



## **LENAWEE INTERMEDIATE SCHOOL DISTRICT**

### **Laura Haviland Program 2009-2010**

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

The Lenawee Intermediate School District (LISD) is located in Lenawee County in the southeastern corner of Michigan. Lenawee County is a rural community with a few small cities sporadically located throughout the county. Lenawee County is approximately 750 square miles.

The Lenawee Intermediate School District is committed to providing quality education and services for all students throughout Lenawee County Schools. The LISD provides services to 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. County-wide special education student numbers are 2,510. The LISD has been supporting Lenawee County for over 40 years and has continually expanded and updated educational services.

The LISD operates the Laura Haviland Program (LHP) which consists of five classrooms for students who are eligible for special education or function as though eligible with an Emotional Impairment and between the ages of 5-19. A small number of current students are eligible for special education as Otherwise Health Impaired, Learning Disabled, Cognitively Impaired, or on the Autism Spectrum. The LHP elementary, middle and high school classrooms are located in Adrian at the Trenton Hills Learning Center.

## Historical Data

The LISD Laura Haviland Program (LHP) has been a part of the LISD Special Education Plan for programs and services since the 1973-1974 school year when it operated one classroom. A second classroom was added the next year. Up to the fall of 1999 the Laura Haviland Program was only for secondary level students. Staffing varied from 1 to 2 teachers until the 1998 – 1999 school year when a third classroom was added due to the number of students placed in the LHP.

The Laura Haviland Program has been located in several locations:

- Adrian College for two years 1973 – 1975,
- Adrian Public Schools – Drager Middle School 1979 - 1984,
- Piotter Recreation Center, owned by the City of Adrian, from 1984 - 2004.
- The first elementary LHP program was located from August 1999 to March 2000 in a house owned by the LISD located at the corner of Broad and Chestnut Streets in Adrian.
- In March of 2000 the elementary program (K – 6<sup>th</sup> grades) was moved to the Porter Education Center campus on Sutton Road. The fall of 2001 a second elementary classroom was added to the Laura Haviland Program and it was also housed at the Porter Education Center.
- The fall of 2004 the five classrooms of the Laura Haviland Program moved to the LISD Trenton Hills Learning Center located at 1008 West Maple Avenue, Adrian.

During the time period from 1979 through the 1988 - 89 school year the Laura Haviland Program was a cooperative program between the Lenawee County Mental Health Authority and the Lenawee Intermediate School District. At that time it was called the Children's Day Treatment Program.

The Laura Haviland Program is currently a cooperative program between the 12 local school districts and the Lenawee ISD. This cooperative contract

identifies unreimbursed costs that are billed to local districts based on student enrollment and daily attendance.

Staffing for the Haviland Program has been a combination of LISD staff with Community Mental Health staff members or LISD classroom and social work staff. During its history the number of teachers has ranged from 1 or 2 teachers for middle school and high school students based on the number of students.

Since the fall of 2001 there have been 5 teachers for early elementary through high school students. Each classroom has had 1 or 2 teacher assistants and currently includes individual student health care assistants. The therapy component is provided by two LISD school social workers who conduct group and individual sessions as well as crisis intervention and treatment planning.

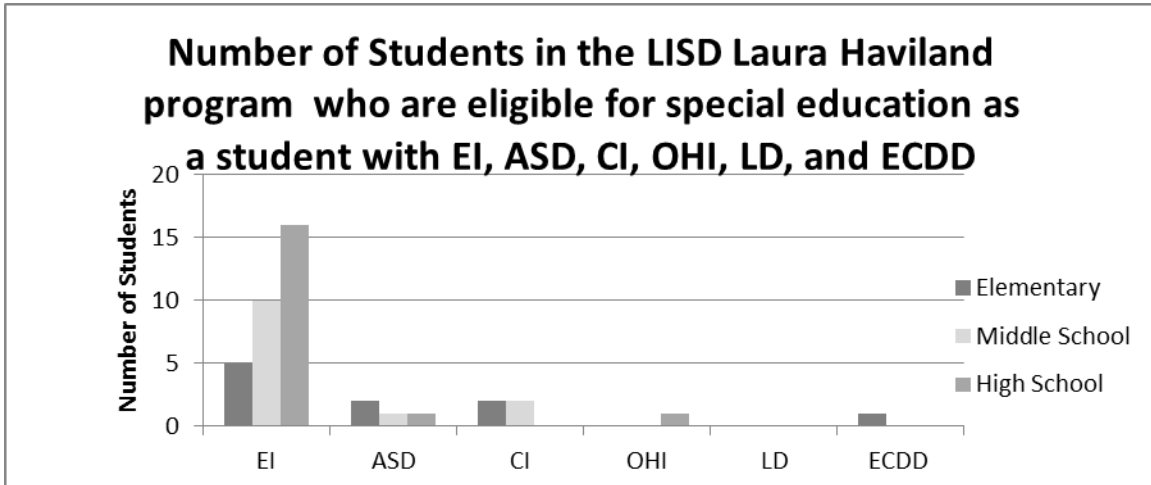
Previously therapy services were provided by a school psychologist and Community Mental Health social workers.

## **Demographic Data**

### **Eligibility**

Students referred to the Laura Haviland Program have been identified as students with emotional impairments; in recent years students that have been referred have had other eligibilities and function as though they have an emotional impairment. Currently 76% of the students attending the Laura Haviland Program qualify for special education services under the eligibility of Emotional Impairment. During the 2009-2010 school year, the program had three students with Cognitive Impairments, four students who are on the Autism Spectrum, two student Otherwise Health Impaired, one with Early Childhood Developmental Delays, and zero students with Learning Disabilities. (Table #1)

(Table #1)



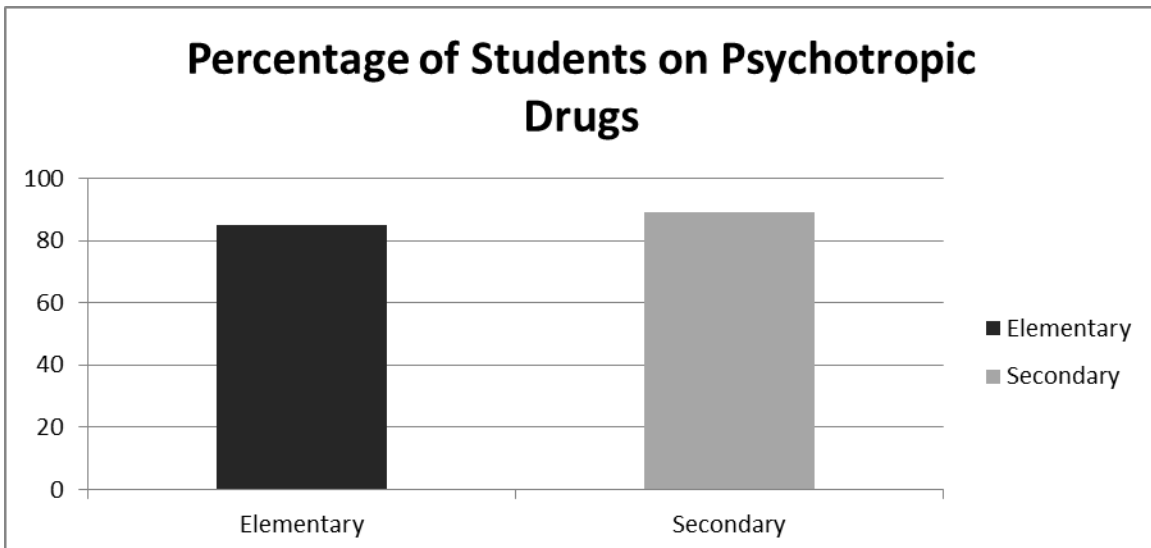
**Percentage of Students on Psychotropic Drugs**

A Psychotropic drug is any medication capable of affecting the mind, emotions, and behavior. Common types of psychotropic drugs include:

- Anti-Depressants
- Anti-Anxiety Agents
- Anti-Psychotics
- Mood Stabilizers

Students receive these medications either at school and/or at home. (Table #2)

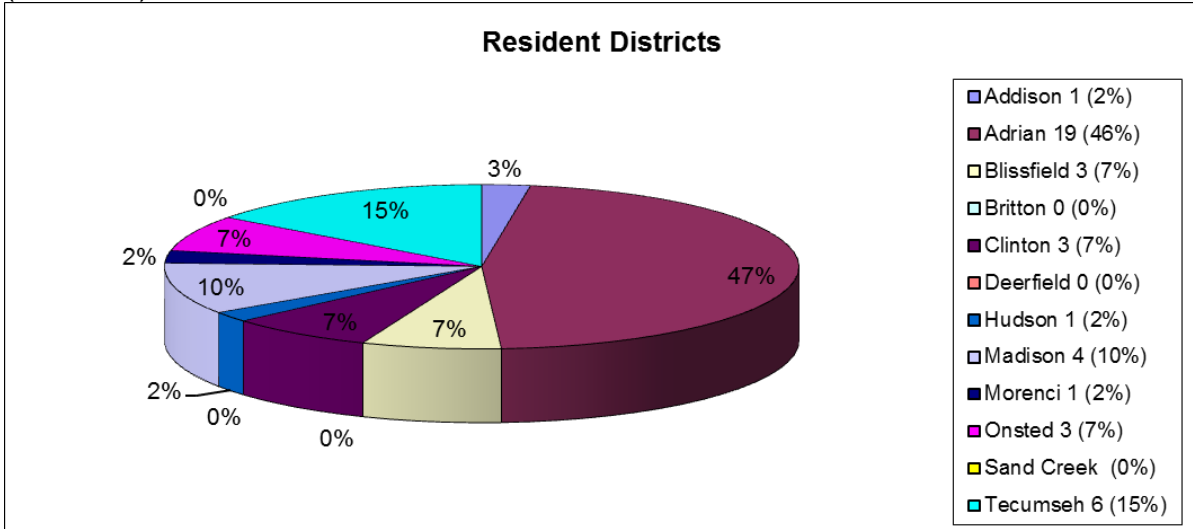
(Table #2)



### Resident District

Currently, the Laura Haviland Program serves 10 school districts in Lenawee County. (Table #3)

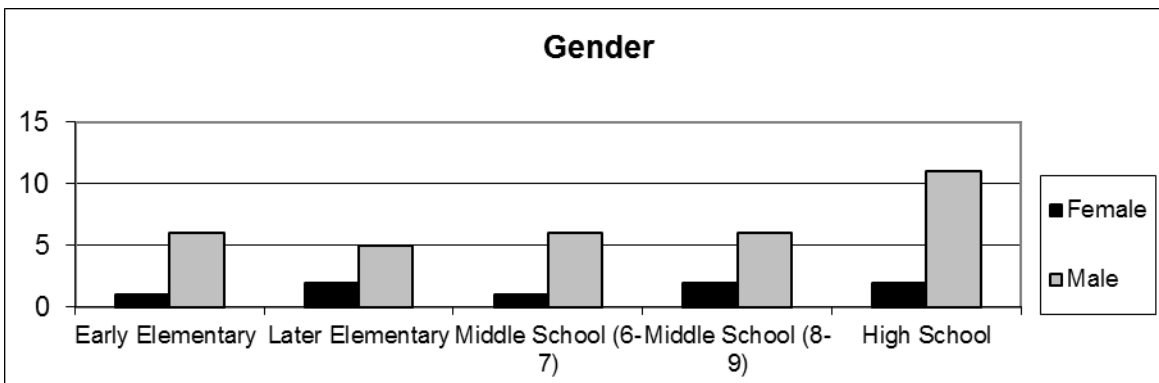
(Table #3)



### Gender

Traditionally, students enrolled within the Laura Haviland Program have been mostly male. The current data indicates that the number of females are higher in the secondary program, however there continues to be more males than females in the program overall. This is dependent on the individuals in the program that are referred to LHP from local districts and may not necessarily represent a trend. (Table #4)

(Table #4)



### **School Process Data**

The main focus of the early elementary class at the LHP is the expectation that students will establish and maintain standards of appropriate behavior needed to achieve a functional learning environment. When the functional learning environment is established, students will receive individual academic curriculum. Students will also enhance their social skills and relationship building skills as well.

The later elementary classroom has three adults who work with the students on their academic and behavioral goals. The main behavioral focus is for students to build positive working relationships with peers and adults. There are a variety of different academic levels which require comprehensive lessons to be taught.

Middle school age students focus on transitioning from elementary expectations to middle school expectations. Students learn to take responsibility for their actions and learning. There is a strong emphasis on appropriate social expectations, both at school and in the community. To start the transition process students focus on identifying their personal strengths, skills and interests. Students take an active role in developing their IEP goals and begin to work on their Educational Development Plan (EDP).

While high school age students continue to work on social skills, decision making skills and academic skills, an emphasis is put on preparing students for their future. Developing employability skills is crucial to a successful transition after high school. This is accomplished through a variety of activities, both in and out of the classroom. Students participate in a careers and independent living class. To enhance their skills and interests students are offered opportunities to attend the LISD TECH Center or to receive training through a variety of community agencies.

On a bi-weekly basis students are dismissed early on Friday to provide staff opportunity to meet as classroom teams. During these treatment team meetings individual student behavioral plans are developed. These plans identify targeted behavioral/emotional concerns that will be identified and targeted

throughout the students placement. The behavior intervention plans are reviewed and modified as needed. Staff members implement behavior intervention plans to correct and modify behaviors in the classroom, socially, emotionally, behaviorally and academically.

### **Social Work Services**

All LHP students are provided with full time social work services. Two social workers are assigned to the program providing case management services, group and individual sessions and coordination of community agency services. The majority of students attend weekly group sessions and all students receive individual social work services. Various psychotherapies are utilized to meet the individualized needs of the students. Weekly behavioral planning meetings are held with all Laura Haviland staff to develop and integrate behavioral and emotional planning of each student.

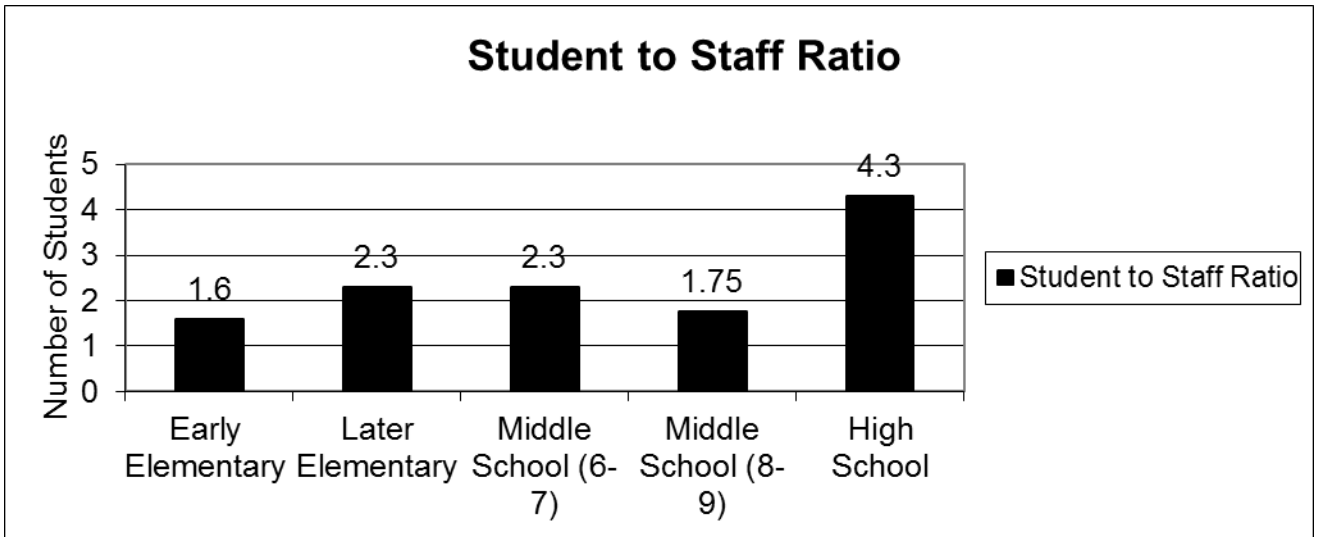
### **Team Behavioral/Emotional Integration**

Intensive collaboration between each student's team members regarding student's behavior plans and treatment needs is an ongoing process throughout the day. Students behavioral needs are assessed and revised as needed on a daily basis.

### **Student to Staff Ratio**

The student to staff ratio ranges from 1.5 students per staff to 4.5 students per staff. Early and later elementary numbers are represented by 3 staff members in each classroom. There is a staff member in later elementary who primarily works with a student who has autism and requires individualized attention on a daily basis. Additional staffing at the middle school through high school classrooms were from individual students requiring a health care assistant, decreasing their ratio. (Table #5)

(Table #5)



### Student Achievement Data

#### Goal Areas

The Laura Haviland staff reviewed the more frequently utilized goals and objectives of the Laura Haviland students. The goal areas that are focused on throughout the program include coping skills, language arts, relationship skills, social skills, math skills and abiding by limits/expectations. During the middle and high school years more emphasis is put on employability skills. The identified goal areas include:

- |                                |                      |
|--------------------------------|----------------------|
| Activity Transitions           | Anger Management     |
| Communications Skills          | Coping Skills        |
| Decision Making Skills         | Employability Skills |
| Impulse Control                | Language Arts        |
| Abiding by Limits/Expectations | Math                 |
| Organizational Skills          | Personal Hygiene     |
| Relationship Skills            | Sensory              |
| Social Skills                  |                      |

#### Northwest Evaluation Association (NWEA) Measures of Academic Progress

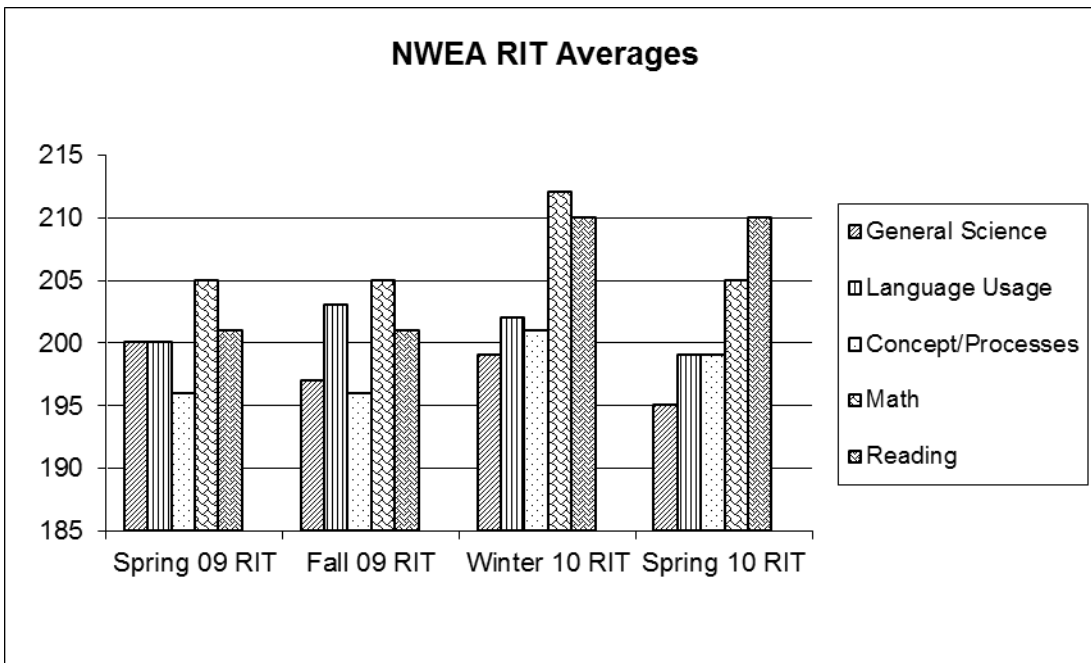
##### (MAP) Testing

Staff at Laura Haviland began using NWEA MAP testing second semester of the 2007-2008 school year. The MAP test is an adaptive test student's take on



computers in the areas of language usage, reading, math, and science. It allows staff to track growth for a student over the course of their stay in the Laura Haviland program. Student scores are available immediately after testing with classroom reports available within 24 hours. This allows staff to modify teaching strategies to meet the needs of their students in a timely manner. Once a year of data is compiled staff will be able to chart an individual student's growth and determine areas that need additional interventions. (Table #6)

(Table #6)



The definition of the six areas of testing are described below:

**Lexile**

Lexile is a measure of a student's reading ability based on comprehension. The scale runs from 200L for beginning readers to 1700L for advanced text.

**NWEA Reading**

The NWEA Reading test has four strands: word recognition/word study, narrative text, informational text and comprehension/metacognition.

### **NWEA Language Usage**

The NWEA Language Usage test has five strands: Writing genre, writing process, grammatical structures, spelling and punctuation/capitalization.

### **NWEA Math**

The NWEA Math test has five strands: number/operations, algebra, measurement, geometry and data/probability.

### **NWEA Science**

The NWEA Science test has two parts. Concepts and Processes has two strands: constructing scientific knowledge and reflecting on scientific knowledge. General Science has three strands: life science, physical science and earth science.

According to the NWEA bar graph above, students who participated in the NWEA examination during 2009-2010 have shown improvement in the evaluated academic areas.

## **Perceptual Data**

### **Climate/Culture Survey**

The LISD Laura Haviland Program staff has assessed and determined both the Ideal Culture and Current Culture of the organization through a 120 question survey completed by over 15 staff members. The Ideal Culture survey and the initial Current Culture survey were given for the first time in December of 2009. Since that time the LHP staff has reassessed the behavioral norms of the LHP by completing the Current Culture survey in April of 2010.

The survey is based on the behavioral norms and expectations that each staff member believes is present at the program. The profile compiled depicts twelve unique but inter-related sets of behavioral norms associated with different

personal needs and behaviors. The LHP staff initiated a “fix it list” of traditions, events, celebrations, school processes, and behaviors that, if modified may benefit the culture of the organization.

Several items on the “fix it list” were addressed and improved throughout the 2009-2010 school year. These modifications subsequently affected staff and students in a positive manner. Since December of 2009 the culture of the LHP has slightly moved toward a constructive style of behaviors and norms. By honoring the past and moving towards the future, the staff has an understanding of where they want to move to be closer to their perceived Ideal Culture. The “ideal culture” requires each member of the staff to communicate and celebrate traditions, successes, and progress made toward the ultimate goal of increasing student achievement. The profiles are presented to staff, included in the LHP school improvement profile, and will continue to be updated annually.