



Living & Learning Center
Bay Campus
1435 W. Center Road
Essexville, MI 48732-2111

Bay-Arenac ISD Local Programs 2022-2023 Annual Education Report

Susanne Masters, Director of Special Education

Holly Polzin & Kim Haley-Stein, Program Supervisors

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for BAISD: Local 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 Susanne Masters at masterss@baisd.net for assistance. The AER is available to you for review electronically by visiting the following web site MI School Data. You may review a copy in the main office at your child's school.

For the 2022-2023 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

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 buildings 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.



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State law requires that we also report additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests of nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences
- For high schools only, also report on the following:
 - The number and percent of postsecondary enrollments (dual enrollment)
 - The number of college equivalent courses offered (AP/IB)
 - The number and percentage of students enrolled in college equivalent course (AP/IB)
 - The number and percentage of students receiving a score leading to college credit

I am proud of the tremendous effort our staff and students put forth each and every 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 local center-based programs continue to be a successful learning environment.

Sincerely,

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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.



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Process for Assigning Pupils to the School

The process for assigning pupils to our school was developed in accordance with the 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 following the Essential Elements. The curriculum is structured in a way that allows each teacher the opportunity to deliver the curriculum through a tiered 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 following curriculum. Equals math is a proven multisensory math curriculum for students with severe disabilities at all levels of ability. Students learn foundational math and solve real-world problems as active learners, including students with significant and intellectual disabilities, K-12th grade. Equals math provides multiple paths for teachers to provide support for their students as they learn and demonstrate what was learned. In addition, our K-12 students receive instruction in comprehensive literacy, which incorporates Universal Core Vocabulary Systems. Readtopia is a special education instructional program designed for upper elementary, middle, and high school students with special needs. It serves as an integrated comprehensive reading curriculum across several domains of study including ELA, Math, Social Studies, Life Skills, and Science. Our students with severe disabilities, also participated in the Mobility Opportunities via Education (MOVE) 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. Also, when appropriate, MyMath and Wonders is utilized for ELA and Math curriculum.



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The Status of the 3–5 Year School Improvement Plan

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: Goal 1: All BAISD students will improve their performance in Reading			
<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> <ul style="list-style-type: none"> a. Curriculum Support Curriculum coach and trained staff will actively support and provide assistance to teachers delivering reading instruction. b. Content Standard Alignment Administration will provide training on content standard alignment during staff meetings and/or PD opportunities. c. Communication with Stakeholders Emergent literacy implementation team will communicate with stakeholders to increase transparency in emergent and conventional literacy practices. 			X
Goal 2: All BAISD will improve their performance in math.			
<p>Strategies: Instructional coach will partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities.</p> <ul style="list-style-type: none"> a. Curriculum Support Curriculum coach and select staff will actively investigate and pilot potential math curriculums. b. Content Standard Alignment Curriculum coach will provide intensive instruction, including one on one, small group and classroom modeling supporting content standards. 	X		



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Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 3: All BAISD students will increase their Social Emotional Skills			
Strategies: All staff will provide daily Social Emotional Learning. All staff will implement PBIS, Restorative Practices, effective FBA/BIPS, and participate in collaboration of services. <ul style="list-style-type: none"> a. The district/school will provide professional learning for staff on evidence-based approaches to promote PBIS, including social emotional learning objectives, skills, strategies, and learning conditions. b. Administration will monitor discipline referral rates and fidelity of FBA/BIPs. c. All teachers will complete the Think BIG and Be SMART 4R Students. 		X	
		X	
		X	

Aggregate Student Achievement Results

[MI School Data](#)

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. During the IEP meeting, teachers share updates on the students’ IEP goals and objectives. 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) *not offered	0	0
Students Receiving College Credit	0	0