



**KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY**

**PLAN**

**FOR THE DELIVERY OF**

**SPECIAL EDUCATION PROGRAMS AND SERVICES**

**Approved by the State Board of Education March 11, 2011**  
**Modified October, 2011**  
**Approved December 22, 2011**

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## CONTENT AREAS

### COMPREHENSIVE SPECIAL EDUCATION PROGRAMS AND SERVICES

#### Special Education Opportunities

The *Special Education Parent Handbook* is used as a means of communicating a list of organizations, special education representatives and procedural safeguards to parents of children and young adults suspected and/or identified as requiring special education services. In addition, the handbook outlines for parents and the community the special education opportunities required by law in the Kalamazoo RESA. The special education staff members in each district and public school academy distribute the handbooks.

The following is a list of school district representatives who can be contacted for information regarding special education programs and services:

Local Director	District	Address	Phone
Director of Special Education	Portage, Schoolcraft, Vicksburg	8111 South Westnedge Portage, MI 49002	269-323-5010
Assistant Superintendent, Director of Special Education	Kalamazoo	1220 Howard St Kalamazoo, MI 49008	269-337-0161
Director of Special Education	Climax-Scotts, Comstock, Galesburg-Augusta, Gull Lake, Parchment	3010 Gull Road Comstock, MI 49048	269-388-9466
Assistant Superintendent for Special Education	Kalamazoo RESA, Oakland Academy, Forest Academy, Paramount Charter Academy, Youth Advancement Academy	1819 E. Milham Ave Portage, MI 49002	269-385-1534

#### Public Awareness and Child Find Activities

##### Procedures for Identifying Potential Special Education Populations

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 Project Find campaign through the use of state Project Find 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 sources.

Awareness materials, Child Find and Early On information, Michigan Project Find 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.
- ❖ Area health care and community agencies, hospitals and physicians.
- ❖ Ready, Set, Succeed! Program, its newsletter and printed materials.
- ❖ Local Interagency Coordinating Council.
- ❖ Community Mental Health, Family Independence Agency, Head Start Programs, Community Health, Constance Brown Speech and Hearing Clinic.
- ❖ Parent Organizations.
- ❖ Local Schools.

### **Procedures for Identifying Potential Special Education Students**

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.

### **Types of Diagnostic Services**

Local school districts and the Kalamazoo RESA may contract for or employ professionals to provide diagnostic services. The following chart illustrates the diagnostic services provided directly and those that are contracted for by the local districts and/or Kalamazoo RESA.

<b>Disability</b>	<b>Diagnostic Staff</b>	<b>Service Provider</b>
AI	School Psychologist, School Social Worker (SSW), Speech & Language (Sp&L), AI Teacher Consultant	LEA*, KRESA**, PSA***
CI	School Psychologist	LEA, KRESA, PSA
ECDD	School Psychologist, Occupational Therapist (OT), SSW, Sp&L	LEA, KRESA
EI	School Psychologist, SSW	LEA
HI	Audiologist, HI Teacher Consultant	LEA, KRESA
Homebound/ Hospitalized	Licensed Physician	CONTRACTED, LEA, PSA
OHI	Licensed Physician	CONTRACTED, LEA, KRESA, PSA
PI	Licensed Physician, Physical Therapist (PT)	CONTRACTED, LEA, KRESA, PSA
SLD	School Psychologist, Sp&L, Teacher Consultant	LEA, PSA, KRESA
SLI	Sp&L	LEA, PSA, KRESA
SXI	School Psychologist & Other Professionals per R340.1707; 1708 & 1709	LEA, PSA, KRESA, CONTRACTED

<b>Disability</b>	<b>Diagnostic Staff</b>	<b>Service Provider</b>
TBI	Licensed Physician	LEA, PSA, CONTRACTED
VI	Ophthalmologist/Optomtrist, VI Teacher, Orientation & Mobility Specialist (O&M)	KRESA, CONTRACTED

\*Local Education Agency

\*\* Kalamazoo Regional Educational Service Agency

\*\*\*Public School Academy

### **Statement of Assurance**

The Kalamazoo RESA assures that copies of contracts or service agreements per Section 380.1751 (1)(b) of the School Code are on file at Kalamazoo RESA and available for review.

### **Basic Programs and Services**

In the Kalamazoo RESA, special education programs and services are designed to provide children with disabilities the opportunity to be educated with their non-disabled peers regardless of the type or severity of their disabilities. The following charts illustrate the continuum of programs and services provided by the local school districts and the Kalamazoo RESA.

### **Continuum of Programs Operated in Accordance with Part 3 of Michigan Rules**

\*Operated in accordance with R340.1832

<b>District</b>	<b>HI *</b>	<b>VI</b>	<b>EI</b>	<b>LD</b>	<b>Mild CI</b>	<b>Mod CI *</b>	<b>Sev CI</b>	<b>SXI</b>	<b>AI</b>	<b>ECDD</b>	<b>Elem RR *</b>	<b>Sec RR *</b>	<b>Ancillary/TC **</b>	<b>PI/ OHI</b>
Climax-Scotts											X	X	SSW, Sp&L, Psych	
Comstock			X			X				X	X	X	SSW, Sp&L, Psych, T/C	
Galesburg- Augusta						X					X	X	SSW, Sp&L, Psych, T/C	
Gull Lake			X		X	X				X	X	X	SSW, Sp&L, Psych, RN, T/C	
Parchment			X			X				X	X	X	SSW, Sp&L Psych, T/C	
Kalamazoo	X		X	X	X				X	X	X	X	PT, OT, RN, SSW, Sp&L, Psych, T/C	
Portage						X				X	X	X	SSW, Sp&L, Psych, T/C	

District	HI *	VI	EI	LD	Mild CI	Mod CI *	Sev CI	SXI	AI	ECDD	Elem RR *	Sec RR *	Ancillary/TC **	PI/OHI
Schoolcraft											X	X	Sp&L, Psych	
Vicksburg										X	X	X	SSW, Sp&L, Psych	
Oakland Acad.											X		Sp&L, SSW, Psych T/C	
Paramount Charter Acad.											X	X	SSW, Sp&L, Psych	
Forest Academy											X	X	SSW, Sp&L, Psych, T/C	
K/RESA	X	X	X			X	X		X	X		X	PT, RN, SSW, OT, Sp&L, T/C Psych, O&M; VI Specialist; HI Specialist	X

\*\* Note: Programs at both elementary and secondary buildings designated in IEPs as Departmentalized Programs, as well as Teacher Consultant services, with R340.1832 definitions contained in this plan.

**Severe Cognitive Impairment and Severe Multiple Impairment Programs Descriptions**

R340.1738 Severe Cognitive Impairment (SCI) Programs	Severe Cognitive Impairment programs will provide no less than 1150 hours of instruction and will operate for a minimum of 200 days. As possible, the days of instruction will also be arranged to avoid breaks from school longer than two weeks.  Teachers working with students 16 years of age and older, in this program, may hold any special education certification.
R340.1748 Severe Multiple Impairment (SXI) Programs	Severe Multiple Impairment programs will provide no less than 1150 hours of instruction and will operate for a minimum of 200 days. As possible, the days of instruction will also be arranged to avoid breaks from school longer than two weeks.  Teachers working with students 16 years of age and older, in this program, may hold any special education certification.

**Alternative Programs and Services R340.1832(e)**

**All of the following current rules apply, with the stated exceptions:**

R340.1739 Programs for students with moderate cognitive impairment	All students 17 and older in community post-secondary programs will be served under the caseload provisions of this rule. This applies to the Young Adult Program and Kalamazoo Public Schools' transition services program.
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R340.1742 Classrooms for students with hearing impairments	R340.1832 (a) A K-12 HI classroom with 1 teacher shall have an enrollment of not more than 10 students.
R340.1749 Teacher Consultant caseload, responsibilities	R340.1832 The teacher consultant shall carry an active caseload of not more than <b>35</b> students with disabilities. No more than <b>30</b> students on a caseload shall be provided direct instructional services. The remaining balance of the active caseload, up to <b>35</b> students, shall be provided evaluation services and/or consultation with special and general education personnel. In establishing the caseload, consideration shall be given to time for the following: a) report writing, b) travel, c) frequency of direct instructional services.
R340.1749a Elementary level resource programs	R340.1832 The elementary resource teacher shall serve not more than <b>15</b> students at any one time and not more than <b>25</b> different students.
R340.1749b Secondary level resource programs	R340.1832 The secondary resource teacher shall serve not more than <b>15</b> students at any one time and have a caseload of not more than <b>25</b> 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. The teacher may teach a class and offer tutorial assistance at the same time.
R340.1749c Departmentalization of special education programs	R340.1832 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 serve not more than an average of <b>15</b> students per class period per instructional day. (5) Each teacher at the elementary level shall serve not more than an average of <b>12</b> students per class period per instructional day.
R340.1758 Programs for students with Autism Spectrum Disorder	R340.1832 K-12 Programs that consist of more than one classroom may have more than <b>8</b> students in a classroom if the average student-teacher ratio does not exceed <b>8</b> students. A classroom with 3 or more students shall have 1 aide; a classroom with 6 or more students shall have 2 aides.
R340.1755/1832 Early Childhood Home/Community	Related service providers will work in collaboration with an approved early childhood special education teacher. The 72 required clock hours may be spread across 180 days of instruction across an entire calendar year. Membership will be prorated if a student's IFSP/IEP requires less than 72 clock hours within the instructional calendar spread across an entire calendar year. The calculation will be based on the number of IFSP/IEP program hours divided by 180.
Visually Impaired Specialist Services	The VI Specialist shall be a teacher with a visual impairment teacher endorsement and will perform activities, as described under R340.1749, with the exception being that the individual caseload of a provider of VI Specialist services shall not exceed 35 different students.
Hearing Impaired Specialist Services	The HI Specialist shall be a teacher with a hearing impairment teacher endorsement and will perform activities, as described under R340.1749, with the exception being that the individual caseload of a provider of HI Specialist services shall not exceed 35 different students.

**Local districts and public school academies administrators responsible for the implementation of special education programs and services. See Chart on Page 3.**

## **MANAGEMENT OF SPECIAL EDUCATION PROGRAMS AND SERVICES**

### **Paraprofessional Personnel**

Qualifications for paraprofessional personnel follow all state and federal requirements and specifically follow R340.1793 of the Revised Administrative Rules for Special Education. In addition, the Kalamazoo RESA and the local school districts require paraprofessionals to possess a high school diploma or equivalent.

### **Transportation**

Local school districts provide transportation to students attending local and Kalamazoo RESA operated special education programs including special transportation as determined by the Individualized Education Program Team (IEPT). Transportation procedures are monitored on a continual basis by the local school district supervisors of transportation.

### **Age Span for Students with Moderate Cognitive Impairment, Severe Cognitive Impairment and Severe Multiple Impairment**

Programs for students with severe cognitive impairment, moderate cognitive impairment and severe multiple impairment with students under 16 years of age may exceed a 6-year age span at any one time when, due to the low incidence of eligible students, the expanded age range is necessary for programmatic feasibility and meeting the needs of the students.

### **Homebound and Hospitalized**

Progress Reports for students who receive Homebound and Hospitalized services will be recorded at least as often as those recorded for students in general education.

### **Surrogate Parent**

The Kalamazoo RESA assures that the ISD, LEAs, and PSAs comply with the State Board of Education (SBE) approved Policy for the Appointment of Surrogate Parents. The ISD will provide annual training for potential surrogate parents, will maintain an updated list of trained surrogate parents, and will review the Policy for the Appointment of Surrogate Parents with special education administrators once a year. Local districts and PSAs will be asked to recruit parents to maintain a sufficient number of surrogate parents.

### **Distribution of Funds**

**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.
- ❖ Post Secondary Program for students 18-26 years of age.
- ❖ Classrooms for students who have Severe Cognitive Impairments and/or Severe Multiple Impairments.
- ❖ Valley Center for students who have Severe Emotional Impairments and/or Severe Behavioral Disorders.
- ❖ Classroom programs for students with special education impairments at Lakeside Academy.
- ❖ Early Intervention Services for Birth to 3 years of age.
- ❖ Classrooms for students with Hearing Impairments.
- ❖ Classrooms for students with Autism.
- ❖ Services for students with Visual Impairments.
- ❖ Services for students with Hearing Impairments.
- ❖ Preprimary Evaluation Team (PET).
- ❖ VI Media Center.
- ❖ Special Education Vocational Education Programs.
- ❖ Coordinator of Planning, Compliance and Data Collection.
- ❖ Administrators for Center Programs.
- ❖ Three Service Area Directors of Special Education.
- ❖ Assistant Superintendent for Special Education at Kalamazoo RESA.

### **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 upon 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:

- I. 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.
- II. The intermediate assistant superintendent for special education and the intermediate superintendent in writing must approve deviations in programs and services contracted.
- III. 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.
- IV. Distribution of funds will be based on a Weighted Enrollment (Total K-12 Enrollment x 1.00 plus Free/Reduced Eligible students x .25).

- V. The dollar amount received by each district may not exceed the district's net unreimbursed special education costs.

### **Distribution Method**

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

#### **Weighted Enrollment**

Weighted Enrollment is based on the total K-12 enrollment x 1.00 plus Free/Reduced Lunch Eligible students x .25.

Enrollment is based on the February & September counts 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 general administrative expenses, not directly charged to the special education fund, 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 and Kalamazoo RESA's Assistant Superintendent for Special Education to the Superintendents' Special Education Executive 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 Special Education.

## **PARENT ADVISORY COMMITTEE**

### **Appointment of Members**

The Kalamazoo RESA board of education will appoint new members to the Parent Advisory Committee (PAC). Appointments will be made from nominations from local boards of education. It is the responsibility of the local superintendent to ensure that the local board of education nominates a qualified parent(s) by September 30<sup>th</sup>.

A “qualified parent” is defined as a parent or guardian of a student (340.1701b(e)) who has been determined eligible for special education by an IEPT, who has a current IEP and who is a resident of a constituent school district.

The local superintendent shall seek recommendations from local agencies, parent groups and school personnel. The parent should be contacted by the local school district superintendent, or designee or the Kalamazoo RESA superintendent, or designee and has agreed to serve as a representative for a three-year term.

Each member will serve a three-year term. Each school district is entitled to a maximum of two (2) members with the exception of Kalamazoo Public Schools, which shall be entitled to a maximum of four (4), and Portage Public Schools, which shall be entitled to a maximum of three (3) members. Pursuant to the provisions of Rule 340.1838 (1) (c), the Kalamazoo RESA board of education may nominate and appoint additional members to the PAC not to exceed 33-1/3 of the total PAC membership. If the Kalamazoo RESA board chooses to nominate and appoint additional members, it shall be done for the purpose of ensuring that all types of impairments and all identifiable organizations of parents of persons with disabilities with the Kalamazoo RESA are represented.

### **By-Laws, Meetings and Voting Eligibility**

Officers and their responsibilities, meeting times and notices thereof are contained in the PAC By-Laws.

All PAC Meetings will be subject to the Open Meetings Act (copies are available at Kalamazoo RESA).

The executive committee shall call special meetings when requested by three (3) committee members.

Voting eligibility for officer selection and committee business is governed by the following guidelines:

- 1) Voting is limited to the official representatives as appointed by the Kalamazoo RESA Board of Education.
- 2) When voting, a simple majority vote of the eligible voting members present shall be required.

## **Role and Responsibility of the Parent Advisory Committee**

### **Kalamazoo RESA Plan**

The Kalamazoo RESA Plan for the Delivery of Special Education Programs and Services, all clarifications, modifications and amendments shall be developed in cooperation with the PAC. Each member shall be provided with a copy of the current Kalamazoo RESA Plan and subsequent clarifications, modifications and amendments. Current memos from the state Director of Special Education relating to special education shall be shared with the committee.

The PAC will review the Kalamazoo RESA Plan in the following manner:

1. A plan review schedule will be agreed upon by the assistant superintendent for special education and the PAC members; and
2. Questions and comments regarding the Plan may be introduced at any scheduled PAC meeting.
3. Prior to the submission, 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.

Objections to the Plan may be filed with the Michigan Department of Education according to the procedures found in R340.1836.

1. Objection to the Plan may be submitted regarding whole or part of the Plan.
2. PAC objections to the Plan require a simple majority vote of the eligible voting members in order for the objection to be filed.

### **Related Matters**

The PAC will have a role in program evaluation through participation in, at minimum, the following:

At regularly scheduled meetings (third Tuesday of each month from 7:00 to 9:00 p.m. September through May, excluding December), the PAC will receive the report of the Monitoring, Compliance and Data Collection Administrator regarding the local monitoring process, monitoring criteria, timelines for monitoring and results of the monitoring.

The PAC will receive copies of all deviation requests from constituent school districts and Kalamazoo RESA as required in R340.1734. This is done concurrently with the filing of the deviation with the state department. The PAC may elect to take a position relative to the deviation request.

In addition, to these responsibilities, the members are encouraged to participate in such activities as visiting programs and participating in workshops and inservice sessions in order to enhance their awareness of programs and services throughout Kalamazoo RESA. They are also encouraged to communicate information to parents within their representative areas.

## **Role of School Personnel**

The assistant superintendent for special education and the service area directors shall act as advisors to the PAC. At the request of the committee, the assistant superintendent for special education shall provide assistance with:

- ❖ Surveying the committee for possible inservice on an annual basis and developing a program with the chairperson of the PAC.
- ❖ Defining with the committee those optional activities, which the committee may assume as part of their role in the intermediate school district.
- ❖ Providing for appropriate staff to be involved with the PAC upon request.
- ❖ Providing for participation by representatives of other agencies as appropriated.

The annual PAC inservice program based upon this survey will outline the topic, time, presenters and cost.

## **Administrative Support to the PAC**

The Kalamazoo RESA will budget for:

- ❖ Postage and supplies for notices and other community mailings.
- ❖ Reproduction of appropriate documents for committee business.
- ❖ Mileage, expenses related to PAC business outside Kalamazoo RESA with prior approval
- ❖ Secretarial services.
- ❖ Inservice related to the function of the PAC.
- ❖ Information materials for the PAC.

Kalamazoo RESA shall make available staff resources for committee business.