



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

2413 West Maple Avenue, Flint, Michigan 48507-3493
(810) 591-4400 Fax (810) 591-7570
www.geneseeisd.org

March 27, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Early Childhood Programs and Services. 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 Nancy Bartholomew for assistance.

The AER is available for you to review electronically by visiting the following website:
<https://bit.ly/47MVHRB> or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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. As always, we are committed to the success of the students that we service.

Early Childhood Programs and Services has been awarded accreditation with Cognia. During the 2025-26 school year, the school staff will work on a school improvement plan aligned with the Cognia requirements.

- The goal for this plan is to utilize an integrated model of Multi-Tiered Systems of Supports (MTSS), which will include academic assessments, behavioral systems, practices, and data that are interwoven and aligned to support the whole child.

Our building and district continue to participate in Promoting a Positive School Climate (PPSC). This supports Positive Behavior Intervention and Supports (PBIS) along with Multi-Tiered Systems of Supports (MTSS). Staff, students and their families are involved in both of these initiatives. We have building level PPSC coaches that facilitate Tier 1, 2 and 3 teams. We have created a process to implement building wide school rules and expectations.

- We are implementing our sixth year with the online standards-based curriculum called Unique Learning System (ULS). It is designed specifically for teachers to provide age/grade appropriate instruction for students with special needs to access the general curriculum. We provide daily instruction utilizing the ULS foundations for core instruction with benchmarking and progress monitoring of student achievement. During the 2018-2019 school year; we trained and implemented the ULS curriculum, increased parent involvement in a variety of school activities and systematically tracked family participation data. Additional training has been provided annually. In addition to this, we developed a systematic behavioral process that correlates with our Tier 2 MTSS intervention systems of supports.

Richard E. Hill, President ♦ DesRae A. Jouban, Vice President ♦ Janis D. Bugbee, Secretary ♦ Salvatore A. Ausiello, Treasurer ♦ Rafael C. Turner, Trustee

Dr. Steven W. Tunnicliff, Superintendent ♦ Tricia L. Hill, Deputy Superintendent ♦ Eddie L. Kindie, Associate Superintendent

Dr. Mary K. Behm, Assistant Superintendent ♦ Kevin K. Kickbusch, Assistant Superintendent ♦ Britt M. Patterson, Assistant Superintendent ♦ Steven P. Polega, Assistant Superintendent
Jeffrey D. Adams, Executive Director ♦ Diana M. Allard, Executive Director ♦ Dr. Latoya F. Summey, Executive Director ♦ Ryan N. Ulshafer, Executive Director

State law requires that we also report additional information.

1. Early Childhood Programs and Services is a Genesee Intermediate School District program servicing student with Moderate Cognitive Impairments and/or Autism Spectrum Disorder for Genesee County. We follow the Countywide Center Program Placement Guidelines when students are referred to our program. Students are referred to the GISD center-based programs from their local school districts. An individualized Education Program team (IEPT) will meet to determine placement for students within GISD programs. If you have any questions concerning this process, please feel free to contact Christy Polasek, Teacher Consultant, for assistance.
2. During the 2020-2021 school year, we implemented a districtwide PPSC goal with a 2026 end date. For the 2021-2022 school year, we have implemented a districtwide ELA goal across all of our buildings with 3 different strategies to address the specific needs of our students with a 2026 end date.
3. Early Childhood Programs and Services is a Genesee Intermediate School District program servicing student with Moderate Cognitive Impairments and/or Autism Spectrum Disorder for Genesee County, ages 2.5-9.
4. The curriculum used by Early Childhood Programs and Services is the Unique Learning Systems. At ECPS, we provide daily instruction utilizing the ULS foundations for core instruction with benchmarking and progress monitoring of student achievement. The ULS curriculum provides instructional content that includes accommodations and/or modifications to the state's model curriculum for students with disabilities. Due to the nature of our program, ECPS's curriculum follows the Common Core Essential Elements for Math and ELA, which can be found at: http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html
5. Over the last three years, ECPS has been tracking student growth through state assessments, Brigance testing, ULS and other form of assessments. A majority of our students have shown growth in ELA and Math subject areas. Student growth will continue to remain a priority for our school.
6. Individualized Education Program (IEP) meetings are held annually for all students attending ECPS. Together, staff and family members review current progress and set goals for the upcoming year. We continue to have a high rate of participation from parents through conferences, the IEP meeting process, phone conferences, and other means of communication.

We take great pride in providing students high quality programs and services. We are dedicated to promoting a positive school climate and improving conditions for learning and behavioral outcomes. If you have any questions, please feel free to contact me at 810-591-4883.

Sincerely,

Nancy Bartholomew, Principal
Early Childhood Programs and Services