



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

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January 30, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Transition 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 Jan Cox for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/47myRQw> 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 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.

Transition Center has been awarded accreditation with Cognia. During the 2024-25 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.

During the 2024-2025 school year, we 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.

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State law requires that we also report additional information:

1. Students are referred to the GISD center-based programs from their local school districts. An Individualized Education Program team (IEPT) will meet to decide the placement for the student within the GISD programs.
2. During the 2020-2021 school year, we implemented a district-wide PPSC goal with a 2026 end date. For the 2021-2022 school year, we implemented a district-wide ELA goal across all of our center-based programs with three different strategies to address the specific needs of our student with a 2026 end date.
3. Transition Center is a Certificate of Completion center-based program for students with moderate cognitive impairments or autism spectrum disorder who function at the moderately cognitively impaired level. Students ages 18-26 residing in Genesee County enter the program after completing a local district secondary special education program or are enrolled in a center-based adult program. Students, families, and referring agency/program attend an IEP to discuss programming options.
4. The curriculum used by Transition Center is for post-secondary students with moderate cognitive impairments that limit their ability to attend college or trade schools. A supported prevocational/life skills curriculum model provides the means to develop an individualized program for unique student needs.
5. Over the last three years, the GISD Transition Center has been tracking student growth through a variety of transition assessments. A majority of our students have shown growth in Transition areas. Student growth will continue to remain a priority for our school.
6. Individualized Educational Plan (IEP) meetings are held annually for all students attending Transition Center. Together, staff and family members review current progress and set goals for the upcoming year.

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 employment outcomes. If you have any questions, please feel free to contact me at 810-591-5019.

Sincerely,

Jan K. Cox, Principal
Transition Center