Pied Piper School

PROGRAM
INFORMATION

ALPENA MONTMORENCY ALcona EDUCATIONAL SERVICE DISTRICT

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What is Pied Piper School?

Pied Piper School is operated by the Alpena-Montmorency-Alcona Educational Service District.

Pied Piper School works with Alpena-Montmorency-Alcona local districts to provide center-based programs and services to students, as determined through the IEP process. Pied Piper School does not enroll students independent of local involvement.

The school serves students who are Moderately Cognitively Impaired, Severely Cognitively Impaired, Severely Multiply Impaired and Autistic Impaired. Students range in age from 3 to 26 years. The Early Childhood Special Education Classroom serves students from 3 to 6 years old who may have deficits in cognitive, physical, emotional, speech and language areas or other developmental delays. Pied Piper’s Transition Program focuses on post-secondary skills to support students in independent life after school.

Each classroom provides individualized instructional programs for students which may include personal care, independent living, communication & language, academics, motor development, social-emotional skills, vocational and/or physical education.

Mission Statement

The Mission of Pied Piper School is to utilize district and community resources so that our students have optimum educational opportunities to develop their maximum potential.

We believe in the worth of all individuals; and by creatively combining measurable goals and innovative teaching, we will provide an educational environment that will improve the quality of life for our students.
PROGRAM ENTRANCE CONSIDERATIONS:

Districts should give consideration to the following information before making a referral to Pied Piper School:

- Data collected should reflect that all resources have been exhausted in pursuit of the Least Restrictive Environment (LRE).
- Students should be eligible for special education in the areas appropriate for the specialized programming as outlined in the class descriptions.

Special Education Classroom Descriptions at Pied Piper School

**Early Childhood Special Education (ECSE) Classroom**

Children between three and six years of age can be placed in the ECSE Classroom which is currently at Lincoln Elementary not at Pied Piper School. This half day program serves children who have cognitive, physical, emotional, speech and language, or severe developmental deficits. AMA ESD also has an inclusion preschool program. This classroom is a full day preschool option that provides programs and services for some of our 4 year old students who qualify for special education but can have their needs met more effectively within a general education preschool.

ECSE students are periodically scheduled for non-attendance days so school staff can conduct school conferences and/or home visits to answer questions, work on skills in the home setting, help with decision making, and assist with any concerns the parent may be experiencing.

All preschool students are taught using the Creative Curriculum. This is a comprehensive, research-based curriculum that encourages exploration and discovery. All IEP goals and accommodations are integrated.
**MOCI Program**

The Primary MOCI Classroom at Pied Piper serves MOCI students generally falling between the ages of six-twelve. The Senior MOCI Classroom serves teenagers between the ages of twelve and 18 years.

This classroom includes academic learning, social/emotional development, independent living, communication, safety skills, and problem solving. Community and prevocational skills are part of instruction which includes students running the school's recycling program.

**SCI Program**

The SCI program consists of two classrooms, primary and senior levels. Students in these rooms typically have severe cognitive and/or physical impairments, but may also have medical needs or autism. Communication is a focus of instruction which may include practice with technology and visual modifications. Other goal areas may include, eating, motor development, independent living, behavior/social emotional skills, and of course academics. Students in our SCI program participate in a year round educational program.

**Transition Program**

The Transition Program primarily serves MOCI students over the age of 16 and targets independent living and occupational training. Piper has a “Home Living” classroom that resembles an apartment. The room includes a kitchen, dining area, living room, bathroom, bedroom and a washer and dryer. Students are taught a variety of skills including meal preparation, clothing care, cleaning, safety and basic first aid. Each year, Pied Piper has two greenhouse sales for the community. Students take care of the plants and help run the sale with a job coach.
Students are offered job training in work sites at the school and in the community. Some examples include janitorial and kitchen aide positions in the school, landscaping and work experiences within the community with a job coach. Social skills needed for employment and being a productive member of the community is also a focus.

**Community Based Instruction**

All students at Pied Piper School participate in some sort of Community Based Instruction (CBI). CBI provides opportunities for students to practice their social skills and independent living skills in the community.

Students go out in the community for various activities. They will shop for materials needed at the school, participate in recycling programs, and attend activities at the Aplex, Art in the Loft, and Plaza Pool throughout the year.

**ENTRANCE PROCESS:**

The following process and documentation needs to be followed when a district is considering potential placement at Pied Piper School. The student and their family should be provided information and have discussion about all of the options at each annual IEP.

- IEP team meets to discuss concerns and what strategies have been implemented. The Pied Piper Principal may be contacted to discuss the referral process and details of student needs.
- Local school district makes a referral; completed referral packet sent to SE Director for signature after review to insure all information is complete.
- Once authorized by SE Director, packet is sent to Pied Piper Principal for review.
- Pied Piper Principal contacts referring SE Director to request additional information and/or confirm IEP meeting date.
Pied Piper administrator observes student and meets with the Special Education (SE) teacher for interview prior to the IEP.

Parent(s) visits/observes at Pied Piper.

Potential receiving teacher is given a copy of referral packet to assist in developing goals.

A draft of the goals and objectives will be developed by the potential Pied Piper teacher in collaboration with current SE teacher. Drafts will be emailed to the current SE teacher for input.

IEP scheduled by local district inviting Pied Piper administrator and potential Pied Piper teacher.

IEP meeting held.

Pied Piper will request the CA 60 from the local district.

**EXIT PROCESS:**

Exit from Pied Piper occurs when the goals of the student are reached. The process for exiting the program begins upon entry. It is essential that the student, family and staff know what the goals are for completion of the program as the student enters. This clarification will help everyone better prepare for the end of the student’s school career. As the accomplishment of goals occurs and the student becomes ready to exit, appropriate referrals and transition planning (IEP meeting) can be conducted with other community agencies.

Factors to consider when determining exit from Pied Piper School include:

- Student’s goals have been accomplished
- Demonstrated ability or have supports for meaningful activity, access to the community and performing daily living skills
- Student demonstrates a lack of interest in program activities and goals.
- High unexcused absenteeism