

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

**January 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**

August 21, 2024

Jackson ISD

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 § 300.17 and R 340.1702 Incarcerated youth jail special education services**

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)**

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

Maureen Keene

08/21/2024

Maureen Keene, Assistant Superintendent

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

Name	Job Title	LEA/PAC	Date/Time Signed
Rebecca Hutchinson	District Superintendent	Concord Community Schools	09/20/2024 08:59 AM
Jeff Punches	District Superintendent	East Jackson Community Schools	09/20/2024 01:18 PM
Christie Robinson	District Superintendent	Springport Public Schools	09/20/2024 01:22 PM
Michael Smajda	District Superintendent	Western School District	09/25/2024 07:40 AM
Kristi Neelis	District Superintendent	Da Vinci Schools	09/25/2024 07:42 AM
Jeff Beal	District Superintendent	Jackson Public Schools	09/25/2024 07:42 AM
Brady Cook	District Superintendent	Michigan Center School District	09/25/2024 07:59 AM
Jonathon Marowelli	District Superintendent	Jackson Preparatory & Early College	09/25/2024 08:09 AM
Bridget Robinson	PAC Chairperson	Parental Advisory Committee	09/25/2024 08:17 AM
Nick Angel	District Superintendent	Grass Lake Community Schools	09/25/2024 09:20 AM
Denise Bergstrom	District Superintendent	Hanover-Horton School District	09/25/2024 09:28 AM
Ben Kriesch	District Superintendent	Paragon Charter Academy	09/25/2024 11:54 AM
Geoff Bontrager	District Superintendent	Northwest Community Schools	09/25/2024 02:33 PM

James Baker	District Superintendent	Columbia School District	09/25/2024 07:35 PM
Melissa Bradfield	District Superintendent	Vandercook Lake Public Schools	09/25/2024 08:36 PM
James Graham	District Superintendent	Napoleon Community Schools	09/26/2024 12:11 PM
Kevin Oxley	ISD Superintendent	Jackson ISD	09/26/2024 02:38 PM

## I. Public Awareness and Child Find

### **R 340.1832(a)**

A description of the procedures used by the intermediate school district to advise and inform students with disabilities, their parents, and other members of the community of the special education opportunities required under the law; the obligations of the local school districts, public school academies, and intermediate school district; and the title, address, and telephone number of representatives of those agencies who can provide information about the special education opportunities.

### **R 340.1832(b)**

A description of activities and outreach methods which are used to ensure that all citizens are aware of the availability of special education programs and services.

### **R 340.1832(g)**

The identity of the full- or part-time constituent local school district or public school academy administrator who, by position, is responsible for the implementation of special education programs and services.

**The following describes the ISD procedures for locating, identifying, and evaluating students who need special education programs and services. This includes outreach efforts for individuals incarcerated in county jails as well as other lower incident placements, like residential facilities, homebound hospitalized, etc.:**

The designated Child-Find Coordinator, in conjunction with administrative staff, is responsible for developing an internal communication and dissemination system and the implementation of activities such as awareness, outreach, interagency, cooperation, screening and assessment. This information will be available in the native language of the family, if needed.

The Jackson County ISD staff will promote 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. Some activities for child find activities may include (but are not limited to):

- Outreach at local hospital/physicians'
- Maintaining and disseminating information
- Professional Development
- Media coverage
- Brochures

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

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

Child Find screening activities are conducted by JCISD. The activities are conducted according to JCISD procedures. JCISD operates the Birth to Three program which distributes publicity material and shares information on an ongoing basis. The designated Child Find Coordinator will use all means at their disposal to seek out students with disabilities who are eligible for service. Specifically, Child Find works closely with agencies such as:

- Health Department
- Department of Human Services
- Head Start, Great Start
- Private Nurseries and daycare centers
- LifeWays
- JCISD- Special Education
- Wrap Around
- And others to identify potential special education students and to provide written information about the availability of special education programs and services

**The public agency(ies) responsible for child find activities for all eligible ages including students in county jails as well as other lower incident placements (e.g., residential facilities, homebound hospitalized, etc.) is/are**

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

Title	Organization	Address	Phone
ISD Director	Jackson ISD	6700 Browns Lake Road, Jackson, Michigan 49201	(517) 768-5258
District Director	Columbia School District	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Columbia School District	11775 Hewitt Rd., Brooklyn, MI 49230	517-592-6641
District Director	Concord Community Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Concord Community Schools	400 South Main Street, Concord, MI 49237	517-524-8315
District Director	Da Vinci Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Da Vinci Schools	2985 Springport Rd., Jackson, MI 49201	517-796-0031
District Director	East Jackson Community Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	East Jackson Community Schools	1404 N. Sutton Rd., Jackson, MI 49202	517-764-2090
District Director	Grass Lake Community Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-758-5200
District Superintendent	Grass Lake Community Schools	899 S. Union St., Grass Lake, MI 49240	517-867-5540
District Director	Hanover-Horton School District	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Hanover-Horton School District	10400 Moscow Rd., Horton, MI 49246	517-563-0101
District Director	Jackson Preparatory & Early College	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Jackson Preparatory & Early College	2111 Emmons Rd., Jackson, MI 49201	517-705-5732
District Director	Jackson Public Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Jackson Public Schools	522 Wildwood Avenue, Jackson, MI 49201	517-841-2187
District Director	Michigan Center School District	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Michigan Center School District	400 S. State Street, Michigan Center, MI 49254	517-764-1440
District Superintendent	Napoleon Community Schools	200 West Street, Napoleon, MI 49261	517-536-8667

District Director	Napoleon Community Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Director	Northwest Community Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Northwest Community Schools	6900 Rives Junction Road, Jackson, MI 49201	517-817-4700
Other	Paragon Charter Academy	3750 McCain Road, Jackson, MI 49201	517-750-9500
District Director	Paragon Charter Academy	6700 Browns Lake Road, Jackson, MI 49201	517-768-5200
District Director	Springport Public Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Springport Public Schools	300 West Main Street, Springport, MI 49284	517-857-3495
District Director	Vandercook Lake Public Schools	6700 Browns Lake Rd., Jackson, MI 49201	517-768-5200
District Superintendent	Vandercook Lake Public Schools	1000 East Golf Avenue, Jackson, MI 49203	517-782-9044
District Director	Western School District	6700 Browns Lake Road, Jackson, MI 49201	517-768-5200
District Superintendent	Western School District	1400 South Dearing Road, Parma, MI 49269	517-841-8100

## 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.

The following table displays the diagnostic and related services provided within the ISD. For an accessible version of the information, please refer to Appendix A.

### Diagnostic and Related Services

District	Assistive Technology Consultant	Audiologist	Interpreting Services	Nurse	Occupational Therapist	Orientation and Mobility Specialist	Physical Therapist	School Psychologist	School Social Worker	Teacher Consultant – Autism Spectrum Disorder	Teacher Consultant – Cognitive Impairment	Teacher Consultant – Emotional Impairment	Teacher Consultant – Learning Disability	Teacher Consultant – Hearing Impairment	Teacher Consultant – Visual Impairment	Teacher Consultant – Physical or Other Health Impairment	Teacher Consultant – Speech and Language Impairment	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	Transition Coordinator
Jackson ISD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	
Columbia School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Concord Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Da Vinci Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
East Jackson Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Grass Lake Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hanover-Horton School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Jackson Preparatory & Early College	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Jackson Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Michigan Center School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Napoleon Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Northwest Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Paragon Charter Academy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Springport Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vandercook Lake Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Western School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

### 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.

The following table displays programs and services provided within the ISD. For an accessible version of the information, please refer to Appendix B.

#### Programs or Services

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	Adult Education Services
Jackson ISD						✓	✓		✓	✓		✓	✓			✓	✓		✓		✓	✓	✓	
Columbia School District										✓				✓	✓						✓			
Concord Community Schools										✓				✓	✓									
Da Vinci Schools										✓				✓	✓									
East Jackson Community Schools										✓				✓	✓						✓			
Grass Lake Community Schools										✓				✓	✓									
Hanover-Horton School District										✓				✓	✓									
Jackson Preparatory & Early College										✓				✓	✓									
Jackson Public Schools										✓				✓	✓				✓		✓		✓	
Michigan Center School District										✓				✓	✓						✓			
Napoleon Community Schools										✓				✓	✓									
Northwest Community Schools										✓				✓	✓						✓			
Paragon Charter Academy										✓				✓	✓									
Springport Public Schools										✓				✓	✓									
Vandercook Lake Public Schools										✓				✓	✓									



Program Name	Student Population Served
Locally Operated Categorical Tier 1	<p><b>Tier 1 Program (Low Incidence/ Mild-Moderate Instructional)</b> supports are provided for students who are in need of extensive, ongoing specially designed instruction for academics or behavior in order to make progress as compared to their own baseline. This would include students who require modified standards and mild to moderate, ongoing specially designed instruction in a very structured environment and students whose physical, cognitive, communication, sensory and/or behavioral needs require mild-moderate to significant ongoing specially designed instruction across a very structured environment to access the school setting.</p> <p>The student receiving Tier 1 programming support may receive instruction aligned to state standards and/or alternate achievement standards. Will participate in state and district assessments aligned to State Standards and are defined in the Individualized Education Program (IEP). May receive a diploma or Certificate of Completion. Tiered/Leveled programming is designed to provide specialized instruction based on individual student needs, rather than areas of eligibility. Students whose IEP teams determine that Tier 1 programming is needed for the provision of FAPE, generally spends 40-79% of their instructional day in the general education settings.</p>

**Role of Teachers or Service Providers**

**Tier 1 Teachers** provide direct instruction in content areas of curriculum as well as behaviorally based training. May issue grades and/or grant credit for courses matching the teacher's subject level endorsement. Service providers work in both direct instruction and consultative modes with students based on IEP needs. Core behavioral team for this program consists of Special Education Supervisor, School Psychologist (behavior interventionist), School Social Worker, and other IEP team members as noted in the IEP. The teacher may consult with staff on behalf of the student, may provide direct support to the student inclusive of instruction in modified state standards, and may issue grades/credit for subject(s) taught. The teacher may provide support in either general education or a specialized instruction setting. The teacher may serve as a member of the Multidisciplinary Evaluation Team and evaluate students who are suspected of having a disability.

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

**Tier 1 Teachers** must be a special education endorsed teacher (CI, EI, ASD, POHI) with documented expertise in evidence-based instructional practices aligned with Tier 1 cognitive, physical, sensory, behavioral and academic needs. The Tier 1 teacher must have the professional capacity (skill, level and adequate time assigned) to address the goals and objectives for all students assigned.

**Maximum Caseload of Teachers and Providers**

up to 18 on caseload

# 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
15		15 students, 1 teacher/1 aide. Additional aides added based on individual student needs.

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

Jackson County Intermediate School District, Columbia, Jackson Public, Michigan Center, Northwest, Western

Program Name	Student Population Served
<p>JCISD Local Based Special Education Programs  Tier 2,  Level 1 - Michigan Center, Northwest, JPS, Western  Level 2 - Columbia, CC - Ravens  Level 3 - CC - Redhawks, CC - Ravens</p>	<p>Tier 2 programming and supports are based on individual student needs and goals identified by the Individualized Education Plan (IEP) team. Any student who exhibits a need for ongoing support across environments may be provided Tier 2 programming supports when present level and evaluation data show evidence that instruction in the general education setting is not happening naturally and the student exhibits a need for alternative teaching and alternate achievement standards in order to make progress; this may include ongoing specially designed instruction for behavior and academics in order to make progress in functional behavior regulation, compared to their own baseline. This would include students who require accommodated standards and moderate to severe, ongoing specially designed instruction in a very structured environment and students whose sensory and/or behavioral needs require significant, ongoing specially designed instruction across a very structured environment to access the school setting.</p> <p>Tier 2 Programs and supports serve for 2 distinct groups of students.  1) Those who are able to make progress on the state standards without modification but whose needs require ongoing supports across a significantly structured environment.  2) Those who are not able to make progress on the state standards requiring alternate achievement standards and ongoing supports across a more structured environment.</p> <p>The student receiving Tier 2 support may receive instruction aligned to state standards and/or alternate achievement standards. The student will participate in state and district assessments aligned to the State Standards defined in the Individualized Education Plan (IEP). The student may receive a diploma or a certificate of completion.</p> <p>Tiered and leveled programming is designed to provide specialized instruction based on the individual student needs, rather than eligibility status. Students whose IEP teams determine that Tier 2, leveled programming is required for FAPE generally spend 50% or less of their instructional day in general education settings.</p>
Role of Teachers or Service Providers	
<p><b>Tier 2, Level 1, Level 2, and Level 3 Teacher</b> may consult with staff/service providers on behalf of the student, may provide direct support to the student inclusive of instruction in modified state standards, and may issue grades/credit for teacher's subject level endorsement. The teacher may provide support in either general education or a specialized instruction setting. The teacher may serve as a member of the Multidisciplinary Evaluation Team and evaluate students who are suspected of having a disability.</p>	
Certification and/or endorsement of the teachers and service providers	
<p><b>Tier 2, Level 1, Level 2, and Level 3 Teacher</b> must be a special education endorsed teacher (CI, ASD, EI, POHI) with documented expertise in evidence-based instructional practices aligned with Tier 2 cognitive, physical, sensory, behavioral and academic needs. The Tier 2 teacher must have the professional capacity (skill, level and adequate time assigned) to address the goals and objectives for all students assigned. Nonviolent Crisis Intervention certification will be maintained as well as CPR. Teachers will receive specialized and intensive training in evidence based classroom instructional practices for students with significant disabilities, ie; Alt + Shift, START, TEACCH, N2Y - Unique Learning Systems. Teachers will participate in county-wide systems of support through each school year which can include, but is not limited to, monthly department meetings, community of practice gatherings, professional learning community opportunities. Ongoing coaching to address classroom needs as well as consultation related to student needs and relevant professional development are provided.</p>	
Maximum Caseload of Teachers and Providers	
<p>15 students maximum/caseload</p>	

# 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
15		15/1 teacher and 1 aide. Additional aides added based on individual student need.

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

Jackson County Intermediate School District

Program Name	Student Population Served
Lyle Torrant Center Tier 3 Level 1 Level 2 Level 3	<p><b>Tier 3, Level 1, Level 2, and Level 3 Student:</b> Program Supports (Low Incidence/High Needs Instruction) are provided for students, which may include students with significant cognitive impairment who are in need of extensive, ongoing specially designed instruction for academics, communication or moderate level of behavior, which is supported in a moderate to high staff to student ratio in order to make progress as compared to their own baseline. This may include students who require extensive modifications to standards and extensive, ongoing specially designed instruction in a very structured environment -and- students whose physical, cognitive, communication, sensory and/or behavioral needs may require extensive, ongoing specially designed instruction across a very structured environment to access the school setting.</p> <p>Students in Tier 3 receive instruction aligned with the Essential Elements with Michigan Range of Complexity and are assessed using ULS Benchmarking and MI-Access. MI-Access testing levels (FI, SI, Participation) are defined in the student's IEP.</p> <p>Tier 3 programming is designed to provide the most intensive, specialized instruction/support based on student needs determined by the IEP Team and written within the IEP. Student whose IEP team determined that Tier 3, leveled programming is needed for FAPE may spend 15% or less of their instructional day in general education settings.</p> <p>Specific Tier 3 Needs May Include:</p> <ul style="list-style-type: none"> <li>• Development at a rate of 4 ½ or more Standard Deviations below the mean (IQ below SS=40 and below); Mi-Access Participation Level; ULS Modified Curriculum Utilized</li> <li>• From Ages 5-26, typically working on emergent literacy concepts and emergent number sense.</li> <li>• Academic goals associated with attaining reading and math skills consistent with Pre-K Levels through age 26; Behavior intensity is consistent with behaviors that cannot be assisted while still maintaining the student's safety or dignity in the classroom (ie. violent, self-injurious, sexual in nature)</li> <li>• May demonstrate unsafe behaviors have a high frequency of occurrence (ie. at least daily)</li> <li>• Student requires individualized support to transition from one activity to another.</li> <li>• May have an individualized Positive Behavior Support Plan in place; Needs extensive adult support in order to socialize with non-disabled peers due to dangerous behavior, physical constraints, OR lack of method to independently communicate with peers; Goals address functional communication, AND/OR complex adaptive needs due to physical constraints; Non-verbal with no effective method to communicate basic needs even with instruction on Augmentative and Alternative Communication</li> <li>• Uses one or two communicative functions (e.g. request, protest, etc. appropriate to age)</li> </ul>

- Cannot repair communication breakdowns without support of an adult
- Follows one step directions, requires multiple repetitions or physical prompts; or cannot follow one step directions; Adaptive Behavior Scale Functioning below SS=40 in subscale areas
- Requires adult physical assistance and supervision for all areas of daily living tasks due to physical/health constraints
- Require consistent support and care due to physical health/constraints
- Depends on others for all aspects of day to day life due to physical health constraints; Student has health care plan with a high level of medical needs requiring frequent adult support for care (ie. Daily)
- Examples may include tube feeding, suctioning, and positioning
- Has difficulty communicating pain location or other information
- Cannot successfully live independently due to cognitive, physical/health constraints

**Role of Teachers or Service Providers**

**Tier 3, Level 1, Level 2, and Level 3 Teacher** The teacher may consult with staff/service providers on behalf of the student, may provide direct support to the student inclusive of instruction in modified state standards. The teacher provides support in highly individualized and specialized instruction setting. The teacher may serve as a member of the (MET) and evaluate students who are suspected of having a disability.

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

**Tier 3, Level 1, Level 2, Level 3 Teacher** must be a special education endorsed teacher (CI, ASD, POHI) with documented expertise in evidence-based instructional practices aligned with Tier 3 severe cognitive, physical, communication, sensory, behavioral and academic needs. Tier 3 teachers must have the professional capacity (skills, level and adequate time assigned) to address the goals and objectives for all students assigned. The teachers must have the capacity to effectively communicate with classroom staff as well as additional service providers and families. Nonviolent Crisis Intervention certification will be maintained as well as CPR. Teachers will receive specialized and intensive training in evidence based classroom instructional practices for students with significant disabilities, ie; Alt + Shift, START, TEACCH, N2Y - Unique Learning Systems, CORE Vocabulary, and Project CORE, 5 Point Scale to support emotional regulation. Teachers will participate in county-wide systems of support through each school year which can include, but is not limited to, monthly department meetings, community of practice gatherings, professional learning community opportunities. Ongoing coaching to address classroom needs as well as consultation related to student needs and relevant professional development are provided.

**Maximum Caseload of Teachers and Providers**

Level 1 = 12 students (caseload and at one time) , Level 2 = 10 students (caseload and at one time), Level 3 = 8 students (caseload and at one time)

# 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
12		Level 1: 4:1 Students:Staff Level 2: 3:1 Students:Staff Level 3: 2:1 Students:Staff, Additional aides can be added to any level based on the needs of the student.

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

Jackson County Intermediate School District

Program Name	Student Population Served
Secondary Transition Program	<p><b>Secondary Transition</b> programming is specific to students aged 18-26 and may provide services in an environment external to the traditional classroom. Transition Program supports are provided for those who are in need of ongoing specially designed instruction in Secondary Transition related skills in order to make progress toward their post-secondary goals.</p> <p>Based on individual student needs and goals identified by the Individualized Education Plan Team, any student aged 18-26 with ongoing Transition related needs may be provided Transition Programming when present level and evaluation data shows evidence that the student requires post secondary transition services and supports as articulated through the IEP Transition Plan, Supplementary Aids and Services and/or Measurable Annual Goals aligned with Transition needs.</p> <p>Transition programming may be provided in specialized or community based settings. Students may receive a Certificate of Completion. All Transition programming is provided based on student's Transition needs as defined in the student's IEP to include programs/services, supplementary aids and services, and measurable annual goals. Programming provides supports consistent with 300.43 and is based on a 180 day instructional calendar, with a minimum of 1098 instructional hours.</p>

**Role of Teachers or Service Providers**

**Secondary Transition** Teachers provide direct and consultative services to students and families. Teachers work as job coaches in community placements to assist students toward their post secondary goals. Teachers work collaboratively with classroom staff, additional service providers, and community members.

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

**Secondary Transition Teachers** must be a special education endorsed teacher (CI, ASD, EI) with documented expertise in evidence-based instructional practices aligned Transition Tier cognitive, physical, sensory, behavioral and academic needs. The Transition Tier teacher must have the professional capacity (skill, level and adequate time assigned) to address the goals and objectives for all students assigned. Nonviolent Crisis Intervention certification will be maintained as well as CPR.

**Maximum Caseload of Teachers and Providers**

30 students

# 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
18		

## 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.**

Paraprofessional personnel employed by JCISD and local districts will possess the following minimum qualifications:

1. Be a high school graduate or its equivalent.
2. Demonstrate a positive moral influence on students.
3. Demonstrate an understanding and acceptance of, and ability to work with students with disabilities.

The special education personnel in the JCISD will receive in-service training through state workshops, selected conferences and other training models, or through visitation to other programs.

## V. Transportation

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

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

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

The ISD and LEAs both provide transportation.

## VI. Millage Fund Distribution

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

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

### **R 340.1811**

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

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

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

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

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

### **R 340.1812**

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

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

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

With respect to the ISD millage monies, the JCISD Board of Education will determine the amount to be held as a fund equity balance. This amount will be subtracted from the total JCISD revenues. Actual costs for special education programs and services operated by the JCISD, and made available to all constituent districts, are reimbursed in full before any payments are made for other programs and services.

The total direct cost for local district special education programs and services will be determined using the SE-4096 Final Cost Report forms. For each local district the total excess direct cost will be determined by subtracting all state reimbursement(s) due to the districts. The net un-reimbursed costs shall constitute the operational cost claim against intermediate school district special education tax funds. After the total local district reimbursable costs are determined, the JCISD will calculate the percentage of these costs that will be reimbursed to the districts given the amount of JCISD revenues that are available. The JCISD Superintendents Advisory Committee will periodically review ISD and local district needs related to distribution of funds and special circumstances.

No amount of the special education millage or amounts received under section 56 of the State School Aid Act of 1979 (MCL 388.1656), or other property taxes paid to the intermediate district or amounts received by the intermediate district in lieu of property taxes shall be distributed to a local district to provide special education programs and services to students enrolled as tuition students under section 105c of the State School Aid Act of 1979 (MCL 388.1705c), or on any other basis who do not reside within the JCISD, including students attending Public School Academies who reside outside the Jackson County ISD boundaries. A local district shall not claim special education transportation costs for such students or program costs directly attributable to such students (e.g. a one-to-one aide). Reimbursement of other program costs shall be reduced by the proportionate share that enrolled students who are not residents of JCISD are of the total number of students enrolled in that special education program. Proportionate share is to be computed on a full-time equivalent basis.

The JCISD may charge up to 25% of its central office and general administration expenses, not directly charged to the special education fund, on the "Annual School District Financial Report". Such expenses and charges will be consistent guidelines published by the State Board of Education ("Accounting and Fiscal Reporting Requirements for Intermediate School District Use of Funds" 1993).

## **VII. Parent Advisory Committee (PAC)**

### **R 340.1832(k)**

A description of how the intermediate school district will appoint the parent advisory committee members under R 340.1838(1) and (2).

**The following is the ISD’s process for appointing PAC members in accordance with R 340.1838(1) and (2).**

The Parent Advisory Committee (PAC) members are nominated yearly by the local school districts and charter schools within the JCISD. Each superintendent makes a recommendation to his or her school board for approval of nominations. This recommendation will include an assurance that all impairment areas and identifiable organizations of parents of students with disabilities are represented. The ISD Special Education Director provides those recommendations to the ISD Board where final appointments are made.

**PAC Participation and Additional Responsibilities**

**R 340.1832(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 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 primary role of the PAC is to work cooperatively in the development and review of the JCISD Plan. The ISD Plan is an annual agenda item. This gives the PAC a routine opportunity to participate in the cooperative development, revisions and updates.

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

The PAC, by majority vote, may file objections to the plan by following Rule 340.1836. PAC by-laws may be amended or revised by majority action of the PAC committee

**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
Jackson ISD	Director of Special Education	PAC Liason
Jackson ISD	Principal	PAC Liason

**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.**

Fiscal resources available to the Parent Advisory Committee shall be outlined in the annual ISD Special Education Budget. The ISD will provide funding and resources for the following PAC items of business: postage for notices or other committee mailings, reproductions of ISD administrator approved documents, in accordance with ISD policies, special education related updates and information.

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

The ISD shall make available staff resources for the purpose of making of the committee an efficient and effective operational unit. The Director of Special Education or his/her designee shall be responsible for assuring that reasonable secretarial support is available to the PAC for committee business.

**VIII. Surrogate Parents**

**34 CFR §300.519(a)(b)**  
 General. Each public agency must ensure that the rights of a child are protected when— (1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method— (1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child.

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

Both

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

ISD

## Appendix A

The following list provides diagnostic and related services at districts within the ISD.

### District

#### Jackson ISD

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- 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

#### Columbia School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Concord Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Da Vinci Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability

- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### East Jackson Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Grass Lake Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist

- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

Hanover-Horton School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

Jackson Preparatory & Early College

- Assistive Technology Consultant
- Audiologist
- Interpreting Services

- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Jackson Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Michigan Center School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Napoleon Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment

- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Northwest Community Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Paragon Charter Academy

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker

- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Springport Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

#### Vandercook Lake Public Schools

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse

- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

Western School District

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher Consultant – Autism Spectrum Disorder
- Teacher Consultant – Cognitive Impairment
- Teacher Consultant – Emotional Impairment
- Teacher Consultant – Learning Disability
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health Impairment
- Teacher Consultant – Speech and Language Impairment
- 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

## Appendix B

The following list provides special education programs and services at districts within the ISD.

### District

#### Jackson ISD

- Deaf or Hard of Hearing Programs
- Visual Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Severe Multiple Impairments Programs
- Teacher Consultant Services
- Early Childhood Special Education Programs
- Early Childhood Special Education Services
- Juvenile Detention Facilities Programs and Services
- Alternate Program, Option 2 (described in section 4)
- Birth to Three Programs
- Incarcerated Youth Jail Services

#### Columbia School District

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Alternate Program, Option 2 (described in section 4)

#### Concord Community Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

#### Da Vinci Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

#### East Jackson Community Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Alternate Program, Option 2 (described in section 4)

#### Grass Lake Community Schools

- Homebound and Hospitalized Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Hanover-Horton School District

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Jackson Preparatory & Early College

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Jackson Public Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Juvenile Detention Facilities Programs and Services
- Alternate Program, Option 2 (described in section 4)
- Incarcerated Youth Jail Services

Michigan Center School District

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Alternate Program, Option 2 (described in section 4)

Napoleon Community Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Northwest Community Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Alternate Program, Option 2 (described in section 4)

Paragon Charter Academy

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Springport Public Schools

- Homebound and Hospitalized Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Vandercook Lake Public Schools

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Western School District

- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Alternate Program, Option 2 (described in section 4)