



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 Kalamazoo RESA 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 Kalamazoo RESA plan for Delivery of Special Education Programs and Services. See Attachment A for a summary of the changes.

**STATE BOARD OF EDUCATION**

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## Summary of Changes to the Kalamazoo RESA 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 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> <li>Updated programs and services within the ISD.</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>No change</li> </ul>
<b>Section VI. Millage Fund Distribution:</b> R 340.1832(j)	<ul style="list-style-type: none"> <li>Updated process for distribution of PA 18 millage funds.</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>



August 12, 2025

Dedrick Martin  
Kalamazoo RESA  
1819 E Milham Ave  
Kalamazoo, MI 49002-3035

Dear Superintendent Martin:

I am pleased to inform you that the modifications to Kalamazoo RESA Plan for the Delivery of Special Education Programs and Services have been approved.

The approval of your plan modifications is an authorization for Kalamazoo RESA and constituent districts to receive reimbursement under the State School Aid Act. This action has been taken on the assumption that Kalamazoo RESA 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 Kalamazoo RESA's ISD 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:

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

**August 2025**

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

## **Revised School Code**

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

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

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

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

## **ISD Plan Submission**

May 8, 2025

Kalamazoo RESA

Dr. Dedrick Martin, Superintendent

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

The signature also acknowledges and confirms the following assurance statements:

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

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

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

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

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

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

### **R 340.1758(b)**

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

04/18/2025

\_\_\_\_\_  
Dr. Dedrick Martin, 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 Kalamazoo RESA Plan for the Delivery of Special Education Programs and Services.

<b>Name</b>	<b>Job Title</b>	<b>LEA/PAC</b>	<b>Date/Time Signed</b>
Amanda Magnuson	District Superintendent	Youth Advancement Academy	06/04/2025 09:33 AM
Darrin Slade	District Superintendent	Kalamazoo Public Schools	06/04/2025 09:52 AM
Tim Ostrom	District Superintendent	Kalamazoo Covenant Academy	05/29/2025 07:54 AM
Mark Bielang	District Superintendent	Portage Public Schools	05/29/2025 09:30 AM
Keevin O'Neill	District Superintendent	Vicksburg Community Schools	05/29/2025 12:15 PM
Jeffrey Thoenes	District Superintendent	Comstock Public Schools	05/29/2025 02:06 PM
Sarah Neumann	District Superintendent	Parchment School District	05/30/2025 03:04 PM
Chris Rundle	District Superintendent	Gull Lake Community Schools	06/03/2025 07:42 AM
Douglas Newington	District Superintendent	Climax-Scotts Community Schools	06/03/2025 09:29 AM
Dr. Dedrick Martin	ISD Superintendent	Kalamazoo RESA	06/03/2025 11:04 AM
Lindsey Newton	District Superintendent	Galesburg-Augusta Community Schools	06/03/2025 01:36 PM
Victoria Bower	PAC Chairperson	Parental Advisory Committee	06/03/2025 02:30 PM
Nate Ledlow	District Superintendent	Schoolcraft Community Schools	06/04/2025 09:24 AM
Shawn Boris	District Superintendent	Oakland Academy	06/04/2025 01:03 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 Kalamazoo RESA assumes primary responsibility for Child Find activities and outreach for preschool age children through its Early On Program. Early On will be responsible for coordinating the Build Up Michigan campaign through the use of state Build Up Michigan materials.

All local districts will be responsible for in-school and out-of-school youth up to the age of 26 through the special education referral process.

Kalamazoo RESA and local district staff will promote the public awareness of disabilities, the available special education programs/services and establish cooperative liaisons with other agencies and professionals who may be potential referral source.

The procedures for identifying potential school age special education students may include a prereferral process involving the regular classroom teacher, the school principal and the parent. It may also include the review of existing school records and interagency collaboration for referral of student dropouts. The prereferral process may not be used to circumvent the referral process.

The ISD and its constituent local educational agencies, including public school academies, are responsible for conducting child find activities for all eligible ages including students in the county jail as well as other lower incident placements, like residential facilities and homebound hospitalized etc.

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

Awareness materials, Child Find and Early On information, Build Up Michigan materials, information on special education programs and services and/or the Special Education Parent Handbook will be distributed via the following:

- Annual advertisements in local newspapers and/or on local radio, and/or social media
- Area health care and community agencies, hospitals, physicians, and other care facilities
- Seeds for Success Program, its newsletter and printed materials
- Local Interagency Coordinating Council
- Community Mental Health, Michigan Department of Health and Human Services, Head Start Programs, Constance Brown Speech and Hearing Clinic
- Kalamazoo County Jail
- Parent Organizations
- Local Schools

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

<b>Title</b>	<b>Organization</b>	<b>Address</b>	<b>Phone</b>
ISD Director	Kalamazoo RESA	1819 E. Milham Rd. Portage, MI 49002	(269) 250-9323
Early Intervention and Special Services Director	Kalamazoo RESA	4606 Croyden Ave. Kalamazoo, MI 49006	(269) 250-9658
District Director	Climax-Scotts Community Schools	372 South Main St Climax, MI 49034	269-746-2400
District Director	Comstock Public Schools	6138 King Hwy, Kalamazoo, MI 49048	269-250-8927
District Director	Galesburg-Augusta Community Schools	1076 North 37th St Galesburg MI 49053	269-484-2000
District Director	Gull Lake Community Schools	10100 East D Ave, Richland, MI 49083	269-548-3400
District Superintendent	Kalamazoo Covenant Academy	400 W. Crosstown Pkwy, Kalamazoo MI 49008	269-888-2700
District Director	Kalamazoo Public Schools	1220 Howard Street - Kalamazoo, MI. 49008	269-337-0161
District Director	Oakland Academy	6325 Oakland Dr Portage, MI 49024	269-324-8951
Special Education Supervisor	Paramount Charter Academy	3624 S Westnedge Ave, Kalamazoo, MI 49008	269-553-6400
District Director	Parchment School District	1916 East G Ave Parchment, MI 49004	269-488-1124
District Director	Portage Public Schools	8107 Mustang Drive Portage, MI 49002	269-323-5170
District Director	Schoolcraft Community Schools	551 E LYONS ST Schoolcraft, MI 49087	269-323-5170
District Director	Vicksburg Community Schools	301 S Kalamazoo Ave Vicksburg, MI 49097	269-323-5170
District Superintendent	Youth Advancement Academy	17177 N. Laurel Park Drive, Suite 162 Livonia, MI 48152	734-744-8464
District Director	Youth Advancement Academy	3410 Laird Ave Kalamazoo MI 49008	231-660-3035

## II. Diagnostic and Related Services

### R 340.1832(c)

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

### Diagnostic and Related Services

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

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant	Teacher of Students who are Deaf or Hard of Hearing	Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist	Teacher of Students with Visual Impairment
Kalamazoo RESA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Climax-Scotts Community Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Comstock Public Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Galesburg-Augusta Community Schools	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Gull Lake Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kalamazoo Covenant Academy	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Kalamazoo Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oakland Academy	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Paramount Charter Academy	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓
Parchment School District	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Portage Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Schoolcraft Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vicksburg Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Youth Advancement Academy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

### Other Provider/Service added

### III. Special Education Programs and Services

**R 340.1832(d)**

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

**R 340.1832(e)**

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

#### Programs or Services

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

District	Transition services	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	Emotional impairment	Deaf or hard of hearing	Visual impairment	Physical impairment or other	Speech & language services	Homebound and hospitalized	Specific learning disabilities	Severe multiple impairments	Teacher consultant services	Elementary level resource	Secondary level resource	Early childhood programs	Early childhood Services	Severe language impairments	Juvenile detention facilities	Autism spectrum disorder	Alternate Program, Option 2	Birth to three	Incarcerated youth jail
Kalamazoo RESA	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	✓	
Climax-Scotts Community Schools									✓	✓			✓	✓	✓								
Comstock Public Schools			✓						✓	✓			✓	✓	✓	✓	✓						
Galesburg-Augusta Community Schools									✓	✓			✓	✓	✓								
Gull Lake Community Schools					✓				✓	✓			✓	✓	✓	✓	✓						
Kalamazoo Covenant Academy									✓	✓					✓								
Kalamazoo Public Schools					✓				✓	✓			✓	✓	✓	✓				✓			✓
Oakland Academy									✓	✓			✓	✓									
Paramount Charter Academy									✓	✓				✓	✓								
Parchment School District									✓	✓			✓	✓	✓	✓							
Portage Public Schools									✓	✓			✓	✓	✓	✓	✓						
Schoolcraft Community Schools									✓	✓			✓	✓	✓	✓	✓						
Vicksburg Community Schools									✓	✓			✓	✓	✓	✓	✓						
Youth Advancement Academy															✓								

The following table displays virtual programming options within the ISD:

District Name	Virtual Option	Grade Levels	Enrollment Type	Description of grade level in which virtual programming is offered
Kalamazoo RESA	No			
Climax-Scotts Community Schools	Yes	6-12	Open Enrollment	
Comstock Public Schools	Yes	K-12	District Enrollment	
Galesburg-Augusta Community Schools	Yes	6-12	District Enrollment	
Gull Lake Community Schools	Yes	K-12	Open Enrollment	
Kalamazoo Covenant Academy	Yes	High School	Open Enrollment	
Kalamazoo Public Schools	Yes	6-12	Open Enrollment	
Oakland Academy	No			
Paramount Charter Academy	No			
Parchment School District	Yes	6-12	Open Enrollment	
Portage Public Schools	No			
Schoolcraft Community Schools	No			
Vicksburg Community Schools	No			
Youth Advancement Academy	Yes	6-12	Open Enrollment	

## Alternative Program or Service

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

### Option 1: Modification of a Part 3 Rule

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

Rule # for Program or Service	Description of the Change in Program or Service
R 340.1742	A K-12 DHH classroom with 1 teacher shall have an enrollment of not more than 10 students.
R 340.1749	The teacher consultant shall carry an active caseload of not more than 30 students with disabilities.
R 340.1749a	The elementary resource teacher shall serve not more than 13 students at any one time and not more than 23 different students.
R 340.1749b	The secondary resource teacher shall serve not more than 13 students at any one time and have a caseload of not more than 25 different students. (3) The secondary resource teacher may provide supplemental instruction to students on his or her caseload that are enrolled in general education classes. Each teacher shall teach only 1 local education agency-approved special education course per period and may offer tutorial assistance during the same class period. Tutorial assistance is defined as supplemental instruction.
R 340.1749c	Each teacher may serve more than the students assigned to his or her caseload; however, the total number of students served cannot exceed the combined caseloads of the participating teachers. (4) Each teacher at the secondary level shall not serve more than an average of 13 students per class period per instructional day. (5) Each teacher at the elementary level shall serve not more than an average of 12 students per class period per instructional day.
R 340.1758	Programs in a center-based school may serve a maximum of 8 students per classroom. A classroom with 3 or more students shall have 1 aide; a classroom with 6 or more students shall have 2 aides. K-12 Locally-based ASD classrooms may serve up to 8 students at any one time, with a maximum caseload of 12 students. A classroom with 3 or more students shall have 1 aide; a classroom with 6 or more students shall have 2 aides.
R 340.1733	Programs for students with Severe Cognitive Impairment (SCI), Moderate Cognitive Impairment (MoCI), and Severe Multiple Impairment (SXI) with students under 16 years of age may exceed a 6-year age span (by two years (maximum 8-year age span) at any one time when, due to the low incidence of eligible students, it is necessary for programmatic feasibility and meeting the needs of the students.
R 340.1741	An elementary classroom in the EI center-based school shall have no more than 8 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 10 different students.

### Option 2: Alternate Program

Kalamazoo RESA	
District(s) Operating the Alternate Programs	
Kalamazoo RESA	
Program Name	Student Population Served
Deaf/Hard of Hearing Specialist	Students identified as deaf or hard of hearing

**Role of Teachers or Service Providers**

The Deaf/Hard of Hearing Specialist will perform the following: Evaluate students suspected of being a student who is deaf or hard of hearing. Provide assessments for data driven goal development. Model instructional techniques and provide consultation in all content areas. Collaborate with staff members in developing instructional goals, objectives, and teaching methods. Provide consultation and direct services to students who are deaf or hard of hearing per IFSP/IEP goals. Consult with teachers, parents, administrations and support staff on behalf of students who are deaf or hard of hearing. Assess, coordinate, use, manage, and monitor equipment and materials. Understand specialized auditory and visual technologies that enhance educational access and achievement. Provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement for students who are deaf or hard of hearing. Coordinate appropriate services with outside agencies. Establish and maintain cooperative relationships with parents. Provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work. Communicate directly and effectively with student in their preferred mode of communication. Assist students to be self-advocates.

**Certification and/or endorsement of the teachers and service providers**

A deaf or hard of hearing teacher specialist for students who are deaf or hard of hearing shall: Possess a valid Michigan teaching certificate with an endorsement in deaf of hard of hearing, pursuant to R 340.1799c OR possess a valid Michigan teaching certificate and be actively working towards an endorsement in deaf or hard of hearing, AND Possess 1 of the following 3 requirements: masters’ degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.

**Maximum Caseload of Teachers and Providers**

30

<b># of Students Allowed in Attendance in the Alternative Program at one time, if applicable</b>	<b>Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).</b>	<b>Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable</b>

**Kalamazoo RESA**

**District(s) Operating the Alternate Programs**

Kalamazoo RESA

<b>Program Name</b>	<b>Student Population Served</b>
Visual Impairment Specialist	Students identified as having a visual impairment

**Role of Teachers or Service Providers**

The VI Specialist Cannot: Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program. Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation. The VI Specialist under the supervisor of a qualified VI teacher consultant can provide large-type or Braille texts, supplementary materials, educational aids, and equipment needed in a timely manner to ensure a student with a visual impairment’s maximum participation in all classroom activities. Create and adapt accessible materials. Provide braille instruction and assessment for students with a visual impairment as per IEP goals. Model appropriate techniques for providing effective instructional strategies for students with a visual impairment. Conduct functional vision assessment, learning media assessments, and other vision related assessments to determine a student’s visual function, reading medium, and skill levels. Provide written reports based on aggregated assessment data. Collaborate with teachers, support staff, parents, paraprofessionals and students with visual impairments to provide useful technological and vision information. Identify and coordinate accommodations and modifications of school environment for students with a visual impairment to obtain access to general education curriculum. Consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students who are visually impaired. Evaluate, select, and maintain appropriate adaptive technology used by students who are visually impaired in a school setting. Assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with visual impairments. Coordinate appropriate services with outside agencies.

**Certification and/or endorsement of the teachers and service providers**

A visual impairment specialist for students with a visual impairment shall: Possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in visual impairments AND Possess 1 of the following 3 requirements: masters’ degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.

Maximum Caseload of Teachers and Providers		
30		
# of Students Allowed in Attendance in the Alternative Program at one time, if applicable	Average # of Students per Instructional Period if Alternative Program is Departmentalized and Differs from R 340.1749(c).	Student/Paraprofessional Ratio in Each Program/Service Unit, if applicable

## IV. Paraprofessional Qualifications

### **R 340.1832(h)**

A description of the qualifications of paraprofessional personnel.

### **R 340.1793 Paraprofessional personnel; qualifications.**

Paraprofessional personnel employed in special education programs shall be qualified under requirements established by their respective intermediate school district plan.

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

### **The following are the minimal requirements for paraprofessionals.**

Qualifications for paraprofessional personnel follow all state and federal requirements. Paraprofessionals hold either a high school diploma or a GED.

## V. Transportation

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

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

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

Each LEA provides its own transportation.

## VI. Millage Fund Distribution

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

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

### **R 340.1811**

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

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

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

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

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

### **R 340.1812**

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

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

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

### CENTER PROGRAMS AND SERVICES

The following programs and services are designated as "Center Programs" for the purpose of the distribution of funds in Kalamazoo RESA. The entire unreimbursed costs will be paid to

the operating district from state, intermediate and/or federal funds.

- Young Adult Program for Students 18-26 years of age
- Classrooms for students who have Severe Cognitive Impairments and/or Severe Multiple Impairments
- Valley Center School for students who have Severe Emotional Impairments
- Early Intervention Services for Birth to 3 years of age
- Classrooms for students who are Deaf and Hard of Hearing
- Classrooms for students with Autism Spectrum Disorder
- Regional Classrooms for students with Moderate Cognitive Impairments
- Blind/Low Vision Services
- Programs and services for students who are Deaf and Hard of Hearing (including regional classrooms serving districts in the region)
- Preprimary Evaluation Team (PET)
- Regional Work Based Learning Job Coaches
- Program Improvement and Accountability Director
- Administrators for Center Programs
- Three Regional Service Area Directors of Special Education and their offices
- Assistant Superintendent for Instructional Programs and Services
- ECSE Transportation for students at Kalamazoo RESA's West Campus
- Regional Occupational Therapy and Physical Therapy Staff

#### LOCAL PROGRAMS AND SERVICES

All other programs and services are considered to be local programs and the Kalamazoo RESA distribution of special education millage funds to districts is based on Rule 340.1811, subparts (1) (3) (4) and (5) and is dependent upon the revenue available after "center" programs and services have been reimbursed. No indirect costs and no special education transportation costs are included in the distribution method. Claims for operation of "center" programs will be reimbursed in full before any prorated payment for local district programs and services is made.

#### DISTRIBUTION METHOD

The Kalamazoo RESA will distribute Intermediate Millage funds to the local districts using the following procedures:

1. Kalamazoo RESA will contract with each local district on an annual basis through the "Agreement between Local School Districts and the Kalamazoo RESA". This agreement will specify the method for calculating the amount to be distributed to each district.
2. The Kalamazoo RESA Assistant Superintendent for Specialized Instructional Programs and Services and the Kalamazoo RESA Superintendent must approve in writing deviations in programs and services contracted.
3. After calculating the total allowable cost, deductions are made for the foundation grants, state categorical funds, federal income, and all other income. The remainder of the cost is submitted to Kalamazoo RESA.
4. Distribution of funds will be based on a Weighted Enrollment (Total K-12 Enrollment x 1.00 plus Free/Reduced Eligible students x .30 in 2017-2018; .40 in 2018-19; .50 in 2019-20 and beyond).
5. The dollar amount received by each district may not exceed the district's net unreimbursed special education costs.

Total funds are distributed to local districts using the following calculations:

Weighted Enrollment is based on the total K-12 enrollment x 1.00 plus Free/Reduced Lunch Eligible students x .30 in 2017-18; .40 in 2018-19; .50 in 2019-20 and beyond. Enrollment is based on the state aid membership blended count for the current year. Free/Reduced Lunch Count is based on the prior year count.

#### PAYMENTS TO LOCAL DISTRICTS

Ninety percent of the budgeted payments for the current year are distributed to the local districts in four equal payments: October, January, February, and April. The intermediate office will approve actual cost reports before final adjustment is made.

#### OTHER PROVISIONS

The Kalamazoo RESA may charge up to 25 percent of the total central office and the general administrative expenses, not directly charged to the special education funds, on the RESA "Annual School District Financial Report". The actual percent billed to the special education fund will be based on a generally acceptable accounting procedure as recommended by auditors.

#### SECTION 105C

Section 105c requires, as a condition of enrolling a student who resides in a district located in a contiguous intermediate school district and who is eligible for special education programs and/or services, that the enrolling district enter into a written agreement with the resident district for the purpose of providing the pupil with a free appropriate public education (FAPE) and that the agreement shall include an agreement on responsibility for payment of unreimbursed costs for special education programs and services.

The Kalamazoo RESA (Intermediate School District) funds shall not be used for payment of unreimbursed special education costs for a student enrolled in a program under Section 105c unless a recommendation is made by the local Directors of Special Education to the Superintendents' Special Education Advisory Committee. The costs of any due process hearings, complaints, or other dispute resolutions pertaining to the student shall be paid by the resident district, the enrolling district or shall be shared by those districts in accordance with the written agreement and will not be reimbursed by Kalamazoo RESA unless the local Superintendents support the recommendation made by the local Directors of Special Education and the Kalamazoo RESA Assistant Superintendent for Instructional Programs and Services.

## 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).**

Regional Directors of Special Education will recommend PAC members to their local school board. Once approved by the local board of education, the KRESA Board of Education will appoint the Special Education Parent Advisory Committee (PAC) members at a regularly scheduled meeting. Members will be appointed to three-year school calendar terms (September through June). The members will serve staggered terms to ensure that a majority of experienced members remain on the committee.

Exceptions to the three-year term policy include:

1. If an individual is replacing a member who cannot complete a full three-year term, the new member will serve the remainder of the original appointment.
2. If the member’s child is no longer eligible or receiving special education programs and/or services in the public school system, the termination will become effective immediately.

The administration shall notify constituent school district superintendents that a nomination of a qualified parent, as defined in the Revised Administrative Rules for Special Education (R 340.1701b (e)), is needed for the KRESA PAC. It is the responsibility of the local superintendent to ensure that the local Board of Education nominates qualified parent(s). This notice will also make a recommendation on impairment areas and identifiable organizations of parents of disabled students within the RESA that need representation. It is the responsibility of the local school district superintendents to ensure that the local board of education nominates a parent(s).

Current PAC members may be appointed to serve additional terms.

## **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 Kalamazoo RESA Special Education Plan or amendments to such shall be jointly developed (R 340.1833) by representatives from KRESA, LEA/PSAs, and the KRESA PAC.

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

Each current plan remains in effect until such time further revisions are made (R 340.1831(3)). As needed, representatives from KRESA, LEA/PSAs of KRESA, and the KRESA PAC cooperatively develop proposed changes to the Plan. Objections to the ISD Plan may be filed with the Michigan Department of Education under Rule 340.1836. PAC objections to the Plan require a majority vote of the eligible voting members present in order for the objection 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
Kalamazoo RESA	Angela Telfer	Executive Director for Special Education

**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.**

- Responsibilities of the KRESA Executive Director for Special Education:
1. Communicating with the committee for possible speakers on an annual basis and develop a program with the Executive Board of the PAC.
  2. Providing for appropriate staff to be involved with the PAC upon request.
  3. Providing for participation by representatives of other agencies as appropriate.

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

Fiscal resources available to the PAC shall be outlined in the special education budget submitted to the KRESA Board of Education for approval.

KRESA will provide funds for:

1. Postage for notices and other committee mailings.
2. Reproduction of appropriate documents for committee business with approval of the KRESA Executive Director of Special Education Services or designee.
3. Secretarial services with approval of the KRESA Executive Director of Special Education Services or designee.
4. Informational materials for the PAC.

## **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.**

ISD