

BAISD: LOCAL PROGRAMS

2016-2017 Annual Education Report

Becky Smith, Director of Special Education

March 8, 2017,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for BAISD: Center Based Programs. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Becky Smith at smithr@baisd.net 989-667-3276 for assistance. The AER is available to you for review electronically by visiting the following web site <https://goo.gl/L2IUwq>. You may review a copy in the main office at your child's school.

The key challenges for Local Center Based Programs when reporting data from the combined report is that most areas of assessment show <10% of our students tested as proficient or higher. This data is consistent with self contained building across the State. In order to assist our district in obtaining data on student achievement we have adapted a curriculum which allows us to complete benchmark assessments on each individual student. By using the benchmark assessment we will be able to view the progress each child makes on the curriculum they are using on a daily basis. In addition students are given the opportunity to be re-evaluated every three years through multidisciplinary evaluation to measure progress.

On the following pages you will find information regarding:

- A description of our school
- Student enrollment and assignment to our building(s)
- The core curriculum
- The status of our school improvement plan
- 2015-16 Student achievement data
- Parent-Teacher conference statistics

I am proud of the tremendous effort our staff and students put forth each and every year. It is time for us to celebrate the growth students made during the 15/16 school year. Our school district is committed to meeting the needs of all students during this upcoming school year. That is why we have put excessive focus on curriculum implementation. Our board, staff, students, parents and community members continue to work hard to promote quality in teaching and learning. We work in collaboration with our stakeholders to ensure that the Center Based Program continue to be a successful learning environment.

Sincerely,

Becky Smith

Director of Special Education

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A BRIEF DESCRIPTION OF OUR SCHOOL

The setting provides our students with a safe and healthy environment. Local Program classrooms are located within the local school districts which serve a variety of students with disabilities ages 5-26. Our Special Education programs are specially designed to strengthen the educational, social, personal, and daily life skills of students with significant disabilities.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The process for assigning pupils to our school, was developed in accordance with Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE) and the Individuals with Disabilities Act (IDEA). Placement into the program occurs through the Individualized Education Planning (IEP) team meeting. Students become eligible for programs and services at the Center Based Programs based on their individual needs which are identified through a rigorous data collection process. Students who are eligible for programs and services at Local Programs experience significant academic or behavioral difficulties which adversely impact their progress in the curriculum. Students typically come to our programs from local education agencies (LEAs) or Early Childhood Special Education Programs (ECSE).

CORE CURRICULUM

The goal at Center Based programs is to offer students an opportunity to learn skills that allow them to become participating and productive members of the community in which they live. To reach these goals students receive academic, adaptive, social emotional and communication support through multiple curriculums. The curriculum which has been adapted includes functional academics, leisure/recreation, independent living, health and community-based experiences. The curriculum is structured in a way that allows each teacher the opportunity to deliver the curriculum through a tier approach so each child is receiving the information at their ability level. All students work toward individualized goals as defined in their Individual Educational Plan (IEP). Parents and guardians are considered essential participants in their student's education.

Our students participate in the Unique Learning System(ULS). ULS is a standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum. Our students with severe disabilities, also participated in the MOVE (Mobility Opportunities via Education) Program. This program is designed to help people with severe disabilities learn the skills needed to sit, stand, walk and transition. Combining natural body mechanics with instruction, learning occurs while students are engaged in real life activities. In addition, all students K-12, experience the *Michigan Model for Health*. This is a comprehensive, skills-based health education curriculum that supports the goal of helping young people live happier and healthier lives. When appropriate, Life Centered Education (LCE) is utilized. Life Centered Education (LCE) ensures schools teach the most comprehensive and current transition curriculum by implementing the most widely used transition curriculum for children with disabilities and children who are at risk.

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THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals			
<p>Strategies: All teachers will provide daily ELA instruction. All teachers will align the state standards to IEP goals and curriculum assessments, therefore targeting instruction and increasing student achievement.</p> <p>a. Curriculum Support Curriculum coach will actively support and provide assistance to teachers delivering reading instruction.</p> <p>b. Content Standard Alignment Administration will provide training on content standard alignment during staff meetings and/or PD opportunities.</p>		X	X
Goal 2: All BAISD students will increase their use of technology in order to access the curriculum			
<p>Strategies: Staff will use technology as a tool to support instruction. Teachers will have access to technology tools such as: ChromeBooks, calculators, iPads, Smart Boards, Communication Devices, Touch Screen Computers, Assistive Technology.</p> <p>a. Technology and Curriculum Support Curriculum Coach and Assistive Technology personnel will provide support for teachers/itinerants/support staff and students, on the use of technology during instruction, and as a tool for communication.</p> <p>b. Curriculum Support using Technology Curriculum coach will provide support to teachers and ISS in the implementation of the web-based curriculum.</p>		X	X

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Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 3: All BAISD staff will write compliant IEPs			
<p>Strategies: Teachers and itinerants will write compliant IEPs specifically in the areas of transition, PLAAFP statements, and aligning content standards to goals.</p> <p>a. IEP Monitoring IEP's will be reviewed by ISD administration, and/or the transition coordinator for assessment of compliance.</p> <p>b. Staff Training Administration will provide training for ISD staff, on writing compliant transition plans, PLAAFP statements, and aligning content standards to annual IEP goals.</p>		X	X
Goal 4: All BAISD staff will provide safe and welcoming environments, with increased parental involvement			
<p>Strategies: Staff will provide instruction on appropriate behaviors within all school environments to ensure a safe, learning environment. Staff will share the content of this instruction with parents.</p> <p>a. PBIS Instruction Administrators will monitor the implementation of the PBIS instructional strategies through classroom observations and program fidelity checks.</p> <p>b. Communication with Families Administrators and staff will communicate with parents regularly on topics such as school events/news, student progress, and school safety procedures.</p>		X	X

AGGREGATE STUDENT ACHIEVEMENT RESULTS

<https://goo.gl/L2IUwq>

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PARENT-TEACHER CONFERENCES

Based on the unique needs of the students at the Local Programs communication with parents occurs on a regular basis. Parents are encouraged to attend their child's IEP at a minimum of 1 time per year. At this time teachers received updates on the student's IEP goals and objectives and at time transition goals. Parents also receive progress reports 3 times per school year.

COLLEGE ENROLLMENT

Description	Number of Students	Percentage
Dual Enrollment	0	0
College Equivalent Courses (AP/IB)	0	0
Students Receiving College Credit	0	0