



Living & Learning Center
Bay Campus
1435 W. Center Road
Essexville, MI 48732-2111

Bay County Detention Center 2021-2022 Annual Education Report

Susanne Masters, Director of Special Education
Holly Polzin, Special Education Supervisor

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for BAISD: Bay County Detention Center. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Susanne Masters at masterss@baisd.net 989.667.3276 for assistance.

The AER is available to you for review electronically by visiting the following web site <http://bit.ly/2u1Qa6b>. You may review a copy in the main office at your child's school.

For the 2021-2022 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

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

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

The key challenges for the Detention Center when reporting data from the combined report is that areas of the assessment show no testing results due to student data. The data is reported through the student's local school. In order to assist our district in obtaining data on student achievement, we have adopted a curriculum which allows us to complete benchmark assessments on each individual student. By using the benchmark assessment we will be able to view the progress each child makes on the curriculum they are using on a daily



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basis. In addition, students are given the opportunity to receive the State Core Standards within the Detention Center program.

State law requires that we also report the following additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests of nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences
- For high schools only, only also report on the following:
 - The number and percent of postsecondary enrollments (dual enrollment)
 - The number of college equivalent courses offered (AP/IB)
 - The number and percentage of students enrolled in college equivalent course (AP/IB)
 - The number and percentage of students receiving a score leading to college credit

I am proud of the tremendous effort our staff and students put forth each and every year. Our school district is committed to meeting the needs of all students during this upcoming school year. That is why we have put excessive focus on curriculum implementation. Our board, staff, students, parents and community members continue to work hard to promote quality in teaching and learning. We work in collaboration with our stakeholders to ensure that the Detention Center Programs continue to be a successful learning environment.

Sincerely,

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A Brief Description of Our School

The setting provides our students with a safe and healthy environment. The Detention Center classroom is a facility located within the Bay County Detention Center. The programs serve students within the general education programs and students with disabilities ages 10-17. Our programs are specially designed to strengthen the educational and social skills of students.



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Process for Assigning Pupils to the School

The Bay County Detention Facility houses approximately 250 students per year in a high turnover process as students are sentenced (by the court) enter and exit. Some students stay only a weekend, or week, while others may be there for 30 days, 6 months or a year. There is great variability.

Core Curriculum

The goal at the Detention Center is to offer students an opportunity to learn skills that allow them to become participating and productive members of the community in which they live. To reach these goals, students receive academic and social-emotional support through multiple curriculums. The curriculum is structured in a way that allows each teacher the opportunity to deliver the curriculum through a tiered approach so each child is receiving the information at their ability level. All students work toward individualized goals as defined in their Individual Educational Plan (IEP) and/or following the State Core Academic Standards.

The Status of the 3-5 Year School Improvement Plan

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All students will increase their ability to function appropriately within the school environment.			
Strategies:			
a. Social skill lesson- The teacher will continuously strengthen the students skills in the area of dealing with behavior.		X	
Goal 2: Collaborating with the local school district to provide curriculum and academic support for each individual student.			
Strategies:			
a. Collaboration: The teacher or support staff will notify the Local District in a timely manner. (Email or by telephone)		X	X
b. The teacher or support staff will chart contacts made about classroom assignments needed while housed at the Detention Center.		X	X
c. The teacher or support staff will show evidence when a student returns to their Local District. The student will have completed assignments necessary to be integrated academically, without a break in instruction. (survey and documentation)		X	X



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Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 3: All students in the Bay County Detention Center will increase reading and math skills.			
Strategies: a. Online Learning Environment- The students will have an opportunity to increase their learning and decrease their deficiencies as determined by Plato assessments, and Local Districts assessments by using appropriate online learning tools such as PLATO and other programs the Local Districts use when allowable due to security restrictions.		X	X

Aggregate Student Achievement Results

Students come and go from the Bay County Juvenile Home. Some are in and out in a weekend, some are sentenced to stay for a month and others for longer. This is a court adjudicated program. Generally, the stay is too short for staff to receive MSTEP, ACT/SAT, or PSAT scores. It is difficult to track trends over time. However, data from PLATO is used to plan an individualized program for each student. Every effort is made to coordinate educational activities with the sending school. Contact the students Local District to obtain student assessment results.

Parent-Teacher Conferences

Parent Teacher Conferences are not conducted due to the students being placed in the Detention Center by court order.

College Enrollment

Description	Number of Students	Percentage
Dual Enrollment	0	0
College Equivalent Courses (AP/IB) *not offered	0	0
Students Receiving College Credit	0	0