

A Guide to
***Specialized Schools,
Programs and Services***
in Walled Lake Consolidated
Schools
2006-07



We're making tomorrow!

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K-12 Education

Specialized Schools and Programs

K-12

Name of program: *English as a Second Language (ESL)*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide English language classes and academic support services for learners of English as a second language in grades K-12. The bilingual component of the program is necessary to support the linguistic, academic, social and emotional needs of English Language Learners (ELL). The goal of the Walled Lake School District is to teach English to students whose home language is a language other than English. Eligible bilingual students are provided a combination of ESL instruction, and bilingual tutorial services through the instructional assistance of bilingual paraeducators. A number of elementary, middle and high school ELL students attend daily ESL classes taught by certified and bilingual and/or ESL-endorsed teachers, where intensive English language instruction covering the essential skills of speaking, listening, reading, writing and grammar are taught.

Location of services: Dublin, Commerce, Glengary, Guest, Hickory Woods, Keith, Loon Lake, Maple, Meadowbrook, Oakley Park, Pleasant Lake, Twin Beach, Walled Lake and Wixom Elementaries; Sarah Banks, Clifford Smart, Walnut Creek, and Geisler Middle Schools; Western, Central and Northern High Schools; and St. Williams (private).

ELL enrollment procedure: 1,316 students among 49 languages represented in the district, during the 2006-2007 school year, were identified as eligible according to the guidelines stipulated in Title VI of the Federal Civil Rights Act of 1964, and were provided bilingual and ESL intervention support services. As a rule, students in grades K-12, speaking a home language other than English, and who lack sufficient English language skills to be independently successful in the mainstream, are eligible. These needs are identified through the new statewide ELPA (English Language Proficiency Assessment). Their needs for ELL supportive help are also identified through a combination of sources such as the registration form, the home language survey (which parents are required to complete during registration) and the building Bilingual/ESL staff and classroom teachers.

Bilingual student exit policy: Fluent English Speaking (FES) bilingual students, grades K-12, who score at level four or five on the new ELPA will be eligible to be considered for exit from the program. The final determination, however, can be influenced by summative performance reports from a variety of sources, including, but not limited to, the student's classroom teacher, the Bilingual/ESL staff member, counselor, report card and principal. In the event of a consensus asserting the student's need for ongoing ESL instructional aid interventions, the decision to continue services would be reached. This status will continue until it can be subsequently demonstrated that the student has acquired adequate English language skills and is performing at or near grade level expectations in all subject areas.

How well school goals are being met: Research shows that it takes newcomers to the English language and American culture, one to three years to master BICS (Basic Interpersonal Communications Skills), and five to seven years to master CALP (Cognitive Academic Language Proficiency). However, the average period for bilingual students to benefit from the district's Bilingual/ESL program has been four years. Due to current demographic trends showing an upward pattern in the

number of newcomers coming to Walled Lake Schools, the department continues to use a staffing model based on numbers of students and language proficiency levels, to plan and implement instruction and supportive help as needed. Staff development this year has focused on continued literacy training for elementary paraeducators and training in the Rosetta Stone software. Staff development for about 100 classroom teachers has also been available. The district provides Reading Recovery interventions for eligible K-1 learners of English as a second language, when it is effective and appropriate, to further their early literacy experiences. Technology has also been playing an important language role in the lives of our English language learners. Rosetta Stone, a CD language learning program; and "Reading A-Z," a subscription Web site; is currently being used in most buildings where there are bilingual students. The ESL Department is in the process of writing curriculum to follow the new state standards and benchmarks for ESL. Major improvements in the program at Walled Lake Western and Walled Lake Central have been implemented, with specialized science, math and social studies classes and expanded ESL classes. It was discovered in the process of disaggregating the MEAP data that students who had exited from the ESL/Bilingual program (FLEP in MEAP terms) scored higher than most other subgroups on most sections of the MEAP.

The department has its own Web site for both parents and educators in the district: **walledlake.k12.mi.us/esl/**. Among the information on the Web site: ELL staff members, instructional strategies for teachers working with ELL students, and instructional materials teachers can use as supplements to their regular classroom text. For any further information about the department and all its programs, you can contact Cathy Ferguson at 248-956-2093 or by e-mail to ***fergusc@walledlake.k12.mi.us***. You may also write the department through Walled Lake Schools at 850 Ladd Road, Bldg. D, Walled Lake, MI 48390.

Specialized Schools and Programs

K-12

Name of Program: *Multicultural Education*

School district serviced: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the Walled Lake Multicultural Education program is to offer all students a quality education that empowers them to function successfully in an interdependent, multicultural and rapidly changing world. Through the collaboration of students, educators and support personnel, Walled Lake Schools aims to eliminate prejudice and discrimination because it is linked to its primary mission of ensuring quality education for all students, regardless of their race, gender, ethnic origin or faith. Walled Lake Schools is building the bridges of cultural understanding for quality “tomorrows” by anchoring a multicultural performance-based education today.

Location: All Walled Lake Schools buildings

How students are involved: During the 2006-07 school year, students from every Walled Lake school building participated in a variety of multicultural activities, as the district continued to implement its diversity action plans, through the collaborative efforts of students, parents and teachers. One of the most notable successes was the district’s eighth annual Dr. Martin Luther King, Jr. cultural celebration in January at Walled Lake Northern High. Our special guest presenter was African-American singer and songwriter, Josh White, Jr., who sang songs based on our theme, “Living Together In Harmony.” During the third week of October, all of the schools in our district celebrated Diversity Week bringing in guest speakers and guest readers from different cultures as well as doing multicultural projects and activities in the classrooms. From late January through early April, the school district celebrated the Season of Non-Violence as students learned about non-violent change advocated by Gandhi and Dr. Martin Luther King, Jr. Meanwhile, benchmarks and performance standards are now in place to articulate the district’s vision of a multicultural education for all children across the curriculum. In the spirit of multicultural interaction, the high schools have been involved in international student exchange programs with countries such as Germany.

How well school goals are being met: A district-wide, K-12, Multicultural Committee, comprised of teachers, administrators and parents, continues to infuse and integrate K-12 multicultural themes in both curriculum and instruction. The Walled Lake Schools’ Staff Development Department has offered a variety of diversity training opportunities for the staff. The Lakes Area Community Diversity Council has offered some unique diversity workshops for the staff and community. The district continues the implementation of its Diversity Action Plans, and multicultural lessons continue to be integrated in many subject areas across the school district.

For further information about any aspects of the district’s Multicultural Committee, you may contact its chairperson, Mr. Alec Bender, Wixom Elementary principal, at 248-956-3432.

Specialized Schools and Programs

K-12

Name of program: *Student/Staff Support Teams (S³)*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide an organized way for administrators, teachers and parents to assist each other in resolving students' learning and/or behavior problems as early as possible. This process is also used in some situations to determine the instructional needs of talented students in grades K-8.

Locations: All Walled Lake preschool, elementary, middle and high schools

How students are enrolled: Teachers, students or parents may request entry into the S³ process at any time by asking for help. Principals and teachers also review benchmark assessment data, district assessment data (DRA, DWA, etc.) and MEAP data to target students in need of support. Documentation of interventions and results via the S³ process must precede referrals to Special Education.

How well goals of the program are being met: The district continues to evaluate the S³ process, reviewing feedback from parents, teachers, counselors and administrators. Schools report they actively collaborated in over 1,500 S³ meetings during the 2006-07 school year. A district committee will be convened during the 2007-08 school year to revise the S³ process. The committee will be incorporating best practices relative to interventions. Both Professional Learning Community (PLC) models and Response to Intervention (RTI) models will be considered.

Specialized Schools and Programs

K-12

Name of program: *Outdoor Education*

School district served: Walled Lake Consolidated Schools / Neighboring Districts

Purpose of the program: To provide an extension of the classroom that encompasses science and social studies curriculum application and enrichment, outdoor pursuits and socializing experiences. To help each student develop an awareness of, and a sensitivity to the environment. To acquire knowledge and an understanding of how humans interact with their natural world.

The Walled Lake Adventure Challenge Program was added to the program offerings at the Outdoor Education Center in the fall of 2005. The Adventure Challenge Course includes a High Ropes Course / Zip Line, Climbing Tower and Team Challenge activities. Group leaders choose the activities that will best reach the goals and objectives of the individual group. The Adventure Challenge Program strives to create learning opportunities that challenge participants to set goals, give and receive support, develop trust, communicate effectively and evaluate experiences that lead to the development of healthier communities.

Location: Walled Lake Outdoor Education Center
3577 Sleeth Court
Commerce, MI 48382

How students are enrolled: Fifth grade students attend with their respective school and classroom teachers as part of their science and social studies curriculum. Kindergarten through fourth grade students are invited to participate in developmentally appropriate programs through advertising materials sent to schools at various times throughout the year. Middle and high school students are invited to participate through advertising as well.

During the 2005-06 school year, approximately 1,159 fifth graders and their teachers participated in the camping program. Kindergarten through fourth grade students also utilized the center and were involved with hands-on activities relating to environmental concepts and issues.

In 2006-07, approximately 1,139 fifth grade students and teachers attended the 2 1/2 day experiential outdoor program. Over 1,059 kindergarten through fourth graders visited the facility for daylong field trips. Approximately 405 middle and high school students also used the facility for leadership camps and team building activities. More than 2,475 upper elementary students from neighboring districts also participated in activities at the Outdoor Center.

How well goals of the school are being met:

- ✓ Classes address district science and social studies standards.
- ✓ Approximately 97% of fifth graders participate in the camping program.
- ✓ Current issues are included in the program.
- ✓ Classes are continually assessed and revised.

Specialized Schools and Programs

K-12

Name of program: *Community Education - Recreation and Enrichment*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide quality-based aquatic, recreation and enrichment (including After-School Adventures) programs to the lakes area community. Participant age ranges from infant to senior citizen.

Locations: Walled Lake Consolidated Schools; contract vendor locations.

How students are enrolled: Community Education programming is marketed through a brochure (published three times per year), flyers, special mailings, Web page, cable television, newspaper, electronic mail and other district advertising means.

How well the goals of the school are being met: By offering a wide range of programs to the community (approximately 15,000 clients on an annual basis) and constantly staying on the cutting edge (using surveys, customer feedback and advisory committees). Working with the other groups such as Lakes Area Youth Assistance, Prime Time Care and the Foundation for Excellence - Walled Lake Schools, as well as district employees, allows us to uphold a well-adjusted rapport while striving to maintain a balanced budget.

Preschool

Specialized Schools and Programs Preschool

Name of program: *Head Start*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The Head Start program is a comprehensive, developmental, preschool experience designed to strengthen low-income families by preparing their three-to-five-year-old children for social and educational success. Families receive service in the following service areas: education, health, nutrition, mental health, community involvement, family services and disability services.

Location: Walled Lake Community Education Center

How students are enrolled: The grant received from Oakland-Livingston Human Service Agency provides funding for 58 children and their families. Fifty slots are for a center-based program and eight for a home-based program. Screening for qualified families is held just prior to the new school year and an active waiting list is maintained. Ninety percent of the families must meet the Federal Income Guidelines for Head Start and/or receive TANF benefits. Ten percent of the population may be children with disabilities or special needs from over-income families.

How well goals of the school are being met: Our program enrolled 67 children throughout the school year: 29 three-year-olds, 36 four-year-olds and two five-year-olds. Seven children had documented disabilities. Families received medical guidance, nutrition information and mental health services, as well as information about Parenting and other diverse services requested by our community of learners. Head Start performance standards are set by the United States Department of Health and Human Services. All components of the performance standards are being met by the Walled Lake Schools Head Start program, as documented during a federal review of our program in April 2007.

The goals of our program reinforce the mission statement of our school district, i.e., to help students become caring, responsible, knowledgeable citizens. Our current focus for curriculum is on early literacy and math skills. Conscious Discipline and Second Step programs are melded to create a safe, child friendly environment.

Specialized Schools and Programs Preschool

Name of program: *MSRP - Michigan School Readiness Program*

School district served: Walled Lake Consolidated Schools

Purpose of the program: MSRP is a state-funded, early childhood development program for four-year-old children who are “at-risk” of future educational difficulties and in need of extra assistance. There is a strong parent involvement and parenting education component to MSRP. Families are also connected to community agencies for health and social needs. The grant is from the Michigan Department of Education for the Michigan School Readiness Program.

Location: Walled Lake Community Education Center

How students are enrolled: The grant from MDE is for 32 students. Screening for qualified families takes place just prior to the new school year. To be eligible, the child must be four years old by December 1 of the current school year and meet two or more risk factors established by MDE. 51% of the student population must be from families who are at or below 250% of the federal poverty level. The goal within those guidelines is to serve the neediest of the needy. Students attend class four days per week for three hours.

How well goals of the school are being met: With self-evaluation, we can say that we are meeting the Curriculum Guidelines for preschool programs for four-year-olds published by Walled Lake Schools. Per MDE standards, our program chooses concrete goals on which to focus each year. This past year, our program goal to increase the use of small groups more effectively was met. Our parent goal to increase curriculum knowledge was facilitated with the publishing of the curriculum in the parent handbook and daily parent-staff discussion. Our outreach to the families was enhanced this year with the addition of services provided by a registered dietician. In collaboration with Head Start, two community resource days were held to highlight the services available to our parents from providers in the community. We anticipate serving the same number of students in 2007-08.

Specialized Schools and Programs Preschool

Name of program: *Preschool*

School district served: Walled Lake Consolidated Schools

Purpose of the program: This tuition-based preschool provides a developmentally appropriate program that promotes learning through discovery. We are an affordable program for three-to-five-year-old children. Literacy-enriched play centers and a print-rich environment set the stage for growth. Our caring, well-qualified staff encourages each child's cognitive, social, emotional, physical and aesthetic development.

Locations: Dublin Elementary, Oakley Park Elementary, Twin Sun Preschool, Twin Beach Elementary and Walled Lake Community Education Center. New for 2007-08 will be Meadowbrook and Pleasant Lake Elementaries.

How students are enrolled: Registration is held in late winter/early spring in three stages:

- > Children currently enrolled may re-register
- > Parents call the Preschool Office, 248-956-5080 to place their child on a pre-registration list
- > Open enrollment continues until classes are filled

Traditional preschool classes meet either two or three days a week, 2 1/2 hours per session, from mid-September through mid-May. Morning and afternoon sessions are available at most locations. New for 2006-2007 was an enhanced program. Children attended class three days per week for 3 1/2 hours. This allowed the teacher to add an additional literacy element, usually a reader's or writer's workshop. Our full day, five day per week *Pre-K Academy* program at Oakley Park Elementary, is offered for the full academic year.

How well goals of the school are being met: Our preschool continues to be more affordable than those of surrounding districts while offering a comprehensive program in a warm, joyful, welcoming environment. Implementation of the Walled Lake Schools' preschool curriculum, with a strong literacy component, focuses on classroom instruction, as evidenced in MLPP scores. Our full day program continues to receive accolades from parents, and the enhanced program was warmly received. We are moving closer to our goal to be an intrinsic part of the school community as we move into two more schools next year.

Elementary

Specialized Schools and Programs Elementary

Name of program: *Prime Time Care*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide childcare for children before and after school. It is offered to students in Kindergarten through fifth grade. Operational hours are from 7-8 a.m. and 3-6 p.m. at Glengary, Meadowbrook and Oakley Park Elementaries, and from 7-9 a.m. and 4-6 p.m. at the remaining 11 elementary buildings. Childcare services are available Monday through Friday for the school calendar year when school is in session, beginning with the first day of school and ending with the last day of school.

Location: All 14 Walled Lake elementary schools

How students are enrolled: Childcare is available on a pre-register basis only. Registration information is available on the Web site at www.walledlake.k12.mi.us/ce, in the Prime Time Care office at 615 N. Pontiac Trail, or by calling 248-956-5000. The first day of school, parents are given a handbook that explains all of our procedures, regulations and rates.

Approximately 1,173 students participated in the program in 2005-2006, and 1,207 participated during the 2006-2007 school year.

How well goals of the school are being met: The Prime Time Care program provides a safe and friendly environment where children can feel comfortable and can socialize with their peers and meet new friends. The program is state-licensed and follows all of the state guidelines for safety and health. Sports, arts and crafts, computers, outdoor play and special activities are offered at all locations. Our staff is certified in first aid and CPR, and attend additional training programs throughout the school year. Prime Time Care supervisors also attend monthly supervisor in-service programs.

Specialized Schools and Programs Elementary

Name of program: *KinderAcademy⁺*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The Walled Lake Schools' KinderAcademy⁺ is a tuition-based program offering a rich literacy-based environment patterned after our kindergarten balanced literacy program.

Locations: Dublin, Keith, Maple, Meadowbrook, Oakley Park, Pleasant Lake, Twin Beach and Walled Lake Elementary Schools.

How students are enrolled: Enrollment is open to all kindergarten students on a tuition basis. Our enrollment for the 2006-07 school year was 280.

How well goals of the program are being met: Our KinderAcademy⁺ students consistently demonstrate faster growth in literacy than their classmates who do not attend the program. They also score higher on reading and writing assessments given during the year.

Specialized Schools and Programs Elementary

Name of program: *Title I*

School district served: Walled Lake Consolidated Schools

Purpose of the program: Title I is the largest federally funded educational program in the United States. The purpose of the program is to see that children who are experiencing difficulty in language arts, math, science and social studies succeed in their regular classroom, attain grade-level proficiency, and improve in the basic and more advanced skills. The schools that are eligible are those that have a higher-than-district average of children from low-income families.

Locations: During the 2005-06 school year, there were three Title I schools – Mary Helen Guest, Meadowbrook and Walled Lake Elementaries. The program employs Reading Recovery/Literacy Support teachers serving kindergarten through second grade as well as part-time Literacy Intervention teachers serving 3rd-5th grades. Additional support services not funded through Title I are also available in all Title I buildings. Family Literacy Night programs are also offered for families.

How students are enrolled: Each year, the progress of the students in the Title I buildings is assessed by their teachers. The staff uses a combination of information gathered during the year, including test scores, to determine which children will be eligible for Title I services.

How well goals of the school are being met: Title I is closely integrated into each school's NCA/OA goals. Adequate Yearly Progress is documented through an extensive set of assessments and reported each September to the school board, administration, staff and parents. Parents are given the opportunity to attend and help plan parent meetings and Title I-sponsored activities such as Family Literacy Night programs.

Specialized Schools and Programs Elementary

Name of program: *REACH - Reaching Educationally Advanced Children*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the program is to meet the advanced learning needs of high-ability students in grades K-5. Walled Lake Consolidated Schools has chosen a cluster model approach to meet the needs of gifted and talented elementary students. In this model, a small number of students having a common strength area, a "cluster," are placed in a classroom together.

Locations: All fourteen Walled Lake elementary schools

How students are enrolled: Students are identified for clusters using several indicators, including standardized and nonstandardized assessment, and classroom performance.

How well the goals of the school are being met: Students are clustered with like-ability peers in a heterogeneous classroom beginning in first grade. One department coordinator supports K-5 grade teachers in planning differentiated curriculum for high-ability learners. The Student/Staff Support Team (S-3) process may be used to further support and facilitate the learning needs of high-ability students.

Specialized Schools and Programs Elementary

Name of program: *Sunshine Academy* - Elementary summer school for students exiting grades one through four.

School district served: Walled Lake Consolidated Schools

Purpose of the program: To accelerate the literacy and mathematics skills and concepts of elementary school students in grades K-4. The program is based upon research and best practice, and is guided by the Michigan Department of Education core curriculum and assessed by the Michigan Educational Assessment Program (MEAP).

Locations: During the summer of 2007, Sunshine Academy operated in two locations: Keith and Walled Lake Elementary Schools.

How students are enrolled: This instructional intervention is tuition-based with enrollment open to all. In the 2006 summer program, 370 students participated. In the 2007 summer program, 224 students participated.

How well goals of the program are being met: The instructional program, Sunshine Academy, is based upon ongoing assessment of the students' progress in both literacy and mathematics. Student records and observational documentation are rigorously analyzed by internal and external evaluators to ascertain the progress of individual students, as well as program impact. Each year the evaluation results of the program have shown significant improvement for children in both language arts and math.

Specialized Schools and Programs Elementary

Name of program: *Summer Care*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the Summer Care program is to provide child care for students kindergarten through exiting fifth grade. Summer Care is open from 7 a.m. to 6 p.m. Monday through Friday. It begins the first Wednesday after school ends and runs through the second week of August.

Locations: In 2005, Maple, Twin Beach, Glengary, Meadowbrook and Hickory Woods Elementaries were used for Summer Care. In 2006-07, M.H. Guest, Keith, Meadowbrook, Twin Beach and Wixom Elementaries were used for Summer Care. Sites vary each year, with consideration given to geographic location, attendance area balance and construction.

How students are enrolled: Child care is available on a pre-register basis only. Registration information is available on the Web site at www.walledlake.k12.mi.us, in the Prime Time Care office at 615 N. Pontiac Trail, at each school or by calling 248-956-5000. During summer 2007, more than 410 students were enrolled in the Summer Care program.

How well goals of the school are being met: Our Summer Care Program provides a well equipped area with a competent and caring staff who offer creative activities and many choices are offered to meet the children's needs. Each week is theme-based and incorporates sports, arts/crafts, computers, outdoor play and special activities. It is a safe and friendly environment where children can feel comfortable, socialize with their peers and meet new friends. The Summer Care program is state-licensed. Staff members attend training sessions and are CPR and first aid certified.

Specialized Schools and Programs Elementary

Name of program: *Summer Performing Arts Camp*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide an “enrichment” learning experience for students with a particular interest and/or ability in the performing arts. It is a cooperative effort between the elementary music department and the REACH department of Walled Lake Schools. The Summer Performing Arts Camp is an extension of the music program presented during the school year.

Location: Pleasant Lake Elementary

How students are enrolled: Fourth and fifth grade Walled Lake students who exhibit the following criteria are nominated:

- ✓ highly oriented to participate in music activities;
- ✓ able to work with others to create a musical ensemble;
- ✓ demonstrates exemplary vocal and instrumental skills;
- ✓ demonstrates task commitment to music.

How well goals of the school are being met: The Summer Performing Arts Camp enjoyed its 20th year during summer 2007. A flexible schedule of the camp’s events seems to create an optimum performance for our students. However, during the course of each day, students have a minimum of the following:

- chorus - sixty minutes;
- recorder - thirty minutes;
- movement/dance - forty-five minutes;
- lunch and outdoor activities - forty-five minutes;
- Orff ensemble - ninety minutes.

The program is evaluated by the music staff, parents and students on an annual basis. The camp experience culminates with a musical performance. Parents and friends are invited to attend.

Specialized Schools and Programs Elementary

Name of program: *Summer Visual Arts Camp*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide an opportunity for Walled Lake students who demonstrate talent, or exceptional interest in art, to participate in an artistic enrichment program. The program is designed to build upon what the students have already learned in their regular art classes during the school year.

Locations: Meadowbrook Elementary

How students are enrolled: Fourth and fifth grade Walled Lake students who possess the following traits:

- Creative imagination
- High motivation for participation in art activities
- Unique methods of problem-solving
- Enthusiasm for art media and concepts
- Ability to express his/her feelings through art
- Visual memory
- Good composition skills
- Long attention span
- Willingness to experiment with a variety of art media and techniques

How well goals of the school are being met: The Summer Visual Arts Camp enjoyed its 18th season during summer 2007. The camp curriculum includes opportunities to explore drawing, painting, sculpture, ceramics and fibers. Each week, the student studies two of the above media. The camp experience culminates with a student art exhibit. Each student assembles his/her own display. Parents and friends are invited to attend.

The program is evaluated by the visual arts staff, parents and students on an annual basis.

Secondary

Specialized Schools and Programs Secondary

Name of program: *REACH* - Reaching Educationally Advanced Children

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the program is to meet the advanced learning needs of high-ability students in grades 6-8. Walled Lake Consolidated Schools has advanced math classes and advanced English classes/clusters to meet the needs of gifted and talented middle school students.

Locations: All four middle schools

How students are enrolled: Students are identified for advanced math and advanced English using several indicators, including standardized and non-standardized assessments and classroom performance.

How well the goals of the school are being met: Advanced math classes are offered for students who need acceleration in math. For students who need two or more years of acceleration in math, scheduling between grade levels or schools is arranged. In advanced English classes grade level curriculum is coupled with differentiated materials and instruction for advanced learners. One department coordinator supports 6-8 grade teachers in planning differentiated curriculum for high-ability learners. The Student/Staff Support Team (S-3) process may be used to further support and facilitate the learning needs of high ability students.

Specialized Schools and Programs Secondary

Name of program: *Secondary Summer School*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To facilitate skill building/skill maintenance for middle school students in the areas of math, reading/writing and electives, and to provide high school students with opportunities to complete courses of study which will enhance schedule flexibility during the school year as well as resolve credit deficiencies. To create a vehicle for instructional innovation and implementation of “mastery learning.” Instructions in the math, reading/writing State Board of Education core objectives as measured by the MEAP tests and the new high school proficiency tests in all these areas.

Location: Geisler Middle School; Walled Lake Western High School

How students are enrolled: Information is provided to students/parents via the school Web site, online, flyers, letters from principals/counselors and school staff newsletters. Notice was also sent to local, non-public schools and neighboring district high schools. Summer school tuition assistance is available, although limited, to families with demonstrated need.

High School classes met three hours per day, Monday - Friday, for each of two 20-day A.M. or P.M. sessions (July 9 - Aug. 3) for a total of 60 hours. Middle school classes met for three hours per day at the same time, but depending on the class, lasted either two or four weeks. Credit is not given for middle school classes.

How well goals of the school are being met: In summer school, 2006, there were 40 middle school participants in the math workshops and reading/writing classes, while 340 students enrolled in the high school courses. In summer school 2007, there were 85 middle schools participants while 300 students enrolled in high school courses

Coordination of curriculum benchmarks and preparation for aligned assessment was continued in both high school and middle school classes. Students at the high school level who attended summer school continued their success and improved their grades the following fall.

Specialized Schools and Programs Secondary

Name of program: *L.A.T.E.* (Levels for Assisting Transition in Education)

School district served: Walled Lake Consolidated Schools

Location: Walled Lake Community High School - Community Education Center

Purpose of the program: The L.A.T.E. Program provides an educational opportunity for students who are in a position to be expelled from the district, are in transition from Crossroads or Children's Village, or have been referred by their home schools and approved entry by the assistant superintendent of schools. The home school will refer the student to the assistant superintendent. Walled Lake Schools also accommodates students from other districts on a tuition basis when space is available.

Program goals and progress: The program goals are to assist students in becoming successful in social and academic behaviors which enable them to return to their home school or to enter Community High School. The program consists of five graduated levels. Students progress through these levels via a standardized system of behavior modification, which encourages students to accept responsibility for their actions and measures the academic and behavioral progress.

- ▶ In 2004-05, there were 39 students enrolled in the L.A.T.E. program.
 - ✓ 75% of the 39 students successfully completed L.A.T.E. and returned to their home school.

- ▶ In 2005-06, there were 23 students enrolled in the L.A.T.E. program.
 - ✓ 70% of the 23 students successfully completed L.A.T.E. and returned to their home school.

- ▶ In 2006-07, there were 35 students enrolled in the L.A.T.E. program.
 - ✓ 80% of the 35 students successfully completed L.A.T.E. and returned to their home school.
 - ✓ Nine students that had previously completed L.A.T.E. graduated in June, 2007.

How well goals of the L.A.T.E. program are being met: Upon entering the L.A.T.E. program, the student's skills are assessed via the appropriate standardized testing instruments. The L.A.T.E. instructor meets with staff from the student's home school in order to obtain pertinent background information and curriculum/materials. All accumulated data is then used by the L.A.T.E. instructor to construct/implement an individual education plan which meets the student's specific academic needs. Progress is monitored throughout the student's time in L.A.T.E. and the student is post-tested prior to exit from the program.

The class schedule is designed to meet the State and Federal Gun-Free School Laws (State: PA 328 of 1994/Federal Gun-Free School Act: 204SC3351): Monday-Friday, 2:40-8 p.m. and Saturday, 8 a.m.-1:30 p.m.

L.A.T.E. is a nationally and statewide recognized program, awarded for innovation, student success, and continuous excellence. L.A.T.E. continues to accommodate requests for program information and visitations from school districts around the country. Huron Valley and Traverse City have modeled programs after L.A.T.E.

Specialized Schools and Programs Secondary

Name of program: *Options Room*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To provide an alternative to out-of-school suspension for the students who have made a bad choice.

Locations: Sarah Banks, C. H. Smart, Walled Lake and Walnut Creek Middle Schools and Walled Lake Northern High School.

How students are enrolled: Student Conduct Code violation

Over 1,000 Options Room referrals are written each year.

How well goals of the school are being met: The goals of the program are being met. There are three goals:

1. to provide a means for the students to stay current with school work;
2. to help curb amount of discipline in the building; and
3. to make the students think twice before doing something wrong.

Specialized Schools and Programs Secondary

Name of program: *Advanced Placement*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The Walled Lake high schools offer a number of advanced academic programs. The purpose of these course offerings is to provide challenging, thought-provoking, college preparatory programs for students who are capable and desirous of exploring a subject area in greater depth and at an accelerated pace.

Students enrolled in these advanced academic programs also have the opportunity to prepare themselves to participate in the Advanced Placement (AP) program of the College Board. The AP program enables capable students to take an AP examination in May each year that may grant them Advanced Placement college credit. These exams are administered at the local high school, and the exam fee is paid by the student. This investment may yield college credit, depending on the test performance.

Locations: Walled Lake Central, Walled Lake Northern and Walled Lake Western High Schools

How students are enrolled: Students in grades 11 and 12 elect to take Advanced Placement courses in fifteen subjects - Art, Calculus, Biology, Chemistry, Computer Science, Environmental Science, Government, United States History, European History, Psychology, English Literature, English Language, Music Theory, Physics and World History. Advanced Placement course enrollment in Walled Lake has grown from 685 students in 1998-99 through 1,047 in 2002-03, and up to 2,805 for the 2004-05 school year and 3,267 for the 2005-06 school year. In 2006-07, 3,710 students were enrolled in Advanced Placement courses.

How well goals of the school are being met: The Advanced Placement program truly represents excellence in education. Students are offered instruction at an advanced, challenging level which prepares them for college. Additionally, there is a financial savings to the students and their families when the credits are applied to higher education.

Specialized Schools and Programs Secondary

Name of program: *Summer Marching Band Camp*

School district served: Walled Lake Consolidated Schools

Purpose of the program: Purposes include the following:

- > Prepare for upcoming marching season
- > Promote unity of members
- > Recruitment
- > Specialized instruction
- > Coordination of half-time, pre-game drill/music choreography
- > Foster an *esprit de corps* among marching bands

Location: Camp Stapleton, located in Lexington, Michigan (Central High School)
Colombiere Conference Center, located in Clarkston (Northern and Western High Schools)

How students are enrolled: Participants are members of the marching band class who enroll through the directors.

How well goals of the school are being met: All aspects of student learning outcomes for course 602, High School Program of Studies, are covered successfully.

Results:

Walled Lake Central High School - high honors at various outside district performances.

Walled Lake Western High School - high honors at various outside district performances.

Walled Lake Northern High School - high honors at various outside district performances.

All three schools maintain high enrollment and involvement from marching recruiting. In 2004-2005, approximately 298 participated. In 2005-2006, there were 315 participants and in 2006-07, there were 322 participants.

Specialized Schools and Programs Secondary

Name of program: *Student Assistance Program*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the program is to help students who are affected by their own or someone else's use of alcohol or other drugs. Students receive benefits through education, prevention, support and intervention. Community members and school staff also benefit from the services that the SAP provides. Chemical awareness classes, student and parent support groups, and the training of staff are the major activities included in the program.

Locations: Central, Northern and Western High Schools and Community High, with components in the elementary counseling program

How students are enrolled: The entire 2006-07 school population of nearly 16,000 received and benefited from large group services. Individual students become a part of the Student Assistance Program through a referral source. Sources include, but are not limited to, the students themselves, friends, family, teachers, staff and administrators.

How well goals of the school are being met: The Student Assistance Program is highly successful. Through the various services of the program, students often show progress academically, behaviorally, emotionally and physically. Improvement in family and social relationships is also seen as a result of the students' involvement with SAP.

Specialized Schools and Programs Secondary

Name of program: *General Educational Development (GED) Preparation*

School districts served: Walled Lake Consolidated Schools and surrounding districts

Purpose of the program: The GED Prep Program helps adult students to prepare for the GED examination. The exam covers five subject areas: language arts, science, social studies, mathematics and essay writing. During registration the GED candidates are encouraged to take both math and English courses.

Locations: Walled Lake Community Education Center

How students are enrolled: The GED Prep Program is promoted primarily through the Community Education brochure, published two times annually and delivered to 66,000 homes and businesses in the school district. The Walled Lake Michigan Works supervisor has received information on the GED preparation class schedules and testing dates. In addition, the district's educational channel broadcasts information about the program on a daily basis.

Students are given a locator test at registration to determine their approximate skill level. This test gives us an approximate grade level or the functioning level of each student. When we administer pre and post tests, each student is tested using one of four different tests. These tests are designed to provide test questions that are grade specific. Students are eligible for state-funded preparation for the GED test.

Two classes are offered for the GED candidates; one class focuses on the language arts components of the test, while the other class focuses on math skills needed to successfully complete the GED math tests. Students have the benefit of two teachers, as well as GED-specific software, books, practice tests and other instructional aids. They may work independently, in small groups, or one-on-one with a teacher, whichever suits their individual needs and learning style.

How well goals of the school are being met: In 2005-06, 63 people completed the GED test and 48 received a GED certificate. In 2006-07, 48 people completed the GED test and 41 received a GED certificate. In 2006-07, 85 people enrolled in GED classes that focused on English and math. Eighteen of those receiving the certificate had taken classes through our adult education program during the 2006-07 school year.

Specialized Schools and Programs Secondary

Name of program: *Project Rise*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To prevent drop out, improve grade point average, and raise self-esteem of at-risk youth. To enter the program, students must 1) be a general education student, 2) have no attendance problems, 3) have no severe discipline problems, and 4) want to participate in the program.

Locations: Walled Lake Central, Walled Lake Northern and Walled Lake Western High Schools

How students are enrolled: Classes include no more than twelve students. Students are referred through counselors and teachers from the middle schools and from within the high schools. They also enter the program through the S³ process. In 2005-06, 145 students were enrolled and in 2006-07, 172 students were enrolled.

How well goals of the school are being met: Analysis of the program objective shows that all goals are being met.

Specialized Schools and Programs Secondary

Name of program: *Adult Basic Education: English as a Second Language (ESL)*

School districts served: Walled Lake Consolidated Schools and surrounding districts

Purpose of the program: Adult Basic Education: English as a Second Language classes are designed to help foreign-born adults achieve English proficiency. Students may be either high school graduates or non-graduates. Classes are offered in daytime, afternoon and evening sessions to best meet the needs of our increasingly multicultural community. Each year we also offer an ESL reading class for students needing concentrated work in reading and writing.

Locations: Walled Lake Community Education Center

How students are enrolled: English as a Second Language classes are promoted primarily through a brochure, which is published two times annually and delivered to 66,000 homes and businesses in the school district. The Walled Lake Michigan Works supervisor is also notified of registration dates and class schedules. At registration, new students are tested using an appraisal test to determine their functioning level. Once a level has been determined, a diagnostic test is given to detail what areas need improvement. State funding is provided until proficiency is achieved or as long as progress is being made.

How well goals of the school are being met: Students are tested every quarter so that we can acquire data to measure their level of proficiency of the English language. This data is used each year by the State to evaluate the progress of our program. Students report improvement in their ability to use English and to adjust to American society. During the 2005-2006 school year, 212 students were enrolled. In 2006-2007, 200 students enrolled who received state funding, while 50 students paid tuition to take classes. For 2006-07, classes of four terms had seven teachers offering four different skill levels.

Specialized Schools and Programs Secondary

Name of program: *Adult Basic Education*

School districts served: Walled Lake Consolidated Schools and surrounding districts

Purpose of the program: Adult Basic Education (ABE) is designed to meet the needs of adults whose reading and/or math skills are measured at eighth grade or below on assessment tests.

Locations: Walled Lake Community Education Center

How students are enrolled: Adult Basic Education (ABE) classes are promoted primarily through a brochure, which is published two times annually and delivered to 66,000 homes and businesses in the school district. The Walled Lake Michigan Works supervisor is also notified of registration dates and class schedules. Students are interviewed and tested by our advisors using a locator test to determine a student's approximate level of proficiency in various subject areas. When we evaluate the student's progress during the year, we will be able to administer a test that is designed for their level of achievement. Transcript request forms are completed in case the student wants to pursue a high school diploma. When a student increases their level of achievement, this gives them the confidence to take the GED or pursue a high school diploma. State funding is provided until they test at or above the ninth grade level.

How well goals of the school are being met: Students are tested every quarter to provide us with data on their overall progress. While some students enroll in classes multiple times and show slower progress, some attend for only one term to achieve the minimum competency needed to begin either GED or High School Completion programs. Students have reported an increased ability to read newspapers, read to their children, and a general improvement in self-confidence while taking Adult Basic Education classes. Twenty-five students enrolled during the 2005-2006 school year, while nine enrolled during the 2006-07 school year.

Specialized Schools and Programs Secondary

Name of program: *Adult High School Completion*

School districts served: Walled Lake Consolidated Schools and surrounding districts

Purpose of the program: Walled Lake Adult Education provides students 16 years of age and older the opportunity to complete their high school education. Classes are scheduled to meet the demanding life of the adult student by providing evening and daytime programming, vocational and technical training and a variety of academic classes.

Locations: Walled Lake Community Education Center

How students are enrolled: Walled Lake Adult Education is promoted primarily through a brochure, which is published two times annually and delivered to 66,000 homes and businesses in the school district. The Walled Lake Michigan Works supervisor is also notified of registration dates and class schedules. Students are interviewed and tested by our advisors to determine proper placement using a locator test. During the first week of each quarter, new students are given a pre-test in either reading, math or English. These tests are designed to test a student at their specific grade level. Transcript request forms are completed. When transcripts arrive, we create a new transcript for our files. State funding is provided to those students who have not graduated from high school or are not attending another high school. Those who do not qualify for state funding may enroll as a tuition student.

How well goals of the school are being met: High school completion students earn credits through various classes. These are staffed by teachers, with subject-specific software, books, videos and other materials at their disposal. The student may work independently, in a small group, one-on-one with a teacher, or by other methods to best suit the student's learning style. In 2005-06, we had 106 students, while in 2006-07 we had 134 students enrolled as adult high school completion students. We also provided credit recovery classes to eight students from our regular high schools. This year we graduated 24 students who completed the requirements for graduation from the Walled Lake Consolidated Schools.

Special Education

Specialized Schools and Programs Special Services

Operating districts: *Farmington, Bloomfield Hills*

Name of program: Severe Cognitively Impaired

School districts served: Huron Valley, South Lyon, West Bloomfield, Walled Lake, Clarenceville, Farmington, Novi, Southfield, Birmingham, Waterford and Troy

Purpose of the program: To provide support to the students to enable them to function within their physical capabilities both on an academic and social basis.

Locations: Cloverdale and William Grace Elementary in Farmington and Wing Lake School in Bloomfield Hills

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, we had 22 students in the Severely Cognitively Impaired Program and, in the 2006-07 school year, we had 19 students in this program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEPC goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Moderate Cognitively Impaired*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our MCI Program at the elementary, middle, high and post-secondary schools is to offer our students an integrated educational opportunity so they can develop academic and social skills which will assist them in becoming independent, productive citizens. All MCI students are offered academic, pre-vocational and vocational opportunities during their school experience.

Location(s): Loon Lake Elementary, C.H. Smart Middle School, Central High School and Community Education Center.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During the 2005-06 school year, we had 56 students enrolled. In 2006-07, we had 74 students in this program.

How well goals of the school are being met: Success of our MCI Program is measured in two areas: academics and socialization. At each student's IEP meeting, academic and social goals and objectives are developed. All MCI students are integrated into general education programs according to their individual needs and skill levels. The integration process includes a variety of activities: academic subjects, assemblies, lunch, playground, sports, extracurricular offerings, school clubs, vocational programs, supportive employment and enrichment programs.

Specialized Schools and Programs Special Services

Operating districts: Walled Lake Consolidated Schools

Name of program: *Mild Cognitively Impaired*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our MCI program at the elementary, middle and high schools is to offer our students a full continuum of services which affords them the opportunity to be successfully integrated into general education environments.

Locations: M.H. Guest Elementary, Twin Beach Elementary, Clifford Smart Middle, Sarah Banks Middle, Geisler Middle, Walnut Creek Middle, Central High School, Northern High School, Western High School and Community High School.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, we had 75 students in our MCI programs. At M.H Guest and Twin Beach Elementaries, Sarah Banks and Clifford Smart Middle Schools, and Central High School, we serviced a total of 72 students in our MCI program during the 2006-07 school year.

How well goals of the school are being met: Success of our MCI program is measured in two areas: academic and social achievement. At each student's IEPC meeting, academic and social goals and objectives are developed. All MCI students are dually enrolled into general and special education classes and activities according to their individual needs and skill levels.

Specialized Schools and Programs Special Services

Operating district: Farmington, Walled Lake

Name of program: *P.I. - Physically Impaired*

School districts served: West Bloomfield, Farmington, Walled Lake, South Lyon, Novi, Clarenceville, Huron Valley, and Southfield

Resident district: Walled Lake serviced PI-certified students during the 2006-07 school year.

Purpose of the program: To provide as normalized an educational experience as possible within the student's physical capabilities.

Locations: Eagle Elementary, Warner Middle School, Harrison High School, and Walled Lake Central High School.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. In 2005-06, we had 11 students in the PI program. In 2006-07 12 students were served.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Speech and Language Impaired*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our Speech and Language Impaired Program is to offer services to students who have been identified as needing articulation, voice, fluency, phonological, morphological, syntactic, semantic and pragmatic therapy.

Locations: This program is offered in all schools within Walled Lake Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, 800 students were in the Speech and Language Impaired program. In 2006-07, 835 students were enrolled.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating districts: Walled Lake Consolidated Schools and Bloomfield Hills

Name of program: *Early Childhood Special Education*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our ECSE is to provide preschool special education students, ages three-five, with the opportunity to develop their readiness skills for entry into general and special education kindergarten programs. In addition, this program offers an inservice program for parents so they can enhance their parenting skills in relation to their handicapped child as a member of the family unit.

Locations: Meadowbrook Elementary, Twin Beach Elementary and M.H. Guest Elementary

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. In 2005-06, we had 70 students in the ECSE program and in 2006-07, 62 students were enrolled.

How well goals of the school are being met: Success of the ECSE program is measured by student achievement of academic and social readiness skills, followed by placement in general kindergarten and/or special education programs. In addition, parents become more aware of, and knowledgeable about, their child's educational and social strengths and weaknesses.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Elementary Resource Room Program*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our Resource Room program is to offer students the academic support to help them succeed in the school setting. Students are highly integrated into general education classes and receive individualized support in co-teaching and/or resource room settings.

Locations: Our Resource Room programs are located in every elementary school building within the Walled Lake Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, 374 students were in the Elementary Resource Room program and in 2006-07, 373 students were in the program.

How well goals of the school are being met: The success of this program is measured by achievement and successful integration into general education classes.

Specialized Schools and Programs Special Services

Operating districts: Farmington and Bloomfield Hills

Name of program: *Severely Multiply Impaired*

School districts served: Huron Valley, South Lyon, West Bloomfield, Walled Lake, Clarenceville, Farmington, Novi, Bloomfield Hills, Troy and Birmingham

Purpose of the program: To provide support to the students to enable them to function within their physical capabilities both on an academic and social basis.

Locations: Cloverdale, Warner Middle School, Harrison High, William Grace and Visions Unlimited in Farmington and Wing Lake in Bloomfield Hills

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. In 2005-06, 28 students were in the Severely Multiply Impaired program and in 2006-07, 29 students were in the program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating districts: Walled Lake

Name of program: *Autism Spectrum Disorder*

School districts served: All Oakland County districts.

Resident district: Walled Lake serviced ASD-certified students during the 2006-07 school year. Services were provided in AI classrooms and other special education classrooms.

Purpose of the program: To provide as normalized an educational experience as possible within the student's physical capabilities.

Locations: Preschool ASD programs at Twin Sun, Loon Lake and Pleasant Lake Elementaries, Walnut Creek Middle School and Walled Lake Central High School

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. In 2005-06, we had 36 students in the Autistically Impaired program, and in 2006-07, we had 41 students in the program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs
Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Homebound & Hospitalized*

School district served: Walled Lake Consolidated Schools

Purpose of the program: To offer students the academic support to help them succeed while being physically unable to participate within the school setting.

Locations: Students' homes and county hospitals

How students are enrolled: Students are placed in the program in accordance with state law. In 2005-06, we had 34 students in the program, and in 2006-07, the district provided service to 38 students.

How well goals of the school are being met: The success of this program is measured by student academic achievement.

Specialized Schools and Programs Special Services

Operating districts: Bloomfield Hills and Waterford

Name of program: *Hearing Impaired*

School districts served: All Oakland County districts

Resident district: Walled Lake serviced certified HI students during the 2006-07 school year. Services were provided in programs other than HI.

Purpose of the program: To provide as normalized an educational experience as possible within the student's physical capabilities.

Locations: Eastover Elementary, Fox Hills Center, Lahser High and Grayson Elementary.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During the 2005-06 school year, we had eight students in the Hearing Impaired program and in the 2006-07 school year, we had 10 students in the program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Royal Oak Public Schools

Name of program: *Visually Impaired*

School district served: Walled Lake Consolidated Schools

Resident district: Walled Lake serviced VI-certified students during the 2006-07 school year. Services were provided in programs other than VI.

Purpose of the program: To provide as normalized an educational experience as possible within the student's physical capabilities.

Location: VI basic classroom programs are located in the Royal Oak Public Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During the 2006-07 school year, we had one student in the program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Adaptive Physical Education*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of this program is to support our general education physical education program by offering individualized instruction to students in the area of fine and gross motor training. Our adaptive physical education teachers deliver individual and small group instruction as a supplement to general education instruction and/or work with students within the general education setting.

Locations: All buildings within Walled Lake Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, we had 126 students in the Adaptive Physical Education program, and in 2006-07, we had 185 students in the program.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Occupational and Physical Therapy*

School district served: Walled Lake Consolidated Schools

Purpose of program: The purpose of this program is to provide OT/PT to students who have fine and gross motor delays. The OT/PT services are provided on a one-on-one basis.

Locations: All schools within the Walled Lake Consolidated School District

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee (IEPC) and a current prescription from the child's physician. During the 2005-06 school year, 375 students received OT/PT services. During the 2006-07 school year, 398 students were served.

How well goals of the school are being met: The success of this program is measured by the achievement of each student's IEP goals and objectives.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Emotionally Impaired*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of our K-12 program for the Emotionally Impaired is to offer students the opportunity to succeed in school with the assistance of school social workers and teachers of the emotionally impaired. Students receive individualized therapy and instruction from trained special education personnel. At the same time, these students are widely integrated into regular education classes. At the secondary level, many of our emotionally impaired students are placed in general education classes, which are team-taught by general and special education personnel.

Locations: Hickory Woods, Meadowbrook and Oakley Park Elementaries; Sarah Banks, C.H. Smart, Walnut Creek and Geisler Middle Schools; Walled Lake Central, Northern, Western and Community High Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During the 2005-06 school year, we had 43 students in the Emotionally Impaired program, and in 2006-07, we had 45 students in the program.

How well goals of the school are being met: The success of our program is measured by student achievement in the academic and social areas. All emotionally impaired students are highly integrated into general education classes and acquire the coping skills necessary to succeed in the school setting.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools and Holly area schools

Name of program: *Severely Emotionally Impaired*

School district served: Walled Lake Consolidated Schools

Purpose of the program: The purpose of the Severely Emotionally Impaired Program is to provide support to students to enable them to function within their emotional capabilities on an academic and social level.

Locations: Walled Lake Western High School, Sarah Banks Middle School, Holly Schools.

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During 2005-06, we had 19 students in the Severely Emotionally Impaired program, and in 2006-07, we had 17 students in the program.

How well goals of the school are being met: The success of the Severely Emotionally Impaired program is measured by student achievement in academic and social areas.

Specialized Schools and Programs Special Services

Operating district: Walled Lake Consolidated Schools

Name of program: *Early Intervention*

School districts served: Novi and Walled Lake Consolidated Schools

Purpose of the program: The purpose of our Early Intervention program is to identify and serve special education students ages 0-3. This program offers diagnostic, educational and physical therapy, adaptive physical education, and speech and language services. In addition, a parent training program is offered to assist parents in the understanding and development of their handicapped child.

Locations: Twin Sun Preschool Center

How students are enrolled: Students are placed in the program through the Individualized Educational Planning Committee. During the 2005-06 school year, we had 57 students in the Early Intervention Program, and in 2006-07, we had 52 students in the program.

How well goals of the school are being met: Success of the program is measured by appropriate student identification and program placement for services. In addition, it is hoped that parents become more aware of their child's individual needs.

Listing of referenced schools outside Walled Lake Consolidated School

Carl Richter Center
920 E. Baird St.
Holly, MI 48442

Cloverdale Development Center
33000 Freedom Road
Farmington, MI 48336

Davisburg Elementary
12003 Davisburg Rd.
Davisburg, MI 48350

Doherty Elementary
3575 Walnut Lake Road
West Bloomfield, MI 48322

Eagle Elementary
29410 W. Fourteen Mile
W. Bloomfield, MI 48322

Ealy Elementary
5475 W. Maple Rd.
W. Bloomfield, MI 48322

Eastover Elementary
1101 Westview Rd.
Bloomfield, MI 48304

Harrison High School
29995 12 Mile
Farmington, MI 48334

Lasher High
3456 Lahser Rd.
Bloomfield Hills, MI 48302

Stepanski Center
6010 Hatchery Rd.
Waterford, MI 48329

Visions Unlimited
23761 Research Drive
Farmington, MI 48335

Warner Middle School
30303 W. 14 Mile
Farmington, MI 48334

Wing Lake Developmental Center
6490 Wing Lake Road
Birmingham, MI 48010



**Walled Lake Consolidated Schools
Educational Services Center
850 Ladd Road, Bldg. D
Walled Lake, MI 48390
Phone: 248-956-2000
E-mail: info@walledlake.k12.mi.us
Web site: www.walledlake.k12.mi.us**

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A guide to Specialized Schools, Programs and Services in Walled Lake Consolidated Schools.

Published 10/07. Questions and comments may be directed to:
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850 Ladd Road, Bldg. D, Walled Lake, MI 48390, or call (248) 956-2018.

Nondiscrimination Policy

In compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Walled Lake Consolidated School District that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, political belief, military service or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. For information contact Mr. Craig Aleo, District Compliance Officer, at (248) 956-2023.