



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

2413 West Maple Avenue, Flint, Michigan 48507-3493
(810) 591-4400 Fax (810) 591-7570
www.geneseeisd.org

February 1, 2024

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 Special Education Services (Day Treatment Program). 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 Angie Grindel for assistance.

The AER is available for you to review electronically by visiting the following website or you may review a copy in the main office at your child's school. <https://bit.ly/3XypzcV>.

For the 2023-2024 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2022-2023. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. 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% in 2021-2022. 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. As always, we are committed to the success of the students that we service.

The Day Treatment Program has been awarded accreditation with the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). During the 2021-22 school year, Day Treatment staff worked on a school improvement plan aligned with the NCA requirements.

- The goal for this plan is to utilize an integrated model of Multi-Tiered Systems of Supports (MTSS), which will include academic assessments, behavioral systems, practices, and data that are interwoven and aligned to support the whole child.

Our building and district continue to participate in Promoting a Positive School Climate (PPSC). This supports Positive Behavior Intervention and Supports (PBIS) along with Multi-Tiered Systems of Supports (MTSS). Staff, students and their families are involved in both of these initiatives. We have created a process to implement building wide school rules and expectations.

- All students in the Day Treatment programs will demonstrate an increase in positive behaviors.
- Staff will review the current School-wide Positive Behavior Support Program (Tier II) effectiveness based on data collected. Staff will continue to monitor Tier I behavior data.
- Staff will implement Tier II and III interventions to help at risk students improve behaviors as measured by an increase in scores on District PPSC surveys and assessment.

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State law requires that we also report additional information:

1. Students are referred to the GISD center-based programs from their local school districts. An Individualized Education Program Team (IEPT) will meet to decide the placement for the student within the GISD programs.
2. During the 2020-2021 school year, we implemented a district-wide PPSC goal with a 2025 end date. For the 2021-2022 school year, we implemented a district-wide ELA goal across all of our center-based programs with three different strategies to address the specific needs of our students with a 2026 end date.
3. Day Treatment is a center-based school for students with emotional impairments for grades K -12.
4. The curriculum used by Day Treatment aligns with the Michigan state standards. For questions regarding access to the curriculum, contact Angie Grindel, Principal for Day Treatment Programs.
5. Over the last three years, Day Treatment has been tracking student growth through state assessments, the Woodcock Johnson Test of Achievement, the STAR assessment and other forms of assessments. A majority of our students have shown growth in Math and ELA subject areas. Student growth will continue to remain a priority for our school.
6. Individualized Educational Plan (IEP) meetings are held annually for all students attending the Day Treatment Program. Together, staff and family members review current progress and set goals for the upcoming year. In-person parent-teacher conferences were not held during the 2021-2022 and 2022-2023 school years.

We take great pride in providing students high quality programs and services. We are dedicated to promoting a positive school climate and improving conditions for learning and behavioral outcomes. If you have any questions, please feel free to contact me at 810-591-5019.

Sincerely,

Angie Grindel, Principal
Day Treatment Programs