

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

September 2026

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

November 7, 2025

Genesee 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).

Steven Tunnichliff

08/21/2026

Steven Tunnichliff, 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 Genesee ISD Plan for the Delivery of Special Education Programs and Services.

Name	Job Title	LEA/PAC	Date/Time Signed
Dr. Jendayi Gardner	District Superintendent	Beecher Community School District	
Cathy McGilvery	District Superintendent	Carman-Ainsworth Community Schools	
Mike Baslzer	District Superintendent	Goodrich Area Schools	
Jim Kitchen	District Superintendent	Swartz Creek Community Schools	
Trevor Alward	District Superintendent	Grand Blanc Community Schools	
Steven Tunnichliff	ISD Superintendent	Genesee ISD	

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 Genesee Intermediate School District (GISD) Assistant Superintendent of Special Education Services and local administrators for special education will provide information to persons with disabilities, their parents, and other members of the community about the programs and opportunities, required under the law, in their districts as well as the intermediate school district. The Genesee Intermediate School District (GISD) Assistant Superintendent of Special Education Services and local administrators for special education may use the **Special Education Parent Handbook for Genesee County School Districts** to provide this information.

Information regarding the Parent Advisory Committee (PAC) and names and telephone numbers of PAC representatives are available from the GISD Assistant Superintendent of Special Education Services designee as well as Local Education Agencies (LEA) and Public School Academies (PSA) administrators for special education.

The Genesee Intermediate School District 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:

The GISD Assistant Superintendent of Special Education Services, GISD principal of the Early

Childhood Programs and Services (ECPS), and/or other designee shall be appointed as the person(s) responsible for coordinating child find activities within the GISD. The ECPS principal will work in cooperation with the Early On Genesee County Interagency Coordinating Council (ICC) to ensure uniform informational items are disseminated throughout the county. Examples of materials and communication items include radio, television, newspaper advertisements, organizational presentations, and other public awareness activities.

Upon request, the PAC may develop a parent in-service program to be presented to local parent groups. The program may include information on identification techniques, interagency coordination, total program information, and awareness/outreach activities.

Anyone wishing to take advantage of these programs and services may call, walk-in, or write their LEA/PSA or the GISD. Upon request, this information shall be made available in the families' native language.

LEA/PSA superintendents or administrators will designate a person in each district who will advise and inform persons with disabilities, their parents, and other members of the community as to special education opportunities required under the laws, and the obligation of local and intermediate school district to provide such programs.

Infants who have special needs or delays in development may be referred to Early On (Part C) for screening. A determination of a suspected disability will result in a referral to special education.

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:

- ☐ ISD
- ☐ LEA
- ☒ Both

The following table shows special education contacts within the ISD:

Title	Organization	Address	Phone
ISD Director	Genesee ISD	2413 West Maple Avenue Flint, MI 48507	(810) 591-4494
	Atherton Community Schools	3354 South Genesee Rd. Burton, MI 48519	810-591-0850
District Director	Atherton Community Schools	3354 South Genesee Rd. Burton, MI 48519	810-591-5612
District Director	Beecher Community School District	6255 Neff Rd, Mt Morris, MI 48458	810-591-9867
District Superintendent	Bendle Public Schools	3420 Columbine Ave. Burton, Mi. 48529	810-591-2501
	Bendle Public Schools	3420 Columbine Ave. Burton, Mi. 48529	810-591-3601
	Bentley Community School District	1150 N. Belsay Rd., Burton, MI 48509	810-591-9543
	Burton Glen Charter Academy	3820 Broadmoor Ave SE Grand Rapids, MI 49512	616-788-7047

District Director	Carman-Ainsworth Community Schools	1300 N. Linden Rd. Flint, Mi 48532	810-591-6237
District Director	Clio Area School District	1 Mustang Drive Clio MI 48420	810-591-7482
District Director	Davison Community Schools	Davison Community Schools 1490 N. Oak Rd. Davison, MI 48423	810-591-1148
Assistant Superintendent of Student Services	Davison Community Schools	Davison Community Schools 1490 N. Oak Rd. Davison, MI 48423	810-591-0913
District Director	Eagle's Nest Academy	5101 Cloverlawn Dr. Flint, MI 48504	313-647-8774
District Director	Fenton Area Public Schools	3100 Owen Rd Fenton, MI 48430	810-591-8302
	Flex High School of Michigan	4945 Clio Road Flint, Mi 48504	810-852-4479
	Flint City School District	Learning Support Services Supervisor 923 E. Kearsley St. Flint, MI 48503	810-767-6149
District Superintendent	Flint Cultural Center Academy	1200 Robert T. Longway Blvd. Flint, Mi 48503	810-339-8750
District Director	Flint Cultural Center Academy	1200 Robert T. Longway Blvd. Flint, Mi 48503	810-339-8750
District Director	Flushing Community Schools	409 Chamberlain St., Flushing, MI 48433	810-591-2320
District Director	Genesee School District	7347 N. Genesee Rd., Genesee MI 48437	810-591-1649
District Director	Goodrich Area Schools	8029 S. Gale Rd Goodrich Michigan 48438	810-591-5222
District Director	Grand Blanc Academy	5135 E. Hill Road, Grand Blanc, MI 48439	810-953-3140
District Director	Grand Blanc Academy	5135 E Hill Road Grand Blanc, MI 48439	810-953-3140
District Director	Grand Blanc Community Schools	1 Jewett Tr. Grand Blanc, Mi 48439 (810)591-6371	810-591-6371
District Director	Greater Heights Academy	3196 Pasadena Ave, Flint, MI 48504	313-647-8774
District Director	International Academy of Flint	2820 Saginaw Flint, MI 48503	810-600-5233
District Director	Kearsley Community School District	4396 Underhill Drive, Flint, MI 48506	810-591-7614
District Director	Lake Fenton Community Schools	11425 Torrey Rd Fenton MI 48430	810-591-6555
District Director	Lakeville Community School District	11107 Washburn Rd. Otisville, MI 48463	810-591-3341
	Linden Charter Academy	3244 N. Linden Road, Flint, MI 48504	616-788-7047
	Linden Community Schools	Linden Community Schools Special Education Office 7205 Silver Lake Road Linden, MI 48451	810-591-0992
District Director	Madison Academy	6170 Torrey Rd Flint, MI 48507	810-655-2949
	Madison Academy	6170 Torrey Rd Flint, MI 48507	810-655-2949
District Director	Montrose Community Schools	300 Nanita Drive Montrose, MI 48457	810-591-8886
District Director	Mt. Morris Consolidated Schools	1000 E. Mt. Morris St., Mt. Morris, MI 48458	810-591-3431
District Director	Northridge Academy	4100 W Coldwater Rd, Flint MI 48504	810-785-8811
	Richfield Public School Academy	3807 N Center rd. Flint, MI 48506	810-736-1281
District Director	Richfield Public School Academy	3807 N Center rd. Flint, MI 48506	810-736-1281
District Director	Swartz Creek Community Schools	8354 Cappy Lane Swartz Creek, MI 48473	810-591-2389
	The New Standard Academy	2040 W Carpenter Rd Flint, MI 48505	810-787-3330
District Director	The New Standard Academy	2040 W Carpenter Rd Flint, MI 48505	810-787-3330
District Director	WAY Academy - Flint	WAY Academy Flint 817 E Kearsley St Flint Mi 48503	989-323-0119
District Director	Westwood Heights Schools	G3223 W. Carpenter Rd Flint, MI 48504	810-591-8644
	Woodland Park Academy	2083 E Grand Blanc Rd, Grand Blanc MI 48439	810-695-4710

District Director	Woodland Park Academy	2083 E Grand Blanc Rd, Grand Blanc MI 48439	810-695-4710
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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 – Deaf or Hard of Hearing	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
Genesee ISD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	
Atherton Community Schools	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Beecher Community School District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Bendle Public Schools	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Bentley Community School District	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Burton Glen Charter Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Carman-Ainsworth Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Clio Area School District	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Davison Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓
Eagle's Nest Academy	✓		✓	✓	✓			✓	✓										✓		
Fenton Area Public Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Flex High School of Michigan	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Flint City School District	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Flint Cultural Center Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Flushing Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Genesee School District	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Goodrich Area Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓
Grand Blanc Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	

Grand Blanc Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓
Greater Heights Academy	✓	✓	✓	✓	✓	✓		✓	✓										✓		
International Academy of Flint	✓	✓	✓			✓	✓	✓	✓									✓	✓	✓	
Kearsley Community School District	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Lake Fenton Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
LakeVille Community School District	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Linden Charter Academy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Linden Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Madison Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Montrose Community Schools	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Mt. Morris Consolidated Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	
Northridge Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
Richfield Public School Academy	✓			✓	✓	✓	✓	✓	✓										✓		
Swartz Creek Community Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓
The New Standard Academy	✓	✓	✓		✓	✓	✓	✓	✓									✓	✓	✓	
WAY Academy - Flint	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Westwood Heights Schools	✓			✓	✓	✓	✓	✓	✓										✓		
Woodland Park Academy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Other Provider/Service added

R 340.1733(h) Transition Services

Genesee ISD

R 340.1733(i) Work-Site Based Learning

Genesee ISD

III. Special Education Programs and Services

R 340.1832(d)

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

R 340.1832(e)

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

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
Genesee ISD	✓	✓	✓		✓		✓		✓	✓		✓	✓			✓	✓			✓	✓	✓		✓
Atherton Community Schools									✓	✓				✓	✓	✓								
Beecher Community School District				✓					✓	✓				✓	✓	✓	✓							✓
Bendle Public Schools				✓					✓	✓			✓	✓	✓	✓								
Bentley Community School District									✓	✓			✓	✓	✓	✓								
Burton Glen Charter Academy									✓	✓				✓	✓									
Carman-Ainsworth Community Schools				✓	✓				✓	✓			✓	✓	✓	✓								
Clio Area School District				✓	✓				✓	✓			✓	✓	✓	✓								
Davison Community Schools	✓			✓	✓				✓	✓				✓	✓	✓								✓
Eagle's Nest Academy									✓	✓				✓										
Fenton Area Public Schools				✓	✓				✓	✓			✓	✓	✓		✓							
Flex High School of Michigan										✓					✓									
Flint City School District				✓	✓				✓	✓				✓	✓	✓	✓							
Flint Cultural Center Academy									✓	✓				✓	✓									
Flushing Community Schools				✓	✓				✓	✓			✓	✓	✓	✓								
Genesee School District									✓	✓				✓	✓									
Goodrich Area Schools	✓								✓	✓				✓	✓		✓							✓
Grand Blanc Academy									✓	✓				✓	✓									
Grand Blanc Community Schools	✓			✓					✓	✓			✓	✓	✓	✓	✓		✓					
Greater Heights Academy									✓	✓				✓										
International Academy of Flint				✓					✓	✓				✓	✓									
Kearsley Community School District				✓					✓	✓			✓	✓	✓									
Lake Fenton Community Schools				✓	✓				✓	✓				✓	✓		✓							
Lakeville Community School District					✓				✓	✓				✓	✓									
Linden Charter Academy									✓	✓				✓	✓									
Linden Community Schools				✓	✓				✓	✓			✓	✓	✓	✓								
Madison Academy									✓	✓				✓	✓									
Montrose Community Schools				✓					✓	✓			✓	✓	✓	✓								
Mt. Morris Consolidated Schools									✓	✓				✓	✓	✓		✓					✓	

Northridge Academy								✓	✓				✓	✓						
Richfield Public School Academy								✓	✓				✓	✓						
Swartz Creek Community Schools				✓	✓			✓	✓			✓	✓	✓						✓
The New Standard Academy								✓	✓				✓	✓						
WAY Academy - Flint								✓	✓					✓						
Westwood Heights Schools								✓	✓			✓	✓	✓						
Woodland Park Academy								✓	✓				✓	✓						

Alternative Program or Service

Option 1: Modification of a Part 3 Rule

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

Rule # for Program or Service	Description of Program or Service
R 340.1758	Programs for Students with Autism Spectrum Disorder under R340.1758a shall have not more than eight students and shall be served by a teacher and two paraprofessionals when the program has more than six students. At no time will the student-teacher-aide ratio exceed six students to one teacher and one paraprofessional.
R 340.1740	Programs for students with mild cognitive impairments: In elementary programs for students with mild cognitive impairment, there shall be a total caseload of not more than 18 students. At 12 or more students, an aide shall be added. The maximum number of students at one time shall remain 15 students.
R 340.1740	Programs for students with mild cognitive impairments: In secondary programs for students with mild cognitive impairment, there shall be a total caseload of not more than 18 students. The maximum number of students at one time shall remain 15 students.
R 340.1741	Programs for students with emotional impairments: One teacher with 1-2 aides to serve 12 students in a classroom at any one time with the total number of students on the teacher's caseload to be no more than 15 different students. No more than 12 students can be in the room at any one time; an aide will be assigned when the 11th student is added.
R 340.1745	Services for students with Speech and Language Impairment: Maximum caseload at 60 students with no more five additional under evaluation.
R 340.1749a	Elementary Resource Program: Maximum of 15 students at any one time with not more than an average of 12 per class period per instructional day, max caseload of 23 students.
R 340.1749b	Secondary Resource Program: Maximum of 15 students at any one time with not more than an average of 12 per class period per instructional day, max caseload of 23 students.
R 340.1749c	Departmentalization of Special Education Programs: An average of 13 students per class period per instructional day, with not more than 15 at one time.

Option 2: Alternate Program

District(s) Operating the Alternate Programs	
Genesee Intermediate School District	
Program Name	Student Population Served
Preschool Program for Students With Autism Spectrum Disorder	This program is designed for students, ages two and a half through five, who are or have been determined by an IEP Team to be eligible under autism spectrum disorder and would benefit from a half-day preschool center program that specializes in supports for students with Autism Spectrum Disorder. The Autism Spectrum Disorder Preschool program operates half-days for 180 school days per year.
Role of Teachers or Service Providers	
Direct Instruction	
Certification and/or endorsement of the teachers and service providers	
Autism Spectrum Disorder Endorsement; Ukeru Training	
Maximum Caseload of Teachers and Providers	
8	

# 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
8		Preschool Programs for Students with Autism Spectrum Disorder shall have not more than eight students and shall be served by a teacher and two paraprofessionals when the program has more than six students. At no time will the student-teacher-aide ratio exceed six students to one teacher and one paraprofessional.

District(s) Operating the Alternate Programs	
Genesee Intermediate School District	
Program Name	Student Population Served
Teacher Specialist for Visual Impairment	Students that need service delivery under the area of Visual Impairment
Role of Teachers or Service Providers	
• Provide large-type or braille texts, supplementary materials, educational aids, and equipment needed in a timely manner to ensure a student with a visual impairment's maximum participation in all classroom activities. • Create and adapt accessible materials. • Provide braille instruction and assessment for students with a visual impairment. • Model appropriate techniques for providing effective instructional strategies for students with a visual impairment. • Conduct functional vision assessments, learning media assessments, and other vision related assessments to determine a student's visual function, reading medium, and skill level. • Provide written reports based on aggregated assessment data. • Collaborate with teachers, support staff, parents, paraprofessionals, and students with visual impairments to provide useful technological and vision information. • Identify and coordinate accommodations and modifications of school environment for students with a visual impairment to obtain access to general education curriculum. • Consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students who are visually impaired. • Evaluate, select, and maintain appropriate adaptive technology used by students who are visually impaired in a school setting. • Assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with visual impairments. • Coordinate appropriate services with outside agencies. The VI Specialist without an endorsement in Visual Impairments cannot: • Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program. • Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation.	
Certification and/or endorsement of the teachers and service providers	
A visual impairment specialist for students with a visual impairment shall: Possess a valid Michigan teaching certificate with an endorsement in visual impairment, pursuant to R 340.1799b OR Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in visual impairments AND Possess 1 of the following 3 requirements: masters' degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.	
Maximum Caseload of Teachers and Providers	
30	

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

District(s) Operating the Alternate Programs	
Genesee Intermediate School District	
Program Name	Student Population Served
Teacher Specialist for Deaf and Hard of Hearing	Students that need service delivery under the area of Deaf and Hard of Hearing

Role of Teachers or Service Providers
• Evaluate students suspected of being a student who is deaf or hard of hearing. • Provide assessments for data-driven goal development. • Model instructional techniques and provide consultation in all content areas. • Collaborate with staff members in developing instructional goals, objectives, and teaching methods. • Provide consultation and direct services to students who are deaf or hard of hearing from birth to age 26. • Consult with teachers, parents, administrations, and support staff on behalf of students who are deaf or hard of hearing. • Assess, coordinate, use, manage, and monitor equipment and materials. Understand specialized auditory and visual technologies that enhance educational access and achievement. • Provide assistance to teachers and professionals regarding appropriate modifications and adaptations necessary to enhance academic achievement for students who are deaf or hard of hearing. • Coordinate appropriate services with outside agencies. • Establish and maintain cooperative relationships with parents. • Provide consultation and services in secondary education settings to facilitate transition to post-secondary school or work. • Communicate directly and effectively with students on an instructional level. • Assist students to be self-advocates.

Certification and/or endorsement of the teachers and service providers
Possess a valid Michigan teaching certificate with an endorsement in deaf or hard of hearing, pursuant to R 340.1799c OR Possess a valid Michigan teaching certificate, and be actively working towards an endorsement in hearing impairments AND Possess 1 of the following 3 requirements: masters' degree, a minimum of 3 years teaching experience, not less than 2 years of which are in special education, MDE teacher consultant approval.

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

District(s) Operating the Alternate Programs	
Genesee Intermediate School District and All Member Districts	
Program Name	Student Population Served
Social Worker Specialist	Students in need of school social work services

Role of Teachers or Service Providers

The Social Worker Specialist, under the supervision of a fully approved School Social Worker can:

- Consult with qualified IEP and MET team members including conducting observations and providing input regarding individual student needs.
- Participate in the development of a written and oral report to the IEP and MET teams detailing the results of the evaluation students.
- Identify problems and situations interfering with the ability of children to make optimal use of the educational experience and identify appropriate goals and objectives based on individual student needs.
- Serve as consultant to school staff and parents in altering situations adversely affecting the personal, social emotional, and academic development of children, including the development, coordination and staff training for Positive Behavioral Support Plans.
- Maintain appropriate records and reports including but not limited to, service documentation and student progress toward goals.
- Conduct functional behavioral assessments.
- Coordinate and develops resources within and outside the school system for use by children, their families, and school personnel.
- Provide direct therapy and intervention services, including crisis intervention.
- Use data-based decision making to lead a problem-solving model in dealing with student academic and behavioral concerns. The Social Worker Specialist cannot:
- Serve as a MARSE required member of the MET and IEP teams in the identification of a disability and development of supports and/or services to enable a qualifying student to learn as effectively as possible in his or her educational program.

Certification and/or endorsement of the teachers and service providers

An individual may be employed under the social work specialist with at least all the following:

- A Michigan Licensing and Regulatory Affairs (LARA) licensed bachelor level social worker
- Be enrolled in a Master of Social Work, with a school social work approval program at an accredited university.
- Work under the direct supervision of the local district Administrator of Special Education Programs.
- Must be mentored by a Michigan LARA licensed master level social worker with full approval as a school social worker.
- Must make progress toward the Social Work master's degree each year by successfully fulfilling the university obligations to remain in the program.
- Candidates must complete the master's program in 3 years and receive temporary approval as a school social worker (unless there are unforeseen university delays, such as cancelling a scope and sequence required course).

Maximum Caseload of Teachers and Providers

50 students including those under evaluation.

# 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

District(s) Operating the Alternate Programs

Genesee Intermediate School District

Program Name	Student Population Served
Teacher Specialist for Autism Spectrum Disorders	This service may be provided to students who demonstrate behaviors and characteristics consistent with autism spectrum disorder when those behaviors and/or characteristics interfere with their learning, the learning of others, and/or the safety of the classroom and/or school.

Role of Teachers or Service Providers

- Provides instructional services to students.
- Provides consultation to classroom staff in areas such as instructional methods, evaluation, effective time management, and problem solving/conflict management.
- Participates as a member of a Multidisciplinary Evaluation Team (MET) to assist in the evaluation of the educational needs of students.
- Participates in Individualized Education Planning Team (IEPT) meetings as assigned.
- Assists in the coordination of program/curriculum design and development and implementation.
- Assists in the coordination of assigned student activities.
- Prepares reports to facilitate, document or evaluate programs and assigned duties.
- Assists in staff development activities related to assigned duties.
- Remains up-to-date on current methodologies and strategies for instructional programs for students with autism.
- Works with community agencies to coordinate the delivery of services to students.
- Develops, implements and evaluates applications of technology for instructional programs.
- Assists in the coordination, development and implementation of transitional programs and services.
- Consult regularly with the classroom teacher, other general and special education personnel, parents, and others to coordinate programs and services for students with autism spectrum disorder.
- Evaluate, select, and maintain appropriate adaptive technology used by students with autism spectrum disorder in a school setting.
- Assist teachers and school staff on the use of equipment and adaptations to accommodate the needs of students with Autism Spectrum Disorder.
- Coordinate appropriate services with outside agencies.

Certification and/or endorsement of the teachers and service providers

Option 1: An individual may be employed under an ASD specialist when either currently endorsed in Autism Spectrum Disorder Area, pursuant to R 340.1799 or working toward an endorsement in the area of assignment and possessing 1 of the following 3 requirements: 1. A masters' degree, 2. a minimum of 3 years teaching experience, not less than 2 years of which are in special education, 3. MDE teacher consultant approval. Option 2: An individual may be employed as an ASD specialist when licensed by LARA as a Master Level Social Worker, Speech-Language Pathologist, or Occupational Therapist. Social Workers, Speech-Language Pathologist, or Occupational Therapist will be required to complete START training.

Maximum Caseload of Teachers and Providers

30 students being provided direct instructional services by ASD Specialist

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

IV. Paraprofessional Qualifications

R 340.1832(h)

A description of the qualifications of paraprofessional personnel.

R 340.1793 Paraprofessional personnel; qualifications.

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

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

The following are the minimal requirements for paraprofessionals.

Qualifications of paraprofessionals shall be determined by LEA/PSAs, and the GISD for programs operated under their authority. At a minimum, paraprofessionals must have a high school diploma or the equivalency. Qualifications shall meet or exceed minimum requirements contained in federal and state laws.

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.

GISD distributes millage to its constituent LEA/PSAs pursuant to The Revised Administrative Rules for Special Education and the Plan for Distribution of GISD Special Education Millage.

PLAN FOR DISTRIBUTION OF GISD SPECIAL EDUCATION MILLAGE

Phase I

The distribution of the special education millage payments will be based on the following concepts until special education center costs exceed the special education millage:

1. In accordance with the Superintendent of Public Instruction's Decision from Docket No. ISD Plan 20-1, the Genesee Intermediate School District will distribute 3.8 million dollars of its special education millage revenue to its constituent districts following the formula outlined within the final decision.

$$(DSEHC/CSEHC + DSEFTE/CSEFTE)/2$$

$$((\text{District Special Education Head Count} / \text{County Special Education Head Count}) + (\text{District Special Education Full Time Equivalency} / \text{County Special Education Full Time Equivalency})) /$$

2. All GISD constituent districts and public school academies will be notified, at least one year in advance, of the intent to implement Phase III.

Phase II

Phase II will be initiated when there is a reduction of total revenue that results in a projected fund balance of 10% of operational costs in the special education budget.

1. The fund balance will be projected in March for the following year to give time for districts to project budgets.

2. The Special Education Committee of the Superintendents Association may recommend one or more of the following options (including but not limited to):

- Reduction of base amount Act 18 distribution (\$3.8 million).
- Implement a model that charges costs per service up to 100% of costs (such as OT, PT).
- Implement partial tuition (bill back) for Center students.

Phase III

The distribution of special education millage payments will be based on the following concepts when center costs exceed the special education millage:

1. All special education millage will be distributed to constituent districts and public school academies based on the formula outlined in Phase I. Prior to distribution, the ISD will keep 10% to 15% for its fund balance.

2. GISD will institute a "bill back" of special education costs to constituent districts and public school academies, by program cost center (per pupil cost) for the following:

- Programs for students with autism spectrum disorder
- Programs for students with severe multiple impairment
- Programs for students with severe cognitive impairment
- Programs for students with moderate cognitive impairment
- Early Childhood special education programs and services
- Special Services

- Day Treatment
- Programs for students with visual impairment
- Programs for students with hearing impairment
- Programs for students with physical or other health impairment

3. Special education millage will be distributed to constituents when GISD receives the funds.

4. The GISD shall maintain a "contingency" fund, of 1% to 2% of the special education millage for exceptional circumstances.

5. The basis for the "bill back" will be the previous year's Fall count and adjusted to the current year's audited student count. Billing to constituent districts will occur monthly.

Approved Special Education Costs

The GISD and its constituent districts shall expend special education funds on approved costs for special education pursuant to special education rules and other provisions of law.

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).

Membership

The GISD Board of Education will appoint the Special Education Parent Advisory Committee (PAC) at a regularly scheduled meeting. Members will be appointed to three-year school calendar terms (September through June). The members will serve staggered terms to assure that a majority of experienced members remain on the committee.

Exceptions to the three-year term policy include:

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

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

Current PAC members may be appointed to serve additional terms.

PAC Participation and Additional Responsibilities

R 340.1832(I)

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

R 340.1836 (1)

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

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

The Genesee Intermediate School District Special Education Plan or amendments to such shall be jointly developed (R 340.1833) by representatives from GISD, LEA/PSAs, and the GISD PAC.

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

Each current plan remains in effect until such time further revisions are made (R 340.1831 (3)). As needed, representatives from GISD, LEA/PSAs of GISD, and the GISD PAC cooperatively develop proposed changes to the Plan.

Objections to the ISD Plan may be filed with the Michigan Department of Education under Rule 340.1836.

PAC objections to the Plan require a majority vote of the eligible voting members present in order for the objection to be filed.

Administrative Support for the PAC

R 340.1832(m)

A description of the role and relationship of administrative and other school personnel, as well as representatives of other agencies, in assisting the parent advisory committee in its responsibilities.

The following administrator(s) act as the main support assisting the PAC with fulfilling its duties as described in the ISD plan.

Agency/Organization	Title	Role and Relationship to the PAC
Genesee ISD	Director of Compliance and Special Services Administrator	Liaison from GISD to PAC

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.

Special Education Services Project Coordinator

Responsibilities of the Special Education Services Project Coordinator:

1. Communicating with the committee for possible in-service(s) on an annual basis and develop a program with the Executive Board of the PAC.
2. Defining with the committee those optional activities, which the committee may assume as part of their role in the GISD.
3. Providing for appropriate staff to be involved with the PAC upon request.
4. Providing for participation by representatives of other agencies as appropriate.
5. Preparing news articles concerning PAC and its activities.

The following resource types are available to assist the PAC.

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

The GISD will provide budget items for:

1. Postage for notices and other committee mailing.
2. Reproduction of appropriate documents for committee business with approval of the GISD Assistant Superintendent of Special Education Services or designee.
3. Secretarial services with approval of the GISD Assistant Superintendent of Special Education Services or designee.
4. In-service related to the function of the PAC.
5. Informational materials for the PAC.
6. Reimbursement for phone calls, mileage and other related expenses related to the PAC business approved by the GISD Assistant Superintendent of Special Education Services or designee.

VIII. Surrogate Parents

34 CFR §300.519(a)(b)

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

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

Both

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

Both

Appendix A

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

District

Genesee 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
- Other: R 340.1733(h) Transition Services
- Other: R 340.1733(i) Work-Site Based Learning

Atherton Community Schools

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

Beecher Community 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

Bendle Public Schools

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

Bentley Community School District

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

- 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

Burton Glen Charter Academy

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

Carman-Ainsworth Community Schools

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

Clio Area School District

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

- 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

Davison 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 – Hearing Impairment
- Teacher Consultant – Visual Impairment
- Teacher Consultant – Physical or Other Health 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

Eagle's Nest Academy

- Assistive Technology Consultant
- Interpreting Services
- Nurse
- Occupational Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Fenton Area Public Schools

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

- School Psychologist
- School Social Worker
- 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

Flex High School of Michigan

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

Flint City School District

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

Flint Cultural Center Academy

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

- School Psychologist
- School Social Worker
- 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

Flushing Community Schools

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

Genesee School District

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

Goodrich Area 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 – Emotional Impairment
- Teacher Consultant – Hearing Impairment
- Teacher Consultant – Visual 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

Grand Blanc Academy

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

Grand Blanc 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 – Hearing Impairment
- Teacher Consultant – Visual 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

Greater Heights Academy

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

International Academy of Flint

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

Kearsley Community School District

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

Lake Fenton Community Schools

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

Lakeville Community School District

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

Linden Charter Academy

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- 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

Linden Community Schools

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

Madison Academy

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

Montrose Community Schools

- Assistive Technology Consultant

- Audiologist
- Interpreting Services
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- 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

Mt. Morris Consolidated Schools

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

Northridge Academy

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

Richfield Public School Academy

- Assistive Technology Consultant

- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Swartz Creek 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 – Hearing Impairment
- Teacher Consultant – Visual 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

The New Standard Academy

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

WAY Academy - Flint

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- 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

Westwood Heights Schools

- Assistive Technology Consultant
- Nurse
- Occupational Therapist
- Orientation and Mobility Specialist
- Physical Therapist
- School Psychologist
- School Social Worker
- Teacher of Students with Speech & Language Impairment or a Speech & Language Pathologist

Woodland Park Academy

- Assistive Technology Consultant
- Audiologist
- Interpreting Services
- 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

Genesee ISD

- Transition Services
- Severe Cognitive Impairment Programs
- Moderate Cognitive Impairment Programs
- Emotional Impairment 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
- Autism Spectrum Disorder Programs
- Alternate Program, Option 2 (described in section 4)
- Birth to Three Programs
- Adult Education Special Education Services

Atherton Community Schools

- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Beecher Community School District

- Mild Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Early Childhood Special Education Services
- Adult Education Special Education Services

Bendle Public Schools

- Mild Cognitive Impairment Programs

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Bentley Community School District

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Burton Glen Charter Academy

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

Carman-Ainsworth Community Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Clio Area School District

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Davison Community Schools

- Transition Services
- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Adult Education Special Education Services

Eagle's Nest Academy

- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs

Fenton Area Public Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Services

Flex High School of Michigan

- Homebound and Hospitalized Services
- Secondary Level Resource Programs

Flint City School District

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Early Childhood Special Education Services

Flint Cultural Center Academy

- Speech and Language Services
- Homebound and Hospitalized Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Flushing Community Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Genesee School District

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

Goodrich Area Schools

- Transition Services
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Services
- Adult Education Special Education Services

Grand Blanc Academy

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

Grand Blanc Community Schools

- Transition Services
- Mild Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

- Early Childhood Special Education Programs
- Early Childhood Special Education Services
- Autism Spectrum Disorder Programs

Greater Heights Academy

- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs

International Academy of Flint

- Mild Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Kearsley Community School District

- Mild Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Lake Fenton Community Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Services

Lakeville Community School District

- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Linden Charter Academy

- Speech and Language Services
- Homebound and Hospitalized Services

- Elementary Level Resource Programs
- Secondary Level Resource Programs

Linden Community Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Madison Academy

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

Montrose Community Schools

- Mild Cognitive Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs

Mt. Morris Consolidated Schools

- Speech and Language Services
- Homebound and Hospitalized Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Early Childhood Special Education Programs
- Juvenile Detention Facilities Programs and Services
- Incarcerated Youth Jail Services

Northridge Academy

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

Richfield Public School Academy

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

Swartz Creek Community Schools

- Mild Cognitive Impairment Programs
- Emotional Impairment Programs
- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs
- Adult Education Special Education Services

The New Standard Academy

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

WAY Academy - Flint

- Speech and Language Services
- Homebound and Hospitalized Services
- Secondary Level Resource Programs

Westwood Heights Schools

- Speech and Language Services
- Homebound and Hospitalized Services
- Teacher Consultant Services
- Elementary Level Resource Programs
- Secondary Level Resource Programs

Woodland Park Academy

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

