



## **LENAWEE INTERMEDIATE SCHOOL DISTRICT**

### **LISD Programs Housed at Madison Schools Hearing Impaired (HI)/Physically or Otherwise Health Impaired (POHI) 2009-2010**

#### **Overview of Classroom Programs**

The Lenawee Intermediate School District (LISD) is located in Southeast Michigan. Lenawee County is a rural community with a few small cities located throughout the county. The majority of the county residents are working class people that have strong family traditions.

The Lenawee Intermediate School District is committed to providing quality education and services for all students in Lenawee County Schools. The LISD services 12 local school districts whose total student population is 17,680. The districts served are Addison, Adrian, Blissfield, Britton, Clinton, Deerfield, Hudson, Madison, Morenci, Onsted, Sand Creek, and Tecumseh. The number of students who receive special education services in Lenawee County are 2,510. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated services!

In the early 1970's, the program for students with Hearing Impairments (HI) consisted of three classrooms, two located at Sutton Elementary in Tecumseh and one at Tecumseh High School. In 1994, the classrooms were combined and moved to Madison Schools where it currently resides. In 2008, the HI program was again split, this time into two classrooms; a kindergarten through fifth grade classroom and a sixth grade through twelfth grade classroom.

In the early 1970's, the program for students with physical or other health impairments consisted of two classrooms one located at Sutton Elementary in

Tecumseh and one at Tecumseh High School. In 2006, the classrooms were combined and moved to Madison Schools where it currently resides. A change in program outcomes also occurred at this time with the focus on achievement of high school graduation. Homebound/Hospital students receive services as needed.

### **School Process Data**

The LISD has a long history of providing educational opportunities in the student's least restrictive environment (LRE). The program is located in the Madison School District because it is centrally located in the county and K-12 classrooms contained in one building. Housing the program in one building creates availability of an environment where students have access to peers instead of being isolated as the only student with a hearing loss, physical or other health impairment in a local district building. The goal for these classrooms is to maximize students' access to the general education curriculum. For most students this culminates in a high school diploma. This requires the use of Madison curricula but is supplemented with interventions.

The HI program has a cooperative agreement with Monroe ISD. LISD HI program takes all students with Total Communication needs and Monroe receives students that have auditory/oral needs.

### **Student to Staff Ratio (Table #1)**

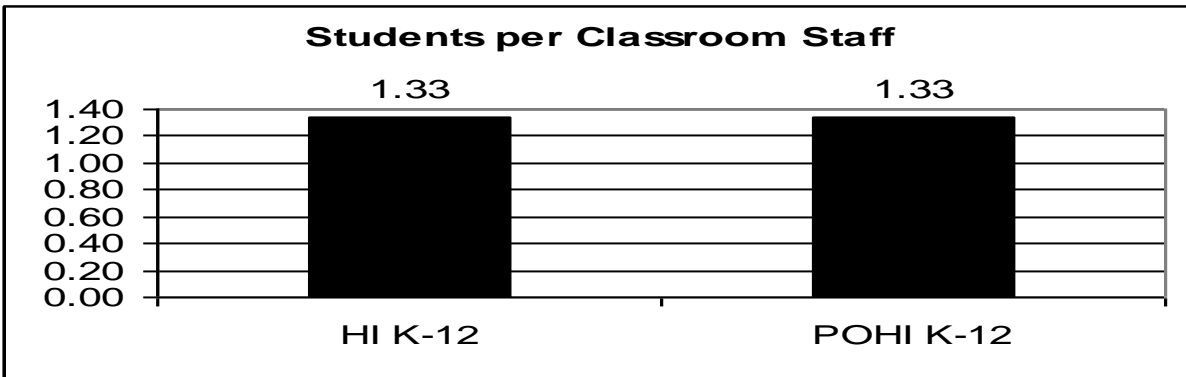
In both programs staffing is based on individual student need. Each program can have a maximum of ten students at any one time. Staffing for the HI program may include an Instructor, Teacher Assistants, Health Care Assistants, and Sign Language Interpreters. In the POHI program staffing may include an Instructor, Teacher Assistants, Health Care Assistants, and a contracted Licensed Practical Nurse.

The unique needs of some of these students require the use of one-on-one assistants in order to participate in a general education setting. The 2009-10 school year IEPs required the POHI program to utilize two teacher assistants to help support students.

At the beginning of the 2009-10 school year the HI program had two IEPs that required a one-on-one Teacher Assistant for safety and academic support reasons. One

student moved out of district in October of 2009. The second students completed his requirements for a certificate of completion and transferred to a work based program in February 2010. In addition, the program continued to follow and support the academic progress of one student who attended the Michigan School for the Deaf. In January of 2010, one HI student transferred to the LISD PREP Academy, a program for pregnant and parenting teens. This required one interpreter to be assigned to that program.

Table #1



Students with hearing impairments typically attend general education classes but receive additional support in content areas as needed, particularly in English Language Arts. Interpreters are in place to make the language of the classroom accessible. There was a lack of certified interpreters due to State of Michigan regulation changes. This required the use of agency interpreters to cover student's needs. Five agency interpreters were employed to cover two full time positions. This required a staff member to take on the responsibilities to be the coordinating the interpreter schedules in order to provide each student with interpreter support as often as possible.

Students with physical impairments or other health impairments attend general education classes but receive additional support in content areas as needed. This is due to the amount of lost time in the general education classrooms because of their therapeutic needs and/or health issues. Students in both programs may progress academically at slower rates because of their individual needs.

## Student Achievement

### MI Access - Michigan's Alternate Assessment Program

The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities be assessed at the state level. If the state's general assessment (MEAP) is not appropriate, the IEP Team must determine how the student will be assessed.

MI-Access is an alternative assessment designed for students 3<sup>rd</sup> grade through 11<sup>th</sup> grade who the IEP Team has determined that the MEAP assessments, even with accommodations, are not appropriate for the student.

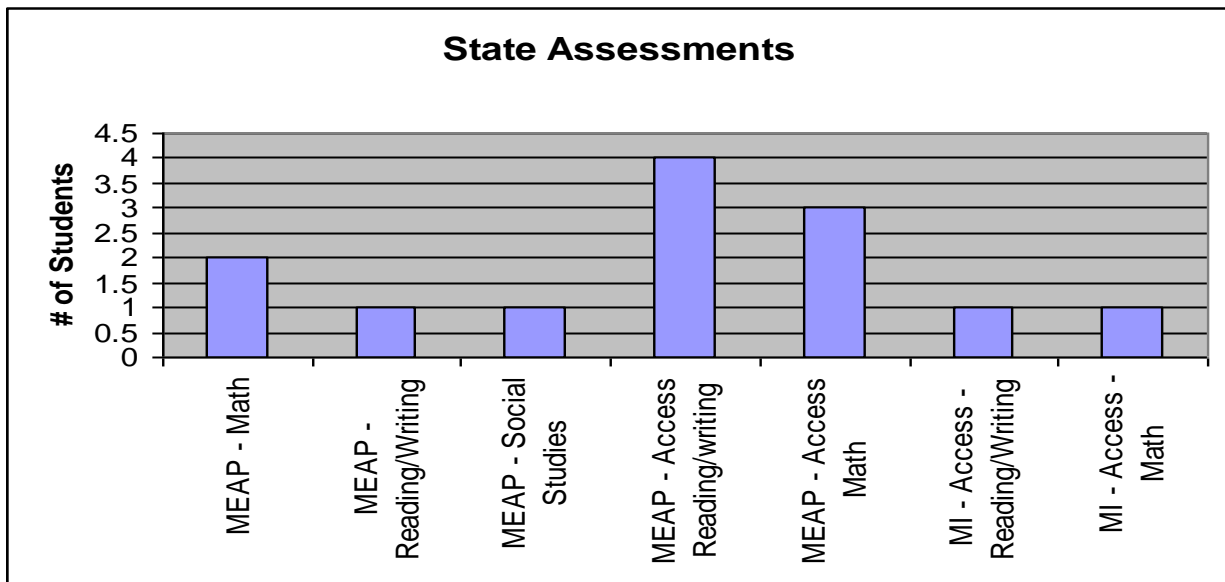
MI-Access assesses English Language Arts (ELA), Mathematics and Science. Students participate in one of three skill levels – Participation, Supported Independence or Functional Independence. One student in the HI classroom took the MI Access assessment.

### MEAP

In 2009-10 one POHI student and two HI students took the MEAP. The small data sample spread over a K-12 population makes it difficult to make any generalizations about the programs. Two students in the POHI Classroom took MEAP.

For this school year, the state piloted an additional alternative assessment called the MEAP – Access. This was intended to bridge the gap between MI-Access and MEAP. It assesses Reading/Writing and Math for student's grades 3-8. Three students in the HI classroom took the MEAP - Access. One student in the POHI classroom took the MEAP-Access.

Table #2



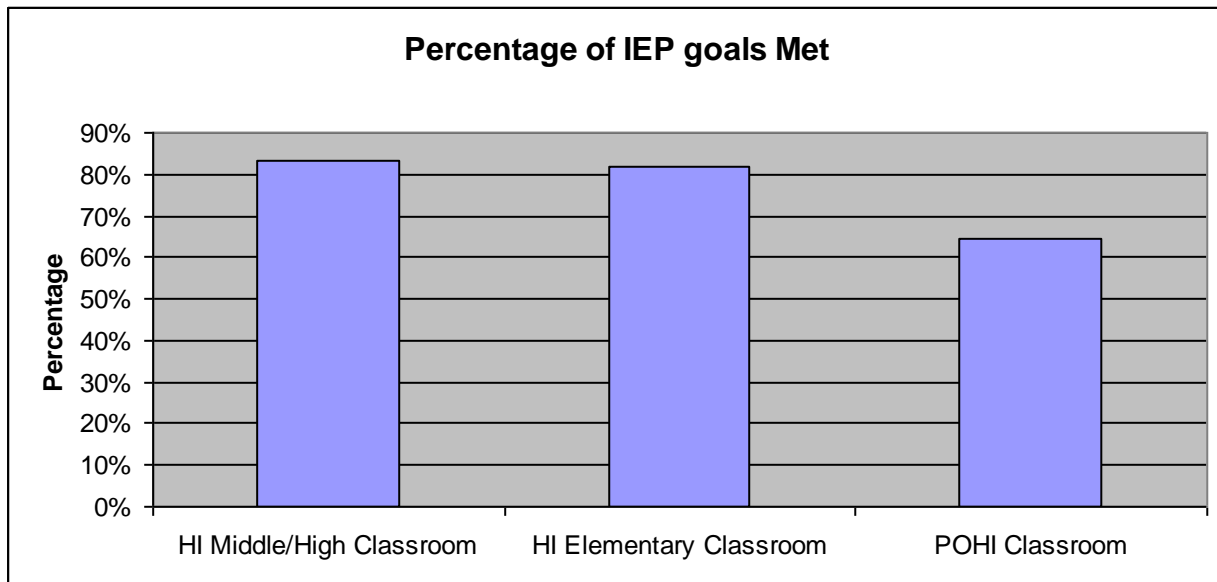
## IEP Goals

In the 2009-10 school year the HI/POHI programs had goals in the following areas. IEP goals are developed on an annual basis and are individualized to student needs.

- Ability to follow visual schedules
- Ability to seek support from adults
- Articulation/vocabulary
- Daily living skills
- Expressive/receptive language skills
- Fine motor skills
- Functional money and time skills
- Gross motor skills/ambulation/endurance
- Intelligibility
- Math skills
- Oral communication skills
- Participation in group activities
- Personal care health/fitness activities w/support
- Physical endurance and abilities
- Reading skills
- Ready state for learning
- Sitting balance/endurance/functional mobility
- Spelling skills
- Transactions in community
- Writing skills

The percentages of the goals met in the 2009-2010 school year are:

Table #3



## Demographics

### HI/POHI Special Needs

During 2009-10 school year students in the HI/POHI classrooms presented the following specialized needs. These needs require additional staffing and therapy services. The students may require more intensive therapy which may impact their success in general education.

Special Needs	POHI	HI
Augmentative Alternative Communication		1
Ankle Foot Orthosis	2	
Central Venous Line		
Cochlear Implants		4
Cognitive Impairments	1	2
Congenital heart condition	1	
Gastrostomy Tube	1	
Hearing Aids		8
Incontinence	1	
Sign Language Interpreter		9
Manual Wheel Chairs	2	
Power Wheel Chairs	2	
Seizure disorder		
Severe Behaviors		2
Stander		
Tracheotomy	1	
Treadmill Therapy	1	
Visual Impairment		1
Walker	2	

Therapy services	POHI	HI
Attention Deficit Hyperactivity Disorder	2	2
Occupational Therapy	4	4
Physical Therapy	2	
Social work	4	4
Speech	1	9
Visually Impaired		1

### Monroe/Lenawee HI Cooperative Agreement

Monroe and Lenawee Intermediate School Districts have a cooperative agreement for the program for students with hearing impairments. Any student in Monroe County that requires the use of an interpreter or instruction in sign language will attend the program in Lenawee County. The LISD runs a Total Communication (talking, signing, and any means necessary to support student's communication) program,

whereas Monroe's program is strictly Aural (focuses on using residual hearing and voicing). In the 2009-10 school year there were 2 Monroe County students and 10 Lenawee County students.

### Economically Disadvantaged Students

Students in the HI/POHI programs have a high percentage of Economically Disadvantaged students. In 2009-10 the HI program had 58% economically disadvantaged and the POHI program had 100%.

### Resident Districts (Tables #4 and #5)

Students come from all around Lenawee (and Monroe for HI) County for these programs. Below is the data by District:

Table #4

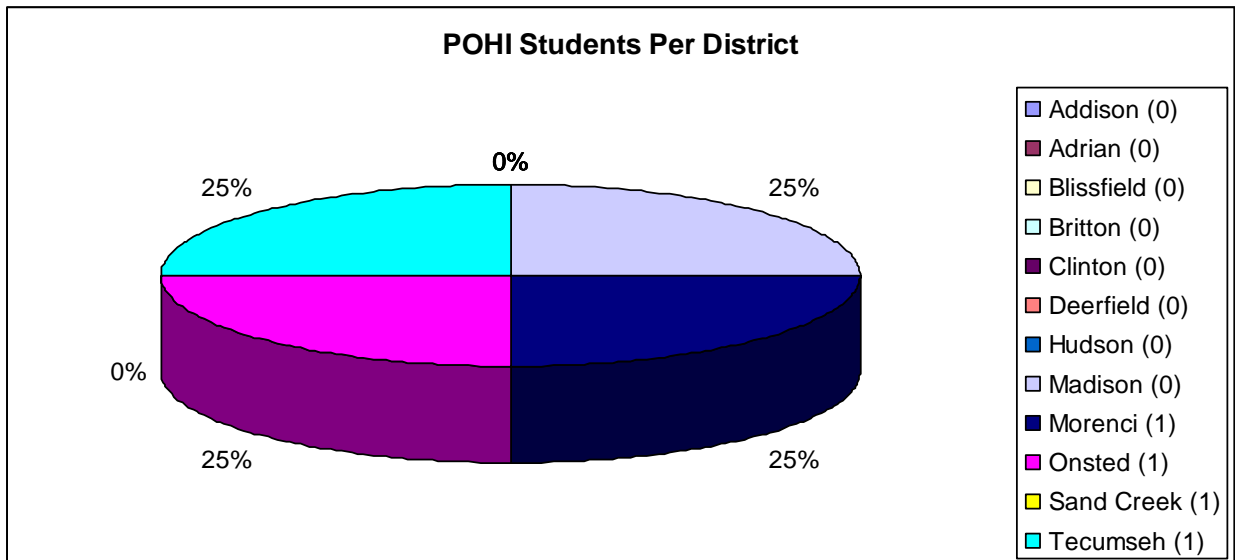


Table #5

