

CENTER PROGRAMS

School Improvement Annual Report 2008-09

The mission of MISD Center Programs is to provide an opportunity for each student to achieve intellectually, emotionally and socially within the least restrictive educational environment.

Meeting Specialized Educational Needs

The Macomb Intermediate School District provides educational services to nearly 1,500 students in Macomb County, Michigan, with moderate to severe disabilities. The district's Department of Center Programs operates seven specialized schools, plus a program for Autistic Impaired (AI) students, which has classrooms at other sites.

The numbers below show enrollments as of May 2009. The average daily attendance rate for students in Center Programs was 88%.

Program for the Autistic Impaired (AI)	428
Schools for the Severely Emotionally Impaired (SEI)	
Maple Lane Elementary School	92
Norman H. Rockwell Junior High School	95
Neil E. Reid High School	97
Schools for Moderately Cognitive Impaired (MCI); Severely Cognitive Impaired (SCI); and Severely Multiply Impaired (SXI)	
Keith Bovenschen School	296
Glen H. Peters School	302
Robert G. Lutz School for Work Experience	243

Each school's annual report includes assessment data, percentage of parent participation and highly qualified staff. The district made annual yearly progress (AYP) according to criteria in the federal No Child Left Behind (NCLB) Act.

Goals

We have set two goals for students, and two for our staff:

- To improve student achievement.
- To increase students' successful work and daily living skills in community settings.
- To support school improvement efforts in all our programs.
- To provide staff with meaningful professional development opportunities.

Curriculum

The Individualized Education Plan (IEP) is a key factor in establishing goals for students. It helps determine the curriculum that a special education student will follow.

In our schools for the emotionally impaired, the *Michigan Curriculum Framework* guides instruction. Our programs for SCI, MCI and SXI students use the *Macomb County TMI/SMI Community-Referenced Curriculum Guide*. It covers specific areas, such as functional academics and vocational, recreation/leisure, self-management/home living, and general community. They use Addressing Unique Educational Needs (AUEN) and the Extended Grade Level Content Expectations (EGLCEs) as guides and to develop curriculum.

Student Achievement

The progress each student is making is evaluated during the annual IEP team meeting with parents during which new goals are set. For some students, progress is demonstrated when they are able to return to the less restrictive environment of their local school. This year, 70 students were mainstreamed.

For most of our students, MEAP is not appropriate, even with accommodations. Instead we use either the MEAP-Access or the "Participation" or "Supported Independence" level of MI-Access, the state's alternative assessments for students with disabilities. Individual scores were sent to parents' homes.

Assessments like these are just one tool for measuring progress. Because our students' abilities vary so widely, scores as a group are not meaningful. Instead, we focus on the individual's scores, looking at that data along with other measures of progress when we set new goals for the student.

Dropout and Retention Rates

Dropout or retention rates cannot be calculated for special education students since the expectation of progress is not at grade level. We did have 52 "completers" who finished their educational program at age 26, and 25 Neil Reid students graduated from their local district.

Preparing Students for Adult Roles

Planning for transition—preparing students for life out in the community—formally begins with a student's IEP at age 14. In some programs a "Student Vision Form" is filled out by the student to set goals for life beyond school. All 8th graders in our SEI program begin the educational development plan (EDP) process; other programs assess students annually in work maturity skills.

Federal grant money to promote transition activities for students, ages 14 to 21, is available to Center Programs and the 21 local school districts in Macomb County through the State Transition Project.

Staff Development

Workshops, training programs and conferences help support staff at our centers, as well as in the local districts. We offer training sessions for teachers, students, paraprofessionals, as well as other staff. All are designed to help us meet our school improvement goals.

Training	Participants	Number
Automated external defibrillator (AED)/CPR	MISD staff (2 crisis teams per location)	207
Building Bridges Summer Camp	Macomb County students with Autism Spectrum Disorder (ASD)	124
Certified Paraprofessional Training Course	Paraprofessionals	33
Crisis Prevention Institute-Training of Trainers	Staff of 14 local districts	30
Crisis Prevention Institute On-Site Training	3 local districts	60
Crisis Prevention Institute Refresher Course	MISD staff Local district staff	300 20
High School Transition Conference	EI/learning disabled (LD) high school seniors from 24 local districts/academies	288
Parent Workshop on IEPs	Parents	132
Supporting Student Behavior: Procedures and Guidelines	All MISD Center Program staff	580
Writing Instruction for Students with Developmental Disabilities	MISD staff from 3 programs	353

Use of Community Resources

Area businesses play a vital role in enabling us to provide our students with training in the community. In addition, the Macomb County Juvenile Court, Michigan Rehabilitation Services, Goodwill Industries, JVS, ARC Services of Macomb, and Community Mental Health provided support for our students and their families.

For More Information

Learn more about the progress each of our programs is making by reading its annual report.



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