Special Education Department Programming & Services – 2026/2027

Special Ed Services / Staff	Service / Role Description
Teacher Consultants	- Curricular/Academic Focus – Teacher Support – IEP Student Support - Student Scheduling & Placement – Transition Planning - IEP Caseload Monitoring & Oversight - Academic Evaluations - IEP Development - IDEA Compliance – MTSS Support – Parent Consultation – Academic Resources -
School Psychologists	-Developmental, Social-Emotional & Mental Health Focus – Interventionists – Cognitive, Executive Functioning & Adaptive Assessments -Teacher Support – Functional Behavior Assessments & Positive Behavior Support Plans – Treat Assessments - Section 504 Plans & IEP Development – IDEA Compliance – MTSS Support – Parent Consultation – Social-Emotional Resources -
Social Workers	-Behavioral, Social-Emotional & Mental Health Focus – Interventionists – Individual & Group Therapies - Classroom Management – General Ed. & Special Ed. Support – Crisis Management &Threat Assessments – IEP Development – Functional Behavior Assessments & Positive Behavior Support Plans - Parent Outreach –
Speech Pathologists	-Language, Communication, & Speech Development – Individual & Group Therapies – Auditory Processing – Voice & Fluency - Social Integration – Tongue, Lip & Mouth Formation – Teacher Support & Consultation – Parent Consultation – Language Evaluations – IEP Development – IDEA Compliance –
Occupational/Physical Therapists	-Fine & Gross Motor Support – Navigating School Environments – Muscle Tone & Coordination – Ambulation & Balance - Hand Grasp & Finger Placement – Handwriting & Utensil Use – Individual & Group Therapies – Intervention Plans - IEP Development – Parent Consultation –
Behavior Interventionist	-ABA-Certified – Social-Emotional, Behavioral & Autism Focus – Interventions & Data-Tracking – Behavior Management - Functional Behavior Assessments & Positive Behavior Support Plans – IEP Team Consultation
Special Ed Programs	**Program Descriptions**
Resource Room	Special education classrooms with tailored instruction, targeted supports, and skill remediation to support student access to the Michigan Merit Curriculum. Elementary classrooms: non-departmentalized (shared core instructional support). Secondary classrooms: departmentalized (core instruction taught). IEP Goals.
Supported Kindergarten	Supported K classroom with adaptive kindergarten curriculum, consistent routines, language-enriched, visual supports, and increased staff-to-student ratios to support student deficits that impact kindergarten readiness. Mainstreaming.
Early Childhood Special Education (ECSE)	Self-contained (ages 2.5-5) with modified pre-k curriculum, consistent routines, play-based learning, language-enriched, visual supports, AAC communication, and increased staff-to-student ratios to support severe needs students presenting with pervasive developmental delays, language impairments, intellectual deficits, limited functional independence, and poor adaptive-behavioral functioning. Mainstreaming.
Mild Cognitively Impaired (MICI)	Self-contained (K-12) with modified curriculum, consistent routines, highly structured, visual supports, AAC communication, and increased staff-to-student ratios to support severe needs students w/ intellectual deficits, low functional independence, poor adaptive-behavioral functioning. Mainstreaming.
Emotional Impaired (EI)	Self-contained (K-8) with adaptive curriculum, intensive behavioral support and reinforcement system, highly structured and routine driven, and increased staff-to-student ratios to support students with severe emotional impairments and behavior dysfunction. Mainstreaming.