

School Improvement Plan

School Year: 2012 - 2013

School District: Jackson ISD

ISD/RESA:

School Name: Lyle A. Torrant Center

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Ms. Sharon Putman

Building Code: 05984

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School: **Lyle A. Tarrant Center**
District: **Jackson ISD**
Public/Non-Public: **Public**
Grades: **PK,K,1,2,3,4,5,6,7,8,9,10,11,12**
School Code Number: **05984**
City: **JACKSON**
State/Province: **Michigan**
Country: **United States**

Vision, Mission and Beliefs

Vision Statement

Our vision is to create learning opportunities which will directly impact student independence in all aspects of his or her life.

Mission Statement

The students, their families/caregivers and the staff of the Lyle Torrant Center, together with the community, are committed to providing diverse opportunities and experiences for each student. In turn, students will develop skills necessary in reaching their full independence and potential. As a result of this partnership, the lives of all will be enriched.

Beliefs Statement

At the Lyle Torrant Center, we believe:

- *We will provide a safe, productive, healthy environment.
- *Each child will receive respect and understanding.
- *All students are capable of communicating in their own way.
- *There will be an educational purpose and plan for each child.
- *Students will have the opportunity to experience the community.
- *All students will have the opportunity to reach their full potential.
- *Students' families/caregivers are essential in providing effective educational programming.

Goals

Name	Development Status	Progress Status
English Language Arts	Complete	Open
Math	Complete	Open
Science	Complete	Open

Goal 1: English Language Arts

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: 70% of the student body at the Lyle A. Torrant Center will demonstrate proficiency (Attained or Surpassed) in the area of English Language Arts.

Gap Statement: Based on the reported Mi-Access scores from 2010-2011, 68% of the student body taking the Mi-Access demonstrated proficient scores (Attained or Surpassed) on the MI-Access in the area of English Language Arts.

Cause for Gap: The severe neurological and physical impairments of students impacts their ability to acquire, process and integrate new learning in all areas of their education.

Multiple measures/sources of data you used to identify this gap in student achievement: * MI-Access English Language Arts scores for 2010-2011
 * Previous and current IEP goals and objectives

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria for success: 70% of the student body will demonstrate proficiency in the area of English Language Arts.

Measures for monitoring progress:
 ? MI-Access English Language Arts Assessment Scores for 2011-2012
 ? JCISD Torrant Center Common Assessment
 ? Student progress on IEP goals and objectives

Contact Name: Sharon Putman

List of Objectives:

Name	Objective
Increasing English Language Arts scores	70% of the overall students taking the MI-Access English Language Arts assessment will achieve a score of Attained or Surpassed.

1.1. Objective: Increasing English Language Arts scores

Measurable Objective Statement to Support Goal: 70% of the overall students taking the MI-Access English Language Arts assessment will achieve a score of Attained or Surpassed.

List of Strategies:

Name	Strategy
Expressing Ideas	Staff will research evidence based practices related to teaching functional communication skills to students with various disabilities. Ongoing instruction in functional communication will be evaluated using student performance data. Baseline data will also be collected using JCISD Torrant Center Common Assessment to guide instruction. Currently as of 2011-2012 school year we have adopted communication applications for the ipad to aid our students in the area of expressing ideas.

1.1.1. Strategy: Expressing Ideas

Strategy Statement: Staff will research evidence based practices related to teaching functional communication skills to students with various disabilities. Ongoing instruction in functional communication will be evaluated using student performance data. Baseline data will also be collected using JCISD Torrant Center Common Assessment to guide instruction. Currently as of 2011-2012 school year we have adopted communication applications for the ipad to aid our students in the area of expressing ideas.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

What research did you review to support the use of this strategy and action plan?

- *MAASE-SLIP professional development
- *National Professional Development Center on Autism Spectrum Disorders
- *Michigan's Integrated Technology Supports (MITS)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Expressing Ideas Collaboration	2012-09-01	2013-09-01	Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

1.1.1.1. Activity: Expressing Ideas Collaboration

Activity Type: Professional Development

Activity Description: Staff will establish regular meeting times to collaborate on evidence based instructional practices and to review student progress data on the Torrant Common Assessments and the MI-Access ELA assessment.

Planned staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Actual staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-09-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common planning time	No Funds Required		

Goal 2: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: 70% of the student body at the Lyle A. Torrant Center will demonstrate proficiency (Attained or Surpassed) in the area of Mathematics.

Gap Statement: Based on the reported MI-Access scores from 2010-2011, 66% of the student body taking the MI-Access demonstrated proficient scores (Attained or Surpassed) on the MI-Access in the area of Mathematics.

Cause for Gap: The severe neurological and physical impairments of students impacts their ability to acquire, process and integrate new learning in all areas of their education.

Multiple measures/sources of data you used to identify this gap in student achievement: * MI-Access Mathematics scores for 2010-2011

* Previous and current IEP goals and objectives

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria: 70% of the student body will demonstrate proficiency (Attained or Surpassed) in the area of Mathematics

Measures:

* MI-Access Mathematics Assessment Scores for 2011-2012

* JCISD Tarrant Center Common Assessment

* Student progress on IEP goals and objectives

Contact Name: Sharon Putman

List of Objectives:

Name	Objective
Increasing Math scores	Increasing Mathematics Scores: 70% of the student body participating in the MI-Access Mathematics Assessment will demonstrate proficient scores (Attained or Surpassed).

2.1. Objective: Increasing Math scores

Measurable Objective Statement to Support Goal: Increasing Mathematics Scores: 70% of the student body participating in the MI-Access Mathematics Assessment will demonstrate proficient scores (Attained or Surpassed).

List of Strategies:

Name	Strategy
Numbers and Operations	Staff will research evidence-based practices related to teaching functional number and operation skills. Instruction will include interactive technology (iPads, Smartboards, Unique Learning Systems, and News to You activities).

2.1.1. Strategy: Numbers and Operations

Strategy Statement: Staff will research evidence-based practices related to teaching functional number and operation skills. Instruction will include interactive technology (iPads, Smartboards, Unique Learning Systems, and News to You activities).

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

What research did you review to support the use of this strategy and action plan?

* MAASE-SLIP Professional Development * National Professional Development Center on Autism Spectrum Disorders * Michigans Integrated Technology Supports (MITS)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Numbers and Operations Collaboration	2012-09-01	2013-09-01	Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

2.1.1.1. Activity: Numbers and Operations Collaboration

Activity Type: Professional Development

Activity Description: Staff will research evidence practices related to teaching number and operation skills to students. Ongoing instruction in number and operation skills will be evaluated using student performance data. Baseline data will also be collected using the JCISD common assessments for the use in instructional planning. Instruction will include interactive technology (iPads, Smartboards, News to You, and Unique Learning Systems).

Planned staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Actual staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-09-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common planning time	No Funds Required		

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: 68% of the student body at the Lyle A. Torrant Center will demonstrate proficiency (Attained or Surpassed) in the area of Science .

Gap Statement: Based on the reported MI-Access scores from 2010-2011, 65% of the student body taking the Mi-Access demonstrated proficient scores (Attained or Surpassed) on the Mi-Access in the area of Science.

Cause for Gap: The severe neurological and physical impairments of students impacts their ability to acquire, process and integrate new learning in all areas of their education.

Multiple measures/sources of data you used to identify this gap in student achievement: * MI-Access Science assessment scores for 2010-2011

* Previous and current IEP goals and objectives

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria: 68% of the student body will demonstrate proficiency (Attained or Surpassed) in the area of Science

Measures:

* MI-Access Mathematics Assessment Scores for 2011-2012

* JCISD Torrant Center Common Assessment

* Student progress on IEP goals and objectives

Contact Name: Sharon Putman

List of Objectives:

Name	Objective
Increasing Science scores	Increasing Science Scores: 68% of the student body participating in the MI-Access Science Assessment will demonstrate proficient scores (Attained or Surpassed).

3.1. Objective: Increasing Science scores

Measurable Objective Statement to Support Goal: Increasing Science Scores: 68% of the student body participating in the MI-Access Science Assessment will demonstrate proficient scores (Attained or Surpassed).

List of Strategies:

Name	Strategy
Using Life Science Knowledge	Staff will research evidence based practices related to teaching effective Life-Science applications to students with various disabilities. Ongoing instruction in numbers life-science applications will be evaluated using student performance data. Baseline data will also be collected using JCISD Tarrant Center Common Assessment to guide instruction. Instruction will include interactive technology (iPads, Smartboards, Unique Learning Systems and News to You).

3.1.1. Strategy: Using Life Science Knowledge

Strategy Statement: Staff will research evidence based practices related to teaching effective Life-Science applications to students with various disabilities. Ongoing instruction in numbers life-science applications will be evaluated using student performance data. Baseline data will also be collected using JCISD Tarrant Center Common Assessment to guide instruction. Instruction will include interactive technology (iPads, Smartboards, Unique Learning Systems and News to You).

Selected Target Areas

- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
- III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.
- III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity.

Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

What research did you review to support the use of this strategy and action plan?

- * MAASE-SLIP professional development
- * National Professional Development Center on Autism Spectrum Disorders
- * Michigan's Integrated Technology Supports

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Life Science Collaboration	2012-09-01	2013-09-01	Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

3.1.1.1. Activity: Life Science Collaboration

Activity Type: Professional Development

Activity Description: Staff will establish regular meeting times to collaborate on evidence-based instructional practices and to review student progress data on the Torrant Common Assessments and the MI-Access Science assesesment.

Planned staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Actual staff responsible for implementing activity: Principal, Teacher Consultant, Teachers, Support Staff, Assistive Technology Coordinator

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-09-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common planning time	No Funds Required		

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

We analyzed our data from our M-Access and surveys from staff and parents, information to develop our school improvement plan.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Our assessments are directly linked to the extended grade level content expectations.....every test item is matched to an EGLCE.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Stakeholders have the opportunity to collaborate and review instructional practices based on the Michigan extended grade level content expectations and participate in meetings developed to review our progress.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide

authentic assessment of pupils' achievements, skills, and competencies.

We administer the Torrant Common Assessment in English Language Arts, Math and Science twice a year (in the fall and spring). We use this information to plan for their IEP's.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

During the 2011/2012 school year we worked on integrating Smartboard and iPad technology in daily curricular activities. The staff continues to be trained on the use of smartboards, iPads, and augmentative communication/technology devices.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The school improvement committee continually evaluates the implementation and the results of the school improvement plan, as well as evaluates the individual ongoing assessment results of our students.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Information is shared with stakeholders annually and is available on our webpage along with our Torrant assessments.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders meet ongoing throughout the school year to discuss assessments and monitor progress.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 (MCL 380.1280b)

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.jcisd.org go to Torrant/Kit Young centers and the annual report is on our website*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments: *No we are a center base program.....all of our students are at the participation level.*

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *see above explanation*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments: *We have a safety crisis plan but we do not have a plan that actively involves our students as they severely cognitively impaired.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments: *We are a center base program.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments: *We have two registered nurses and 9 LPN's in our building to assist our medical and health issues as we are a center base program.*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, do not use a health education curriculum*

Comments: *We modify and adapt any health instruction to our students level of understanding.*

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *No*

Comments: *We are a center base program our students are all developmentally disabled.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments: *Our students physical education program is adapted and aligned directly to their individual physical needs. We have a full time physical and occupational therapist on staff.*

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments: *Our adapted PE teacher attends PD that is pertinent to our population.*

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *We are continually working on gross motor skills.....our students ride bike and scooter boards in the hallways throughout the school day for their physical and behavioral needs.*

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments: *We discuss feeding issues at our IEP's.*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *No action taken*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments: *Not applicable*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments: *Not applicable*

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments: *We provide monthly parent trainings.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments: *At the IEP's health information on each child is collected.*

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Sharon	Putman	principal	sharon.putman@jcisd.org
Mrs.	Meghan	McCall	Speech Therapist	meghan.mcall@jcisd.org
Ms.	Sarah	Taylor	SXI Teacher	sarah.taylor@jcisd.org
Mrs.	Amy	Rogers	Teacher Consultant	amy.rogers@jcisd.org
Ms.	Allsyn	Miller	teacher	allsyn.miller@jcisd.org

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Sharon Putman
Address:	1175 Parnall Road Jackson Michigan
Telephone Number:	517 768-5114

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.