



The Van Buren Intermediate School District Plan

for the Delivery of

***Special Education
Programs and
Services***

FEBRUARY 2019

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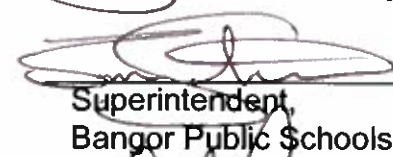

Parent Advisory Committee Chairperson, Intermediate and Local School District Superintendent Signatures

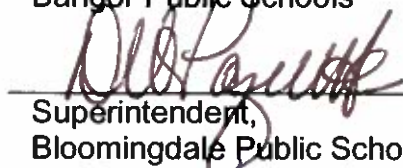
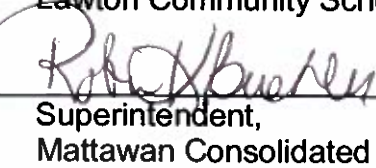
Pursuant to Rule 340.1835(a) of the Revised Administrative Rules for Special Education, as amended, the following signature from the Van Buren Intermediate School District Superintendent signifies approval of the Plan for the Delivery of Special Education Programs and Services by the Intermediate School District's Board of Education.

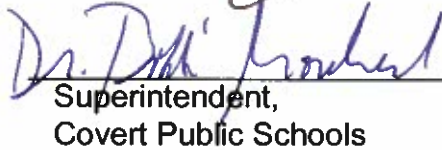

 9-14-18
 Superintendent, Van Buren ISD Date



Pursuant to Rule 340.1835(b) of the Revised Administrative Rules for Special Education, as amended, the following signatures indicate the local school districts' and Parent Advisory Committee's involvement in the development of the Van Buren Intermediate School District's (ISD) Plan for the Delivery of Special Education Programs and Services.

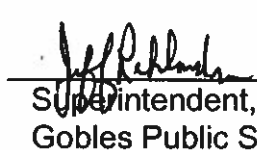
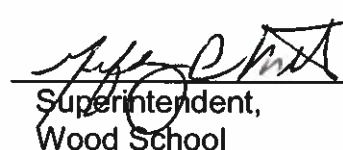
 10/16/18  9-14-18
 Chairperson, Date Superintendent, Date
 VBISD Parent Advisory Committee Lawrence Public Schools

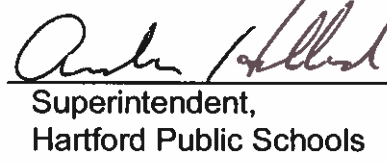
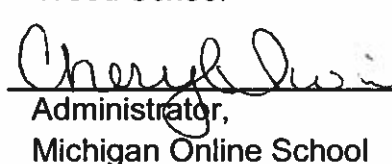
 9/14/18  9-14-18
 Superintendent, Date Superintendent, Date
 Bangor Public Schools Lawton Community Schools

 9/14/18  9-14-18
 Superintendent, Date Superintendent, Date
 Bloomingdale Public Schools Mattawan Consolidated School

 9/14/18  9/14/18
 Superintendent, Date Superintendent, Date
 Covert Public Schools Paw Paw Public Schools

 9-14-18  9/14/18
 Superintendent, Date Superintendent, Date
 Decatur Public Schools South Haven Public Schools

 9-14-18  9-14-18
 Superintendent, Date Superintendent, Date
 Gobles Public Schools Wood School

 10-1-18  12-19-18
 Superintendent, Date Administrator, Date
 Hartford Public Schools Michigan Online School

A. Special Education Opportunities and Procedures

R340.1832 (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.

The VBISD Special Education Parent Handbook and Procedural Safeguards is utilized as a means for communicating a list of special education representatives, organizations, and procedural safeguards to parents of children suspected and/or identified as requiring special education services. In addition, the handbook outlines for parents and community members the special education opportunities (required under law) in the Van Buren Intermediate School District (VBISD). The handbooks are distributed by special education staff in each local district and the ISD as follows:

- ✓ Any time a parent, guardian, or student requests a copy
- ✓ When a child is referred for special education for the first time
- ✓ With each notification of an individual education program (IEP) meeting or at the beginning of each school year
- ✓ When a reevaluation of a child is conducted
- ✓ When the school district is made aware that a request for a due process hearing or state complaint is filed with Michigan Department of Education (MDE)
- ✓ Prior to any disciplinary action that may cause a change of placement and not later than the date on which the decision to take disciplinary action is made

A copy of the VBISD Special Education Parent Handbook and Procedural Safeguards can be located on our website at:

<https://www.vbisd.org/domain/129>

B. Activities and Outreach Methods for Awareness of Services

R340.1832(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.

The VBISD assumes responsibility for child find awareness activities and outreach for preschool children. The VBISD Early Childhood Special Education Supervisor is primarily responsible for coordinating child find outreach and awareness activities for children birth through age five including Early On and Build Up Michigan campaigns, using state materials.

VBISD staff will promote public awareness of disabilities and the availability of special education programs/services. Examples of awareness activities include:

- ✓ On-going communication and outreach
- ✓ Participation in area information fairs
- ✓ Distribution of printed materials
- ✓ Participation with local interagency councils
- ✓ Informational web site
- ✓ Media coverage

VBISD's Early On Program supports Michigan's Early On campaign by helping to locate and identify young children birth through 3 who have an established condition, a developmental delay or are at risk of a developmental delay. VBISD's Project Find supports the Build Up Michigan campaign by helping to locate and identify young children, ages 3 through 5, who may be in need of special education supports and/or services.

The VBISD Early On and Project Find programs will use all means at their disposal to seek out children who are eligible for service.

In addition to awareness activities and outreach, Early On and Project Find staff establish cooperative liaisons with other professionals and community agencies who may be potential referral sources. Examples of professionals and community agencies include:

- ✓ Area hospitals, physicians health clinics and other health care providers
- ✓ Community agencies including the Department of Health and Human Services, the District Health Department, Community Mental Health and Maternal Infant Health Program
- ✓ Local Interagency Coordinating Council and Great Start Collaborative
- ✓ Preschool programs including Head Start, Great Start Readiness Programs and local private preschools
- ✓ Parent organizations including Great Start Parent Coalition and Parent Advisory Council

All local districts will assume responsibility for in-school and out-of-school youth up to the age of twenty-six through the local awareness activities and the special education referral process.

Contact Information Regarding Special Education Programs and Services

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

District	Contact Person	Building	Phone Number
Bangor Public Schools 801 W. Arlington Rd. Bangor, MI 49013	Principal	South Walnut Elementary Bangor Middle School Bangor High School	(269) 427-6863 (269) 427-6824 (269) 427-6844
Bloomington Public Schools PO Box 217 Bloomington, MI 49026	Principal	Bloomington Elementary Pullman Elementary Bloomington Middle/High School	(269) 521-3935 (269) 236-5235 (269) 521-3910
Covert Public Schools 35323 M-140 Covert, MI 49043	Principal	Covert Elementary Covert High School	(269) 764-3700
Decatur Public Schools 110 Cedar Street Decatur, MI 49045	Supervisor of Special Education	Davis Elementary Decatur Middle School Decatur High School	(269) 423-6953
Gobles Public Schools 409 N. State St. Gobles, MI 49055	Principal	Gobles Elementary Gobles Middle/High School	(269) 628-9440 (269) 628-9340
Hartford Public Schools 115 School Street Hartford, MI 49057	Supervisor of Special Education	Redwood Elementary Hartford Middle School Harford High School	(269) 621-7144
Lawrence Public Schools 650 W. St. Joseph St. Lawrence, MI 49064	Principal	Lawrence Elementary Lawrence Jr./Sr. High School	(269) 674-8231 (269) 674-8232
Lawton Community Schools 101 Primary Way Lawton, MI 49065	Principal	Lawton Elementary Lawton Middle School Lawton High School	(269) 624-7500 (269) 624-7600 (269) 624-7800
Mattawan Consolidated School 56720 Murray Street Mattawan, MI 49071	Director of Special Education and Student Services	Mattawan Early Elementary Mattawan Later Elementary Mattawan Middle School Mattawan High School	(269) 668-3361, ext. 1770
Michigan Online School 209 South State Street PO Box 408 Gobles, MI 49055	Principal	Virtual Middle/High School	(296) 743-3992
Paw Paw Public Schools 119 Johnson Street Paw Paw, MI 49079	Supervisor of Special Education	Paw Paw Early Elementary Paw Paw Later Elementary Paw Paw Middle School Paw Paw High School	(269) 657-8898 x6730
South Haven Public School 554 Green Street South Haven, MI 49090	Supervisor of Special Education	Lincoln Elementary Maple Grove Elementary North Shore Elementary Baseline Middle School South Haven High School	(269) 637-0500
Wood School 29842 66 th Street Bangor, MI 49013	Supervisor of Special Education	Wood School	(217) 433-6154

C. Types of Diagnostic and Related Services

R340.1832(c) A description of the type of diagnostic and related services that are available, either directly or as a purchased service, within the educational service district or its constituent local districts of public school academies.

DIAGNOSTIC AND RELATED SERVICE PROVIDERS:

SERVICE PROVIDER	VBISD	LEAs	PSA
Audiologist	X		X
Assistive Technology Consultant	X		X
Behavior Consultant	X		X
Early Childhood Special Education Services Provider	X		
Homebound/Hospitalized	X	X	X
Instructional Specialist	X	X	X
Occupational Therapist	X		X
Occupational Therapy Assistant	X		X
Orientation & Mobility Services	X		X
Physical Therapist	X		X
Physical Therapy Assistant	X		X
School Psychologist	X		X
School Social Worker	X		X
Speech and Language Pathologist	X		X
TC for Autism Spectrum Disorder	X		X
TC for Deaf and Hard of Hearing	X		X
TC for Visually Impaired	X		X

D. Continuum of Programs

R340.1832(d) A description of the special education programs designed to meet the educational needs of students with disabilities

Continuum of Programs: The following chart illustrates the continuum of special education programs and services provided by local school districts and VBISD.

Continuum of Special Education Programs and Services Chart

The following chart illustrates the continuum of programs and services provided by local school districts and the VBISD. Center program services are available to all local school districts within VBISD.

District	Emotional Impairment R340.1741	Early Childhood Special Education R340.1754	Early Childhood Special Education R340.1832(e)	Resource Program R340.1749(a)(b)	Mild Cognitive Impairment (CI) R340.17832(e)	Moderate Cognitive Impairment (CI) R340.1739	Severe Multiple Impairment R340.1748	Career Readiness R340.1832(e)	Instructional Specialist Services R340.1832(e)	Hearing Impaired R340.1832(e)
Bangor	Ctr			*E, S					*E, S	
Bloomingtondale				*E, S	*E, S				*E, S	
Covert		Ctr		*E, S					*E, S	
Decatur				*E, S					*E, S	
Gobles				*E, S					*E, S	
Hartford				*E, Sr					*E, S	
Lawrence		Ctr		*E, S, Ctr					*E, S	Ctr
Lawton				*E, S					*E, S	
Mattawan				*E, Sr	*E, S				*E, S	
Michigan Online School									*E, S	
Paw Paw		Ctr		*E, S, Ctr		S			*E, S	
South Haven				*E, S					*E, S	
Wood School										
VBISD	Ctr		Ctr	*Ctr		Ctr	Ctr	Ctr		

Key: *Programs operated as R340.1832(e), E=Elementary, S=Secondary, Ctr=Center Programs

****NOTE:** The above chart is based on information provided at the time of submission. This will be reviewed annually. To facilitate timely planning, the responsible local administrator should immediately contact the VBISD Director of Special Education when a program/service reaches a mandated caseload limit, or if changes in program options are planned.

Statement of Assurance Related to Rule R340.1758(b): The Van Buren Intermediate School District provides assurance that programs and services for students with Autism Spectrum Disorder are meeting the needs of the students as required in Rules 340.1832(d) and (e).

Statement of Assurance: The Van Buren Intermediate School District assures that copies of contracts or service agreements per Section 380.1751(1)(b) of the School Code are on file at VBISD and available for review.

E. Alternative Special Education Programs and Services R340.1832(e)

R340.1832(e) The intermediate school district plan shall either describe special education programs and services under Part 3 of the Revised Administrative Rules for Special Education or propose alternative special education programs and services.

All other parts of the Revised Administrative Rules for Special Education referenced below apply except as modified.

Rule 340.1832(e)	Description of Program / Service Modification
Mildly Cognitively Impaired Program R340.1740/1832(e)	In both elementary and secondary programs allow a maximum caseload of 20 students with no more than 15 students at one time.
Hearing Impaired Program Maximum Caseload R340.1742/1832(e) and Age Range R340.1733/1832(e)	(1) Allow a maximum caseload of 10 students with no more than eight students at one time. and (2) The age range in any one classroom shall not exceed that for the combined age range for elementary and middle school age students, or the combined age range for middle and high school age students.
Resource Program Maximum Caseload R340.1749a/1832(e)	In elementary resource programs allow maximum caseload of 23 students with no more than 15 students at one time.
Resource Program R340.1749(b)(2)/1832(e)	In secondary resource programs allow a maximum caseload of 23 students with no more than 15 students at one time.
Resource Program R340.1749(b)(3)/1832(e)	In secondary resource programs, allow teacher to teach subject and offer tutorial assistance during the same class period.
Cooperative (Low Incidence/ High Needs) Program R340.1749a/1832(e) R340.1749(b)(2)/1832(e) and Age Range R340.1733/1832(e)	Cooperative programs are designed to accept students from multiple districts and are located in local education agencies. The purpose of these programs is to provide programming for students who require modified standards and extensive ongoing specially designed instruction in a structured environment. These students will be provided direct instruction in a modified or alternate curriculum to meet their needs. (1) Allow a maximum caseload of 15 students with 1 teacher and 2 aides. and (2) The age range in any one classroom shall not exceed that for the combined age range of kindergarten through 5 th grade students or the combined age range for 6 th through 12 th grade.
Severe Multiple Impairment Programs R340.1748(1)(2)/1832(e)	Increase maximum caseload to 12 students. The program shall consist of 1 teacher and 2 aides for a maximum of 9 students and 1 teacher and 3 aides for 10 or more students.

Instructional Specialist Services R340.1832(e)

Instructional Specialist Services are delivered by a special education teacher who meets all of the following requirements:

- ✓ Possess a valid Michigan teacher's certificate
- ✓ Possess a baccalaureate degree with a major in a specific special education area
- ✓ Possess an endorsement in special education that is valid in grades K-12
- ✓ Have completed not less than 8 weeks of directed student teaching in the specific area of impairment
- ✓ Be recommended for a certificate or endorsement, or both, in a special education area

In addition to meeting all of the requirements listed above, an individual possessing 2 of the following 3 requirements may be employed as an Instructional Specialist:

- 1) Master's degree
- 2) A minimum of 3 years of teaching experience, not less than 2 years of which are in special education.
- 3) Certification as a teacher in the program area for which employment is sought.

Instructional Specialist Services are delivered by a special education teacher who provides support for students with disabilities by:

- a) Provide instructional services for student receiving instruction in special education programs. Instructional services are supportive of the special education teacher. The Instructional Specialist shall not grade, give credit for or teach a general education or special education subject, class or course.
- b) Provide instructional service to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The Instructional Specialist shall not grade, give credit for or teach a general education subject, class or course.
- c) Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload.
- d) Evaluate students suspected of being a student with a disability.

Each instructional specialist teacher shall have a caseload, which does not exceed 30 students.

Teacher Specialist for Visually Impaired

- a) The Specialist for Visually Impaired (VI) will provide students with Braille and other instructional support, such as assistance with the use of special equipment and assistive technology. The specialist may also implement and support a program of communication, orientation, and mobility skills training, service as a resource and consultant to general and special education staff. The VI specialist may also work with parents as a home instructor and act as a liaison between educational agencies.

- b) The Specialist for VI Services will possess at least a Bachelors degree in education, with a teaching certificate and VI endorsement, and will carry an active caseload of not more than 30 students.

Teacher Specialist for Deaf/Hard of Hearing

- a) The Teacher Specialist for the Deaf/Hard of Hearing (D/HH) will provide services to students who are deaf and those who are hard of hearing, with any type or degree of hearing loss that interferes with development or adversely affects educational performance.
- b) The role of the Teacher Specialist for the D/HH includes: a) consulting on instructional strategies, teaching techniques, and environmental adaptations, b) informing parents about issues related to hearing loss (amplification, communication, and education options), c) collaborating to ensure success of the D/HH student in the general education setting, d) ensuring students have appropriate and adequate support services, e) monitoring language development, f) working on IEP goals related to hearing loss, language, vocabulary, and self-advocacy, g) consulting with medical/clinical specialists to determine the student's eligibility for Special Education services under the qualifying area "Deaf/Hard of Hearing".
- c) The Teacher Specialist for D/HH will possess at least a Bachelors degree in education, with a teaching certificate and D/HH endorsement, and will carry an active caseload of not more than 25 students.

Career Readiness Program - Outlook and Transition R340.1832(e)

(Secondary Resource Room Program)

This program operates via an IEP placement and is available to secondary students within Van Buren ISD. This program offers instruction in career exploration, employment skills and personal management. Students complete necessary job application materials, explore job openings and gain job skills in career technical education programs and on-site work-based learning. Students are also introduced to self-management skills and adult living skills such as cooking, completing laundry and budgeting. This program is split into morning and afternoon sessions with a maximum number of 15 students per session (total caseload of 30).

F. Confidentiality Assurance

The Van Buren ISD will assure the confidentiality of any personally identifiable data, information and records of students with disabilities, that are collected, used and maintained in compliance with Rule 340.1861(3) 34 C.F.R. 300.610 through 300.626.

G. Administrators Responsible for the Implementation of Special Education Programs and Services

R340.1832(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 titles, addresses, and phone numbers of special education administrators within VBISD are located in the contact information regarding special education programs and services chart on page 5.

H. Qualifications of Paraprofessional Personnel

R340.1832(h) A description of the qualifications of paraprofessional personnel.

Qualifications of paraprofessional personnel will follow Rule 340.1793 of the Revised Administrative Rules for Special Education. In addition, the VBISD and its constituent local school districts will follow all state requirements. A high school diploma is the minimal qualification for paraprofessional personnel.

I. Transportation Services

R340.1832(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.

Transportation of students with disabilities is the responsibility of each local district; however, VBISD provides transportation to all VBISD operated special education programs. Decisions regarding exceptional transportation needs are addressed at the IEP Team meeting.

J. Funding – Distribution of Intermediate Millage

Millage funds are distributed pursuant to R340.1811(5). A brief description follows:

Actual costs: Actual costs are those that remain after deducting applicable state and federal funds for special education programs and services approved in the VBISD Plan.

VBISD Operated Programs and Services: Actual costs for special education programs and services operated by the VBISD, and made available to all constituent districts, are reimbursed in full before any payments are made for other programs and services.

Formula for Local Programs: The VBISD reimburses a budgeted amount (currently \$1,000,000 per year) toward actual costs for Special Education programs and services.

- a) Actual costs NOT reimbursed include:
 - i) Classroom supplies that exceed an average of \$1,000 per program in a district.
 - ii) Paraprofessionals during times they are not working exclusively in special education.
 - iii) Administrators who do not possess approval as a Supervisor or Director of Special Education from the state.
 - iv) Special Education due process hearings.
 - v) Indirect Costs (cost to operate and maintain facilities).
 - vi) Out-of-ISD resident students unless they are residents of a contiguous ISD bordering on a VBISD constituent district.
- b) The costs of any out-of-ISD resident students unless they are residents of a contiguous ISD bordering on a VBISD constituent district attending a program operated or receiving a service by VBISD will be the responsibility of the constituent district that has elected to enroll the student.
- c) If amounts budgeted by the ISD are not sufficient to reimburse local districts at 100%, each district will have a like percentage of their claim determined by:
(budgeted funds/ ISD-wide local actual costs x local actual costs)
- d) Payments are made to local districts in six equal installments, typically in August, October, December, February, April and June.

K. Parent Advisory Committee

R340.1832(k) A description of how the intermediate school district will appoint the parent advisory committee members under R340.1838(1) and (2).

The Parent Advisory Committee members are nominated by all constituent local school districts within the boundaries of VBISD. Each superintendent or designee makes a recommendation to his or her school board for approval of nominations. The VBISD Director of Special Education provides those recommendations to the VBISD Board where final appointments are made.

PAC member nominations must meet the following criteria and procedures:

- ✓ The nominee is a parent of a student with a disability
- ✓ There must be a nominee from each LEA Board of Education, unless no parent from the LEA agrees to serve
- ✓ The ISD can nominate additional members as long as the additional members do not exceed one-third of the committee
- ✓ The ISD board of education must make every attempt to assure that all types of disabilities and identifiable organization of parents of students with disabilities are represented on the PAC

L. Roles and Responsibilities of the Parent Advisory Committee

R340.1832(l) 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 related matters, such as the role and responsibility of the parent advisory committee in evaluating special education programs and services with then intermediate school district.

ISD Plan Development: The VBISD Plan and amendments to such shall be developed in cooperation with the Parent Advisory Committee. It shall be the responsibility of the Director of Special Education or designee to assure that the PAC members are provided with copies of the current Van Buren Intermediate School District Plan and subsequent amendments.

The Director of Special Education or designee will develop a draft of the VBISD Plan to be presented to the PAC for cooperative development. Prior to the submission date, the Parent Advisory Committee Chairperson shall be asked to sign the plan endorsement page indicating that the PAC has been involved in the development of the Plan. If the PAC so directs the chairperson by a majority vote, an objection to the Plan may be filed according to the procedures specified in Rule 340.1836 of the Revised Administrative Rules for Special Education.

On an annual basis or upon request by the PAC, the Director of Special Education or designee will review the ISD Plan with the Parent Advisory Committee.

Additional PAC Roles and Responsibilities: Rule 340.1838(5) states that the PAC is responsible for determining and documenting in writing the following: officers and their responsibilities, meeting times, and terms of office and related matters. Rule 340.1838(3) allows the ISD Board of Education to recommend the operational procedures for the PAC review and adoption.

M. Administrative Relationship with the Parent Advisory Committee

R340.1832(m) A description of the relationship of administrative and other school personnel, as well as representative of other agencies, in assisting the parent advisory committee in its responsibilities.

The VBISD Director of Special Education or designee will:

- ✓ Assist the PAC in scheduling meetings and will attend those meetings
- ✓ Ensure that current special education updates to the PAC are provided
- ✓ Ensure that the PAC participates in the development of the ISD Plan

N. Fiscal and Staff Resources Available to the Parent Advisory Committee

R340.1832(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.

Fiscal Resources: Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual VBISD Special Education budget. The VBISD will provide items to support the PAC such as postage, agendas, meeting minutes, meeting location, reimbursement for expenses incurred in the conduct of official business, and other approved expenses necessary for the PAC to function effectively.

Staff Resources: The VBISD shall make available staff resources for the purpose of making the Parent Advisory Committee an efficient and effective operational unit. The Director of Special Education or designee shall be responsible for assuring that reasonable secretarial support is available to the PAC for committee business.

O. Additional Plan Content

Moderately Cognitively Impaired Program

Expanded Age Range R340.1739/R340.1733

Due to the low incidence of eligible students, allow an expanded age range of up to 8 years at the elementary level and 10 years at the secondary level for students placed in Moderately Cognitively Impaired Programs operated by the VBISD for program feasibility.

Severely Multiply Impaired Program

Expanded Age Range R340.1733

Due to the low incidence of eligible students, allow expanded age range of up to 8 years at the elementary level and 10 years at the secondary level for students placed in Severely Multiply Impaired programs operated by the VBISD for program feasibility.

Surrogate Parents:

The VBISD will comply with the Michigan Department of Education State Board of Education approved *Policy for the Appointment of Surrogate Parents*. The VBISD, in cooperation with the local school district of which the student is a resident, will appoint a surrogate parent from a pool composed of PAC members. The PAC members can serve as the surrogate parent on a volunteer basis when no person such as a grandparent, stepparent or permanent foster parent is available and willing to serve in such a capacity. The Van Buren Intermediate School District offers training on an annual basis for surrogate parents.