



GIRESD Center Programs

2013-2014 SCHOOL ANNUAL EDUCATION REPORT

Kathy Stevenson, Supervisor

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Supervisor's Greeting/Message

August 15, 2014

Dear Parents, Guardians, Care Givers, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Gratiot-Isabella (GIRESD) Center Programs. The AER addresses the complex reporting information required by federal and state laws. The district's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Kathy Stevenson, Supervisor for assistance at (989) 773-6956.

The AER is available for you to review electronically by visiting the following website www.giresd.net or you may review a copy in the GIRESD Kinney School office, the Winding Brook Special Services office, or the GIRESD Special Services office in Ithaca. State law requires that we also report additional information for the two most recent schools years. This information is located in the subsequent pages of this document.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement and growth or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

The GIRESD Center Programs collect data regarding students' progress on their IEP goals and objectives, students' functional and academic performance, students' Transition needs, students' assessment data, and students' progress regarding their transition back to their local district school programs. The number of students in GIRESD Center Programs is too small to compare the students' performance against state standards for outperforming or underperforming schools. Therefore, IEP, assessment, and Transition data are used to determine the effectiveness of the GIRESD.

Center Program Instruction and Programming

GIRESD Center program staff focus their efforts toward increasing student achievement and supporting teacher effectiveness. Staff participate in professional development opportunities and Professional Learning Communities (PLCs) designed to help them increase student achievement while continuing to meet students' individual needs outlined in their Individual Educational Programs (IEPs). The GIRESD appreciates the support of parents, guardians, care givers, and community members in achieving these efforts.

Description of GIRESD Center Programs

2013-2014: The GIRESD Center Programs serve students age birth through 26 with moderate to severe special education needs. The GIRESD operates four Early Childhood Special Education (ECSE) classrooms for preschool students with developmental delays in two counties. Two ECSE classrooms are located at Rosebush School in Mt. Pleasant for preschool aged students in Isabella county with developmental delays. One of these programs is an inclusionary program with Head Start. Two other ECSE classrooms are located in Gratiot county at Luce Road School in Alma and at Ithaca South School in Ithaca. The GIRESD also operates two Early Childhood Special Education Birth to 3 programs for children birth to three who have developmental delays. One program is located in Isabella county at Rosebush School. The other program is located in Gratiot county at the Bailey Building in Alma.

The GIRESD also operates the following programs for students with moderate to severe special education needs: a Severely Emotionally Impaired (SEI) program located at Kinney School in Mt. Pleasant for students in Isabella and Gratiot counties with severe emotional and behavioral problems; two classrooms for students with severe cognitive impairments (SCI) located at Mt. Pleasant High School for students in Isabella county and at Alma High School for students in Gratiot county; two classrooms for students with severe multiple impairments (SXI) located at Mary McGuire School for students in Isabella county and at Hillcrest Elementary for students in Gratiot county; four classrooms for students in Gratiot county with moderate cognitive impairments (MoCI) located at St. Louis High School and T. S. Nurnberger Middle School in St. Louis and Alma High School and Hillcrest Elementary in Alma; one Community-Based education (CBE) classroom at Westgate School in St. Louis for secondary students in Gratiot county who have a moderate cognitive impairment and need to learn transition skills in a community-based setting; four Deaf and Hard of Hearing (DHH) classrooms located in St. Louis at Carrie Knause Elementary, Nikkari Elementary, T.S. Nurnberger Middle School, and St. Louis High School for students in Isabella and Gratiot counties who have a hearing loss.

In addition to these programs, the GIRESD also provides Project Find evaluation services to children ages birth through 6 who need a comprehensive evaluation to determine their eligibility for special education programs and services; ancillary services for school social work (SSW), Occupational Therapy (OT), Physical Therapy (PT), Speech and Language (SLI); school psychological services; and teacher consultant services for students with ASD, Hearing Impaired (HI), Visually Impaired (VI) orientation and mobility;

and kindergarten transition services for students transitioning from GIRESD ECSE programs who are attending local district kindergarten classrooms.

Process for Assigning Students to GIRESD Center Programs

2013-2014: Students are assigned to GIRESD Center programs according to the needs identified in the students’ IEPs, with the geographic location of the students’ residence, the students’ age, and the grade span for which the program serves taken into account. Students are assigned to a GIRESD Center program when all least restrictive environment (LRE) options have been considered during the IEP process and none of these other options best meet the students’ needs.

Status of the 3-5 Year GIRESD Center Programs School Improvement Plan

2013-2014: A copy of the GIRESD Center programs School Improvement Plan (SIP) is available on the GIRESD website at www.giresd.net. Paper copies can be accessed at the GIRESD Ithaca office, the Winding Brook Conference Centre Special Services office, and the GIRESD Kinney School office. The GIRESD School Improvement Team, composed of classroom teachers, ancillary staff, teacher consultants, and administration, with the support of the GIRESD Parent Advisory Committee (PAC) meets during the school year. The purpose of the team is to develop, review, and evaluate goals, objectives, and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals. School Improvement goals are reviewed at monthly PLC meetings.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
GOAL 1 All students with disabilities attending GIRESD Center Programs will demonstrate proficiency using career and college readiness ELA skills for reading and writing.			
<ul style="list-style-type: none"> • Strategy: Best practices in ELA for reading and writing. Teachers will participate in professional development for • ELA best practices in reading and writing 		X	
GOAL 2 All students with disabilities attending GIRESD Center Programs will demonstrate proficiency using career and college readiness math skills.			
<ul style="list-style-type: none"> • Strategy: Teaching best practice strategies for math including functional mathematics. Teachers will teach best practice math strategies to students with disabilities to increase their proficiency on state assessments. 		X	
GOAL 3 All students with disabilities attending GIRESD Center Programs will demonstrate proficiency using career and college readiness Science skills.			
<ul style="list-style-type: none"> • Strategy: Best practice strategies for science. Teachers will use best practice strategies for science lessons for their students with disabilities. 		X	

Core Curriculum Status

Core Curriculum Status

The GIRESD Center programs use the Grade Level Content Expectations (GLCEs), the Extended Grade Level Content Expectations (EGLECEs), the High School Content Expectations (HSCEs), and the best practice Common Core State Standards (CCSS) when developing students' IEP goals and objectives. Curriculum materials are available in GIRESD classrooms. The GIRESD uses the Unique Learning Systems to meet the IEP needs of students with moderate to severe cognitive impairments and work toward the Extended Grade Level Content Expectations (EGLCEs). Students attending the GIRESD SEI and DHH programs use curriculum materials found in local districts and work toward the best practice Common Core State Standards, Grade Level Content Expectations or the Extended Grade Level Content Expectations identified in their IEPs. Early Childhood special education students work toward IEP goals identified in the Creative curriculum for early childhood which is a state approved early childhood curriculum.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education and the best practice Common Core State Standards. These curricula are used in developing students' IEP ELA goals and objectives for reading, writing, and spelling. GIRESD Center Program educators utilize texts and materials used in the students' local districts to facilitate a smooth transition for students returning to their local districts. Building educators in GIRESD DHH and SEI programs utilize ELA textbooks and teaching materials found in local districts, many times sharing materials between the local districts and GIRESD classrooms. Students who are assessed using Michigan's alternate assessment follow the Extended Grade Level Content Expectations (EGLCEs) for ELA which are approved by the Michigan State Board of Education. Educators in GIRESD SCI, SXI, and MoCI classrooms use Unique Learning System materials which are research-based to meet the ELA needs of students with moderate to severe cognitive impairments. GIRESD classroom teachers use assistive technology and specialized equipment to help students meet their ELA needs in the classroom.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education and the best practice Common Core State Standards. These curricula are used in developing students' IEP Math goals and objectives for computation, word problems, and functional math skills. GIRESD Center Program educators utilize texts and materials used in the students' local districts to facilitate a smooth transition for students returning to their local districts. Building educators in GIRESD DHH and SEI programs utilize mathematics textbooks, manipulatives, and teaching materials found in local districts, many times sharing materials between the local districts and GIRESD classrooms. Students who are assessed using Michigan's alternate assessment follow the Extended Grade Level Content Expectations (EGLCEs) for math which are approved by the Michigan State Board of Education. Educators in GIRESD SCI, SXI, and MoCI classrooms use Unique Learning System materials which are research-based to meet the mathematics needs of students with moderate to severe cognitive impairments. GIRESD classroom teachers use assistive technology and specialized equipment to help students meet their mathematics needs in the classroom.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education and the best practice Common Core State Standards. These curricula are used in developing students' IEP science goals and objectives. GIRESD Center Program educators utilize texts and materials used in the students' local districts to facilitate a smooth transition for students returning to their local districts. Building educators in GIRESD DHH and SEI programs utilize science textbooks and teaching materials found in local districts, many times sharing materials between the local districts and GIRESD classrooms. Students who are assessed using Michigan's alternate assessment follow the Extended Grade Level Content Expectations (EGLCEs) for science which are approved by the Michigan State Board of Education. Educators in GIRESD SCI, SXI, and MoCI classrooms use Unique Learning System materials which are research-based to meet the science needs of students with moderate to severe cognitive impairments. GIRESD classroom teachers use assistive technology and specialized equipment to help students meet their science needs in the classroom.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education and the best practice Common Core State Standards. These curricula are used in developing students' IEP social studies goals and objectives. GIRESD Center Program educators utilize texts and materials used in the students' local districts to facilitate a smooth transition for students returning to their local districts. Building educators in GIRESD DHH and SEI programs utilize social studies textbooks and teaching materials found in local districts, many times sharing materials between the local districts and GIRESD classrooms. Students whose IEPs have determined that the MEAP or MEAP-Access assessments are not appropriate, are assessed using an alternate assessment developed by the GIRESD with input from other ISD programs in order to assess students' social studies knowledge and skills. Educators in GIRESD SCI, SXI, and MoCI classrooms use Unique Learning System materials which are research-based to meet the social studies needs of students with moderate to severe cognitive impairments. Secondary students with moderate to severe cognitive impairments have their social studies skills assessed in community-based environments as part of their community-based learning opportunities. GIRESD classroom teachers use assistive technology and specialized equipment to help students meet their social studies needs in the classroom and community.

GIRESD Center Programs Assessment Data

In addition to participating in Michigan's state assessment system for MEAP or MEAP-Access; or Michigan's alternate assessment system for Functional Independence, Supported independence, or Participation levels, students in GIRESD Center programs are assessed yearly using Brigance, classroom-based assessments, curriculum-based assessments, common assessments, and transition assessments such as the Enderle-Severson Transition Rating Scale (ESTR-III or S) or the Systematic Assessment System- Autism Level 1 or 2 (SAS) in order to determine students' assessment needs and identify progress made toward IEP goals and objectives. Teachers report assessment data and progress on goals and objectives at students' annual IEPT meetings and at each marking period.

Parent Conferences

Parent Teacher Conference Attendance Data

Subgroups	2012-2013		2013-2014	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	56	93	74	88
American Indian/ Native Alaskan				
Asian/ Pacific Islander				
Black, Not of Hispanic Origin				
Hispanic				
White, Not of Hispanic Origin				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged				

GIRESD Parent Involvement

GIRESD program staff and administrators encourage parent involvement at students' annual IEPT meetings, three-year re-evaluation meetings, and special staffings throughout the year to address student concerns. In addition, parents participate on the GIRESD Parent Advisory Committee (PAC), the GIRESD Special Ed Advisory committee, and the GIRESD Sex Education Advisory committee to provide input regarding the focus of GIRESD instruction and materials. Parents also attend professional development offerings that are provided throughout the year for parents and staff to gain knowledge and learn new skills. Individual GIRESD classrooms hold Open Houses, Parent Nights, and parent information sessions throughout the school year so that parents, guardians, and care givers are able to learn new skills to work with their children at home. The GIRESD DHH program hosts an annual Singing Hands program for parents and community members to showcase the talents and signing skills of students attending the DHH program.

Parents Right to Know Statement

The GIRESD Board of Education respects the privacy rights of parents and children. Procedures are established whereby parents may inspect any materials used in conjunction with any survey, analysis, or evaluation. The Parent Involvement Policy is approved by the GIRESD School Board of Education and fulfils the requirements of No Child Left Behind.

Sincerely,

Kathy Stevenson, Supervisor