRA	487	01/12/2024	103159	62.88	0.00	62.88
141488	KATIE FUELLING	487	01/12/2024	103160	13,064.34	0.00	13,064.34
10020	KEENAN THERAPEUTICS PC	487	01/12/2024	103161	12,396.62	0.00	12,396.62
5155	LI'L WILLIES	487	01/12/2024	103162	115.00	0.00	115.00
141972	LILLIE MEADOWS	487	01/12/2024	103163	259.38	0.00	259.38
9157	LOUIKO SUNDAY	487	01/12/2024	103164	20.96	0.00	20.96
141656	MARK A SLOANE DO PC	487	01/12/2024	103165	2,500.00	0.00	2,500.00
142077	MICHELLE CULTON EKSTROM	487	01/12/2024	103166	325.43	0.00	325.43
141775	MICHELLE EWALD	487	01/12/2024	103167	183.27	0.00	183.27
13651	MIO AUSABLE SCHOOL DISTRICT	487	01/12/2024	103168	77,441.80	0.00	77,441.80
13073	MPAAA	487	01/12/2024	103169	550.00	0.00	550.00
13370	MTSA	487	01/12/2024	103170	1,148.00	0.00	1,148.00
141772	NATALIE DAVIS	487	01/12/2024	103171	83.06	0.00	83.06
14205	NCS PEARSON, INC.	487	01/12/2024	103172	1,672.46	0.00	1,672.46
21278	NICOLE GRACE	487	01/12/2024	103173	533.34	0.00	533.34
141971	NIGHTHAWK ELECTRIC INC	487	01/12/2024	103174	5,385.00	0.00	5,385.00
142050	NORTHERN MICHIGAN GLASS LLC	487	01/12/2024	103175	5,997.00	0.00	5,997.00
141847	NORTHWEST EDUCATION SERVICES	487	01/12/2024	103176	3,640.50	0.00	3,640.50
141526	OGEMAW COUNTY TREASURER	487	01/12/2024	103177	59.07	0.00	59.07
15078	ORKIN PEST	487	01/12/2024	103178	103.00	0.00	103.00
15585	PELION BENEFITS, INC.	487	01/12/2024	103179	250.00	0.00	250.00
141999	PT SOLUTIONS	487	01/12/2024	103180	9,984.78	0.00	9,984.78
141711	PURITY CYLINDER GASES INC	487	01/12/2024	103181	1,441.24	0.00	1,441.24
16250	QUILL CORP	487	01/12/2024	103182	62.68	0.00	62.68
16390	RAY'S PARTS CENTER	487	01/12/2024	103183	326.54	0.00	326.54
19081	ROBERT J GORDON DOFAA-INS PLLC	487	01/12/2024	103184	60.00	0.00	60.00
7160	ROSCOMMON AREA PUBLIC SCHOOLS BUSINESS OFFICE	487	01/12/2024	103185	93,191.34	0.00	93,191.34
17030	ROSCOMMON COUNTY TRANSPORTATION AU	487	01/12/2024	103186	1,772.00	0.00	1,772.00
17240	S & J EXCAVATING	487	01/12/2024	103187	1,400.00	0.00	1,400.00
141893	SCHOOL PSYCHOLOGICAL SERVICES PLLC	487	01/12/2024	103188	3,525.00	0.00	3,525.00
17720	SCHOOL SPECIALTY LLC	487	01/12/2024	103189	713.38	0.00	713.38
142012	SENTINEL TECHNOLOGIES INC.	487	01/12/2024	103190	4,331.00	0.00	4,331.00
141307	SNAP ON INDUSTRIAL	487	01/12/2024	103191	198.21	0.00	198.21
142084	SOLIANT	487	01/12/2024	103192	4,290.17	0.00	4,290.17
141994	STACY SHAFTO	487	01/12/2024	103193	64.06	0.00	64.06
141649	STAPLES	487	01/12/2024	103194	92.56	0.00	92.56
18831	STATE OF MICHIGAN	487	01/12/2024	103195	21,037.00	0.00	21,037.00
1415	TAMMY BAUDOUX	487	01/12/2024	103196	3,818.75	0.00	3,818.75
7180	TERESA GERTISER	487	01/12/2024	103197	15.72	0.00	15.72
141511	THALMA HIBBARD	487	01/12/2024	103198	27.51	0.00	27.51
19800	THRUN LAW FIRM P.C.	487	01/12/2024	103199	3,215.00	0.00	3,215.00
141944	TRACEY STEIN	487	01/12/2024	103200	375.84	0.00	375.84
142102	UP NORTH EMBROIDERY	487	01/12/2024	103201	189.72	0.00	189.72

20

# A/P Check Register

Printed: 02/05/2024 10:16:42AM

COOR ISD

Check Date: 1/1/2024 to 1/31/2024

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21181	WEST BRANCH ROSE CITY SCHOOL DISTRICT	487	01/12/2024	103202	165.00	0.00	165.00
21235	WEXFORD-MISSAUKEE ISD	487	01/12/2024	103203	44,000.00	0.00	44,000.00
20970	WM CORPORATE SERVICES INC	487	01/12/2024	103204	159.73	0.00	159.73
142027	WORTHINGTON DIRECT	487	01/12/2024	103205	3,880.69	0.00	3,880.69
21770	XEROX CORP	487	01/12/2024	103206	96.34	0.00	96.34
8520	HOEKSTRA TRANSPORTATION INC	489	01/16/2024	103207	21,527.06	0.00	21,527.06
19978	TSA CONSULTING GROUP INC	93	01/19/2024	103208	1,710.00	0.00	1,710.00
20310	UNITED WAY OF ROSCOMMON COUNTY	93	01/19/2024	103209	2.00	0.00	2.00
141441	VELO LAW OFFICE	93	01/19/2024	103210	180.62	0.00	180.62
141586	WELTMAN, WEINBER & REIS CO., LPA	93	01/19/2024	103211	164.14	0.00	164.14
12880	MESSA	99	01/17/2024	103212	3,967.98	0.00	3,967.98
142013	BLUE CARE NETWORK	99	01/17/2024	103213	67.22	0.00	67.22
2045	BLUE CROSS BLUE SHIELD OF MI	99	01/17/2024	103214	3,142.05	0.00	3,142.05
141726	BLUE CROSS BLUE SHIELD OF MI	99	01/17/2024	103215	651.98	0.00	651.98
225	AFLAC	99	01/25/2024	103216	1,262.57	0.00	1,262.57
21775	XPRESS COPY CENTER	491	01/25/2024	103217	465.60	0.00	465.60
6592	4IMPRINT	490	01/26/2024	103218	2,336.78	0.00	2,336.78
141200	AMAZON CAPITAL SERVICES INC	490	01/26/2024	103219	4,880.49	0.00	4,880.49
141937	ANGIE STERN	490	01/26/2024	103223	149.96	0.00	149.96
141990	AYESHA WEBER	490	01/26/2024	103224	86.46	0.00	86.46
11240	BEN LOWE	490	01/26/2024	103225	155.88	0.00	155.88
142013	BLUE CARE NETWORK	490	01/26/2024	103226	33,490.70	0.00	33,490.70
141726	BLUE CROSS BLUE SHIELD OF MI	490	01/26/2024	103227	1,507.45	0.00	1,507.45
141726	BLUE CROSS BLUE SHIELD OF MI	490	01/26/2024	103228	775.36	0.00	775.36
2045	BLUE CROSS BLUE SHIELD OF MI	490	01/26/2024	103229	3,248.52	0.00	3,248.52
142103	BOULDER POINTE PRODUCTIONS	490	01/26/2024	103230	11,647.33	0.00	11,647.33
13830	BRIE MOLAISSON	490	01/26/2024	103231	98.86	0.00	98.86
142120	BUDGET HOST - CRESTVIEW INN	490	01/26/2024	103232	218.00	0.00	218.00
8392	CHARLTON HESTON ACADEMY	490	01/26/2024	103233	82,828.56	0.00	82,828.56
142118	CMH EDUCATIONAL CONSULTING LLC	490	01/26/2024	103234	2,900.00	0.00	2,900.00
142119	COMMERCIAL MOVING AND RIGGING INC	490	01/26/2024	103235	2,075.00	0.00	2,075.00
4332	COURTYARD BY MARRIOTT	490	01/26/2024	103236	412.02	0.00	412.02
4400	CRAF CENTER	490	01/26/2024	103237	2,400.00	0.00	2,400.00
4440	CRAWFORD AUSABLE SD	490	01/26/2024	103238	6,595.58	0.00	6,595.58
141894	CULLIGAN WATER CONDITIONING	490	01/26/2024	103239	128.00	0.00	128.00
4900	DEAN TRANSPORTATION INC	490	01/26/2024	103240	76,372.91	0.00	76,372.91
142116	DORA M TIIBBETS	490	01/26/2024	103241	53.38	0.00	53.38
142121	DOUBLE TREE BY HILTON DETROIT - DEARBORN	490	01/26/2024	103242	0.00	0.00	0.00
<b>Void by KLM on 1/26/2024</b>							
5385	DTE ENERGY	490	01/26/2024	103243	3,608.99	0.00	3,608.99
5812	EMERGENCY SERVICES OF HOUGHTON LAKE	490	01/26/2024	103244	1,028.06	0.00	1,028.06
6115	FAIRVIEW EAGLE'S NEST PRESCHOOL	490	01/26/2024	103245	2,428.45	0.00	2,428.45
142023	FERRIS STATE UNIVERSITY	490	01/26/2024	103246	22,596.00	0.00	22,596.00
141920	FRANCES JACOBS	490	01/26/2024	103247	42.88	0.00	42.88
16128	FRED'S OF ROSCOMMON	490	01/26/2024	103248	130.00	0.00	130.00
141697	FUN FIRST THERAPY	490	01/26/2024	103249	7,798.28	0.00	7,798.28
141933	GERRISH FIRE EMS DEPT	490	01/26/2024	103250	1,386.00	0.00	1,386.00
141738	GILL-ROY'S HARDWARE	490	01/26/2024	103251	76.34	0.00	76.34
141883	HANNAH VANCURA	490	01/26/2024	103252	200.00	0.00	200.00
8410	HIGGINS LK/ROSCCOMMON CHAMBER OF COMMER	490	01/26/2024	103253	50.00	0.00	50.00

# A/P Check Register

Printed: 02/05/2024 10:16:42AM

COOR ISD

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8520	HOEKSTRA TRANSPORTATION INC	490	01/26/2024	103254	41.59	0.00	41.59
8700	HOME DEPOT CREDIT SERVICES	490	01/26/2024	103255	1,094.19	0.00	1,094.19
141459	INACOMP	490	01/26/2024	103256	1,563.10	0.00	1,563.10
9385	IOSCO RESA	490	01/26/2024	103257	123,590.27	0.00	123,590.27
141970	JE JOHNSON CONTRACTING INC	490	01/26/2024	103258	1,997.60	0.00	1,997.60
9025	JIM GENDERNALIK	490	01/26/2024	103259	135.04	0.00	135.04
141343	KARA MULARZ	490	01/26/2024	103260	80.92	0.00	80.92
141667	KAREN WALTON EBNIT	490	01/26/2024	103261	4,517.50	0.00	4,517.50
10020	KEENAN THERAPEUTICS PC	490	01/26/2024	103262	4,967.64	0.00	4,967.64
11182	LOGISOFT	490	01/26/2024	103263	123.00	0.00	123.00
141719	LYN SPERRY	490	01/26/2024	103264	145.76	0.00	145.76
12201	MERIT NETWORK	490	01/26/2024	103265	13,444.25	0.00	13,444.25
12880	MESSA	490	01/26/2024	103266	50,515.05	0.00	50,515.05
3753	MICHELE COCHRANE	490	01/26/2024	103267	138.21	0.00	138.21
13160	MSBO	490	01/26/2024	103268	180.00	0.00	180.00
15652	NANCY PERSING	490	01/26/2024	103269	140.92	0.00	140.92
141772	NATALIE DAVIS	490	01/26/2024	103270	252.20	0.00	252.20
14727	NORTHERN MICHIGAN SCHOOLS LEGISLATIVE ASSOCIATION	490	01/26/2024	103271	7,226.00	0.00	7,226.00
141263	PRESENCE LEARNING, INC.	490	01/26/2024	103272	15,766.00	0.00	15,766.00
16100	PRO-ED	490	01/26/2024	103273	594.00	0.00	594.00
16250	QUILL CORP	490	01/26/2024	103274	273.66	0.00	273.66
141875	RADIO NORTH LLC	490	01/26/2024	103275	1,500.00	0.00	1,500.00
16390	RAY'S PARTS CENTER	490	01/26/2024	103276	72.03	0.00	72.03
19081	ROBERT J GORDON DOFAA-INS PLLC	490	01/26/2024	103277	30.00	0.00	30.00
7160	ROSCOMMON AREA PUBLIC SCHOOLS BUSINESS OFFICE	490	01/26/2024	103278	23,471.92	0.00	23,471.92
7161	ROSCOMMON FOOD SERVICE	490	01/26/2024	103279	5,672.89	0.00	5,672.89
141740	SCENARIO LEARNING LLC	490	01/26/2024	103280	2,655.45	0.00	2,655.45
141983	SHANNON CARLL	490	01/26/2024	103281	4,955.53	0.00	4,955.53
15685	SHAWN PETRI	490	01/26/2024	103282	463.06	0.00	463.06
142084	SOLIANT	490	01/26/2024	103283	996.71	0.00	996.71
18555	SPARTAN STORES LLC	490	01/26/2024	103284	604.21	0.00	604.21
19144	SUMMIT FIRE PROTECTION	490	01/26/2024	103285	1,783.00	0.00	1,783.00
141425	SUNNY SPOT	490	01/26/2024	103286	1,000.00	0.00	1,000.00
20571	VERIZON WIRELESS	490	01/26/2024	103287	1,207.28	0.00	1,207.28
141582	VISION CONSULTING LLC	490	01/26/2024	103288	573.55	0.00	573.55
21110	WEINLANDER-FITZHUGH-	490	01/26/2024	103289	750.00	0.00	750.00
21181	WEST BRANCH ROSE CITY SCHOOL DISTRICT	490	01/26/2024	103290	127,512.58	0.00	127,512.58
21235	WEXFORD-MISSAUKEE ISD	490	01/26/2024	103291	55.00	0.00	55.00
21770	XEROX CORP	490	01/26/2024	103292	1,447.78	0.00	1,447.78
21782	ZAREMBA EQUIPMENT INC	490	01/26/2024	103293	112.22	0.00	112.22
141720	AMERICAN UNITED LIFE INSURANCE COMPANY	99	01/30/2024	103297	661.47	0.00	661.47
141720	AMERICAN UNITED LIFE INSURANCE COMPANY	99	01/30/2024	103298	440.98	0.00	440.98
141724	FIDELITY SECURITY LIFE INSURANCE COMPANY	99	01/31/2024	103299	419.40	0.00	419.40
141105	HEALTH EQUITY	94	01/05/2024	201705266	0.00	2,050.52	2,050.52
20245	US TREASURY	94	01/05/2024	201705267	0.00	37,021.28	37,021.28
141106	MICHIGAN DEPT OF TREASURY	96	01/05/2024	201705268	0.00	1,355.17	1,355.17
141785	ORS UAAL	94	01/05/2024	201705269	0.00	64,992.48	64,992.48
141103	ORS	94	01/12/2024	201705270	0.00	70,361.26	70,361.26
20245	US TREASURY	94	01/12/2024	201705271	0.00	15.30	15.30
141105	HEALTH EQUITY	94	01/19/2024	201705272	0.00	2,050.52	2,050.52
141106	MICHIGAN DEPT OF TREASURY	94	01/19/2024	201705273	0.00	13,252.40	13,252.40
20245	US TREASURY	94	01/19/2024	201705274	0.00	39,227.76	39,227.76

# A/P Check Register

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COOR ISD  
Check Date: 1/1/2024 to 1/31/2024

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
141785	ORS UAAL	94	01/30/2024	201705275	0.00	65,311.47	65,311.47
20245	US TREASURY	96	01/26/2024	201705276	0.00	291.62	291.62
141106	MICHIGAN DEPT OF TREASURY	96	01/26/2024	201705277	0.00	64.55	64.55
141103	ORS	94	01/26/2024	201705278	0.00	75,021.59	75,021.59
<b>Report Totals</b>					<u>\$1,594,710.48</u>	<u>\$371,015.92</u>	<u>\$1,965,726.40</u>

C. Approve Revenue & Expenditure  
Reports for January 2024

25

**Revenue and Expenditure Report**  
**GENERAL FUND**  
**1/24/2024**

Revenue		January Activity	Open Encumbrance	Year to Date	Adopted Budget
100	Revenue from Local Sources	362,750	-	665,978	1,087,836
300	Revenue from State Sources	842,188	-	5,054,783	6,638,230
400	Revenues from Federal Sources	122,888	-	293,753	1,183,219
500	LEAs	8,520	-	207,306	423,900
600	Fund Modifications (Transfers In)	-	-	-	-
Total Revenue		1,336,346	-	6,221,820	9,333,185

Expense		January Activity	Open Encumbrance	Year to Date	Adopted Budget
125	Compensatory Education	3,641	-	3,773	3,641
211	Truancy	-	-	-	5,000
213	Behavioral Services	26,063	12,963	112,316	288,051
216	Social Work Services	14,762	12,125	228,928	821,016
221	Improvement of Instruction	48,091	22,660	401,632	959,367
226	Supervision of Instructional Staff	32,873	9,520	143,173	252,657
229	Other Instructional Staff Services	-	-	68,455	68,455
231	Board of Education	13,899	10,820	49,049	149,157
232	Executive Administration	41,830	15,740	275,608	464,157
252	Fiscal Services	25,048	12,525	208,412	321,882
259	Other Business Services	17	-	2,047	2,200
261	Operations Buildings Services	6,570	3,328	41,369	137,264
283	Staff/Personnel Services	-	-	2,557	3,500
284	Information Management Services	49,631	1,360	233,426	284,450
285	Pupil Accounting	7,651	3,659	62,818	106,209
299	Other Support Services	-	-	314	2,500
311	Community Services Direction	15,201	6,489	62,766	205,146
331	Community Activities	6,175	9,397	97,991	209,376
351	Custody and Care of Children	41,684	20,664	321,874	551,001
411	Payments to LEAs GSRP	251,695	-	1,290,600	3,093,102
445	TRAILS GRANT SEC 31 P	-	-	-	625,000
456	Building Improvements Services	-	-	8,545	12,500
626	Fund Modifications (Transfers Out)	-	-	-	360,000
Total Expense		584,831	141,250	3,615,653	8,925,631

Revenues over Expenses

2,606,167

2/8/2024  
12:30 PM

**Revenue and Expenditure Report  
CAREER TECH FUND  
1/31/2024**

Revenue		January Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	58,387	-	78,051	167,242
3440	61 A	33,872	-	135,486	372,624
3550	61 B	32,188	-	152,393	383,078
3790	61 C	104,885	-	767,096	576,923
2530	61 I	-	-	183,795	183,795
0000	CTE	6,937	-	240,802	491,709
Total Revenue		236,269	-	1,557,623	2,175,371

Expense		January Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	9,094	5,234	87,137	167,242
3440	61 A	24,735	10,897	130,536	372,624
3550	61 B	12,634	2,850	64,745	383,078
3790	61 C	64,289	382,254	449,221	576,923
2530	61 I	37,425	-	62,907	183,795
0000	CTE	68,331	28,877	342,602	469,964
Total Expense		216,508	430,112	1,137,148	2,153,626

Revenues over Expenses 420,475

2/7/2024  
2:30 PM

**Revenue and Expenditure Report  
ROOC FUND  
1/31/2024**

Revenue

	January Activity	Open Encumbrance	Year to Date	Adopted Budget
INTEREST	23	-	136	775
PRODUCTION	5,172	-	19,534	30,000
DONATIONS	9,718	-	9,718	11,500
GRANTS	-	-	82,397	82,397
SERVICES	79,955	-	462,093	881,000
STATE	6,345	-	28,963	54,135
Total Revenue	101,213	-	602,841	1,059,807

Expense

232	Program Administration	18,298	6,725	134,202	229,395
252	Fiscal Services	1,097	543	8,182	14,679
259	Other Business Services	-	-	2,802	2,802
261	Operations Buildings Services	6,143	3,342	50,125	80,708
271	Transportation	3,679	-	107,808	138,878
284	Technology	300	-	300	1,100
289	Consumers	4,442	2,816	32,613	74,065
290	Staff Retention	-	-	-	522
321	Summer Work Program	390	209	26,198	40,275
391	Direct Care Workers and Supervision	31,891	14,529	244,978	466,718
	Total Expense	66,240	28,164	607,208	1,049,142

Revenues over Expenses

(4,367)

2/7/2024  
12:27 PM

**Revenue and Expenditure Report  
SPECIAL EDUCATION FUND  
1/31/2024**

Revenue	January Activity	Open Encumbrance	Year to Date	Adopted Budget	
100	Revenue from Local Sources	936,499	-	1,922,730	3,473,250
300	Revenue from State Sources	279,716	-	1,264,303	3,297,242
400	Revenues from Federal Sources	587,235	-	1,770,628	3,436,272
500	Incoming Transfers and Other Transactions	11,877	-	378,235	759,984
600	Fund Modifications (Other Operating Transfers In)	-	-	-	70,000
	<b>Total Revenue</b>	<b>1,815,327</b>	<b>-</b>	<b>5,335,896</b>	<b>11,036,748</b>

Expense	January Activity	Open Encumbrance	Year to Date	Adopted Budget	
122	Instruction	180,678	77,804	1,185,892	2,359,475
212	Early On	9,878	6,486	93,399	406,327
213	Health Services	60,322	27,133	317,104	599,851
214	Psychological Services	30,073	10,872	152,783	240,511
215	Speech Pathology and Audiology Services	73,528	49,300	442,833	817,192
216	Social Work Services	23,347	9,758	117,308	303,249
217	Visual Aid Services	574	-	5,306	31,200
218	Teacher Consultant-Special Education Programs	4,191	3,839	61,801	138,117
221	Improvement of Instruction	418	375	5,395	16,698
226	Supervision and Direction of Instructional Staff	43,944	20,542	321,457	440,899
231, 232, 252	Board of Education, Fiscal, Executive	6,414	3,182	70,090	104,509
241	Office of the Principal	19,186	6,756	139,988	260,739
249	Graduation Supplies and Materials	-	-	-	750
259	Other Business Services	42	-	6,641	6,698
261	Operations Buildings Services	24,767	13,354	152,956	280,744
271	Pupil Transportation Services	106,445	2,905	519,490	1,058,156
281	Planning, Research, Development, and Evaluation	11,997	5,189	91,442	154,723
284	Information Management Services	3,444	-	7,108	9,433
299	Staff Appreciation	-	-	106	300
371	Non-Public School Pupils	-	1,298	5,108	30,000
411	Payments to LEAs	563,566	-	935,581	2,404,844
441	Payments to Other Govern. Entities	21,037	-	42,934	48,600
456	Building Improvements Services	-	-	399,892	426,816
	<b>Total Expense</b>	<b>1,183,851</b>	<b>238,793</b>	<b>5,074,614</b>	<b>10,139,831</b>

Revenues over Expenses

261,282

2/8/2024  
8:30 AM

D. ISD Special Education Plan  
Approval by MDE

30



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:**

**TO:** State Board of Education

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

**SUBJECT:** Report on the Approved Changes to C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services

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

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

**STATE BOARD OF EDUCATION**

PAMELA PUGH – PRESIDENT • ELLEN COGEN LIPTON / TIFFANY D. TILLEY – CO-VICE PRESIDENTS  
JUDITH PRITCHETT – SECRETARY • MARSHALL BULLOCK II – TREASURER  
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## Summary of Changes to the C.O.O.R. ISD Plan for Delivery of Special Education Programs and Services

### Attachment A

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



June 13, 2023

Shawn Petri  
C.O.O.R. ISD  
11051 N Cut Rd  
Roscommon, MI 48653-9340

Dear Superintendent Petri:

I am pleased to inform you that the modifications to C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services have been approved.

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

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

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

Sincerely,

Michael F. Rice, Ph.D.  
State Superintendent

c:

**C.O.O.R. ISD**  
**Intermediate School District (ISD) Plan**  
**for the Delivery of Special Education**  
**Programs and Services**

**June 2023**

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

## **Revised School Code**

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

## **Michigan Administrative Rules for Special Education (MARSE)**

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

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

## **ISD Plan Submission**

December 14, 2022

C.O.O.R. ISD

Shawn Petri, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

### **R 340.1832(f)**

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

### **MCL 380.1751(1)(b)**

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

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

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

**R 340.1758(b)**

Does the ISD and/or its constituent local educational agencies, including public school academies, operate a program for students with autism under R 340.1758(b)?

Yes    No

If yes, the following assurance statement applies:

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

Shawn Petri

03/01/2023

Shawn Petri, 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 C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Benjamin Williams	District Superintendent	Houghton Lake Community Schools	03/17/2023 08:04 AM
Sarah Taylor	District Superintendent	Fairview Area School District	03/17/2023 11:23 AM
Gail Hughey	District Superintendent	West Branch-Rose City Area Schools	03/17/2023 11:33 AM
Catherine Erickson	District Superintendent	Roscommon Area Public Schools	03/17/2023 01:46 PM
Lenore Hoffmeyer	PAC Chairperson	Parental Advisory Committee	03/17/2023 01:49 PM
Tim Sanchez	District Superintendent	Crawford AuSable Schools	03/23/2023 10:37 AM
Marvin Taylor	District Superintendent	Mio-AuSable Schools	03/28/2023 04:40 PM
Shawn Petri	ISD Superintendent	C.O.O.R. ISD	03/29/2023 07:50 AM
David Patterson	District Superintendent	Charlton Heston Academy	04/10/2023 02:23 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 C.O.O.R. ISD and its local school districts and public school academies will assume responsibility for child find activities and outreach for preschool children. Utilizing Build Up materials and resources through the State of Michigan, local school districts and the public school academies will coordinate child find activities and outreach for children from birth up to the age of five (Early On and preschool). Local school districts and public school academies will be responsible for in-school and out-of-school youth birth through 25 years of age through the special education referral process and establish cooperative relationships with other agencies and professionals who may be potential referral sources. The C.O.O.R. ISD and its local school districts and public school academies are 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.

A list of special education designees from the C.O.O.R. ISD, each local school district, and public school academies will disseminate information and opportunities available through the C.O.O.R. ISD. Each local school district and public school academy will identify a special education designee who is responsible for coordinating the provision of special education services in the district. The PAC, composed of parents of children with disabilities, is another source of information regarding special education programs and services.

The C.O.O.R. ISD and its constituent local school districts and 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 of Michigan'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.

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

The C.O.O.R. ISD, constituent school districts, and the public school academies are responsible for conducting Child Find activities for all eligible ages, including students in county jails. All parties are responsible for the dissemination of information that will make the public aware of Child Find. The methods of dissemination are as follows:

- Annual advertisements in local newspapers or on local radio
- Area health care and community agencies, hospitals, and physicians
- Community Mental Health (CMH)
- District Health Department
- Head Start Programs, private and parochial preschools, daycare facilities, and churches
- Great Start Readiness Programs
- Parent Advisory Committee
- Local schools
- Parent groups
- County Jails

**The following table shows special education contacts within the ISD:**

Title	Organization	Address	Phone
ISD Director	C.O.O.R. ISD	11051 N Cut Rd Roscommon MI 48653	(989) 275-9562
Other	C.O.O.R. ISD	Early On Coordinator 11051 N Cut Rd Roscommon MI 48653	(989) 275-9537
Other	C.O.O.R. ISD	Compliance and Transition Coordinator 11051 N Cut Rd Roscommon MI 48653	(989) 275-9517
Other	Alternative Educational Academy of Ogemaw County	2379 South M-76 West Branch, MI 48661	989-362-2575
District Director	Charlton Heston Academy	1350 N. St. Helen Rd. Saint Helen, MI 48656	989-632-3393
Other	Crawford AuSable Schools	1135 N. Old US 27 Grayling, Mi. 49738	989-344-3543
District Superintendent	Fairview Area School District	1879 E. Miller Rd Fairview, MI 48621	989-848-7000
Other	Houghton Lake Community Schools	4433 W. Houghton Lake Drive Houghton Lake, MI 48629	989-366-2068
District Superintendent	Mio-AuSable Schools	1110 W 8th St Mio MI 48647	989-826-2400
District Director	Roscommon Area Public Schools	10600 Oakwood Roscommon, MI 48653 PO Box 825	989-275-6683
District Director	West Branch-Rose City Area Schools	P.O. Box 308 West Branch, MI 48661	989-343-2011

## II. Diagnostic and Related Services

### R 340.1832(c)

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

### Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Ophthalmologist or Optometrist	Orientation and Mobility Specialist	Orthopedic Surgeon, Internist, Neurologist, Pediatrician, or Family Physician	Otolaryngologist or Otolologist	Physical Therapist	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
C.O.O.R. ISD				✓	✓		✓			✓			✓	✓		✓	✓	✓
Alternative Educational Academy of Ogemaw County					✓					✓			✓	✓	✓	✓	✓	✓
Charlton Heston Academy					✓		✓			✓			✓	✓		✓	✓	✓
Crawford AuSable Schools					✓		✓			✓			✓	✓	✓	✓	✓	✓
Fairview Area School District					✓		✓			✓			✓	✓		✓	✓	✓
Houghton Lake Community Schools					✓		✓			✓			✓	✓		✓	✓	✓
Mio-AuSable Schools					✓					✓			✓	✓		✓	✓	✓
Roscommon Area Public Schools					✓		✓			✓			✓	✓		✓	✓	✓
West Branch-Rose City Area Schools					✓		✓			✓			✓	✓	✓	✓	✓	✓

### Other Provider/Service added

#### Early Childhood Services

C.O.O.R. ISD

### III. Special Education Programs and Services

**R 340.1832(d)**

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

**R 340.1832(e)**

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

#### Programs or Services

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

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
C.O.O.R. ISD	✓	✓						✓	✓						✓						✓	✓
Alternative Educational Academy of Ogemaw County								✓				✓		✓								✓
Charlton Heston Academy								✓	✓				✓	✓								
Crawford AuSable Schools								✓	✓			✓	✓	✓	✓							
Fairview Area School District								✓	✓				✓	✓								
Houghton Lake Community Schools								✓	✓			✓	✓	✓	✓							
Mio-AuSable Schools								✓	✓				✓	✓								
Roscommon Area Public Schools								✓	✓				✓	✓								
West Branch-Rose City Area Schools								✓	✓			✓	✓	✓	✓							

## 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 340.1749a	The maximum caseload for each elementary resource program will be 23 students with no more than 12 students at any one time in the classroom.
R 340.1749b	The maximum caseload for each secondary resource program will be 23 students with no more than 12 students at any one time in the classroom.
R 340.1749c	The maximum caseload for a secondary departmentalized teacher will average no more than 15 students during departmentalized periods.
R 340.1738	The age span of students in the severe cognitively impaired classroom located at the intermediate school district shall not exceed 12 years.
R 340.1739	The age span of students in the moderate cognitively impaired classroom located at the intermediate school district who are in grades K through 12 shall not exceed 6 years. Students who are above 12th grade in the moderate cognitively impaired classroom shall not exceed 8 years.

## 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.**

Qualification for paraprofessional personnel follows R 340.1793. In addition, the C.O.O.R. ISD and local school districts and public school academies require paraprofessionals to possess a high school diploma or its equivalent and follow all state and federal requirements.

Paraprofessional personnel may include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairments or severe multiple impairments.

## V. Transportation

### **R 340.1832(i)**

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

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

The ISD and LEAs both provide transportation.

## VI. Millage Fund Distribution

### **R 340.1832(j)**

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

### **R 340.1811**

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

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

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

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

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

### **R 340.1812**

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

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

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

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

The ISD Act 18 Millage is allocated to fund all C.O.O.R. ISD costs for C.O.O.R. 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).**

As explained in MARSE R 340.1838 (1) & (2): The C.O.O.R. ISD Board of Education will appoint the PAC members. Appointments will be made from nominations from local Boards of Education. Every attempt will be made to ensure the PAC consists of parents of students with disabilities with at least one parent from each local school district and public school academy unless no parent agrees to serve on the PAC to represent the local school district or public school academy. The C.O.O.R. ISD staff assigned to work with the committee will advise local school district or public school academy superintendents of PAC vacancies from their respective local district or academy. The term of appointment to the PAC shall be one year with an annual re-appointment provision. In the event that a PAC member ends their term prematurely, the C.O.O.R. ISD has the option of nominating or appointing a parent of a child with a disability to complete the term.

## **PAC Participation and Additional Responsibilities**

### **R 340.1832(I)**

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

### **R 340.1836 (1)**

Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.

### **The following describes how the PAC participates in the development of the ISD Plan.**

The C.O.O.R. ISD plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the C.O.O.R. ISD to assure that the PAC members are provided with copies of the current Intermediate School District plan, subsequent and proposed amendments, and deviation requests.

Upon request, the Director of Special Education or designee will review the Intermediate School District 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.

The Director of Special Education or designee will develop a draft of the Intermediate Education District plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any difference that may exist. If these differences cannot be reconciled, the Director of Special Education or designee will advise the PAC chairperson of the objection process as defined by R340.1836.

Prior to the submission date of the plan, 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 Plan will be discussed with members at a PAC meeting. Objections or acceptance to the ISO Plan may be filed with the Michigan Department of Education under Rule 340.1836. PAC objections to the Plan require a simple majority vote of the eligible voting members in order for the objection or acceptance to be filed.

## 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
C.O.O.R. ISD	Director of Special Education	Advisor
C.O.O.R. ISD	Special Education Compliance and Transition Coordinator	Advisor and Assistant

## 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.**

There are no other ISD positions, other than what is listed above, that assist with most PAC activities. The C.O.O.R. ISD Director of Special Education and the Special Education Compliance and Transition Coordinator may reach out to Special Education staff employed with the ISD, the constituent school district, the public school academy, the State or community agency to assist in delivering Special Education topics in their area of expertise.

**The following resource types are available to assist the PAC.**

The C.O.O.R. ISD Director of Special Education or designee shall act as an advisor to the PAC and will enlist the participation of agency or local representatives in the PAC that will work cooperatively with local administrators and school personnel. The C.O.O.R. ISD shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The C.O.O.R. ISD Director of Special Education or Designee shall be responsible for assuring that reasonable support is available to the PAC for committee business that includes assisting in facilitating meetings, providing Special Education information, and seeking presenters and/or speakers who have expertise in specific areas.

Fiscal resources available to the PAC shall be outlined in the annual C.O.O.R. ISD Special Education budget submitted to the C.O.O.R. ISD Board of Education for approval. The C.O.O.R. ISD will provide the following items in support of the PAC:

- Postage for notices and other committee business
- Clerical support for committee business
- Reproductions of appropriate documents
- Office supplies
- Information materials

Any expenditure shall be mutually agreed upon by the PAC Chairperson and the C.O.O.R. ISD Director of Special Education.

## **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.**

Both

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

Both

**8. Action Items**

A. Approve Memorandums of Understanding with local districts for Early Literacy Coaches using the "Educator on Loan" model for July 1, 2023 to June 30, 2024 in the amount of \$28,000 per district

50

## ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding  
between  
**Crawford Ausable School District**  
and  
COOR ISD

**Award Amount:** \$28,000 in 2023-24

**K-3 Literacy Coach:** A total of 25% of the LEA Teacher contracted days will be dedicated to K-3 Early Literacy Coaching during the 2023-24.

**MOU Agreement Date:** July 1, 2023 to June 30, 2024

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:**

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Grayling Elementary for a period of one year (2023-2024).

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:**

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
  - Attend the K-3 Professional Learning Practice Institute (if offered)
  - Literacy Coaching Network Professional Learning opportunities,
  - Coaching Intensive Institutes (when available),
  - Quarterly meetings (when available)
  - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2023, and 2024 (Dates TBD). Any new coaches for the 2023-24 school year may also attend the August 2023 institute virtually (August 10-12)
  - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
  - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
  - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
  - Provide necessary reporting information which shall include:
    - The COOR ISD approved coaching log submitted with the request for reimbursement
    - Coaching effectiveness data (state surveys for teachers to complete if available)
    - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.  
*example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.*
  - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)
- Work collaboratively with COOR ISD ELA Consultant and Coordinator of Early Learning

and Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the Local Literacy Coaches Network (LLCN) monthly meetings.

Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:**

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.**

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
  - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
  - Has knowledge of current state literacy standards for pupils in grades K-3
  - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
  - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
  - Has a strong knowledge base in working with adults.
  - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
  - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based

literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

**2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:**

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

**Funding Disclaimer:** Both the Crawford Ausable School District and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the Crawford Ausable School District will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Crawford Ausable School District  
Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding

between

**Houghton Lake Community Schools**

and

COOR ISD

**Award Amount:** \$28,000 in 2023-24

**K-3 Literacy Coach:** A total of 25% of the LEA Teacher contracted days will be dedicated to K-3 Early Literacy Coaching during the 2023-24.

**MOU Agreement Date:** July 1, 2023 to June 30, 2024

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:**

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Collins Elementary for a period of one year (2023-2024).

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:**

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
  - Attend the K-3 Professional Learning Practice Institute (if offered)
  - Literacy Coaching Network Professional Learning opportunities,
  - Coaching Intensive Institutes (when available),
  - Quarterly meetings (when available)
  - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2023, and 2024 (Dates TBD). Any new coaches for the 2023-24 school year may also attend the August 2023 institute virtually (August 10-12)
  - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
  - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
  - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
  - Provide necessary reporting information which shall include:
    - The COOR ISD approved coaching log submitted with the request for reimbursement
    - Coaching effectiveness data (state surveys for teachers to complete if available)
    - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.  
*example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.*
  - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)
- Work collaboratively with COOR ISD ELA Consultant and Coordinator of Early Learning

and Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the Local Literacy Coaches Network (LLCN) monthly meetings.

Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:**

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.**

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
  - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
  - Has knowledge of current state literacy standards for pupils in grades K-3
  - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
  - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
  - Has a strong knowledge base in working with adults.
  - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
  - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based

literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

**2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:**

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

**Funding Disclaimer:** Both the Houghton Lake Community Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the Houghton Lake Community Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Houghton Lake Community Schools  
Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding  
between  
**Roscommon Area Public Schools**  
and  
COOR ISD

**Award Amount:** \$28,000 in 2023-24

**K-3 Literacy Coach:** A total of 25% of the LEA Teacher contracted days will be dedicated to K-3 Early Literacy Coaching during the 2023-24.

**MOU Agreement Date:** July 1, 2023 to June 30, 2024

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:**

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Roscommon Elementary for a period of one year (2023-2024).

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:**

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
  - Attend the K-3 Professional Learning Practice Institute (if offered)
  - Literacy Coaching Network Professional Learning opportunities,
  - Coaching Intensive Institutes (when available),
  - Quarterly meetings (when available)
  - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2023, and 2024 (Dates TBD). Any new coaches for the 2023-24 school year may also attend the August 2023 institute virtually (August 10-12)
  - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
  - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
  - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
  - Provide necessary reporting information which shall include:
    - The COOR ISD approved coaching log submitted with the request for reimbursement
    - Coaching effectiveness data (state surveys for teachers to complete if available)
    - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.  
*example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.*
  - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)
- Work collaboratively with COOR ISD ELA Consultant and Coordinator of Early Learning

and Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the Local Literacy Coaches Network (LLCN) monthly meetings.

Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:**

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.**

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
  - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
  - Has knowledge of current state literacy standards for pupils in grades K-3
  - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
  - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
  - Has a strong knowledge base in working with adults.
  - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
  - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based

literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

**2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:**

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

**Funding Disclaimer:** Both the Roscommon Area Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the Roscommon Area Public Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Roscommon Area Public Schools  
Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding

between

**West Branch- Rose City Schools**

and

COOR ISD

**Award Amount:** \$28,000 in 2023-24

**K-3 Literacy Coach:** A total of 25% of the LEA Teacher contracted days will be dedicated to K-3 Early Literacy Coaching during the 2023-24.

**MOU Agreement Date:** July 1, 2023 to June 30, 2024

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:**

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Surline Elementary and/or Rose City School for a period of one year (2023-2024).

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:**

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
  - Attend the K-3 Professional Learning Practice Institute (if offered)
  - Literacy Coaching Network Professional Learning opportunities,
  - Coaching Intensive Institutes (when available),
  - Quarterly meetings (when available)
  - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2023, and 2024 (Dates TBD). Any new coaches for the 2023-24 school year may also attend the August 2023 institute virtually (August 10-12)
  - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
  - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
  - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
  - Provide necessary reporting information which shall include:
    - The COOR ISD approved coaching log submitted with the request for reimbursement
    - Coaching effectiveness data (state surveys for teachers to complete if available)
    - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.  
*example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.*
  - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)

- ❑ Work collaboratively with COOR ISD ELA Consultant and Coordinator of Early Learning and Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the Local Literacy Coaches Network (LLCN) monthly meetings.
- ❑ Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:**

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

**As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.**

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
  - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
  - Has knowledge of current state literacy standards for pupils in grades K-3
  - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
  - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
  - Has a strong knowledge base in working with adults.
  - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
  - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or

has completed professional development in evidence based literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

**2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:**

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

**Funding Disclaimer:** Both the West Branch-Rose City Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the West Branch- Rose City Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

West Branch- Rose City Schools  
Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

B. Ratify an agreement with Crystal Davis, Whole Child Specialist beginning January 29, 2024 to and including June 30, 2024 for a period of 190 days for the 2023-2024 fiscal year prorated to 90 days.

C. Approve Policy Updates from Thrun Law Firm Policies: 3118, 3301A, 3303, 3308, 3405, 3407, 3408, 4101, 4102, 4103, 4104, 4105, 4216, 4220, 4227, 4228, 4404, 4504, 5202, 5206B, 5407, 5411, 5419, and 5510. Policies are linked below.

D. Approve an amendment to the 23-24 CTE budget as presented

63

CAREER AND TECHNICAL EDUCATION FUND  
 Wednesday, February 14, 2024

2023-2024 Proposed Amended Budget
--------------------------------------

	\$	-
PERKINS Preliminary Revenue		203,665
61a		372,625
61b		377,743
61c		1,501,403
61i		183,795
CTE		537,366
Total Revenue		<u>3,176,597</u>

PERKINS Preliminary Expenses	\$	203,665
61a	\$	349,971
61b	\$	377,682
61c	\$	1,501,403
61i	\$	183,795
CTE	\$	664,554
Total Expense	\$	<u>3,281,070</u>

	\$	3,176,597
	\$	<u>3,281,070</u>
Net Change in Assets Year End	\$	<u>(104,473)</u>

Net Change in Fund 6/30/24      \$      (104,473)

CAREER AND TECHNICAL EDUCATION FUND  
 Budgetary Comparison Schedule  
 For the Year Ended June 30, 2024

Revenue		Audited 22-23	Original 23-24	Amended 23-24
	Local Sources	20,000	10,000	11,136
	State Sources	1,272,738	1,558,129	2,515,796
	Federal Sources	168,199	167,242	203,665
	LEA Payments	312,000	400,000	406,000
	Transfers In	49,276	40,000	40,000
	Total Revenues	<u>1,822,213</u>	<u>2,175,371</u>	<u>3,176,597</u>
Expenditures				
	Instruction			
	Added Needs	759,812	1,380,581	1,350,193
	Support Services			
	Pupil	44,695	50,415	66,837
	Instructional Staff	27,375	28,978	23,796
	General Administration	185,030	188,906	192,293
	Business Services	20,142	32,187	33,993
	Oper and Maintenance	318,740	62,250	96,915
	Transportation	2,000	-	135,000
	Information Services	94,816	93,749	49,914
	Support Other	958	1,000	-
	Payments to Other Public Schools	349,043	315,491	957,090
	Facilities, Acquisition, Construction, Improvement	-	-	375,039
	Total Expenses	<u>1,802,611</u>	<u>2,153,557</u>	<u>3,281,070</u>
	Net Change in Fund Balance	19,602	21,814	(104,473)
	Fund Balance Beginning of Year	<u>245,390</u>	<u>264,992</u>	<u>264,992</u>
	Fund Balance End of Year	<u><u>264,992</u></u>	<u><u>286,806</u></u>	<u><u>160,519</u></u>

E. Approve an agreement for a Learning Stream Enterprise Subscription for one year of event management, registration, and attendance tracking in the amount of \$5,992.

66



## **JTC Technologies, LLC Software Subscription Agreement**

THIS APPLICATION SUBSCRIPTION AGREEMENT ("Agreement") is made as of the Effective Date by and between JTC Technologies, LLC, 1213 W. Morehead Street, Suite 500, Charlotte, NC 28208 and COOR Intermediate School District at 11051 N Cut Road, Roscommon, MI 48653 ("Customer").

Learning Stream Software Subscription: JTC Technologies, LLC hereby grants Customer a non-exclusive, non-transferable, non-resalable and revocable license to use the Learning Stream Software and to permit Users to use the Learning Stream Software via the Internet for the term of the subscription identified in this Agreement.

Trade Secrets: Customer hereby acknowledges and agrees that the JTC Technologies, LLC Technology derives independent economic value (actual or potential) from the administrative design and functionality of Learning Stream, which is not being generally known to other persons who can obtain economic value from its disclosure or use, and which is not being readily ascertainable by proper means by other persons who can obtain economic value from its disclosure or use. It is the subject of reasonable efforts by JTC Technologies, LLC under the circumstances to maintain its secrecy. Customer agrees not to disclose the administrative design or functionality of Learning Stream to third parties without prior written consent of JTC Technologies, LLC.

Confidentiality: The receiving party shall not disclose confidential information except to authorized persons. The receiving party shall hold confidential information in confidence and shall not duplicate, use or disclose confidential information except as permitted under this Agreement. Receiving party shall require persons who receive confidential information to hold and maintain such confidential information in confidence and not use or reproduce such confidential information except as permitted under this Agreement.

Term: This Agreement is for an initial period of one years from the date specified in the Financial Overview Section of this agreement. After the first year, this subscription Agreement provides the option to renew annually. To prevent disruption of service at the end of this agreement period, intent to renew or not renew must be provided by the Customer prior to the end of the agreement period. Pre-payments for additional years of service will renew this Agreement for the term associated with the pre-payment. Renewal will also renew all terms of this agreement for each additional year. Annual renewals will increase no more than five percent.

Refund: Upon termination or cancellation of this Agreement, JTC Technologies, LLC shall be entitled to retain all payments rendered to JTC Technologies, LLC under this Agreement for the services or in anticipation of the services. Termination or cancellation of this Agreement shall not terminate or cancel any payment obligation of Customer under this Agreement. Pre-payments for services are non-refundable.

Restrictions: JTC Technologies prohibits creating questions in the Learning Stream software that collects and store registrant social security numbers, electronic protected health information (PHI) as defined by HIPAA and/or credit card information. This restriction does not include core Learning Stream application functionality developed by JTC Technologies, LLC, that is specifically designed for credit card processing.

Annual Pricing Options		
GSMU Basic: 4,500	LS Standard: \$7,000	LS Plus: \$8,500
One system administrator Included	One system administrator plus one basic user included	One system administrator plus two basic users included
	<ul style="list-style-type: none"> <li>Instructor module</li> <li>Access to a la carte options for an additional fee</li> <li>Registration prerequisites</li> <li>Registrant payment plans</li> <li>Discount policies</li> <li>Deposit rules</li> </ul>	<ul style="list-style-type: none"> <li>Instructor module</li> <li>A la carte modules (testing, learning plan, digital signature, document upload) included</li> <li>Multilingual support</li> </ul>

Optional Functionality & Modules	
Additional Administrator User License - one included with subscription	\$720/year
Basic User License – training & support provided by your administrator(s)	\$360/year
Payment Processing through integration with Stripe	No charge
Payment Processing Integration with another supported gateway	\$600/year
Divisions (Required for each separate merchant account; each division includes one additional administrator user license/login)	\$3,000/year
Online/Video Course Delivery and Management Module	\$2,400/year
Canvas or Blackboard Integration	\$1,200/year
Registrant Text Message Notifications (Up to 2k messages per month)	\$600/year
Expert Consulting, Product Customization, Additional Online Training	\$0.03/ per additional \$200/hour

A La Carte Modules included in Plus and Available in Standard	
Document Upload Module (Registrant/Event/Instructor) 5GB Storage Included Overages: \$10/month per GB	\$500/year
Learning Plan Module	\$500/year
Student Testing Module	\$500/year
Digital Signature Module	\$500/year

Included in all Subscriptions	
<ul style="list-style-type: none"> <li>Event Management and Registration - Secure Hosted Solution</li> <li>Phone Support 8:30 am – 5:30 pm ET (Critical Issues 24/7)</li> <li>All Maintenance Releases</li> <li>Up to 8 Hours of Training/Implementation</li> <li>Unlimited Number of Events</li> <li>Unlimited Number of Registrations</li> <li>Hosting, Backups and Security Management</li> <li>Full Reporting Capabilities</li> <li>Automated Messaging</li> </ul>	<ul style="list-style-type: none"> <li>CE Tracking</li> <li>Certificate Management</li> <li>Online Evaluations and Surveys</li> <li>Mobile Responsive Design</li> <li>Custom Page Theme Management</li> <li>Custom Branding</li> <li>Student Portal</li> <li>Attendance Management</li> <li>Online Knowledge Base</li> <li>Remote Authentication Integration/SSO (SAML 2.0)</li> </ul>

## Selected Options

Financial Overview	
Learning Stream Standard Enterprise Subscription: One Year	\$7000/Year
1 Additional Basic User License (Will be setup as 2 Administrators 0 Basic)	\$360/Year
Custom Discount	-1368/Year
Subtotal/Annual Subscription:	\$5,992/Year
Total Due with Signed Agreement	\$5,992

Terms	
<ul style="list-style-type: none"> <li>• One-year agreement</li> <li>• All amounts in US currency</li> </ul>	

**Agreement valid if signed and returned by 2/31/2023**

### Signatures

JTC Technologies, LLC, d.b.a. Learning Stream/GoSignMeUp	Customer:
By: _____	By: _____
Date: _____	Date: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____

Billing Contact	Billing Address
Name: _____	Address: _____
Phone #: _____	Address 2: _____
Email: _____	City/ST _____
	Zip: _____



# Professional Development Registration Platform

## Why does COOR ISD need the Learning Stream Platform?

- To continue to increase professional learning participation.
- Streamline our registration process for both our organization and participants.
  - *The platform will keep track of each participant's program attendance and SCECHs.*
- Provide access to facilitators; view # of participants, waitlist, include zoom links, agenda, material links, and email meeting reminders.

## What is COOR ISD currently using?

- A Professional Learning Menu with a registration linked to a google form/sheet.
- Manually transfer participants to a facilitators' sheet.
- Communication to districts: Email weekly updates to administrators and monthly updates to all district staff.

**C.O.O.R. INTERMEDIATE SCHOOL DISTRICT**  
**Instructional Services & Special Education**  
**Professional Learning Menu 2023-2024**

**REGISTER HERE**

Program Number	Title	Scheduling Information	Description	Audience
1	ELA Curriculum Support <i>Early Literacy Educ</i>	Varies depending on building goals and needs of staff Delivered in face-to-face format Recommended frequency - regular intervals - minimum of once per month	ISD coaching support is available in any combination of the following in person formats: <ul style="list-style-type: none"> <li>• Working alongside the building academic/instructional coach (if applicable)</li> <li>• Support with planning and instruction of existing district literacy curriculum, with the end goal being implementation with fidelity.</li> <li>• Assisting with the piloting process and/or</li> </ul>	K-3 teachers, instructional coaches, paraprofessionals, and/or administrators SCECHs available

## COOR ISD Professional Learning includes the following:

- (13) Schools participate in professional development program: Alternative Ed Academy, CASD, CHA, COOR, COOR ATC, COOR CEC, FV, HLCS, MA, RAPS, WBRC
- (40) PD offerings (some offerings have multiple dates)
- (19) Facilitators (Instructors)
- (391) Registered in multiple programs as of 2/8/24

## Learning Stream usage with ISDs in Michigan

(3) ISDs: Allegan Area ESA, Kent ISD and St. Joseph County ISD provided positive detailed feedback of their usage/experiences with Learning Stream.

Please review their responses [here](#).



School District	Participants in all programs
Alternative Ed Academy	1
CASD	54
CHA	34
COOR	75
COOR ATC	3
COOR CEC	9
FV	17
HLCS	40
MA	26
RAPS	63
WBRC	69
<b>TOTAL</b>	<b>391</b>

F. Approve the proposed 2024-25 calendar for the COOR Educational Center as presented

71

# 2024-2025 C.O.O.R. Educational Center Calendar (Updated 2/7/24)

Extended School Year    School in Session    Prof. Development    No School/Holiday    CEC Prof. Learning

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
SCI-15 Staff-0 Students-0						

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
SCI-1 Staff-9 Students-8						

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Staff-20 Students-19						

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Staff-23 Students-22						

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Staff-18 Students-18						

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Staff-15 Students-14						

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Staff-20 Students-19						

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
Staff-20 Students-20						

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Staff-14 Students-13						

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Staff-20 Students-20						

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Staff-21 Students-20						

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					71
Staff-10 Students-9						

Total SCI Days-200

Total Student Days-182

Total Staff Days-190

## School in Session

First Day of School for Students: August 22nd, 2024

Last Day of School for Students: June 12th, 2025

## No School/Holiday

August 19th - Professional Development Day. No students.

August 20th - Professional Development Day. No students.

August 21st - CEC Professional Learning Day. No students.

August 30th and September 2nd - No school for staff and students. Labor Day weekend.

September 27th - CEC Professional Learning Day. No students.

October 25th - Professional Development Day. No students

November 15th - Safety Day. No school for staff and students.

November 22nd - Professional Development Day. No students

November 28th and 29th - No school for staff and students. Thanksgiving Break.

December 20th - CEC Professional Learning Day. No students.

December 23rd to January 3rd - No school for staff and students. Christmas Break.

January 31st - CEC Professional Learning Day. No students.

February 21st - Professional Development Day. No students.

March 20th - CEC Professional Learning Day. No students.

March 21st to April 1st - Spring Break

April 18th - Good Friday. No school for staff and students.

May 23rd - CEC Professional Learning Day. No students.

May 26th - Memorial Day. No school for staff and students.

June 13th - Last day of school for staff

## Additional Days for SCI Classrooms and ESY Classroom

July 8th - August 1st

In session Monday-Thursday from 9:00 am-3:30 pm.

No school on Fridays.

## Term Dates

Term 1: August 22 - October 24

Term 2: October 25 - January 17

Term 3: January 20 - April 4

Term 4: April 7 - June 12

G. Approve the Superintendent's Performance Evaluation for 2024 as follows:

"The Board reviewed the legal requirements associated with the Superintendent's Performance Evaluation Instrument and gave the Superintendent the following rating:  
Regarding Section A: Governance & Board Relations - score: 3.83  
Regarding Section B: Stakeholder Relations - score: 3.78  
Regarding Section C: Employee Relations - score: 3.64  
Regarding Section D: Operations & Finance - score: 3.75  
Regarding Section E: Educational Leadership - score: 3.54  
Professional Practice Rating - score: 3.69 (50%)  
Student Growth - score: 4 (40%)  
Progress toward District-Wide Goals - score: 3.5 (10%)  
Summative Evaluation Score - score: 3.79  
Evaluation Rating: 95% - Highly Effective "

# Intermediate School/ Educational Service District Superintendent Evaluation



**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

Revised Fall 2018 Superintendent Evaluation Amended Fall 2019

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>A1</b>	<b>Policy involvement</b> Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	<b>4</b>
<b>A2</b>	<b>Goal development</b> Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	<b>3.5</b>
<b>A3</b>	<b>Information</b> Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	<b>3.5</b>
<b>A4</b>	<b>Materials and background</b> Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	<b>3.5</b>
<b>A5</b>	<b>Board questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	<b>3.5</b>
<b>A6</b>	<b>Board development</b> Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	<b>3</b>
<b>Category rating:</b>						<b>3.5</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packet</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

**A. Governance & Board Relations – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal: Have a combined work meeting of all LEAs to give a budget and goal setting update.</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p style="text-align: center;"><b>Superintendent to work on a board engagement workshop or activity.</b></p>	

## B. Stakeholder Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	<b>Constituent District Feedback</b> Professional Standards for Educational Leaders: 1, 8	Does not seek or accept input from or engage constituent district representatives in planning or goal setting.	Accepts suggestions and input from constituent district representatives but fails to seek it. Does not engage constituent district representatives in district-wide planning or goal setting.	Readily accepts constituent district representatives input and engages constituent district representatives in district-wide planning and goal setting.	Actively seeks input from constituent district representatives, creates methods for constituent district representatives to be actively involved in decision-making as well as setting and supporting district-wide goals.	4
B2	<b>Parent feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage parents in goal setting.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting.	Actively seeks parental input, creates methods for parents to be actively involved in setting and supporting district-wide goals.	3
B3	<b>Communication with community</b> Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental, regional agencies and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental, regional agencies and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with community, business, regional agencies, and civic groups as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with community, business, regional agencies, and civic groups.	4
B4	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage businesses, governmental, regional agencies, or civic groups in goal setting.	Accepts suggestions and input but does not seek it. Does not engage businesses, governmental, regional agencies, or civic groups in district-wide goal setting.	Readily accepts community input and engages businesses, governmental, regional agencies, or civic groups in district-wide goal setting.	Actively seeks input, creates methods to actively engage businesses, governmental, regional agencies, or civic groups in decision-making as well as setting and supporting district-wide goals.	3.5
B5	<b>Media relations</b> Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	3
B6	<b>District image</b> Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	4

**B. Stakeholder Relations – continued**

**Weight: 15%**

<b>B7</b>	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	<b>4</b>
<b>Category rating:</b>						<b>3.64285714</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data    • School accreditation survey data    • Meeting invitations, agendas    • Press releases    • Community meeting agendas</li> <li>• News clips/interviews    • Community engagement calendar    • Strategic planning agenda(s)    • Communications    • Service club membership(s)    • Special Ed</li> <li>Parent Advisory Committee minutes, materials    • Reproductive Health Advisory Committee minutes, materials</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal: To engage locals, industries, and parents in goal setting.</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
Please share positive and negative comments from parents and community with the board.	

## C. Employee Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>C1</b>	<b>Employee feedback</b> (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff employed by the ISD in decision-making or goal setting.	Accepts suggestions and input from staff employed by the ISD but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts input and engages teachers and staff employed by the ISD in district-wide goal setting and/or decision-making.	Actively seeks input from teachers and staff employed by the ISD and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	<b>3.5</b>
<b>C2</b>	<b>Employee communications</b> Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform ISD employees of matters that may be of concern.	Is inconsistent in keeping ISD employees informed of important matters.	Keeps ISD employees informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	<b>3.5</b>
<b>C3</b>	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	<b>3.5</b>
<b>C4</b>	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	<b>3.5</b>
<b>C5</b>	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	<b>3.5</b>
<b>C6</b>	<b>Labor relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	<b>4</b>

**C. Employee Relations – continued**

**Weight: 15%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>C7</b>	<b>Visibility</b> Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits ISD programs or participates in ISD activities.	Visits ISD programs and participates in ISD activities occasionally.	Is present at ISD programs and regularly participates in ISD activities.	Regular, purposeful visits to ISD programs and participation in ISD activities are a priority.	<b>4</b>
<b>Category rating:</b>						<b>3.64285714</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third-party survey data    • School accreditation survey data    • Hiring process documentation    • Personnel policies and procedures    • Recruitment calendar</li> <li>• Staff leadership development plan    • Negotiations documentation    • School visit calendar    • Communications    • Staff meeting agendas/minutes</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal: Continue to mentor COOR and Local future leaders.</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
	C7- COVID has affected ability to go to classes

## D. Operations & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>D1</b>	<b>Budget development and management</b> Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	<b>3.5</b>
<b>D2</b>	<b>Budget reports</b> Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	<b>3.5</b>
<b>D3</b>	<b>Financial controls</b> Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	<b>3.5</b>
<b>D4</b>	<b>Fixed asset management</b> Professional Standards for Educational Leaders: 5, 9	Management plans for fixed assets are not created. Maintenance and replacement is only performed when absolutely needed.	Fixed asset needs are discussed internally, but no plan(s) is created. Replacement and maintenance needs are addressed on an as-needed basis.	Maintenance and replacement plans are in place that includes the current status of buildings, vehicles, technology, and other fixed assets.	Plans for fixed asset management, replacement and routine maintenance are in place. These plans include future growth, upgrades, and secure funding.	<b>4</b>
<b>D5</b>	<b>Resource allocation</b> Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	<b>4</b>
<b>D6</b>	<b>Operations &amp; management, and shared services</b> Professional Standards for Educational Leaders: 1, 9	Does not seek to explore, provide or expand operation or management support services to constituent districts.	Accepts requests from constituent districts to examine but fails to seek out or explore opportunities for consolidation of operation or management services to support constituent districts.	Readily accepts constituent district requests and engages constituent district representatives in the exploration of and planning for opportunities for consolidation of operation or management services to support constituent districts.	Actively seeks opportunities and creates options for consolidation of operation or management services to support constituent districts while involving constituent district representatives in planning and design.	<b>4</b>

	Category rating:	3.75
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## D. Operations & Finance – continued

**Weight: 20%**

<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Election results that impact funding or facilities</li> <li>• Policies/procedures related to fund management</li> <li>• Auditor’s report</li> <li>• District budget</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Long-term financial forecast data</li> <li>• Budget-related communications</li> <li>• Grants received/applied for</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>	
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If a performance goal has been established related to one of the performance indicators above, write it below:

<p><b>Performance Indicator: Reduce negative findings on our annual audit.</b></p>	<p><b>Goal: Receive consistent and accurate financial information.</b></p>
<p><b>Evidence:</b></p>	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
<p><b>Great progress.</b></p>	

## E. Educational Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b> Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	3.5
E2	<b>ISD Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for ISD staff and is not aligned to developmental goals.	Staff development programs are offered based upon available opportunities without alignment to developmental goals.	Staff development is offered for ISD staff based upon available opportunities and is aligned toward developmental goals.	Staff development is provided for ISD staff and aligned to developmental goals.	3.5
E3	<b>Constituent District Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for constituent district employees and is not aligned to developmental goals.	Staff development is offered for constituent district employees based upon available opportunities without alignment to developmental goals.	Staff development is offered for constituent district employees as needed and is aligned toward developmental goals.	The ISD plays a leadership role in providing staff development for constituent district employees and ensuring alignment to developmental goals.	3.5
E4	<b>School Improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts specific to the ISD are limited. There is no plan for continuous improvement in place.	Goals related to the ISD's continuous improvement are in place but are not comprehensive and lack district-wide coordination.	A comprehensive district improvement plan specific to the ISD and approved by the Board of Education is in place and aligned to the district-wide goals.	A comprehensive plan for improvement is adopted and aligned to the district-wide goals. Data collection and analysis systems are in place to monitor progress. Review and adjustment of strategies related to improvement are conducted routinely.	3.5
E5	<b>Curriculum</b> Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the programs operated by the district.	Teachers of ISD programs are allowed to define their own curriculum.	The Michigan Merit or a Modified Curriculum is in place in ISD programs that seeks to meet applicable state standards and essential elements.	The Michigan Merit or a Modified Curriculum is in place in compliance with applicable state standards. A process of routine curriculum review, development and alignment is practiced within ISD operated programs.	3

**E. Educational Leadership – continued**

**Weight: 30%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>E6</b>	<b>Instruction</b> Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Educational accommodations, modifications, and supports that ensure student access to education are not in place. Technology is not utilized in classroom instruction.	Teachers are expected to provide educational accommodations, modifications, and supports that ensure student access education. Teachers are allowed to enhance their instructional skills and embrace technology.	Effort is made to accommodate diverse learning styles, provide accommodations, and supports for students needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices including any appropriate accommodations and modifications are in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	<b>3.5</b>
<b>E7</b>	<b>Student voice</b> Professional Standards for Educational Leaders: 3, 5	Doesn't accept or seek student input relative to programs or support services.	Accepts input from students but does not seek it.	Readily accepts student input and enables student perspective to influence learning, programs, or support services.	Actively seeks student input, creates methods for students to influence learning, programs, or support services.	<b>3</b>
<b>E8</b>	<b>Student attendance</b> Professional Standards for Educational Leaders: 5	Attendance of students enrolled in ISD programs isn't addressed as a policy issue.	Attendance of students enrolled in ISD programs isn't an area of focus; and therefore, student attendance is a matter left to itself.	Attendance of students enrolled in ISD programs is an area of focus. There are plans and interventions in place to address chronic attendance problems.	Attendance of students enrolled in ISD programs is an area of focus. Individual student attendance problems are addressed early and supports are put into place.	<b>4</b>
<b>E9</b>	<b>Support for students enrolled in ISD programs</b> Professional Standards for Educational Leaders: 3, 5	Few and inconsistent supports are in place for students enrolled in ISD programs.	Limited supports are in place for students enrolled in ISD programs and those supports lack coherence.	Modest supports are in place for students enrolled in ISD programs. Coordination and can be improved.	Comprehensive systems of support are in place to meet the needs of all students enrolled in ISD programs. Maintains a safe, caring and healthy learning environment.	<b>3.5</b>
<b>E10</b>	<b>Assistance to constituent districts related to systems of support for students</b> Professional Standards for Educational Leaders: 3, 5	No effort is made to support member districts in the development of coherent systems of support.	Some effort is made to support member districts in the development of coherent systems of support.	Reasonable effort is made to support member districts in the development of coherent systems of support.	Considerable effort is made to support member districts in the development of coherent systems of support.	<b>3.5</b>

**E. Educational Leadership – continued**

**Weight: 30%**

E11	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	<b>3.5</b>
<b>Category rating:</b>						<b>3.454545</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Staff evaluation calendar    • District performance evaluation system    • Superintendent professional growth plan    • Curriculum    • Rtl/MTSS</li> <li>• Superintendent professional development    • Teacher analysis of student achievement data    • Curriculum audit    • Strategic plan/district-wide goals</li> <li>• Staff development plan    • Professional development calendar    • Instructional model(s)    • Curriculum team agendas    • Instructional audit</li> <li>• Coaching documentation    • Observational data from staff    • Documentation of instructional rounds    • Positive behavior supports/character programs</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal: Complete Ed Specialist. Work on developing mentorship programs for new teachers and administrators in the ISD.</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<b>Reinforce the need to complete the goal.</b>	





Goal: To grow surveys and opportunities for locals - Gain feedback on how to support students enrolled in ISD programs. Develop & optimize leader





rship instruction & staffing

## F. Determining the Professional Practice Rating

Superintendent name: Shawn Petri

School year: 2020/2021

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3.5 x 20%	= 0.7
B. Stakeholder Relations	15% (.15)	3.642857143 x 15%	= 0.546428571
C. Employee Relations	15% (.15)	3.642857143 x 15%	= 0.546428571
D. Operations & Finance	20% (.2)	3.75 x 20%	= 0.75
E. Educational Leadership	30% (.3)	3.454545455 x 30%	= 1.036363636
Total Possible	100%		<b>Score:</b> 3.579220779
		<b>Adjusted (Score / 4) =</b>	89%

## G. Other Required Components of Evaluation

Superintendent name: Shawn Petri

2020/2021

### Student Growth

**Weight: 40%**

Student growth and assessment data used for **evaluating ISD superintendent who are regularly involved in instruction** must be **the aggregate student growth and assessment data that are used in teacher annual year-end evaluations for teachers employed by the intermediate school district**. Districts should establish a student growth model to be used for teacher and administrator evaluations. NOTE: Student growth and student achievement are not the same. Student achievement is a single measure of student performance while student growth measures the amount of students' academic progress between *two points* in time.

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	<b>4</b>
	<b>Growth:</b>					
	<b>Evidence:</b>	District Growth Model: CTE Pre and Post test, CEC Unique Learning System and MI-Access Data				
<b>Component score:</b>						

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data for years 2015-2016, 2016-2017, 2017-2018 and 2018-19; 40% of the annual evaluation must be based on student growth and assessment data beginning in 2019-2020.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in **meeting district-wide goals set forth in the school district's plan for improvement** is a required component for superintendent evaluation.

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	<b>4</b>
	<b>Progress:</b>					
	<b>Evidence:</b>					
<b>Component score:</b>						



## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
<b>Professional Practice</b> (Adjusted score, p. 14)	50% (.50)	3.579220779 x 50%	= 1.78961039
<b>Student Growth</b> (Component score, p. 15)	40% (.40)	4 x 40%	= 1.6
<b>Progress Toward District-Wide Goals</b> (Component score, p. 15)	10% (.10)	3 x 10%	= 0.3
<b>Total Possible</b>	100%	<b>Total Score:</b>	3.68961039
		<b>Total Score / 4 =</b>	92%

**Evaluation rating as follows:** 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_ Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)



H. Approve a new contract with Shawn Petri from July 1, 2024, and continue through June 30, 2027, including the amendment to add bereavement days in section 5, which were accidentally deleted in the last update. Bereavement days should be in effect again as of Feb 15, 2024.

**9. Information Items**

**99**

- Social Media Report for January 2024
- AEAOC Agenda for Feb 12, 2024 meeting
- AEAOC Minutes from January 8, 2024
- Toys 4 Tots Certificate from 2023



***Alternative Educational Academy of Ogemaw County Board Meeting***  
***9:00 a.m.-Michigan Works Service Center in West Branch, MI***  
***Agenda-February 12, 2024***

1. Call to Order
2. Roll Call
3. Mission and Vision Statement

The mission of the Alternative Educational Academy is to provide innovative and responsive educational experiences through non-traditional programs that effectively meet the needs of at-risk students. The Academy will enhance educational opportunities for students by developing programs based on students' individual needs and circumstances.

“Recognizing Unlimited Potential”

4. Additions to Agenda
5. Approval of Agenda
6. Approval of Minutes from January 8, 2024
7. Discussion Items:
  - a. Staffing
  - b. Current Enrollment
  - c. Enrollment Process
  - d. Annual Education Report
  - e. Career and College Readiness Credit
  - f. 2022-2023 Student Achievement Data
8. Personnel Action Items
  - a. Overnight Travel-MAEO Conference
  - b. Part-time Social Worker Position
9. Discussion Items with Action:
  - a. 2023-2024 2<sup>nd</sup> Quarter Account Activity
10. Future Meeting Date – March 11, 2024
11. Community Input
12. Board comments
13. Adjournment

***Alternative Educational Academy of Ogemaw County Board Meeting***  
***9:00 a.m.-Michigan Works, West Branch, MI***  
***Minutes-January 8, 2024***

**Location:** Michigan Works Service Center  
2389 S. M-76  
West Branch MI, 48661

**9:02 Call to Order by Tina Williams**

**Roll Call**

Board Present: Mark Berdan, Trisha Ziegler, Lisa Bolen, Mike Ehinger  
Staff Present: Tina Williams  
Guest Present: Shawn Petri

Mission and Vision statement read aloud.

**Additions to Agenda:**

none

**Approval of Agenda:**

Motion by Lisa Bolen; Second by Mark Berdan to approve agenda as presented  
Motion passes 4-0

**Approval of Minutes from December 11, 2023:**

Motion by Mark Berdan; Second by Trisha Ziegler to approve the minutes.  
Motion passes 4-0

**Discussion Items:**

- a. Current staffing was discussed; Tina reported that we have one school social worker position posted at this time. There may be a need for an additional part-time teacher if enrollment continues to rise.
- b. Current Enrollment was discussed; WB-RC (59), WP (31), Other (50)/total 140
- c. Enrollment process was discussed; No concerns noted

**Personnel Action Items:**

- a. Motion by Mike Ehinger; Second by Lisa Bolen to approve the overnight travel request for Rick Bowers to attend the MACUL conference.  
Motion passes 4-0

**Discussion with Action Items:**

- a. Motion by Mark Berdan; Second by Lisa Bolen to approve the 2023-2024 Budget Amendment as presented.  
Yeas: Ehinger, Bolen, Berdan, Ziegler  
Nays: none  
Motion passes 4-0

**Next meeting:** February 12, 2024 9:00 a.m. at Michigan Works

**Community Input**  
none

**Board Comments**  
none

Adjourned at 9:37 a.m.

*Minutes respectfully submitted by Tina Williams*

United States Marine Corps Reserve



☆☆☆ Commander's Award ☆☆☆

*The U.S. Marine Corps Reserve  
is proud to recognize*

*Coor Intermediate School Dist. Roscommon, Mi.  
for outstanding support of the  
2023*

*Marine Toys for Tots Program*

*Your generous contributions have enabled the Marine Corps  
to bring the joy of Christmas and send a message of hope  
to America's less fortunate children.*

A handwritten signature in black ink, appearing to read "Rex C. McMillan".

Rex C. McMillan  
LtGen, USMC  
Commander  
Marine Forces Reserve



*Bruce E. Bentley*

Coordinator  
U.S. Marine Corps Reserve  
Toys for Tots Program

- 10. Superintendent's Report
  - CTE Millage Campaign Update
  - Governor's Budget Proposal
  - Shelter in Place Tuesday, Feb 6th
  - CBA courses

- 11. Communications
  - State Approval for ISD Special Education Plan
  - Toys for Tots Commander's Award

105



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:**

**TO:** State Board of Education

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

**SUBJECT:** Report on the Approved Changes to C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services

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

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

**STATE BOARD OF EDUCATION**

PAMELA PUGH – PRESIDENT • ELLEN COGEN LIPTON / TIFFANY D. TILLEY – CO-VICE PRESIDENTS  
JUDITH PRITCHETT – SECRETARY • MARSHALL BULLOCK II – TREASURER  
MITCHELL ROBINSON – NASBE DELEGATE • TOM MCMILLIN • NIKKI SNYDER

## Summary of Changes to the C.O.O.R. ISD Plan for Delivery of Special Education Programs and Services

### Attachment A

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



June 13, 2023

Shawn Petri  
C.O.O.R. ISD  
11051 N Cut Rd  
Roscommon, MI 48653-9340

Dear Superintendent Petri:

I am pleased to inform you that the modifications to C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services have been approved.

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

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

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

Sincerely,

Michael F. Rice, Ph.D.  
State Superintendent

c:

**C.O.O.R. ISD**  
**Intermediate School District (ISD) Plan**  
**for the Delivery of Special Education**  
**Programs and Services**

**June 2023**

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

## **Revised School Code**

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

## **Michigan Administrative Rules for Special Education (MARSE)**

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

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

## **ISD Plan Submission**

December 14, 2022

C.O.O.R. ISD

Shawn Petri, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

### **R 340.1832(f)**

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

### **MCL 380.1751(1)(b)**

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

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

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

**R 340.1758(b)**

Does the ISD and/or its constituent local educational agencies, including public school academies, operate a program for students with autism under R 340.1758(b)?

Yes    No

If yes, the following assurance statement applies:

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

Shawn Petri

03/01/2023

Shawn Petri, 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 C.O.O.R. ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Benjamin Williams	District Superintendent	Houghton Lake Community Schools	03/17/2023 08:04 AM
Sarah Taylor	District Superintendent	Fairview Area School District	03/17/2023 11:23 AM
Gail Hughey	District Superintendent	West Branch-Rose City Area Schools	03/17/2023 11:33 AM
Catherine Erickson	District Superintendent	Roscommon Area Public Schools	03/17/2023 01:46 PM
Lenore Hoffmeyer	PAC Chairperson	Parental Advisory Committee	03/17/2023 01:49 PM
Tim Sanchez	District Superintendent	Crawford AuSable Schools	03/23/2023 10:37 AM
Marvin Taylor	District Superintendent	Mio-AuSable Schools	03/28/2023 04:40 PM
Shawn Petri	ISD Superintendent	C.O.O.R. ISD	03/29/2023 07:50 AM
David Patterson	District Superintendent	Charlton Heston Academy	04/10/2023 02:23 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 C.O.O.R. ISD and its local school districts and public school academies will assume responsibility for child find activities and outreach for preschool children. Utilizing Build Up materials and resources through the State of Michigan, local school districts and the public school academies will coordinate child find activities and outreach for children from birth up to the age of five (Early On and preschool). Local school districts and public school academies will be responsible for in-school and out-of-school youth birth through 25 years of age through the special education referral process and establish cooperative relationships with other agencies and professionals who may be potential referral sources. The C.O.O.R. ISD and its local school districts and public school academies are 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.

A list of special education designees from the C.O.O.R. ISD, each local school district, and public school academies will disseminate information and opportunities available through the C.O.O.R. ISD. Each local school district and public school academy will identify a special education designee who is responsible for coordinating the provision of special education services in the district. The PAC, composed of parents of children with disabilities, is another source of information regarding special education programs and services.

The C.O.O.R. ISD and its constituent local school districts and 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 of Michigan'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.

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

The C.O.O.R. ISD, constituent school districts, and the public school academies are responsible for conducting Child Find activities for all eligible ages, including students in county jails. All parties are responsible for the dissemination of information that will make the public aware of Child Find. The methods of dissemination are as follows:

- Annual advertisements in local newspapers or on local radio
- Area health care and community agencies, hospitals, and physicians
- Community Mental Health (CMH)
- District Health Department
- Head Start Programs, private and parochial preschools, daycare facilities, and churches
- Great Start Readiness Programs
- Parent Advisory Committee
- Local schools
- Parent groups
- County Jails

**The following table shows special education contacts within the ISD:**

Title	Organization	Address	Phone
ISD Director	C.O.O.R. ISD	11051 N Cut Rd Roscommon MI 48653	(989) 275-9562
Other	C.O.O.R. ISD	Early On Coordinator 11051 N Cut Rd Roscommon MI 48653	(989) 275-9537
Other	C.O.O.R. ISD	Compliance and Transition Coordinator 11051 N Cut Rd Roscommon MI 48653	(989) 275-9517
Other	Alternative Educational Academy of Ogemaw County	2379 South M-76 West Branch, MI 48661	989-362-2575
District Director	Charlton Heston Academy	1350 N. St. Helen Rd. Saint Helen, MI 48656	989-632-3393
Other	Crawford AuSable Schools	1135 N. Old US 27 Grayling, Mi. 49738	989-344-3543
District Superintendent	Fairview Area School District	1879 E. Miller Rd Fairview, MI 48621	989-848-7000
Other	Houghton Lake Community Schools	4433 W. Houghton Lake Drive Houghton Lake, MI 48629	989-366-2068
District Superintendent	Mio-AuSable Schools	1110 W 8th St Mio MI 48647	989-826-2400
District Director	Roscommon Area Public Schools	10600 Oakwood Roscommon, MI 48653 PO Box 825	989-275-6683
District Director	West Branch-Rose City Area Schools	P.O. Box 308 West Branch, MI 48661	989-343-2011

## II. Diagnostic and Related Services

### R 340.1832(c)

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

### Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Ophthalmologist or Optometrist	Orientation and Mobility Specialist	Orthopedic Surgeon, Internist, Neurologist, Pediatrician, or Family Physician	Otolaryngologist or Otolologist	Physical Therapist	Psychiatrist	Psychologist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students that are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
C.O.O.R. ISD				✓	✓		✓			✓			✓	✓		✓	✓	✓
Alternative Educational Academy of Ogemaw County					✓					✓			✓	✓	✓	✓	✓	✓
Charlton Heston Academy					✓		✓			✓			✓	✓		✓	✓	✓
Crawford AuSable Schools					✓		✓			✓			✓	✓	✓	✓	✓	✓
Fairview Area School District					✓		✓			✓			✓	✓		✓	✓	✓
Houghton Lake Community Schools					✓		✓			✓			✓	✓		✓	✓	✓
Mio-AuSable Schools					✓					✓			✓	✓		✓	✓	✓
Roscommon Area Public Schools					✓		✓			✓			✓	✓		✓	✓	✓
West Branch-Rose City Area Schools					✓		✓			✓			✓	✓	✓	✓	✓	✓

### Other Provider/Service added

#### Early Childhood Services

C.O.O.R. ISD

### III. Special Education Programs and Services

**R 340.1832(d)**

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

**R 340.1832(e)**

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

#### Programs or Services

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

District	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language impairment	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail	
C.O.O.R. ISD	✓	✓						✓	✓						✓						✓	✓	
Alternative Educational Academy of Ogemaw County								✓				✓		✓									✓
Charlton Heston Academy								✓	✓				✓	✓									
Crawford AuSable Schools								✓	✓			✓	✓	✓		✓							
Fairview Area School District								✓	✓				✓	✓									
Houghton Lake Community Schools								✓	✓			✓	✓	✓		✓							
Mio-AuSable Schools								✓	✓				✓	✓									
Roscommon Area Public Schools								✓	✓				✓	✓									
West Branch-Rose City Area Schools								✓	✓			✓	✓	✓		✓							

## 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 340.1749a	The maximum caseload for each elementary resource program will be 23 students with no more than 12 students at any one time in the classroom.
R 340.1749b	The maximum caseload for each secondary resource program will be 23 students with no more than 12 students at any one time in the classroom.
R 340.1749c	The maximum caseload for a secondary departmentalized teacher will average no more than 15 students during departmentalized periods.
R 340.1738	The age span of students in the severe cognitively impaired classroom located at the intermediate school district shall not exceed 12 years.
R 340.1739	The age span of students in the moderate cognitively impaired classroom located at the intermediate school district who are in grades K through 12 shall not exceed 6 years. Students who are above 12th grade in the moderate cognitively impaired classroom shall not exceed 8 years.

## 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.**

Qualification for paraprofessional personnel follows R 340.1793. In addition, the C.O.O.R. ISD and local school districts and public school academies require paraprofessionals to possess a high school diploma or its equivalent and follow all state and federal requirements.

Paraprofessional personnel may include, but are not limited to, teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for students with cognitive impairments or severe multiple impairments.

## V. Transportation

### **R 340.1832(i)**

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

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

The ISD and LEAs both provide transportation.

## VI. Millage Fund Distribution

### **R 340.1832(j)**

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

### **R 340.1811**

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

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

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

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

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

### **R 340.1812**

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

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

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

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

The ISD Act 18 Millage is allocated to fund all C.O.O.R. ISD costs for C.O.O.R. 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).**

As explained in MARSE R 340.1838 (1) & (2): The C.O.O.R. ISD Board of Education will appoint the PAC members. Appointments will be made from nominations from local Boards of Education. Every attempt will be made to ensure the PAC consists of parents of students with disabilities with at least one parent from each local school district and public school academy unless no parent agrees to serve on the PAC to represent the local school district or public school academy. The C.O.O.R. ISD staff assigned to work with the committee will advise local school district or public school academy superintendents of PAC vacancies from their respective local district or academy. The term of appointment to the PAC shall be one year with an annual re-appointment provision. In the event that a PAC member ends their term prematurely, the C.O.O.R. ISD has the option of nominating or appointing a parent of a child with a disability to complete the term.

## **PAC Participation and Additional Responsibilities**

### **R 340.1832(I)**

A description of the role and responsibilities of the parent advisory committee, including how it shall participate in the cooperative development of the intermediate school district plan, formulate objections thereto, if any, and other related matters.

### **R 340.1836 (1)**

Any constituent local school district, public school academy, or the parent advisory committee may file objections with the intermediate school district, in whole or in part, to an approved intermediate school district plan or a plan modification that has been submitted to the superintendent of public instruction for approval. Copies of an objection to the plan shall, within 7 calendar days, be directed to the department by the intermediate school district board of education and to all constituent local school districts, public school academies, and the parent advisory committee by certified mail, return receipt requested. Objections filed shall specify the portions of the intermediate school district plan objected to, contain a specific statement of the reasons for objection, and shall propose alternative provisions.

### **The following describes how the PAC participates in the development of the ISD Plan.**

The C.O.O.R. ISD plan and amendments to such shall be developed in cooperation with the PAC. It shall be the responsibility of the C.O.O.R. ISD to assure that the PAC members are provided with copies of the current Intermediate School District plan, subsequent and proposed amendments, and deviation requests.

Upon request, the Director of Special Education or designee will review the Intermediate School District 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.

The Director of Special Education or designee will develop a draft of the Intermediate Education District plan to be presented to the PAC for reactions and suggestions. An attempt will be made to reconcile any difference that may exist. If these differences cannot be reconciled, the Director of Special Education or designee will advise the PAC chairperson of the objection process as defined by R340.1836.

Prior to the submission date of the plan, 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 Plan will be discussed with members at a PAC meeting. Objections or acceptance to the ISO Plan may be filed with the Michigan Department of Education under Rule 340.1836. PAC objections to the Plan require a simple majority vote of the eligible voting members in order for the objection or acceptance to be filed.

## 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
C.O.O.R. ISD	Director of Special Education	Advisor
C.O.O.R. ISD	Special Education Compliance and Transition Coordinator	Advisor and Assistant

## 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.**

There are no other ISD positions, other than what is listed above, that assist with most PAC activities. The C.O.O.R. ISD Director of Special Education and the Special Education Compliance and Transition Coordinator may reach out to Special Education staff employed with the ISD, the constituent school district, the public school academy, the State or community agency to assist in delivering Special Education topics in their area of expertise.

**The following resource types are available to assist the PAC.**

The C.O.O.R. ISD Director of Special Education or designee shall act as an advisor to the PAC and will enlist the participation of agency or local representatives in the PAC that will work cooperatively with local administrators and school personnel. The C.O.O.R. ISD shall make available staff resources for the purpose of making the PAC an efficient and effective operational unit. The C.O.O.R. ISD Director of Special Education or Designee shall be responsible for assuring that reasonable support is available to the PAC for committee business that includes assisting in facilitating meetings, providing Special Education information, and seeking presenters and/or speakers who have expertise in specific areas.

Fiscal resources available to the PAC shall be outlined in the annual C.O.O.R. ISD Special Education budget submitted to the C.O.O.R. ISD Board of Education for approval. The C.O.O.R. ISD will provide the following items in support of the PAC:

- Postage for notices and other committee business
- Clerical support for committee business
- Reproductions of appropriate documents
- Office supplies
- Information materials

Any expenditure shall be mutually agreed upon by the PAC Chairperson and the C.O.O.R. ISD Director of Special Education.

## **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.**

Both

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

Both

## 12. **Adjournment**