

Ann Arbor Public Schools K-12 Student Support Advisory Committee Report

Board of Education
August 12, 2026

Facilitators:

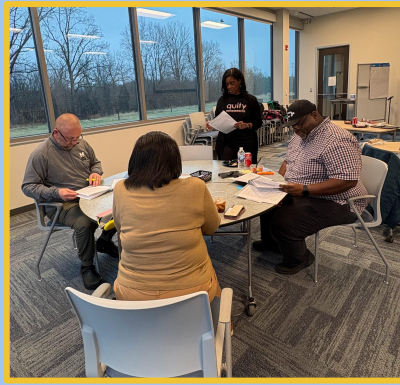
Melita Alston, Executive Director Early Childhood and Elementary Education
Jenna Bacolor, Executive Director Community Division, Student Health and Well-Being
Roberta Heyward, Ed.D. Executive Director, K-8, Secondary Schools



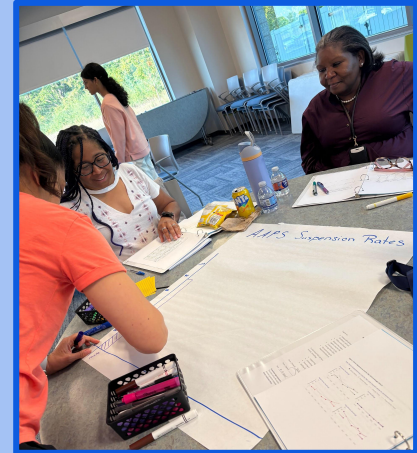
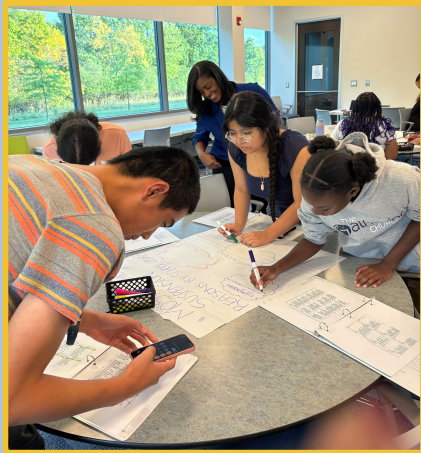


Tonight's Presentation

1. Advisory committee purpose, outcome, and process
2. Rights & Responsibilities Handbook review
3. Exemplar reviews and “must haves”
4. Recommendations
5. Parallel district work in 2025-26
6. Next steps



Thank you, K-12 Student Support Advisory!





AAPS K-12 Student Support Committee Members 2025-26

William Baldwin

Teacher, Mitchell Elementary

Gary Cooper

Community Assistant, Skyline HS

Emily N.

High School Student

Valeska Bass

Principal, Pattengill Elementary

Claire Federhofer

Asst. Principal, Huron HS

Jazz Parks

Superintendent

Savannah B.

High School Student

Bryan Johnson

Parent

Desmond Smith

Principal, Pioneer HS

Torian Billings

Principal, A2STEAM

Thelma Kinlaw

Teacher, King Elementary, and Parent

Siddhi V.

Middle School Student

Bonnie Billups

Peace Neighborhood Center

Concetta Lewis

Asst. Superintendent, Special Education

Benjamin W.

High School Student

Jamall Bufford

Washtenaw My Brother's Keeper
& WISD

Tiffany Mara

Parent

Angela Warr

Lead Social Worker

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Jenna Bacolor, Executive Director Community Division, Student Health and Well-Being

Roberta Heyward, Ed.D. Executive Director, K-8, Secondary Schools

Advisory Committee Purpose, Outcome and Process





Purpose and Outcome

The overall *purpose* of the committee was to work towards reducing suspensions and address disproportionality (particularly among Black students, male students, students with disabilities, and those who are economically disadvantaged) and keep our students engaged in school.

- ◆ *Outcome:* Recommendations to the Superintendent and Board of Education on revisions for a new, enhanced Rights & Responsibilities Handbook.



Committee Process Overview



Suspension Data Analysis

Analyzed district suspension data using the Data Dialogue process from the Center for Leadership and Educational Equity (CLEE).



Rights & Responsibilities Handbook Review

Reviewed current Rights & Responsibilities Handbook. Critiqued the language and content and provided input on changes.



Exemplar Reviews

Analyzed handbooks from three exemplar districts: Jefferson County, KY (Louisville), Baltimore City Public Schools, and San Francisco Unified School District.

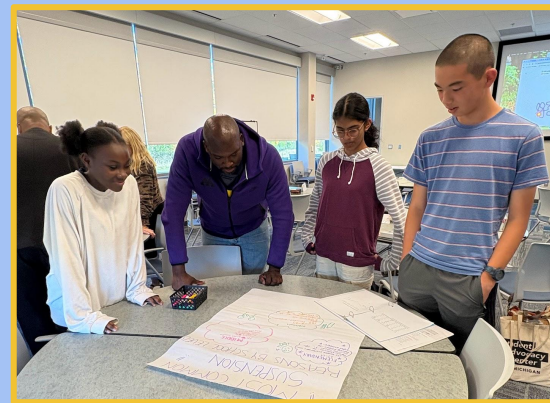
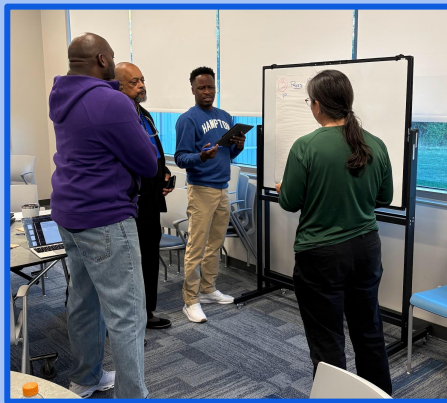


Recommendation Input

Provided input for development of recommendations and ideas for alternatives to suspension..

Rights & Responsibilities Review





Thank you, K-12 Student Support Advisory!



Theme 1: Shift from Punitive to Restorative & Trauma-Informed Language

Restorative Language

Trauma-Informed

Whole-Child Approach

Value Statements

Summary

- R & R language is punitive, adversarial, or compliance-focused. It should be replaced with language centered on respect, empathy, restoration, and student wellbeing.
- This runs from word-level choices (replacing 'victim/perpetrator' with 'person harmed/caused harm') to the structural addition of value statements before action levels.
- Attendance language also needs to shift from punitive to supportive.

Advisory Team Voices

"Use restorative language: 'person harmed / caused harm' rather than 'victim / perpetrator.'"

"Shift language toward respect and empathy rather than just compliance."

"Emphasize a trauma-informed, whole-child approach throughout."

"Replace punitive attendance language with supportive alternatives."

"Add value statements before action levels."

"Remove 'charges' language — similar to criminal language."

Theme 2: Define Terms Clearly and Ground the Handbook in Law

Definitions

State Law Citations

Legal Clarity

Linked Terms

Summary

- The team repeatedly flagged vague, undefined, and subjective terms throughout the handbook. Define key terms explicitly, and anchor them in state law where applicable.
- This applies to behavioral terms like 'truancy,' 'loitering,' 'inappropriate dress,' and 'persistent disobedience', all of which appear but carry no clear definition.
- The team also wants terms hyperlinked to definitions, laws cited with sources, and outdated references removed and replaced.

Advisory Team Voices

"Add common definitions and reference state law for key terms."

"Define: truancy, loitering, inappropriate dress, persistent disobedience."

"Link terms to definitions (e.g., dangerous weapon)."

"Cite and link the law regarding seclusion and restraint."

"Add state law regarding suspensions."

"Define acts of misconduct more clearly."

Theme 3: Strengthen Due Process and Make Procedures Transparent

Due Process

Appeal Procedures

Documentation

Students' Rights

Consistency

Summary

- Families and students should clearly understand what happens procedurally when a disciplinary situation arises including their rights at each step, how decisions are made, and how they can appeal.
- Consistent, required documentation of infractions across all buildings, and a documentation checklist is needed

Advisory Team Voices

"Include due process procedures, video review, and a documentation checklist."

"Require consistent documentation of infractions for all buildings."

"List steps to police questioning and include a student ally (trusted adult)."

"Include the legal language regarding reporting incidents to law enforcement."

"Parents have a right to know what lesser interventions were tried first."

Theme 4: Build in Progressive Discipline and Intervention Before Consequences

Progressive Discipline

Pre-Consequence Steps

Restorative Justice

Grade-Level Differentiation

IEP Considerations

Summary

- The handbook moves to consequence levels without describing the restorative and intervention steps that should precede them.
- Progressive discipline steps should be added before consequence levels begin.
- Action level chart should be redesigned for clarity.
- Critically, class exclusion is a form of removal and must be treated as such.

Advisory Team Voices

“Add progressive discipline steps before consequence levels (restorative justice first).”

“Redesign the action level chart for clarity.”

“Should there be a separate action level based on grade levels?”

“Who is facilitating or organizing in-school suspensions?”

“Class exclusion is considered a removal — also affects students with IEPs.”

Theme 5: Update Outdated Content and Address Emerging Issues

Outdated Language

Cell Phone Policy

AI Misuse

Weapons Definition

Chronic Absenteeism

Summary

- The handbook contains language and references that are no longer current, including 'beepers,' and references to a Truancy Officer.
- Several emerging issues the handbook does not yet address: misuse of AI, updated cell phone expectations, and the distinction between dangerous weapons and legitimate learning tools.
- Chronic absenteeism and truancy policy also need to be added or clarified.

Advisory Team Voices

"Remove outdated language such as 'beepers' and update cell phone policy."

"Include misuse of AI in the handbook."

"Differentiate between weapons and legitimate learning tools/"

"Update references that are no longer relevant, i.e. Truancy Officer."

"Include information about truancy and chronic absenteeism."

Theme 6: Improve Accessibility: Plain Language, Forms & Family-Facing Resources

Plain Language

Opt-Out Forms

Family Rights

References & Resources

Records Clarity

Summary

- The handbook needs to be more usable for families.
- There is vague language ('respect feelings') that needs revision.
- References and resources added throughout, so families know where to go for more information.

Advisory Team Voices

"Include a district-created opt-out form and link it in the R&R."

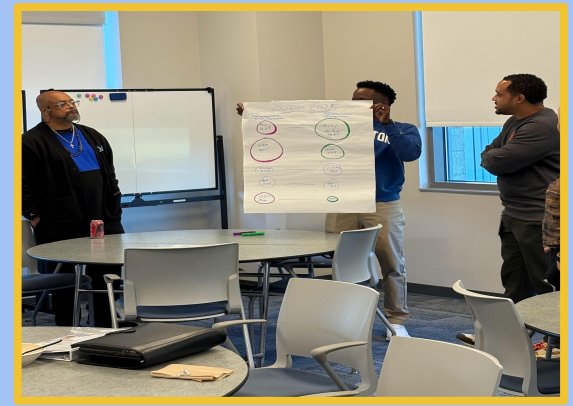
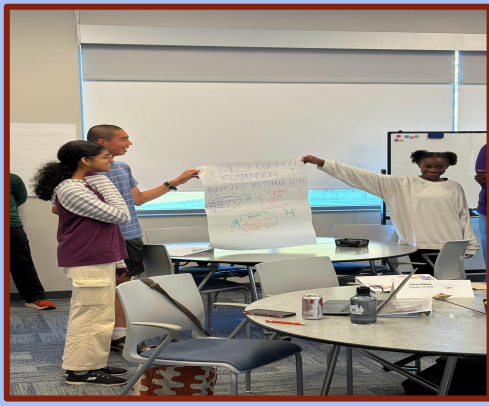
"Clarify age of majority and distinguish school records from teacher notes."

"'Respect feelings' language is too vague and needs revision."

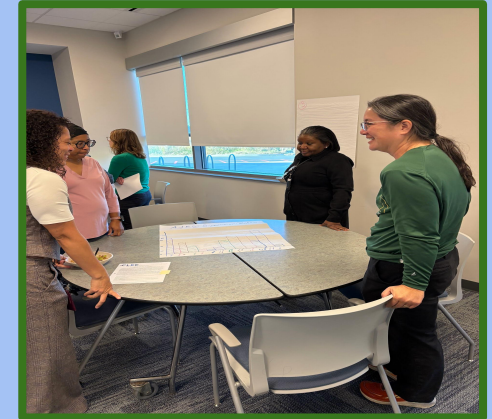
"Include references and resources throughout."

"Ensure teachers/staff adhere to rights and responsibilities around harassment."

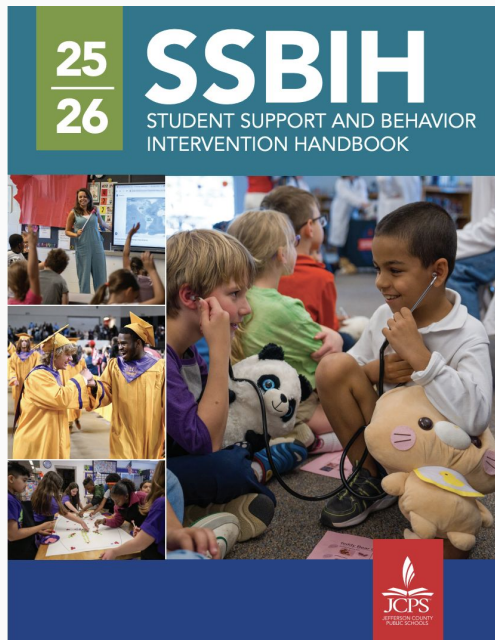
Exemplar Reviews and “Must Haves”



Thank you, K-12 Student Support Advisory!



Jefferson County, KY - Committee Feedback



Advisory Team Voices

"It's meant to be instructive, not punitive — best context setting I've seen."

"Interventions and consequences separated by grade — lower elementary, upper elementary, secondary."

"Rights and Responsibilities for everyone — YES!"

"The division of rights and responsibilities for various stakeholders"

"Intentionally implement race-conscious interventions in an effort to reduce disproportionate behavior outcomes."

"Explain restorative practices deeply. Set up restorative meetings for all grades."

"Integrating restorative justice practices across all schools, with an annual training for teachers, administrators, and other staff."

"Inviting parents to partake in a restorative justice workshop so they understand how significantly RJ can repair harm."

Jefferson County, KY - Committee Feedback Highlights

What do you see in the Jefferson County Family Handbook that is a “must have” for AAPS Rights & Responsibilities?

Summary

- Handbook opens with statement of values to be “instructive, not punitive.”
- Acknowledgment from parents/guardians that they’ve received the handbook and discussed it with their student(s)
- Visual, proactive explanations with trauma-informed language and QR codes to resources

The handbook is intended to be instructive, not punitive; is based on the principle of positive and preventive responses (e.g., interventions and skill building); and is aimed at addressing the causes of inappropriate behavior, resolving conflict, meeting students’ needs, and keeping students in school. Staff members will attempt to resolve inappropriate behavior by every means before removing a student from the classroom and/or school.



Trauma-Informed Care

Trauma

can be defined as witnessing or experiencing an event that poses a real or perceived threat.

Trauma, the experience of witnessing or facing a perceived threat, necessitates a holistic approach, looking beyond academics and behavior to consider all aspects of student well-being. JCPS recognizes the impact of trauma on academic, behavioral, and social-emotional success by championing six guiding principles associated with trauma-informed systems:

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Equity

JCPS aims to ensure every staff member is trained in Trauma-Informed Care (TIC) practices, enabling them to recognize signs, understand their influence on behavior and stress, and develop trauma-sensitive plans. This aligns with the district’s vision for schools to support personnel in implementing TIC approaches, recognizing and responding to mental health issues, and building resiliency in students.

JCPS is committed to creating trauma-informed, resilience-building, and culturally competent environments where all students, faculty, staff, and families feel physically and psychologically safe.



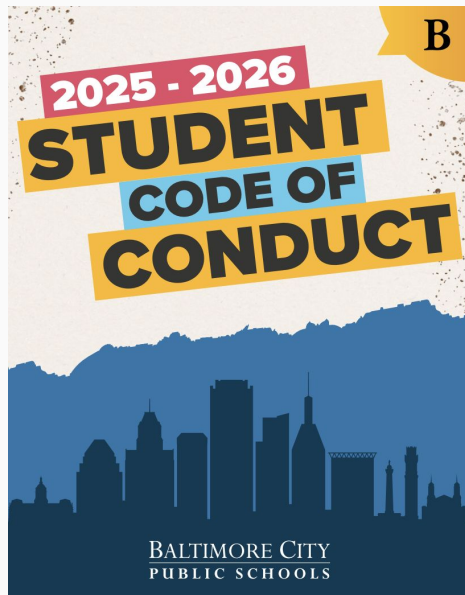
At the district level, this includes the following:

- A districtwide TIC plan
- Required trauma/racial trauma training for all staff
- Trauma teams in each school
- Review of student discipline policies
- Creation of psychologically safe environments

At the classroom level, this includes the following:

- Building corrective, emotionally safe relationships
- Creating psychologically safe classrooms and schools
- Implementing social-emotional learning curricula in all school sites
- Integrating self-regulation strategies
- Using trauma-informed academic correction strategies
- Using trauma-informed disciplinary responses
- Infusing trauma-informed practices at all intervention tiers
- Informing IEPs, FBAs, PSPs, and 504 plans with a trauma lens
- Developing trauma-informed safety plans
- Addressing cognitive distortions
- Recognizing and supporting those impacted by racial trauma
- Managing trauma reminders
- Creating awareness that racial trauma impacts individuals in the school setting and providing supports for students and staff alike

Baltimore City Public Schools - Committee Feedback



Advisory Team Voices

"Levels are clear and thorough with teacher and administrator interventions."

"Level 2 interventions offer more options that don't feel punitive (e.g. mindfulness, peer mediation)."

"Interventions listed identify options outside of school as well."

"Ownership matrix and expectations — clarifies everyone's role and builds accountability."

"Expectations included for community partners as well as parents, staff, students."

"Restorative approaches definition — gives everyone a common definition and highlights its importance."

"The use of language like 'student wholeness' — the layout and how it is presented."

"Links for more information. Resources to report — instead of just describing. Ways that we can take action."

Baltimore City Public Schools - Committee Feedback

What do you see in the Baltimore City Public Schools that is a “must have” for AAPS Rights & Responsibilities?

Summary

- Shared expectations are clearly laid out and includes community partners
- The Baltimore handbook uses the phrase "student wholeness" and consistently frames students and families as partners, not problems.
- Clear definition of Restorative Practices and when/how they apply to discipline
- Leveled interventions with non-punitive options

Shared Expectations for Safe and Supportive Learning Environments

Expectations for Students I Will:	Expectations for Administrators and School Staff I Will:	Expectations for Families (Parents & Guardians) I Will:	Expectations for Community Partners I Will:
- establish and maintain positive relationships with all stakeholders to the best of my ability - seek developmentally-appropriate opportunities to co-construct knowledge, assume leadership roles, and partake in activities that will improve the classroom and school community - be proactive in promoting and working toward making school a positive, supportive, safe, and welcoming place for all students and staff	- become knowledgeable about discipline policies, regulations, and available resources to support students - prepare engaging lessons that meet the needs of diverse learning styles - support students' backgrounds with regards to, but not exclusive to, culture, race, orientation, and gender identity or expression - strive to recognize and eliminate disproportionality in discipline, and administer discipline rules fairly, consistently, and equitably	- send my children to school prepared and ready to learn, and upon returning home, assist them with homework and other school assignments - reinforce the importance of demonstrating appropriate behavior at school with all adults and peers - use real-world opportunities to help increase my child's ability to experience, express, and manage emotions; develop positive relationships with others; and explore their environment with curiosity and confidence	- share strategies with school staff that assist in promoting a restorative culture and safe environment within and around the school community - respect the rules of safety that have been developed specifically for the school and community - work with the school community to help maintain safety and order in the area surrounding the school

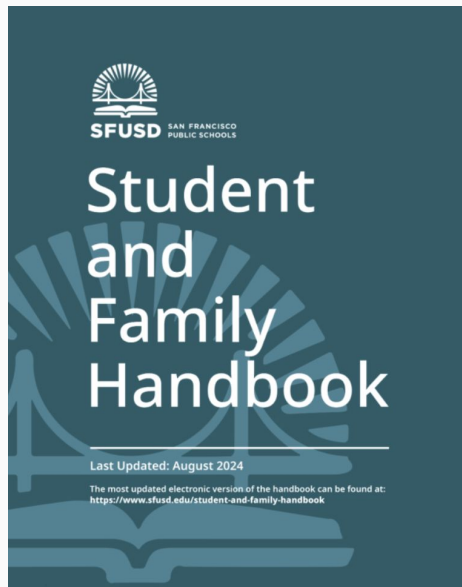
Levels of Intervention and Disciplinary Response

City Schools recognizes the effectiveness of restorative approaches and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

THE CATEGORIES SHOWN ARE DESIGNED TO GUIDE TEACHERS AND ADMINISTRATORS IN USING APPROPRIATE INTERVENTIONS AND RESPONSES AT ALL GRADE LEVELS TO TEACH AND MOTIVATE STUDENTS TO EXHIBIT POSITIVE BEHAVIORS.

San Francisco Unified School District - Committee Feedback

Advisory Team Voices



"Suspensions are a last resort."

"Ensure that the matrix interventions have been exhausted and documented and work with the site to identify additional supports/interventions."

"Preventative measures: connect, convene, support/interventions, document, implement plan, follow up."

"Family resources and rights."

"Utilizing state law for weapons."

"Prohibited suspensions. Certain things do not warrant suspensions."

San Francisco Unified School District - Committee Feedback Highlights

What do you see in the SFUSD Student and Family Handbook that is a “must have” for AAPS Rights & Responsibilities?

Summary

- “Safe and Supportive Schools” resolution passed by SFUSD board when handbook was released
- Names specific behaviors and circumstances that are categorically prohibited from resulting in suspension.
- Matrices of support by behavior category include summary overview and explanation of classroom-level details.
- Explicit connection to California state law helps clarify expectations.

The Safe and Supportive Schools Resolution

(SFUSD Board Policy 5144) 

The most effective alternative to suspension is the prevention of concerning behaviors through the intentional creation of a positive, relationship-based school community. In spring of 2014, the Board of Education adopted the Safe and Supportive Schools Resolution (SSSR). Through this resolution, SFUSD has committed to providing staff with tools to positively engage students through full implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practices (RP), including Trauma-informed Practices that establish high behavior expectations of students in a bias free and culturally competent school community. These practices are designed to create safe and supportive schools and to address the disproportionate suspension of African American and Latino students, as well as any other group of students that is disproportionately disciplined.

▼ Suggested intervention options for teachers to try with CCT support

Social-Emotional Supports	Behavioral Response to Intervention (Behavioral RTI) and Restorative Practices (RP)
• Skills Group *: conflict resolution and anti-violence or social emotional learning • Peer Mediation (Grades 6-12) * • Enroll in positive after-school activities • Refer for support from school site counselor or social worker • Push-in support from school site counselor or social worker with conflict resolution	• Restorative Practice * circle in class • Corrective feedback: De-Escalate *, teach/reteach appropriate skills, and facilitate reentry • Positive Behavior Contract with Incentives * • School Home Note * • Class Pass * • Positive Peer Reporting * • Self-Monitoring *

Themes from Highest-Level “Musts” that Appeared in All 3 Exemplar Handbooks



The **Handbook Introduction** starts with values.

The handbook is instructive, not punitive, and prioritizes equity.

➤ **Policies**

Rights & Responsibilities are described for students, families, staff, and community partners.

Suspensions are last resort; interventions are exhausted & documented before suspension can occur.

Prohibited suspensions - explicit list of what cannot result in removal.

➤ **Supportive Interventions**

Leveled intervention matrices with clearly defined support options.

Trauma-informed language, lens for consequences, and training for staff.

Clear definition of **Restorative Practices** and when/how to use them.

Community resources with QR codes to connect families

➤ **Handbook Design**

Visually pleasing design with easy-to-read infographics and charts.

Recommendations



Overarching Themes for Recommendations

Based on committee input on the draft recommendations, these are the recommended changes to a revised AAPS Rights and Responsibilities Handbook:

- Discipline philosophy and policy alignment
- Restorative practices and trauma-informed approaches
- Tiered interventions and consequences framework
- Clarity, definition, and stakeholder rights
- Community resources and family engagement
- Document design and accessibility

Parallel District Work



Parallel District Work in 2025-26

District and Building Committees

- Multi-Tiered System of Support (MTSS) Teams
- Positive Behavioral Interventions & Supports (PBIS) Committee and Teams

Community Events

- Student Mental Health Partnerships Summit
- Community Meeting on School Safety

Leadership Council

- Restorative Practices training for all principals
- Monthly Suspension Data review and conversation
- Level council exemplar review



Parallel District Work

- Monthly suspension data review and strategic conversations with principals
- New alternatives to suspension, taking real-life student situations and walking through next steps with administrators
- Sharing resources centered on suspensions and school discipline (articles, books, websites, data, etc.) with principals
- Professional Learning and Coaching
 - Restorative Practices
 - Days 1 & 2 - All building principals
 - Days 3 & 4 - Executive Directors, some principals
 - Days 3 & 4 - All principals (August 2026)
 - Positive Behavior Intervention Supports
 - Site visits in other districts - Administrators, Office of Special Education, and Executive Directors
 - Professional learning sessions
 - Monthly meeting/planning with PBIS Exploratory Team
 - Crisis Prevention Institute (CPI)



Parallel District Work

- Developing district Multi-Tiered System of Supports (MTSS), including Positive Behavioral Interventions and Supports and tiered Mental Health Supports. This work includes establishing district and building-level teams.
- Implementing Panorama, a district wide MTSS and student support platform
 - Tracks student progress, manages interventions, and unifies academics, behavior, attendance and other student data to support student well-being and success.
- Strengthening partnerships with state and local agencies, including:
 - Michigan Vape Free Schools, Communities of Practice
 - WISD Bridge Program and Mental Health Action Team
 - The Corner Health Center, Neutral Zone, UM Depression Center, UM Regional Alliance for Healthy Schools, Michigan Medicine Pediatric Psychiatry
- Identifying where we have gaps in our processes and attending to them



Parallel District Work

- Proactive measures to support students:
 - Social, Academic, & Emotional Behavior Rating Scale (SAEBRS)
 - First year screening tool administered to all grades 6-12
 - Research validated
 - Short, simple and safe to administer
 - Given 2-3 times per year
 - Follow up with parents/guardians of students who scored as Some or High Risk
 - TRAILS K-12 Curriculum
 - Teaches the “CASEL 5”
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationship Skills & responsible decision making
- Partner with the Washtenaw ISD and Wayne RESA to plan for professional learning for school staff



2025-2026 Suspension Data Comparison

Cumulative Suspensions in the AAPS, 2023-24 through 2025-26

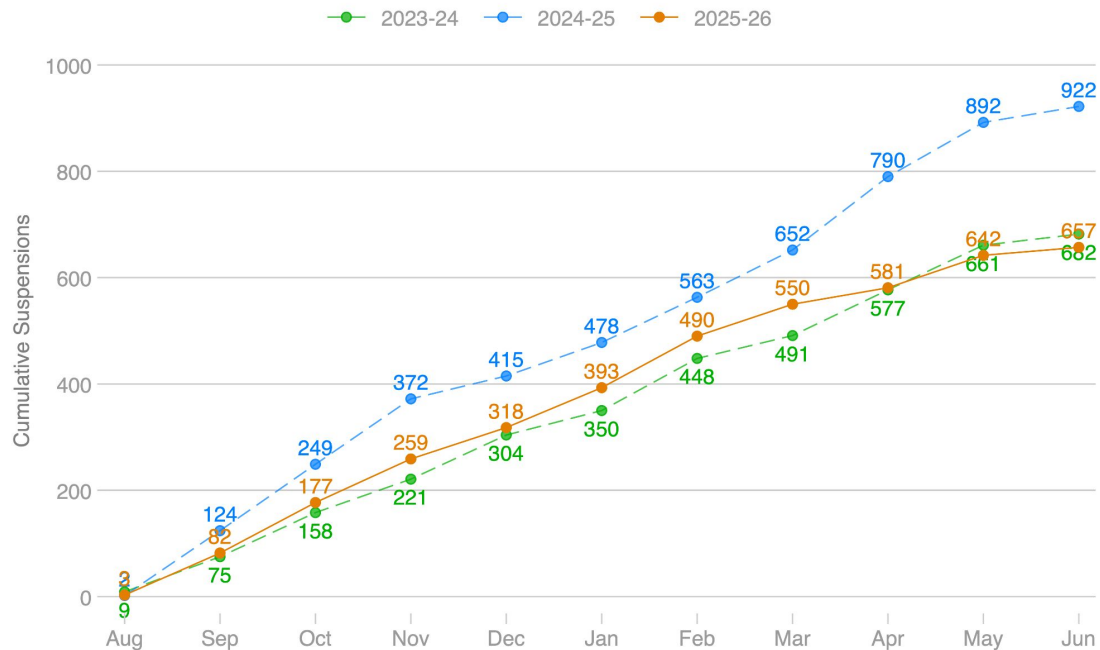


Figure 1 compares the cumulative suspensions over each month during the 2023-24, 2024-25, and 2025-26 academic years.



2025-2026 Suspension Data Comparison

Number of Suspensions Assigned, Overall and by Level, 2021-22 through 2025-26

Academic Year	District	Elementary Buildings	K-8 Buildings	Middle School Buildings	High School Buildings
2021-22	415	103	3	123	186
2022-23	575	150	3	159	263
2023-24	682	191	54	232	205
2024-25	922	249	53	342	278
2025-26	657	222	71	164	200

Source: PowerSchool SIS. Calculations are author's own.

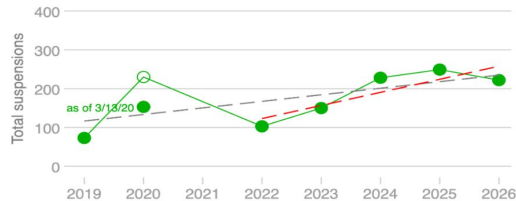


2025-2026 Suspension Data by Level

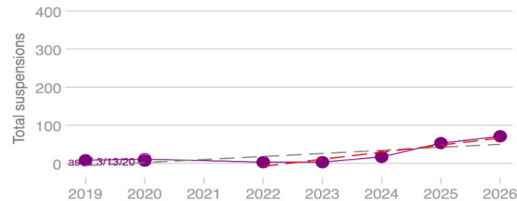
Total District Suspensions by Level by Year (with projected values for shortened years)

● Actual Values ○ Projected Values — Overall Trend - - Post-COVID Trend

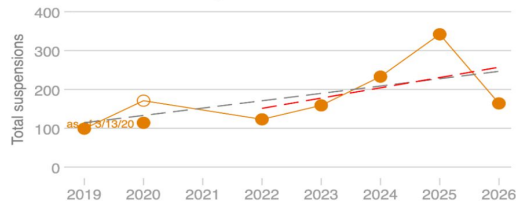
Elementary Buildings



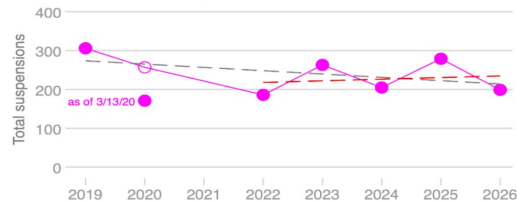
K-8 Buildings



Middle School Buildings



High School Buildings





2025-2026 Suspension Data Comparison

Demographic Group	2023-2024			2024-2025			2025-2026		
	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference
Asian	1.9	13.6	-11.7	3.7	13.5	-9.8	3.4	13.1	-9.7
Black/African American	45.5	13.1	32.4	43.5	12.6	30.9	48.2	12.3	35.9
Hispanic/Latino	10.4	10.8	-0.4	10.3	11.4	-1.1	8.4	11.5	-3.1
Two or More Races	13.9	12.1	1.8	14.8	12.5	2.3	15.2	12.7	2.5
White	28.1	50.3	-22.2	23.8	50.0	-26.2	22.7	50.2	-27.5
Female	31.2	49.3	-18.1	28.7	49.5	-20.8	27.6	49.3	-21.7
Male	67.3	50.7	16.6	70.9	50.5	20.4	72.1	50.7	21.4
Economically Disadvantaged	68.2	26.0	42.2	67.4	25.8	41.6	74.9	28.3	46.6
Not Econ Disadvantaged	31.8	74.0	-42.2	32.6	74.2	-41.6	25.2	71.7	-46.5
English Learner	8.6	10.1	-1.5	9.4	10.6	-1.2	6.0	10.3	-4.3
Not English Learner	91.4	89.9	1.5	90.6	89.4	1.2	94.0	89.7	4.3
Students With Disabilities	52.3	12.8	39.4	49.7	13.0	36.7	56.4	13.1	43.3
Students Without Disabilities	47.7	87.2	-39.4	50.3	87.0	-36.7	43.6	86.9	-43.3

Proportion of Suspensions by Student Demographics Compared to Proportion of Population 2023-2024 through 2025-2026

Source: PowerSchool SIS and mischooldata.org. Calculations are author's own. American Indian/Alaskan, Hawaiian/Pacific Islander, and Non-Binary student records have been excluded because there were less than 10 records in the analysis data.



2025-2026 Suspension Data Comparison

	Elementary		Middle		High	
2024-25	Physical aggression	89	Fighting	53	Fighting	53
	Physical assault	34	Disruptive Conduct	48	Alcohol/Drug Act	34
	Fighting	19	Physical aggression	45	Disruptive Conduct	27
	Disruptive Conduct	14	Insubordination/Open Defiance	22	Tobacco Use/Possession	22
	Insubordination/Open Defiance	8	Alcohol/Drug Act	13	Physical aggression	14
	Unwelcome physical contact	7	Physical assault	8	Physical assault	14
	Threats of Weapon	5	Tobacco Use/Possession	8	Instigatn, Provocatn	13
2025-26			Theft	7	Insubordination/Open Defiance	12
	Physical aggression	113	Fighting	45	Alcohol/Drug Act	61
	Fighting	43	Physical aggression	33	Fighting	37
	Physical assault	22	Disruptive Conduct	14	Disruptive Conduct	18
	Disruptive Conduct	14	Insubordination/Open Defiance	13	Persistent Disobedience	8
	Unwelcome physical contact	7	Physical assault	12	Tobacco Use/Possession	6
	Insubordination/Open Defiance	4	Violation harassment policy	10	Physical assault	5
	Violation harassment policy	4	Verbal Assault	6	Physical aggression	4
	Threats of Weapon	4	Unwelcome physical contact	5	Unwelcome physical contact	4

Most Common
Suspensions by Level
2024-2025 through
2025-2026

Next Steps



Next Steps - 1

- Developed a DRAFT [action plan](#) based on the 2025-26 Advisory Committee recommendations and input from the Superintendent
- Defined an AAPS Discipline Belief Statement
 - Adopt an explicit statement of values
- Establish district-wide administrator alignment on the interpretation and application of the revised student and family handbook, discipline and suspension practices, and consistency across all schools.



Next Steps - 2

- Build a phased Implementation Infrastructure
 - Develop a Tiered Intervention Matrix
 - Organize by grade band
 - Include behaviors, interventions, and restorative practices
 - Clarify staff responses to student behaviors
 - Identify alternatives to suspension
 - Explore additional options to support K-2 students
 - Develop systems for regular training, coaching, and support
- Reconvene advisory committee to review draft tiered Intervention Matrix and Implementation Infrastructure



Next Steps - 3

- Redesign the Rights & Responsibilities Handbook as a family-facing resource
 - Include links to resources that support student well-being and mental health
 - Include legal and special education review
 - Add visual and accessible tools
- Planned 2026-27 professional learning in the area of trauma-informed practices for staff, restorative practices, de-escalation training, etc.
- Plan for ongoing monitoring, evaluation, and feedback from stakeholders

Ann Arbor Public Schools K-12 Student Support Advisory Committee Report

Board of Education
August 12, 2026

Facilitators:

Melita Alston, Executive Director Early Childhood and Elementary Education
Jenna Bacolor, Executive Director Community Division, Student Health and Well-Being
Roberta Heyward, Ed.D. Executive Director, K-8, Secondary Schools

