



GENESEEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

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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 2018-19 educational progress for the Transition Center. 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 Paula Greenwood for assistance.

The AER is available for you to review electronically at [MI School Data Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2018-19 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. Some schools are not identified with any of these labels. In these cases, no label is given.

*Note TSI and ATS definitions were changed for the 2019-20 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels. As always, we are committed to the success of the students that we service.

State law requires that we also report additional information addressing the following areas.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Non-diploma bound students are referred by local school districts as well as GISD center based programs. The IEP process determines the best placement for the student based on their educational goals and programming needs.

2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The GISD Transition Center is a Certificate of Completion center-based program for students with moderate cognitive impairments. Students enter the program after completing a local district secondary special education program or are enrolled in a center-based adult program. Students, families, and referring agency/program attend an IEP to discuss programming options.

Jerry G. Ragsdale, President ♦ Richard E. Hill, Vice President ♦ James D. Avery, Secretary ♦ Larry P. Ford, Treasurer ♦ The Honorable John L. Conover, Trustee



Dr. Lisa A. Hagel, Superintendent ♦ Dr. Keely P. Mounger, Deputy Superintendent ♦ Dr. Steven W. Tunnicliff, Associate Superintendent
Mary K. Behm, Assistant Superintendent ♦ Cynthia A. McCain, Assistant Superintendent ♦ Cherie A. Wager, Assistant Superintendent ♦ Luke R. Wittum, Assistant Superintendent
Jeffrey D. Adams, Executive Director ♦ Tricia L. Hill, Executive Director ♦ Diana M. Allard, Director

3. 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

This is a program for post-secondary aged students with moderate cognitive disabilities that limit their ability to attend college or trade schools. A supported prevocational/life skills curriculum model provides the means to develop an individualized plan for unique student needs.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Students are assessed based on their IEP goals and objectives, Transition Assessments, and Unique Learning Systems Curriculum.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

The GISD Transition Center is a program for young adults. Parents/guardians are invited and encouraged to attend the annual IEP; utilizing technology options, most families are able to attend in person or electronically. Progress reports are shared quarterly.

The GISD Transition Center has been awarded accreditation with the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). We are proud to be part of the NCA-CASI. This reflects on the accomplishments of the students and staff at the GISD Transition Center. If you have any questions, please feel free to contact me at (810) 591-5018.

Sincerely,

Paula Greenwood, Principal
Transition Center Programs and Services