

The logo for Ann Arbor Public Schools is centered at the top. It features a thin orange rectangular frame. Inside the frame, the text "ANN ARBOR PUBLIC SCHOOLS" is written in white, uppercase, sans-serif font. Below this, the tagline "LEAD. CARE. INSPIRE." is written in a smaller, white, uppercase, sans-serif font. At the bottom of the frame, there are three colored squares: a blue square with a white star, a red square with a white heart, and an orange square with a white exclamation mark.

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.

Office of Special Education

Board of Education Update

August 12, 2026

A decorative horizontal bar at the bottom of the slide, divided into three equal-width colored segments: light blue, orange, and magenta.

Agenda



- OSE Overview
 - Continuum of Supports
 - Students we serve (IEP & 504)
 - Staffing
- LRE Success Team
- Unique Programming Considerations
- Summer Programming & Compensatory
- Building Inclusion Coaches
- Post Secondary Transition Planning
- Assistive Technology Supports



OSE Overview

Concetta Lewis, Assistant Superintendent

OSE Mission



Our mission is to provide all students who have ***unique*** educational needs an opportunity to develop skills that foster independence and to assist these students in reaching their potential with a positive outlook for their future.

The goal of the Office of Special Education is to ***work collaboratively with students, families, teachers and administrators*** by following state and federal guidelines ensuring that all students receive high quality ***individualized*** specially designed instruction and appropriate intervention in areas where additional assistance is required to master Michigan Standards.



OSE TEAM ROLES & RESPONSIBILITIES

Collaborating across roles to support students, schools, and staff.



ASSISTANT DIRECTORS

- Support Building Leaders
- Support Ancillary Leads
- Facilitate MDE State Complaint & OCR investigations
- Review IEPs for incoming students from low-incidence programming
- Guide parents through the path to resolution
- Review caseloads and assign FTE as appropriate
- Facilitate WISD TCs
- Approve new transportation requests
- Provide professional learning to teams and district
- Collaborate with AAPAC
- Participate in monthly WISD meetings
- Support building admin with evaluations as needed



LRE COMPLIANCE COORDINATORS

- New OSE Staff Orientation
- Compliance Updates
- Staff Training & Coaching (General Ed & OSE)
- Collaborate with the Teaching & Learning Team
- Support teams with Change of Level IEP meetings
- Help teams understand the IEP Process
- ESY data collection and implementation
- OSE Procedures
- Coordinate and provide NVCI Training
- Approve new transportation requests



AAPS DISTRICT TEACHER CONSULTANTS

- Providing coaching and recommendations to building staff on best practices for LRE
- Support OSE staff with curriculum implementation
- Observe students and provide feedback/recommendations to school teams
- Collaborate with the Teaching & Learning Team
- Manage OSE curricular materials and licenses
- Support with planning Professional Learning for Teachers (General Education and OSE).
- Collaborate with WISD TCs.
- Support staff in the development and implementation of IEPs.



AAPS DISTRICT LEVEL SUPPORTS

- Coach teams in best practices for inclusive education
- Coach teams through the Assistive Technology Decision Making Process (ATDMP)
- Support teams with Universal Design Learning (UDL) best practices
- Collaborate with the Instructional Technology team
- Observe students and provide feedback and recommendations to building teams
- Plan and provide professional learning
- Coach teams in best practices for supporting students with challenging behaviors.



ANCILLARY LEADS

- New OSE Staff Orientation for ancillary staff
- Caseload review
- Provide FTE recommendations to Assistant Directors & Assistant Superintendent
- Plan professional learning for ancillary groups
- Facilitate regular meetings with ancillary groups
- Ensure appropriate special education eligibility evaluation tools are available in the district
- Mentor staff

Office of Special Education Leadership Team

Elementary
Elementary
Secondary
PreK - 12



Concetta Lewis
Assistant Superintendent



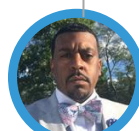
Kim Cieszynski
Assistant Director



Heather Lock
Assistant Director



Janine Harper
Assistant Director



Jerron Bryant
LRE Compliance Coordinator
PreK & Elementary



Charlene Mangi
LRE Compliance Coordinator



Jessica Lucke
LRE Compliance Coordinator
Secondary & Post-High



Kerri DeSomma
LRE Compliance Coordinator
Assistive Technology



Angela Warr
Lead SSW &
District SEL Support



Shekenia Mann
Assistive Technology Teacher
Consultant



Erika Cech
LRE ASD Teacher Consultant



Shannon Swimmer
LRE CI Teacher Consultant



Jen Barnes
LRE Resource
Teacher Consultant



ANN ARBOR PUBLIC SCHOOLS
Office of Special Education

OSE ANCILLARY DISCIPLINE LEADS

Supporting Students. Empowering Communities.

Our ancillary leads and OSE administrators partner to ensure high-quality, compliant, and student-centered services across AAPS. Together, we advance inclusion, collaboration, and excellence for every learner.



DISCIPLINE	ANCILLARY LEAD	OSE ADMINISTRATOR
 School Nurses Promoting health, safety, and wellness to support student success.	 Keely Hoffman	 Concetta Lewis Assistant Superintendent, Office of Special Education
 School Social Workers Strengthening well-being and connection for students and families.	 Angela Warr	 Janine Harper Assistant Director, Office of Special Education
 Speech & Language Pathologists Supporting communication and language for every learner.	 TBD	 Kim Cieszynski Assistant Director, Office of Special Education
 Occupational & Physical Therapists Supporting students' independence through movement, function, and access.	 Christy Yee - OT Lead  Susan Rodriguez - PT Lead	 Heather Lock Assistant Director, Office of Special Education Supports both Occupational & Physical Therapy
 School Psychologists Partnering to support learning, behavior, and mental wellness.	 Dr. Emily Sportsman	 Concetta Lewis Assistant Superintendent, Office of Special Education



**Stronger Together.
Better Outcomes.**

Through shared leadership, clear communication, and a commitment to excellence, we create inclusive learning environments where every student thrives.



COLLABORATE
We work as one team.



CARE
We lead with compassion.



INNOVATE
We embrace better ways.



ACHIEVE
We pursue excellence.





ANN ARBOR PUBLIC SCHOOLS

Office of Special Education

Responsibilities of the Building Administrator

Building administrators play a vital role in creating inclusive, supportive, and compliant school environments for all students. Your leadership sets the tone for success.



LEAD INCLUSION

Champion inclusive practices that ensure every student belongs, participates, and succeeds.



BUILD CAPACITY

Support and develop staff through coaching, professional learning, and collaborative problem-solving.



ENSURE COMPLIANCE

Ensure services are provided in accordance with IDEA, Section 504, and district policies and procedures.



OVERSEE IEP IMPLEMENTATION

Ensure IEPs are implemented as written, monitor progress, and address barriers to student success.



PARTNER WITH FAMILIES

Foster strong, respectful relationships with families and ensure their voices are heard and valued.



PROMOTE SAFE & SUPPORTIVE ENVIRONMENTS

Ensure students have access to safe, welcoming, and inclusive school environments.



USE DATA TO INFORM DECISIONS

Use data to identify needs, monitor outcomes, and improve instruction and supports.



COMMUNICATE CLEARLY

Communicate with clarity, transparency, and consistency with staff, families, and district partners.



COLLABORATE EFFECTIVELY

Work collaboratively with OSE leaders, general education teams, and community partners.



RESPOND & RESOLVE

Respond promptly to concerns, resolve issues early, and escalate when needed.



OSE Staffing

Staffing Considerations



- We staff based on student need and the requirements of MARSE, which means OSE staff will fluctuate from year to year depending on the number and needs of the students we are serving.
- The MARSE defines caseload limits for teachers and some ancillary staff.
- The required minimum number of paraeducators (*aka* **TAs**) is defined by MARSE for categorical classrooms. All of our categorical classrooms have at least the minimum number of required TAs allocated to them with most of them having more than the required number of TAs.
- There is no requirement to have teaching assistants in general education classrooms.
- Adult support can be provided by the classroom teacher, ancillary staff, the special education teacher, and teaching assistants. In some cases we may utilize the support of Registered Behavior Technicians (RBTs) and Board Certified Behavior Analysts (BCBAs) to assist with reducing inappropriate school behaviors.

◆ **Michigan Administrative Rules for Special Education (MARSE)**



Caseload Limits

Provider	Caseload Limit in MARSE	TA FTE Required by MDE	MDE Extended MARSE Limit	MARSE Waiver Limit	TAs Required w/Waiver or Extension
Elementary Resource Teacher	18	0	N/A	23	0
Secondary Resource Teacher	20	0	N/A	23	0
Autism Program Teacher	5	1	N/A	8	2
Cognitively Impaired Program Teacher	15	1	30	N/A	3
Severe Cognitive Impairment Teacher	12	2	15	N/A	3
Emotional Impairment Teacher	10	0	N/A	N/A	N/A
Speech and Language Pathologist	60	0	N/A	N/A	N/A
Teacher Consultant	25	0	N/A	N/A	N/A
Early Childhood Special Education Classroom Teacher	12	1	N/A	N/A	N/A
School Social Worker	none	none	N/A	N/A	N/A
Occupational Therapist	none	none	N/A	N/A	N/A
Physical Therapist	none	none	N/A	N/A	N/A

ASD Programs are the only programs where AAPS utilizes a Waiver or the MDE Extended Caseload limit due to the critical shortage of ASD endorsed teachers. This is in alignment with WISD ASD programs.

OSE Ancillary Staff FTE by Category

Position	AAPS FTE	Notes
Nurse	18.2	We have some students with 1:1 nursing support and also nurses who support with transport for those students.
Occupational Therapist	22.1	
Physical Therapist	4.0	
School Social Worker	48.6	Each EI program has a social worker assigned to the building.
School Psychologist	18.0	Non caseload bearing staff. Evaluations are based on referrals.
Speech Pathologist	38.6	

OSE Teacher FTE



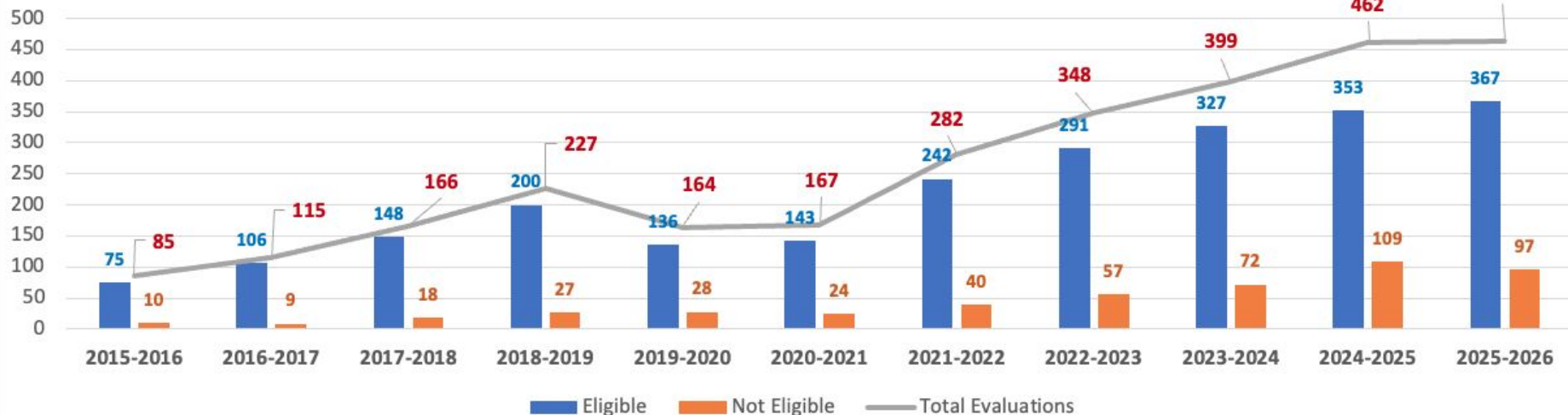
Position	AAPS FTE	Notes
Elementary Resource	47.2	
Middle School Resource	36.4	
High School Resource	32.5	
Elementary ASD	5.0	Burns Park (1), Haisley (1), Thurston (3)
Middle School ASD	2.0	Clague & Forsythe
High School ASD	1.0	Skyline
Elementary CI	3.0	Abbot (1) & Logan (2)
Middle School CI	3.0	Clague, Forsythe, & Slauson
High School CI	6.0	Skyline (2), Pioneer (2), Huron (2)
Elementary SCI	1.0	Haisley
Secondary SCI	1.0	Pioneer
ECSE Classroom	4.0	Westerman (4)
ESCE Service	10.0	Walk-in & Community Supports
Elementary EI	1.0	Lakewood
Middle School EI	1.0	Tappan
High School EI	1.0	Pioneer

OSE Para Educator Allocation MDE Requirements



Program	MDE Required Para Educators	MDE Required Para Educators with Waiver	AAPS Para Educator Staffing Levels	Categorical Program Locations
ASD Programs	1 with up to 5 students	• 2 with up to 7 students • 3 with up to 8 students	2+	Burns Park, Haisley, Thurston, Clague, Forsythe, Skyline
Moderate CI Programs	1 up to 15 students 3 with 16 to 30 students <i>No AAPS CI classrooms have more than 10 students.</i>	N/A	2+	Abbot, Logan, Clague, Forsythe, Slauson, Skyline, Pioneer, Huron
SCI Programs	2 up to 12 students 3 up to 15 students <i>No AAPS SCI programs have more than 12 students.</i>	N/A	2+	Haisley, Pioneer
EI Programs	N/A	N/A	1+ <i>All AAPS EI programs also have a 1.0 School Social Worker (SSW) assigned to the program.</i>	Lakewood, Tappan, Pioneer
ECSE Programs	1 with up to 12 students	N/A	4	Westerman Preschool
Resource Program	N/A	N/A	5+ per school	All schools in district

Special Education Initial Evaluations Completed by Year in AAPS



2025-2026 Evaluations are only through April 24th

OSE Staffing Adjustment Examples



- Increased School Social Work FTE for 2025-2026 School Year
- Increased Elementary School Resource Program FTE for the 2025-2026 School Year due to reducing caseload sizes for Resource Teachers across the district
- Redistributed Paraeducator (TA) FTE throughout the district to align with the needs of students
- Increased Board Certified Behavior Analyst (BCBA) support to assist school teams in helping students with challenging behaviors
- Increased nursing support at Haisley Elementary while ensuring the program was stabilized

OSE Staffing Critical Shortage Areas 2025-2026



- ASD Teachers
- School Social Workers
- Speech & Language Pathologists
- Paraeducators
- Resource Program Teachers

Services Currently Provided in AAPS & Non-Public Schools



- **Speech and language therapy:** Helps children develop expressive and receptive language skills and improve their pronunciation of sounds/words.
- **Occupational therapy:** Helps improve fine motor and visual motor skills necessary for writing, drawing, copying and cutting.
- **Physical therapy:** Helps children with physical limitations access their school environment.
- **School Social Work services:** Help children develop social and emotional coping skills and improve behavior through school-based (and school provided) supports.
- **Specialized Transportation:** For students whose IEP placement puts them in a school other than their home school or if a student's disability limits ability to get to school.
No specialized transportation provided for students in non-public schools.
- **Adaptive Physical Education:** Specialized instructional service designed to support students with disabilities in accessing and participating in physical education through individualized modifications, accommodations, and skill development.
- **Extended School Year Services:** Specialized supports and instruction provided beyond the traditional school year for students with Individualized Education Programs (IEPs) who require continued services to receive a free appropriate public education (FAPE), with eligibility determined individually by the IEP team based on factors such as regression, recoupment, and the student's unique educational needs.

Programs Offered in AAPS Schools



Resource Program

All AAPS elementary schools

Autism Spectrum Disorder (ASD) Programs

Elementary: Burns Park (1), Haisley (1) Thurston (3)

Middle School: Clague (1), Forsythe (1)

High School: Skyline (1)

Mild Cognitive (MiCI) & Moderate Cognitive Impairments (MoCI) Programs

Elementary: Abbot (1), Logan (2)

Middle School: Clague (1), Forsythe (1), Slauson (1)

Severe Multiple Impairments (SXI) Programs

Elementary: Haisley (1)

Secondary: Pioneer (1)

Emotional Impairments (EI) Programs

Elementary: Lakewood (1)

Middle School: Tappan (1)

High School: Pioneer (1)

Early Childhood Special Education (ECSE) Classroom

Preschool: Westerman (4)

AAPS students have access to all AAPS programs even if the program is not in their home school.

Programs & Services Offered by Washtenaw Intermediate School District (WISD)

PROGRAMS

Autism Spectrum Disorder (ASD)

High Point School (K-12)

Deaf or Hard of Hearing (DHH)

Moderate to Severe Cognitive impairments

Eberwhite Elementary School (K-5)

Severe Cognitive Impairments (SCI)

High Point School

Emotional Impairments (EI)

Progress Park (K-12)

Young Adult Programming (ages 19-26)

- Various Locations through Washtenaw County
- All AAPS students ages 19-26 are served by WISD

Enrollment in WISD programs is contingent upon WISD approval.

SERVICES

Early On Services (birth to 3 years of age)

All AAPS children birth to 3 are served by WISD

Visual Impairment (VI) Teacher Consultant Services

Local District Teacher Consultant Services

Deaf & Hard of Hearing (DHH) Teacher Consult Services

Assistive Technology Service

Young Adult Services

Special Education Services by Location



WISD

Early On Birth–3 ♦ Autism Spectrum Disorder (ASD)
Cognitively Impaired (CI) ♦ Emotional Impairment (EI) ♦ Young Adult

Westerman

Early Childhood
Special Education
(ECSE)

Abbot

Cognitively Impaired (CI)

Clague

Cognitively Impaired (CI)

Huron

Autism Spectrum Disorder (ASD)
Cognitively Impaired (CI)

Burns Park

Autism Spectrum Disorder (ASD)

Forsythe

Autism Spectrum Disorder (ASD)
Cognitively Impaired (CI)

Pioneer

Autism Spectrum Disorder (ASD)
Cognitively Impaired (CI)
Emotional Impairment (EI)

Haisley

Autism Spectrum Disorder (ASD)
Severe Cognitive Impairment (SCI)

Tappan

Emotional Impairment (EI)

Lakewood

Emotional Impairment (EI)

Slauson

Cognitively Impaired (CI)

Skyline

Autism Spectrum Disorder (ASD)
Cognitively Impaired (CI)

Logan

Cognitively Impaired (CI)

Thurston

Autism Spectrum Disorder (ASD)



A Research
Report
Published:
Jan 2026

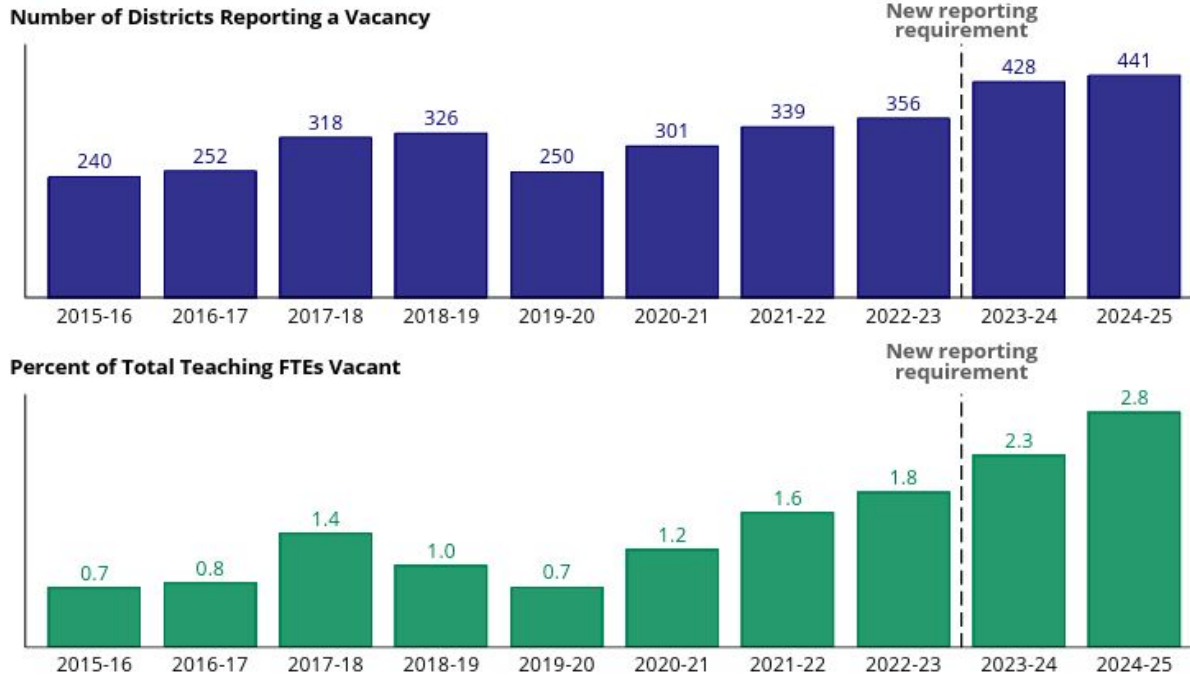


Michigan Teacher Shortage Study: 2026 Report

www.EPICedpolicy.org

Staffing Shortages

Figure 3.2. Teaching Vacancies (Fall)

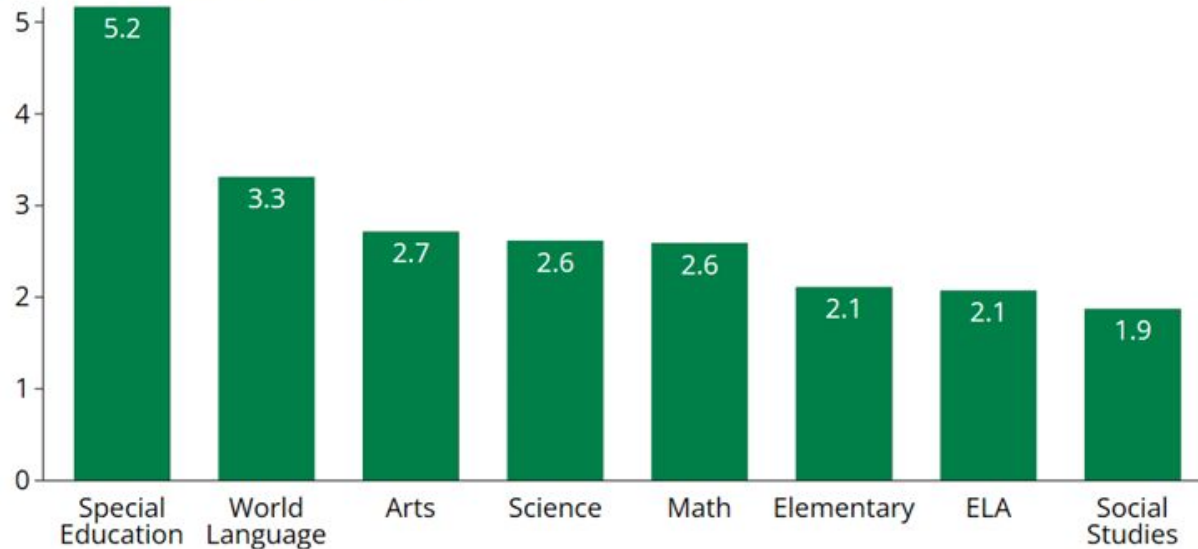


Kilbride et al., *Michigan Teacher Shortage Study: 2026 Report*, EPIC, 2026.

Staffing Shortages

Figure 3.5. District-Reported Vacancies by Subject Area (Fall 2024)

Vacancy Rate (Percent of Total FTEs)



Note: These vacancy rates include all vacant teaching positions, regardless of whether they are permanently vacant or only temporarily vacant while a permanent employee is on leave, and regardless of whether the position is temporarily assigned to a substitute or remains unfilled.

Kilbride et al., *Michigan Teacher Shortage Study: 2026 Report*, EPIC, 2026.

Retention of Teachers in Michigan

Figure 4.1. Entry Into and Exits From the Teaching Profession (Fall-to-Fall)



Kilbride et al., *Michigan Teacher Shortage Study: 2026 Report*, EPIC, 2026.

Key Findings from Report



- Michigan's supply of newly-certified teachers is growing at record-high rates but still barely keeping pace with teacher exits.
- Michigan's growing special education population intensifies shortages in an already high-demand field.
- Gaps between clinical training and hiring needs may exacerbate shortages in high-need districts and specialization areas.

Kilbride et al., *Michigan Teacher Shortage Study: 2026 Report*, EPIC, 2026.

Procedures for Staffing Shortages and Missed Services



Parent Notification

- ❖ Parents/guardians will be notified immediately, and no later than 10 school days from the date the service disruption began.
- ❖ Written notification will include:
 - The specific service(s) impacted
 - The date the service disruption began
 - Actions that are being taken to address the shortage
 - Contact information for questions or concerns
 - Information about potential compensatory services

Documentation

- ❖ Special Education providers will track services provided in PowerSchool Special Programs (PSSP), which will ensure that missed services are accounted for.
- ❖ All parent communications will be logged in PSSP.

These procedures have been approved by MDE

Procedures for Staffing Shortages and Missed Services



**KEEP
CALM
AND
DOCUMENT
EVERYTHING!**

- ALL Special Education providers track services provided in PSSP, which will ensure that missed services are accounted for.
- All parent communications are logged in PSSP.

Procedures for Staffing Shortages and Missed Services



Compensatory Services

- The IEP team will convene when appropriate to determine whether the student requires compensatory services due to the missed or reduced services.
- If compensatory services are warranted, a plan will be developed in collaboration with the parent and implemented without delay.

Administrative Oversight

- The Special Education Director or designee will coordinate with Human Resources to address staffing shortages and maintain district-wide oversight of service delivery.
- School-based administrators are required to report known or anticipated service disruptions to the Office of Special Education within one school day.



Compensatory Service Options

Virtual Service

- Provided by licensed and certified staff
- Does not change a student's IEP
- Proven to be effective in many circumstances

After School Service

Summer Service

- May be provided after summer programming or independently scheduled
- Non-traditional options such as AAPS Rec & Ed Camps may be an option for some skills
- May be either in-person or virtual

Compliance Monitoring



U.S. Department of Education

Contact Us

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Section 504

Section 504 helps ensure that students with disabilities have equal access to educational opportunities.

Learn more about Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in programs or activities that receive federal financial assistance from the U.S. Department of Education.



An Overview of Section 504

Learn more about how Section 504 protects the rights of students with disabilities in programs and activities that receive federal funds.

[Learn about Section 504](#)



Students with Hidden Disabilities

Learn more about how Section 504 protects students with hidden disabilities from discrimination.

[Disability protections](#)



ADA Amendments Act of 2008

Information and guidance about the impact of the ADA Amendments Act of 2008 on Section 504 in public elementary and secondary programs.

[ADA Amendments Act info](#)

Electronic Book Readers

Questions and answers about the 2010 Dear Colleague Letter regarding electronic book readers (or e-books), the law, and impacted populations.

[More on e-books](#)

Programs & Facilities Accessibility

See policy and regulations related to programs and facilities accessibility.

[Get more information](#)



Federal Register

Monday,
August 14, 2006

Part II

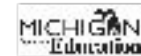
Department of Education

34 CFR Parts 300 and 301
Assistance to States for the Education of
Children With Disabilities and Preschool
Grants for Children With Disabilities;
Final Rule



Michigan Administrative Rules for Special Education (MARSE) With Related IDEA Federal Regulations

Michigan Department of Education
Office of Special Education
May 2025



This document reflects the following:

MARSE promulgated June 27, 2004

IDEA Federal Regulations last modified July 2020



IDEA Data Collection



State Data Collection (618 Data)

Section 618 of the IDEA requires each state to submit data about infants and toddlers who receive early-intervention services under Part C of the IDEA and children with disabilities who receive special education and related services under Part B of the IDEA.



There are 12 data collections authorized under Section 618 of the IDEA.

View 12 authorized data collections

Under Part B:

- child count
- educational environments
- personnel
- exiting
- discipline
- assessment
- dispute resolution
- maintenance of effort reduction/
coordinated early intervening services

Under Part C:

- child count
- settings
- exiting
- dispute resolution





CATAMARAN

MDE Part B Strand Report

Issued January 2026



Part B 2026 Strand Report Ann Arbor Public Schools Washtenaw ISD

The Strand Report provides districts with a performance snapshot on indicators reported in the Annual Performance Report (APR). The Strand Report provides updates from the September 2025 version:

1. New data are reported for B-11 (Child Find), B-12 (Early Childhood Transition), and B-Timely IEP. Beginning in 2025, data for B-11 and B-12 are aggregated at the ISD level and any findings for B-11 and B-12 are issued to ISDs only. Although member district data are still calculated and reflected in this report, the next step will be to work with the ISD. B-Timely IEP data and findings remain at the member district level.
2. Student data is available for B-11 (Child Find)—*new*, B-12 (Early Childhood Transition)—*new*, B-13 (Secondary Transition), and B-Timely IEP—*new*. To access student data for the district, select the provided link in the "District Calculation" column.
3. B-3 (Statewide Assessment) data is not reported on the Strand Report, to access district data for this indicator, visit [MI School Data](#).
4. When the words "See CAP" or "See Corrective Action" appear in the "Next Step" column, selecting the link will direct the district to that specific Corrective Action Plan (CAP) or Corrective Action. *Note districts will need to acknowledge reports before beginning a CAP or Corrective Action.*

This report is organized by indicator. For more information about a specific indicator including its available technical assistance resources, select the indicator name (e.g., Graduation) to be taken to the [Catamaran Technical Assistance Website](#).

Section 1: Review of Data

Compare district performance to the state target for each indicator. A "Yes" in the "Target Met?" column indicates the district met the state target; a "No" means the district did not meet the target. If additional work in Catamaran is required, then select the link in the "Next Step" column to begin work.

#	Indicator/Type	Data Year	District Calculation	Target	District Data	Target Met?	Release Date	Next Step
1	<u>Graduation (Results)</u>	SY 22-23 Exit	$(121 \div 172) \times 100$	$\geq 70.78\%$	70.35%	No	N/A	No Action Required
2	<u>Dropout (Results)</u>	SY 22-23	$(29 \div 172) \times 100$	$\leq 22.89\%$	16.86%	Yes	N/A	No Action Required
4A	<u>Suspension/Expulsion (Results)</u>	SY 22-23	$(10 \div 2783) \times 100$	$< 2.60\%$	0.36%	Yes	N/A	No Action Required
5	<u>Educational Environments (Results)</u>							
5A	80% or More	SY 23-24	$(1844 \div 2188) \times 100$	$\geq 70.25\%$	84.28%	Yes	N/A	No Action Required
5B	40% or Less	SY 23-24	$(104 \div 2188) \times 100$	$\leq 9.70\%$	4.75%	Yes		
5C	Separate Facilities	SY 23-24	$(44 \div 2188) \times 100$	$\leq 4.97\%$	2.01%	Yes		
6	<u>Preschool Educational Environments (Results)</u>							



Details district performance data from the Annual Performance Report (APR) and helps identify compliance areas of concern.

MDE Part B Strand Report

Purpose: It helps school districts analyze, interpret, and track monitoring data for Individuals with Disabilities Education Act (IDEA) compliance.

#	Indicator/Type	Data Year	District Calculation	Target	District Data	Target Met?	Release Date	Next Step
6A	Percent of children 3-5 with IEPs attending a regular early childhood program	SY 23-24	$(41 \div 138) \times 100$	$\geq 20.25\%$	29.71%	Yes	N/A	No Action Required
6B	Percent of children 3-5 with IEPs attending a separate special education class	SY 23-24	$(25 \div 138) \times 100$	$\leq 45.75\%$	18.12%	Yes	N/A	No Action Required
6C	Percent of children 3-5 with IEPs receiving special education and related service in the home	SY 23-24	$(5 \div 138) \times 100$	$\leq 2.82\%$	3.62%	No		
7 <u>Preschool Outcomes (Results)</u>								
7A1	Positive Social-emotional skills	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 88.00\%$	N/A	N/A	N/A	No Action Required
7A2	Positive Social-emotional skills	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 58.00\%$	N/A	N/A		
7B1	Acquisition and Use of Knowledge and Skills	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 87.00\%$	N/A	N/A		
7B2	Acquisition and Use of Knowledge and Skills	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 56.50\%$	N/A	N/A		
7C1	Use of Appropriate Behaviors	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 87.00\%$	N/A	N/A		
7C2	Use of Appropriate Behaviors	SY 23-24	$(N/A \div N/A) \times 100$	$\geq 59.50\%$	N/A	N/A		
8 <u>Facilitated Parent Involvement (Results)</u>								
8A	Preschool	SY 23-24	$(26 \div 32) \times 100$	$\geq 78.44\%$	81.25%	Yes	N/A	No Action Required
8B	School-age	SY 23-24	$(214 \div 414) \times 100$	$\geq 62.15\%$	51.69%	No		
11	<u>Child Find (Compliance)</u>	SY 24-25	$(397 \div 399) \times 100$	100.00%	99.50%	No	January 2026	Work with ISD
12	<u>Early Childhood Transition (Compliance)</u>	SY 24-25	$(10 \div 11) \times 100$	100.00%	90.91%	No	January 2026	Work with ISD
13	<u>Secondary Transition (Compliance)</u>	SY 24-25	$(27 \div 27) \times 100$	100.00%	100.00%	Yes	N/A	No Action Required
14 <u>Postsecondary Outcomes (Results)</u>								
14A	Enrolled in higher education	SY 23-24	$(15 \div 30) \times 100$	$\geq 28.21\%$	50.00%	Yes		



Content: Focuses on specific "strands" or indicators of performance for students with IEPs.

MDE Part B Strand Report

Where to Find:

Information and detailed explanations are available in the [Understanding the Part B Strand Report](#) guide on the Catamaran training site.

#	Indicator/Type	Data Year	District Calculation	Target	District Data	Target Met?	Release Date	Next Step
14B	Enrolled in higher education or competitively employed	SY 23-24	$(17 \div 30) \times 100$	$\geq 42.82\%$	56.67%	Yes	N/A	No Action Required
14C	Enrolled in higher education or some other postsecondary education or training program or competitively employed	SY 23-24	$(24 \div 30) \times 100$	$\geq 75.19\%$	80.00%	Yes		
	Timely IEPs (Compliance)	SY 24-25	$(2843 \div 2927) \times 100$	100.00%	97.13%	No	January 2026	See Corrective Action

*Data reported here on the Strand Report reflects the student data for the 16-26 rather than what is federally reported (16-21) in the APR and Public Reporting.

Section 2: Review of Monitoring Priorities

The following priority areas were selected for monitoring activities in 2023-2024 and 2024-2025. Outcomes of these activities are noted only for districts that participated in monitoring activities during this time.

#	Indicator/Type	Result of Monitoring	Findings Issued?	Release Date	Next Step
4-A	<u>Suspension/Expulsion (Results)</u>	N/A	N/A	N/A	No Action Required
4-B	<u>Suspension/Expulsion by Race/Ethnicity (Compliance)</u>	N/A	N/A	N/A	No Action Required
4-AB	<u>Suspension/Expulsion and Suspension/Expulsion by Race/Ethnicity (Results/Compliance)</u>	N/A	N/A	N/A	No Action Required
9	<u>Disproportionate Representation – Child with a Disability (Compliance)</u>	N/A	N/A	N/A	No Action Required
10	<u>Disproportionate Representation – Eligibility Categories (Compliance)</u>	Report of No Findings Issued	No	September 2025	No Action Required
9 and 10	<u>Disproportionate Representation – Child with a Disability, and Disproportionate Representation – Eligibility Categories (Compliance)</u>	N/A	N/A	N/A	No Action Required
Part B	General Supervision Monitoring (Compliance)	N/A	N/A	N/A	No Action Required



Usage: Crucial for determining if the district meets state targets and is a key component of the overall compliance monitoring process.

Understanding the Part B Strand Report



Monitoring Resources Menu

[District Monitoring Resources](#)

[ISD Monitoring Resources](#)

[State Monitoring Resources](#)

[Discipline Resources](#)

[Determinations](#)

[Sample Procedures](#)

[MSDS Data Quality Video Series](#)

 Print this page

Part B Strand Report

The Part B Strand Report shows how districts performed in comparison to targets for indicators reported in the Annual Performance Report (APR). Understanding the Part B Strand Report explains what data and calculation were used to calculate district performance. For districts that did not receive the Part B Strand Report, more information can be found here:

- [Why Didn't My District Receive a Strand Report?](#)

[B-1 Graduation](#)



[B-2 Dropout](#)





Michigan Department of Education – June 2025

State Performance Plan/Annual Performance Report Indicators

Part B of the Individuals with Disabilities Education Act – Ages 3-21

Results Indicators

Michigan sets measurable and rigorous targets with broad stakeholder input.

1. **Graduation** - Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
2. **Dropout** - Percent of youth with IEPs who exited special education due to dropping out of high school.
3. **Statewide Assessment** - (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
- 4A. **Rates of Suspension and Expulsion** - Percent of Local Educational Agencies (LEAs) that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
5. **Educational Environments** - Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/ hospital placements.
6. **Preschool Environments** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and are, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and demonstrate improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement** - Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
14. **Post-School Outcomes** – Percent of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Session Agreements** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. **Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
17. **State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.



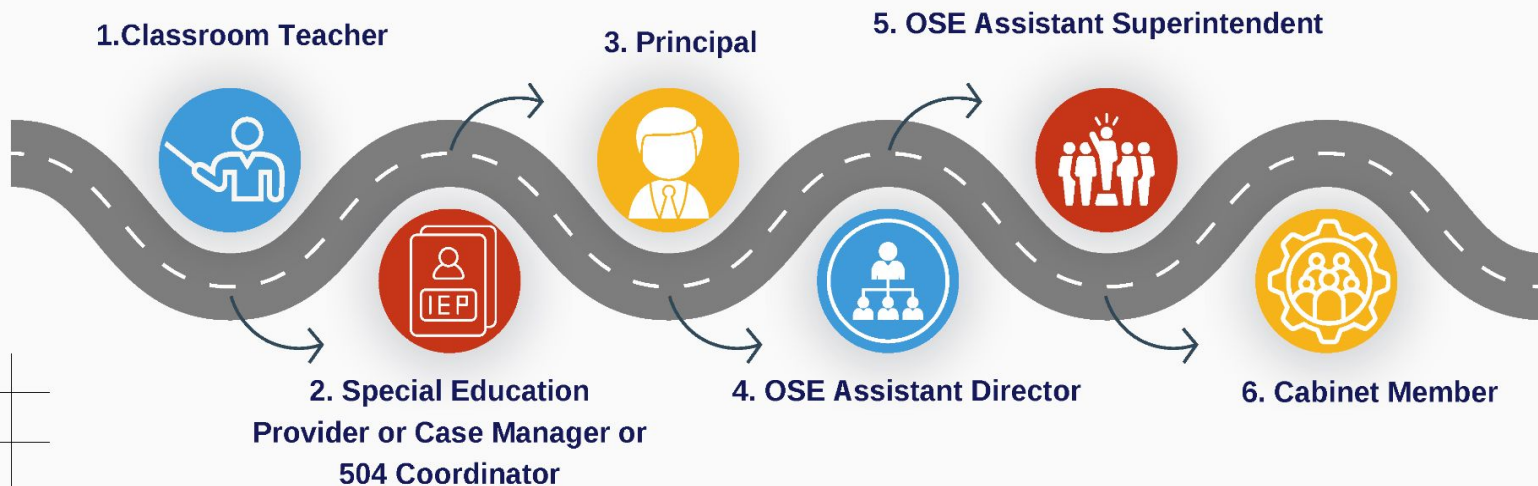


Compliance Indicators

Targets are set by the United States Department of Education at either 0% or 100%.

48. **Rates of Suspension and Expulsion by Race/Ethnicity** - Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.
9. **Disproportionate Representation-Child with a Disability** – Percent of LEAs with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.
10. **Disproportionate Representation-Eligibility Categories** - Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
11. **Child Find (Evaluation Timelines)** - Percent of children with parental consent to evaluate and were evaluated within 30 school days.
12. **Early Childhood Transition** - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Secondary Transition** - Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age-appropriate transition assessment and transition services.
18. **General Supervision** - Percent of findings of noncompliance corrected within one year of identification.

PATH TO RESOLUTION



Section 504 Accommodations Plan Eligibility

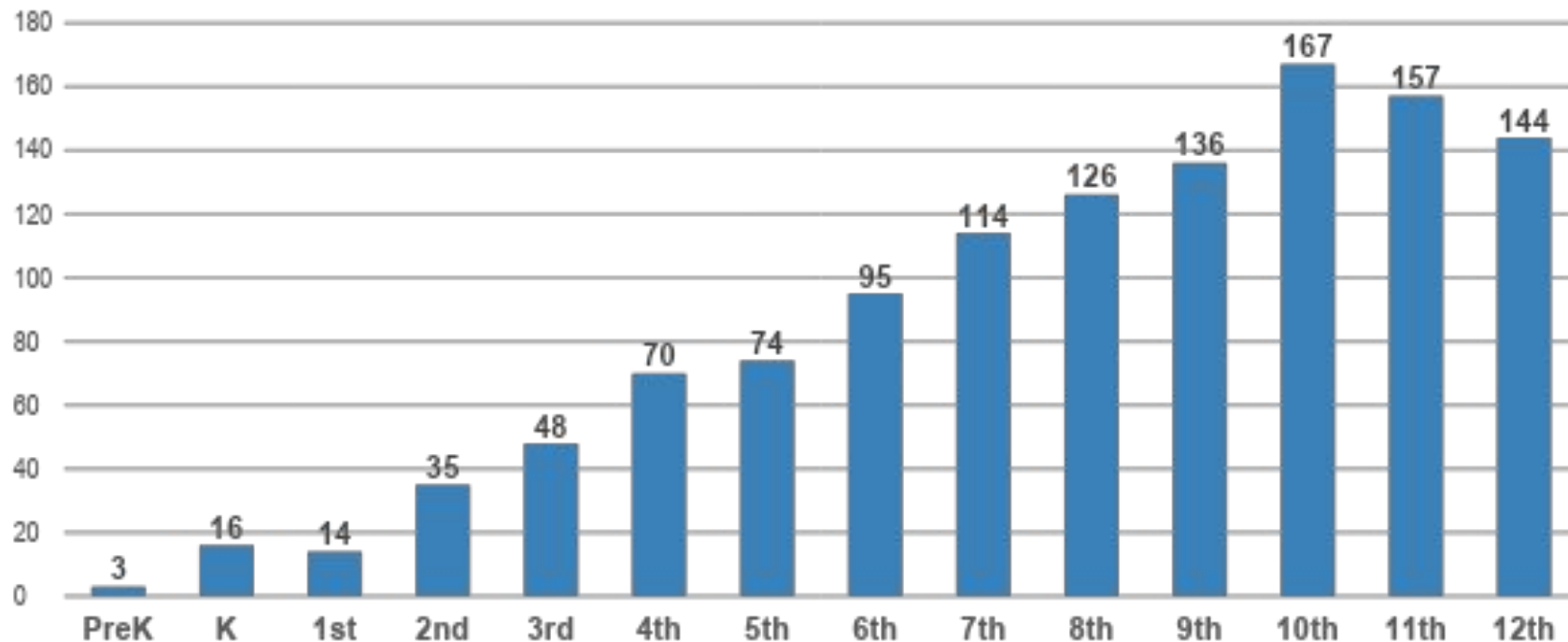
Section 504 Accommodation Requirements

To be protected under Section 504, a student must be determined to:

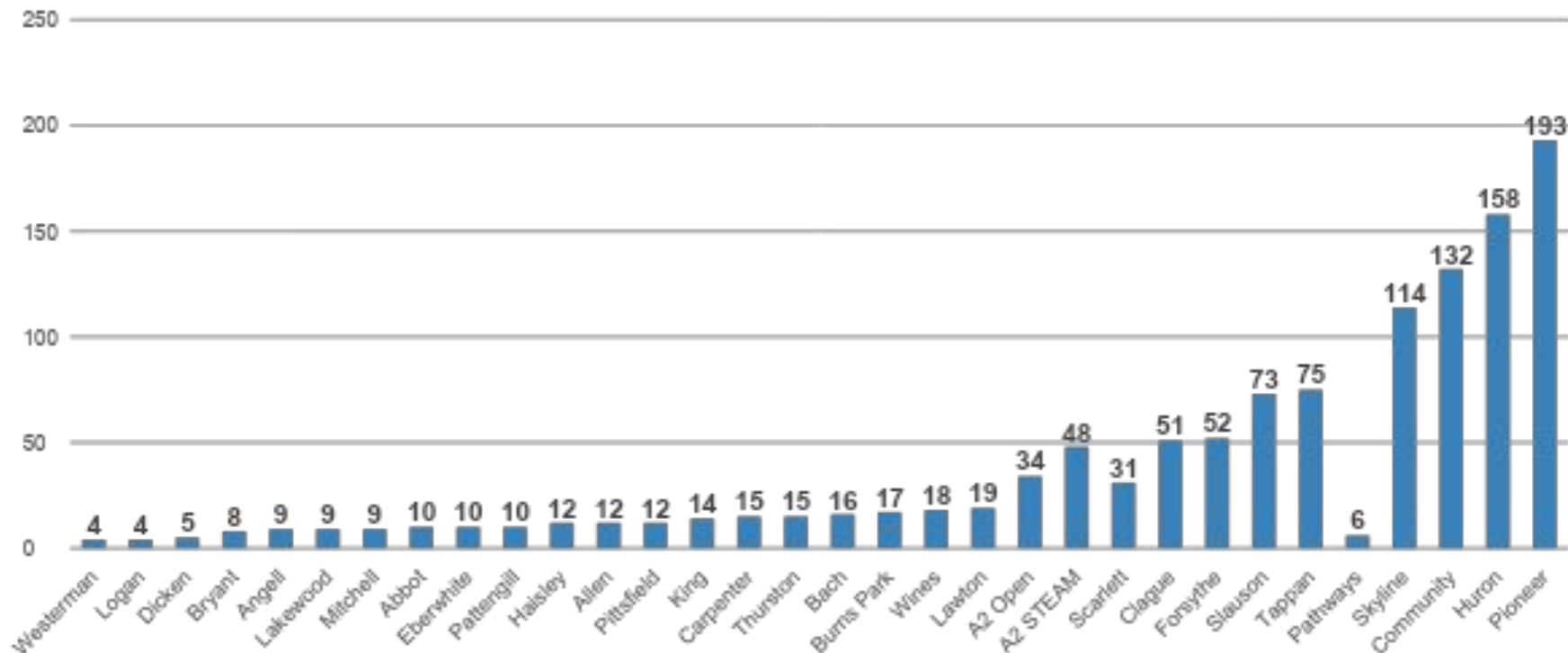
1. Have a physical or mental impairment that substantially limits one or more major life activities; or
2. Have a record of such an impairment; or
3. Be regarded as having such an impairment.



AAPS 504 Accommodation Plans by Grade Level as of April 7, 2026



Number of students with 504 Plan at each AAPS School



Special Education Programs and Services Eligibility



Special Education Eligibility in Michigan



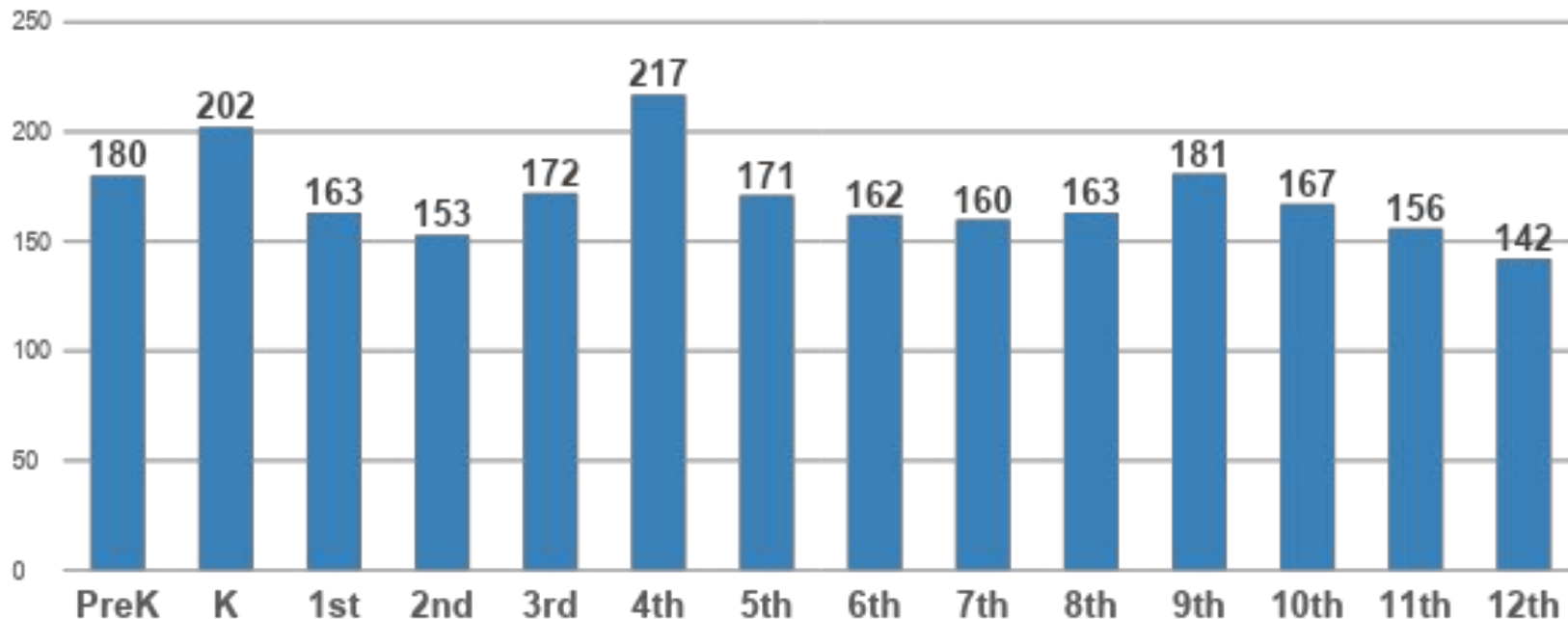
Thirteen Disability Categories in MARSE ♦

1. Autism Spectrum Disorder
2. Cognitive Impairment
3. Deaf-Blindness
4. Deaf or Hard of Hearing
5. Early Childhood Developmental Delay
6. Emotional Impairment
7. Physical Impairment
8. Other Health Impairment
9. Severe Multiple Impairments
10. Specific Learning Disability
11. Speech and Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment



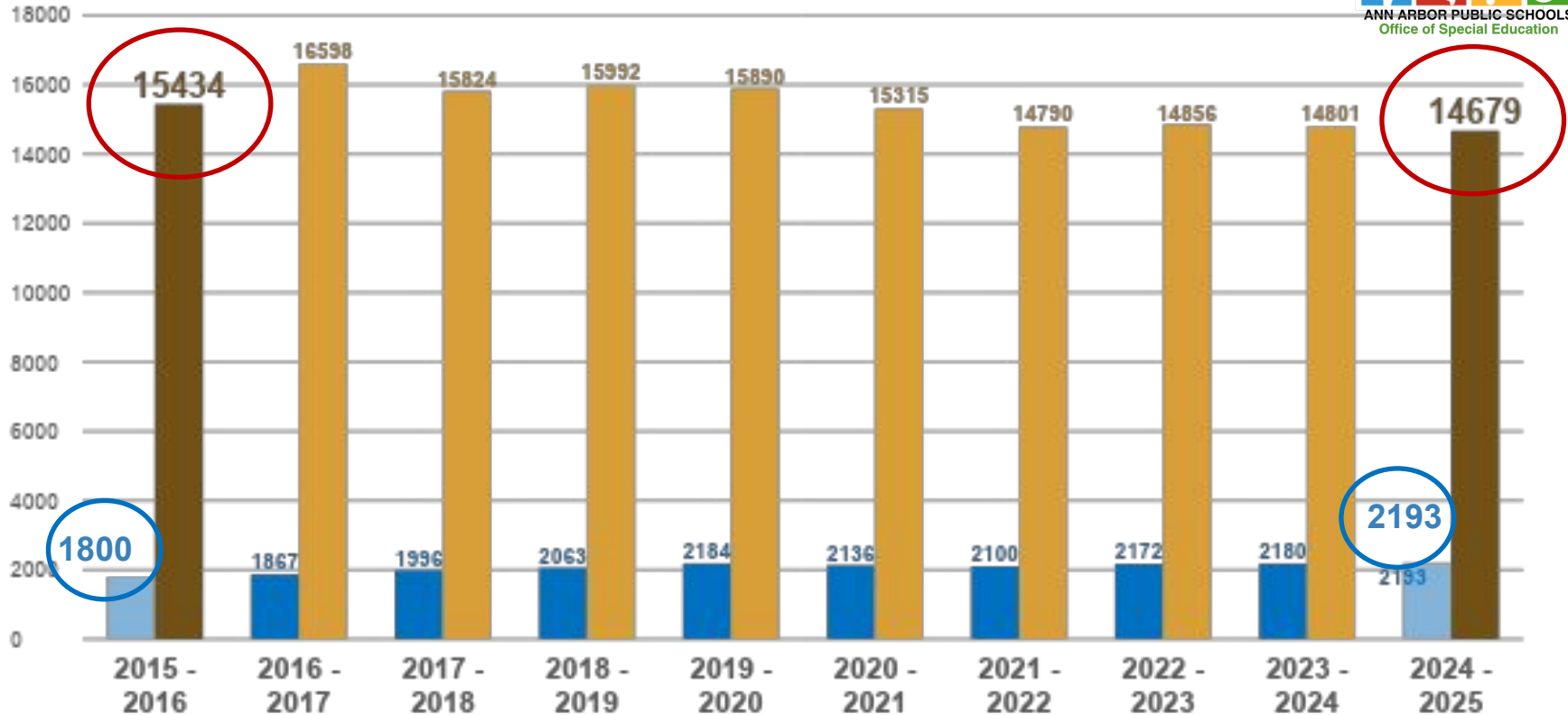
♦ **Michigan Administrative Rules for Special Education (MARSE)**

AAPS Students with IEPs as of April 7, 2026



2,389 Active IEPs as of April 7, 2026

AAPS Special Education Enrollment Trends



■ AAPS Special Education Enrollment ■ Non-Special Education Enrollment

WHAT DOES 10.4% LOOK LIKE IN A CLASSROOM?



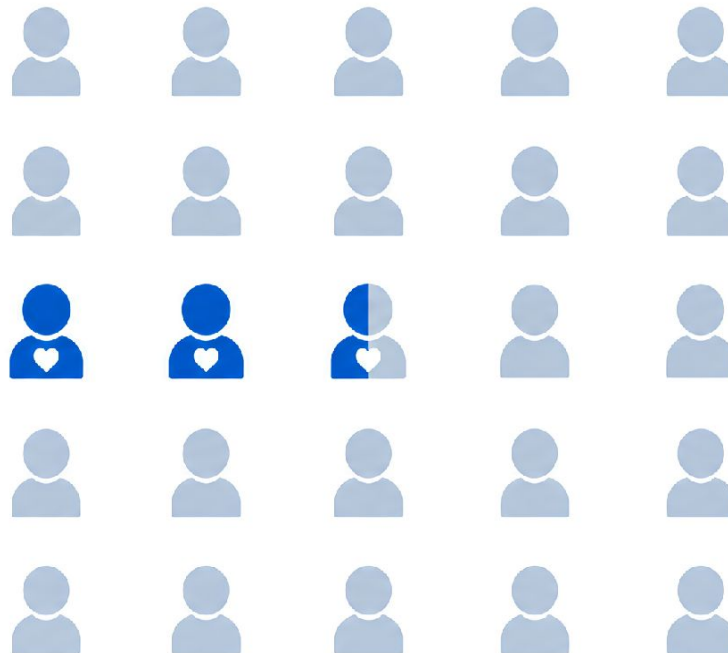
In a class of 25 students,
approximately **3 students**
would have an IEP.



IEP: $25 \text{ students} \times 10.4\% = 2.60 \approx \mathbf{3 \text{ students}}$

Total: 10.4% of the class

CLASS OF 25 STUDENTS



= Student with an IEP



= Student with a 504 Plan



= Student without an IEP or 504 Plan

WHAT DOES 13.1% LOOK LIKE IN A CLASSROOM?



In a class of 25 students,
approximately **3 students**
would have an IEP.



Additionally, approximately
2 students (7.1%) would
have a 504 Plan.

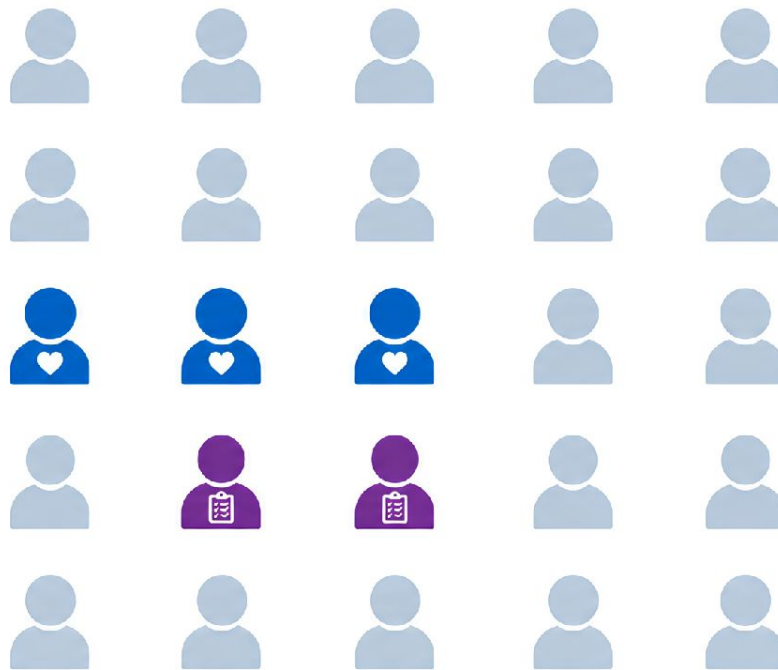


IEP: $25 \text{ students} \times 13.1\% = 3.275 \approx \mathbf{3 \text{ students}}$

504: $25 \text{ students} \times 7.1\% = 1.775 \approx \mathbf{2 \text{ students}}$

Total: $13.1\% + 7.1\% = \mathbf{20.2\%}$ of the class

CLASS OF 25 STUDENTS



= Student with an IEP



= Student with a 504 Plan



= Student without an IEP or 504 Plan

IEP vs. 504 Plan Comparison

Category	IEP	504 Plan
Definition	Individualized Education Program (IEP): Student program or curriculum that is essentially different from what peers utilize – fundamentally a special education program at its core	Section 504 of the Rehabilitation Act of 1973 (504): Equal opportunity for those students with disabilities – fundamentally a general education program at its core with supports extended to access it
Purpose	Specialized instruction with modification of actual program or curriculum materials	Accommodations for accessing standard program or curriculum materials
Eligibility	Only under specified disability criteria for Autism, Cognitive Impairment, Deaf-Blindness, Deaf or Hard of Hearing, Early Childhood Developmental Delay, Emotional Impairment, Physical Impairment, Other Health Impairment, Severe Multiple Impairment, Specific Learning Disability, Speech & Language Impairment, Traumatic Brain Injury, and Visual Impairment	Less discriminatory – availability to students with physical or mental impairment substantially limiting at least one major life activity, have a record of such impairment or regarded as having such an impairment
Oversight	Individuals with Disabilities Education Act (IDEA) – Education Law & Michigan Administrative Rules for Special Education (MARSE)	Americans with Disabilities Act (ADA) – Civil Rights Law

IEP vs. 504 Plan Comparison

Category	IEP	504 Plan
Contents	Disability listing, vision statement, progress impact, short-term goals, accommodations/modifications, behavior and/or social skills plan if applicable, summer services, transportation needs, placement recommendation	Plan objectives, definitions, care and self-care details, resource access, health/medical monitoring, emergency planning, testing and classroom dynamics, communication and notification instructions, additional contact details
Funding in AAPS	Federal funding, State, & Local	No funding
Reciprocity	A student covered under IDEA with an IEP is automatically covered under ADA's Section 504	A student covered under ADA's Section 504 is not necessarily covered by education law under IDEA
Testing	Standardized testing accommodations available	Standardized testing accommodations available
Tracking	Progress reporting	No progress reporting

AAPS Special Education Funding 2024-2025



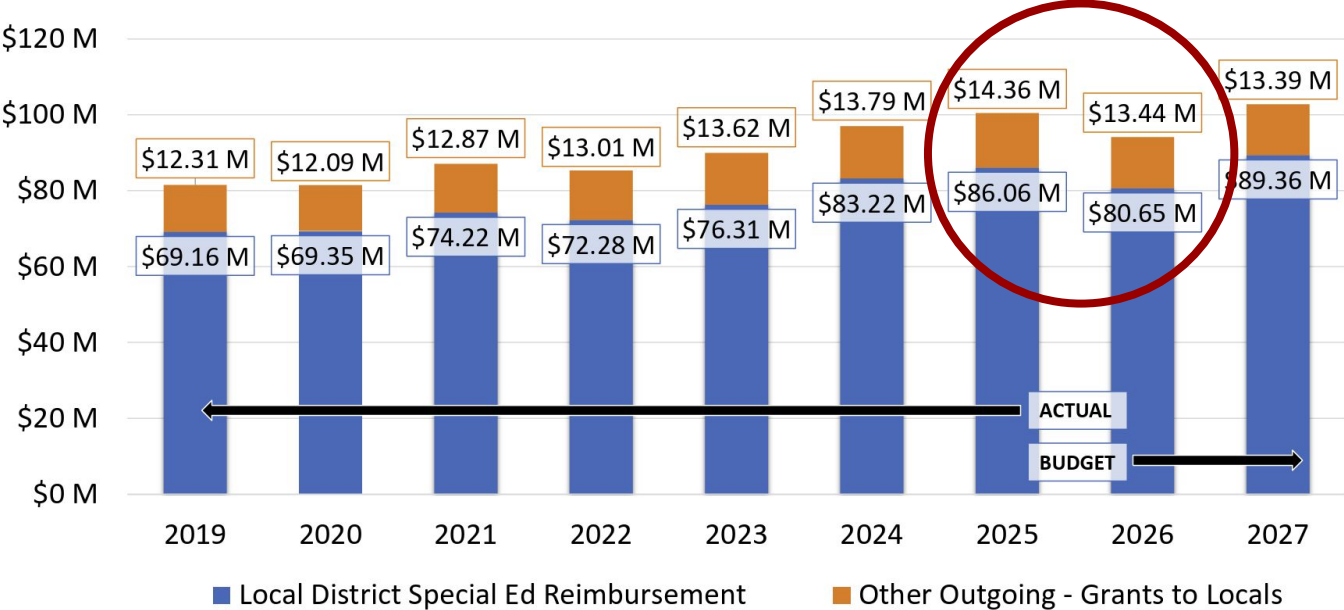
Special Education Funding Source	Amount
General Fund	\$4,652,233
MDE 4096 SE Costs Reimbursement	\$17,040,843
MDE 4094 SE Transp Costs Reimbursement	\$2,362,038
IDEA Part B Reimbursement	\$4,257,087
IDEA Part C Preschool Reimbursement	\$123,438
ACT 18 WISD Reimbursement	\$38,853,898
Total OSE Budget	\$67,289,537



ACT 18 WISD Millage Reimbursement



OUTGOING TRANSFER SPECIAL EDUCATION



Least Restrictive Environment (LRE) Success Team

Kim Cieszynski, Assistant Director

LRE SUCCESS TEAM *Vision*



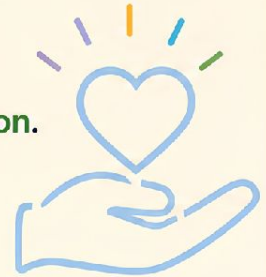
ANN ARBOR PUBLIC SCHOOLS
Office of Special Education



Our **vision** is to create an **inclusive learning community** where **every student**—regardless of ability—has access to meaningful participation, **high-quality instruction**, and **equitable opportunities** to learn and thrive.



We believe the **least restrictive environment** is one where students with disabilities are **valued** as **full members** of the school community, supported through **collaboration**, **creativity**, and **compassion**. Through **differentiated instruction**, **shared accountability**, and a **culture of belonging**, we ensure that all students are prepared for **success** in school, career, and life.



INCLUSION
is our commitment.



COLLABORATION
is how we work.



CREATIVITY
drives our solutions.



COMPASSION
guides our actions.



SUCCESS
is our shared goal.

THE LRE SUCCESS TEAM

Supporting Schools. Removing Barriers. Expanding Opportunities.



ANN ARBOR PUBLIC SCHOOLS

Office of Special Education



ONCE WAS:

- 1 District Support Team (DST)
- 2 Educational Benefit Review
- 3 "Packet"
- 4 Training/Support



NOW IS:

- 1 LRE Success Team
- 2 Change of Placement Guidance
- 3 "Process"
- 4 Training AND Support



WHAT IS THE LRE SUCCESS TEAM?

With a focus on Least Restrictive Environment for all Students:

- ✓ Provides specific resources, training, professional development, and specialized support for students across all buildings.
- ✓ Guides teams through the data collection process to ensure that IEPs provide LRE for every student.
- ✓ Focuses on IEP compliance when considering change of placements to more restrictive or less restrictive environments.



LRE SUCCESS TEAM STEPS

- STEP 1** Building teams submit request to LRE Success Team via Google Form
- STEP 2** LRE Success Team meets bi-weekly to discuss new and existing cases
- STEP 3** LRE Success Team member contacts requesting team within 48 hours to begin support
- STEP 4** Provide consistent support throughout the year and continues into the fall where necessary



IEP STUDENTS ARE *General Education Students First*



They belong. They learn. They grow— **IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE).**



INCLUSION ISN'T EXTRA. *It's Essential.*

LRE means students learn alongside their peers, with the support they need, to reach their potential.

ALL TEACHERS
play a vital role.

General education teachers can:



Build relationships and high expectations for every student



Use inclusive, evidence-based instruction



Provide Universal Design for Learning (UDL)



Collaborate and communicate with families and the IEP team



Provide appropriate supports and accommodations



Monitor progress and adjust instruction

TOGETHER, WE REMOVE BARRIERS.

We empower all learners.



The LRE Success Team

Working together to ensure access, inclusion, and success for every student.



OSE Assistant Directors:

Provide leadership and oversight of programs and services, school support, and student outcomes across program areas.



LRE Compliance Coordinators:

Ensure compliance with LRE requirements, monitor implementation, analyze data, and support continuous improvement.



Behavior & SEL Supports:

Lead school social workers and board certified behavior analysts provide behavioral and social-emotional support.



WISD Teacher Consultants:

Provide specialized instructional expertise, coaching, and resources to support students, teachers, and schools.



OSE Teacher Consultants:

Offer districtwide specialized instructional support, professional learning, and collaboration to strengthen inclusive practices.

LRE Success Team

With a focus on Least Restrictive Environment for all Students:



- Provides specific resources, training, professional development, and specialized support for students across all buildings.



- Guides teams through the data collection process to ensure that IEPs provide LRE for every student.



- Focuses on IEP compliance when considering change of placements to more restrictive or less restrictive environments.

Training and Support Defined



Training:



Teach new knowledge, skills or procedures



Learning how to do something new



Usually before implementation



Structured



Short term



Support:



To assist with applying or maintaining skills



Getting help while doing something



Happens during/after implementation



Coaching, mentoring



Ongoing or as-needed

LRE Success Team Steps



Step 1:

Building teams submit request to LRE Success Team via Google Form



Step 2:

LRE Success Team meets bi-weekly to discuss new and existing cases



Step 3:

LRE Success Team member contacts requesting team within 48 hours to begin support

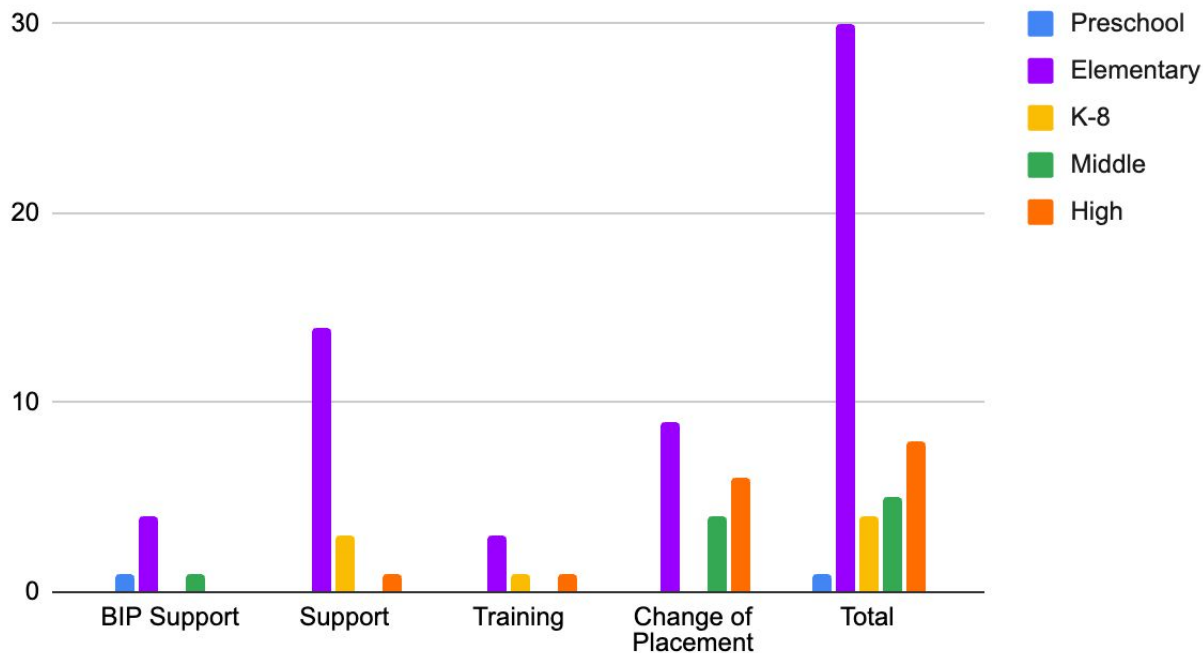


Step 4:

Provide consistent support throughout the year and continues into the fall where necessary

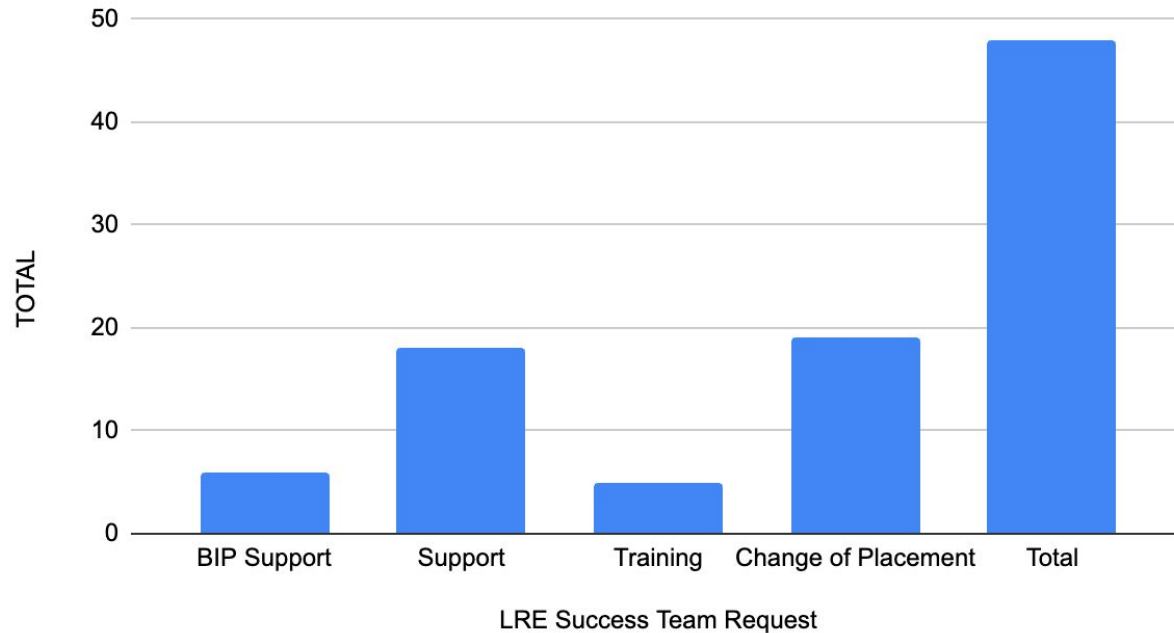
LRE Success Team Data Review

LRE Success Team Referrals by Level and Request



LRE Success Team Requests:

TOTAL LRE Success Team Requests 2025-2026



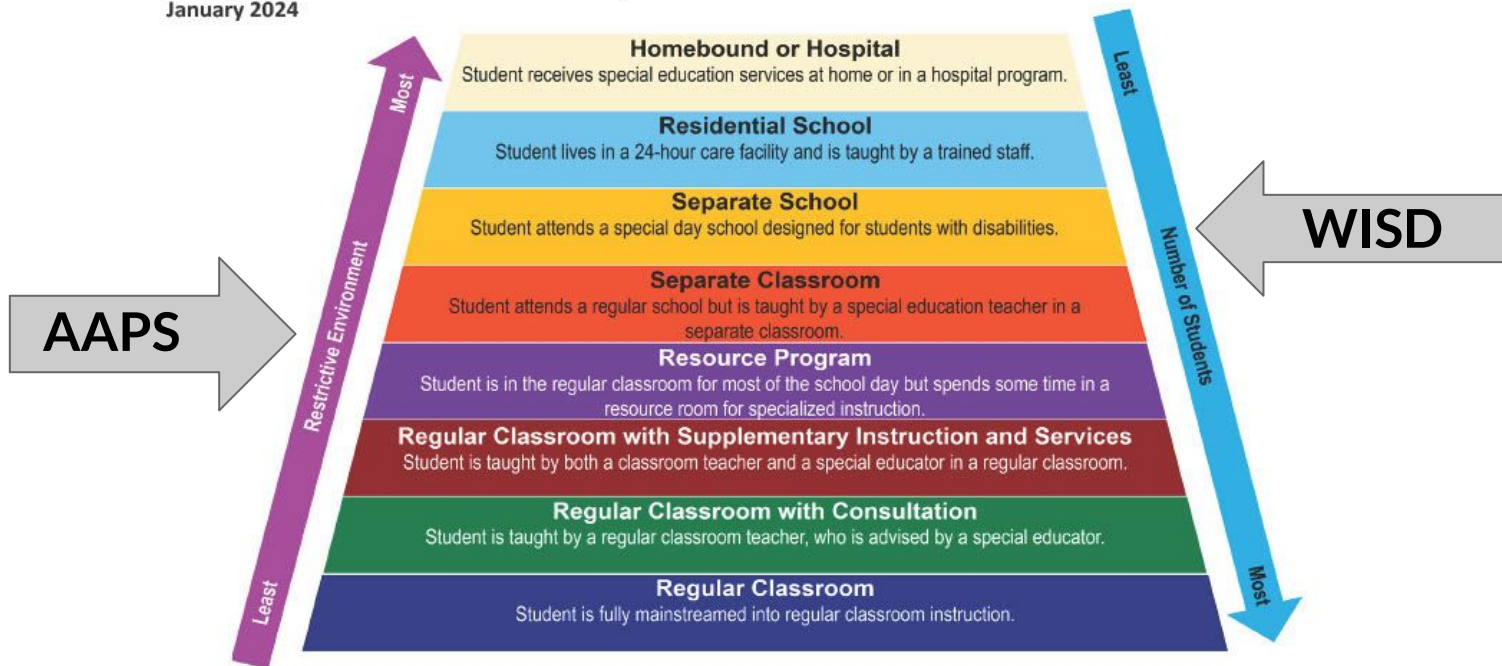
Specialized Programs & Supports

Janine Harper, Assistant Director



Least Restrictive Environment (LRE) Continuum

Michigan Department of Education Office of Special Education
January 2024



Working within the Continuum

- Consulting with district BCBAs
- Hybrid programs
- Registered Behavioral Technicians
- Agencies consulting with teachers and service providers



Beyond the Continuum

- Teams have considered all of the programs in AAPS & WISD.
- Teams are not seeing any progress with the student through traditional programming options.
- Documented safety concerns that could lead to serious bodily injury.
- IEP team (home based team and school-based team) has data that determines there is a need for additional services and support.

Summer Programming & Compensatory Services

Jerron Bryant, LRE Compliance Coordinator

OSE Summer Opportunities



Extended School Year (ESY) Services

Federally mandated program for students that data demonstrates need based on IEP goals:

- Regression and Recoupment
- Nature and Severity
- Critical Stage of Learning

Offered to PK-12 Special Education students with IEPs who were found to have a need for services based on criteria set by MDE.

ESY will be held Monday - Thursday from 9-12 on June 22nd - July 23rd.

Compensatory Services

Compensatory services are the services that are owed to a student based on a provider not being able to offer or provide their service. There will be an offer of services both in person and virtually.

Summer Compensatory services will be offered June 22nd - July 23rd

- In person Monday - Thursday
- Families will have the option of selecting from sessions morning or afternoon sessions.
- Sessions will run from 9:00 a.m. to 12:00 noon or 1:00 p.m. to 3:00 p.m.
- Virtual options will also be available Monday - Friday.

OSE Summer Bridge

Introduction to school is for Ann Arbor students who attend Applied Behavior Analysis (ABA) therapy and typically have no school experience.

Staffing:

- Small student-teacher ratio
- 6 students
- 2 teachers
- BCBA
- 4 TA's

Daily schedule:

- 5-15 min rotations
- Recess - for transition in and out of the building
- Academic demands
- Morning meeting (carpet time)
- Rotation through groups
- OT for fine motor skill development

Inclusionary Practices

CO-TEACHING

Together We Teach. Together They Thrive.



ANN ARBOR PUBLIC SCHOOLS

Office of Special Education



WHAT IS CO-TEACHING?

Service delivery system in which:



Two or more professionals with equivalent certification and employment status share instructional responsibility for a group of students



They primarily teach in a single classroom or workspace where they teach required curriculum



They share mutual ownership, pooled resources, and joint accountability



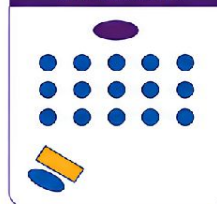
Each individual's level of participation may vary while joint planning occurs with both educators delivering



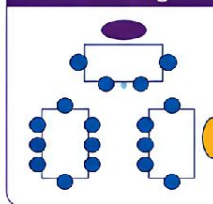
In AAPS we have utilized the **In-Class Service Model** at the Secondary Level to offer collaborative ways of supporting students.

CO-TEACHING MODELS

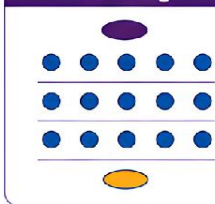
One teach,
one observe



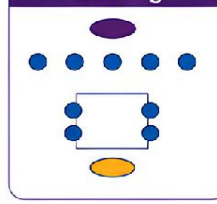
Station
teaching



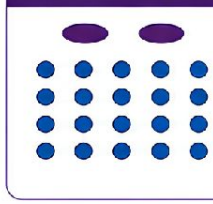
Parallel
teaching



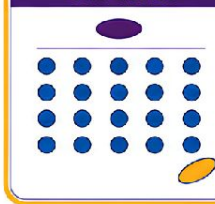
Alternative
teaching



Teaming



One teach,
one assist



**In-Class
Service
Model**

Teacher Co-Teacher Student Desk/Table



Both teachers must agree to co-teach per the AAEA Collective Bargaining Agreement.

Collaboration. Shared Responsibility. Stronger Outcomes.

<https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching>

Building Inclusion Coaches





ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.

AAPS Building Inclusion Coach Program

The Building Inclusion Coach (BIC) program, in partnership with Washtenaw Intermediate School District through the START Project, equips educators to implement evidence-based practices and inclusive strategies that ensure **every student is engaged, independent, and has access to learning** within general education environments.

OUR FOCUS



EVIDENCE-BASED PRACTICES

Implement research-based strategies that improve instruction and student outcomes.



INCLUSIVE STRATEGIES

Promote belonging, participation, and access for every learner in general education.



BUILDING CAPACITY

Strengthen educator skills and confidence through coaching, modeling, and tools.



SYSTEMS ALIGNMENT

Connect inclusion work with district initiatives such as MTSS, literacy, and mathematics.

PROGRAM AT A GLANCE



SINCE 2019

Supporting educators across AAPS



APPROXIMATELY 79 AAPS EDUCATORS

Trained, coached, and equipped to lead inclusion in their buildings



FOUNDED ON PARTNERSHIP

Developed by Washtenaw ISD through the START Project



FOCUSED ON IMPACT

Building capacity, strengthening practices, and improving outcomes for all students.



**Working Together.
Leading Together.
Supporting Every School.**

Through **collaboration**, accountability, and a **commitment to excellence**, we ensure every student has access to the supports they need to thrive.



We lead with **care**, comply with **integrity**, and create **opportunities without limits**.



Office of Special Education

Building Inclusion Coaches: Levels of Support & Growth

Our Building Inclusion Coach (BIC) program provides a clear pathway for educators to **build knowledge**, **strengthen** inclusive practices, and **lead lasting change** for students.



LEVEL 1: IN-TRAINING

Learning the Foundations

Beginning the journey. Building foundational knowledge of inclusion and evidence-based practices.

- Complete core START Project training
- Attend meetings and learning sessions
- Implement introductory strategies
- Complete reflection and activities

- Monthly district meetings
- Mentor support
- Access to tools and resources



Builds understanding, confidence, and readiness to implement.



LEVEL 1: CURRENT

Implementing with Support

Actively implementing strategies and building consistency in inclusive practices.

- Implement evidence-based strategies
- Use START tools with fidelity
- Collaborate with building teams
- Track and reflect on progress

- Monthly district meetings
- Peer collaboration
- Coaching feedback and resources



Strengthens classroom practices and student outcomes.



LEVEL 2: IN-TRAINING

Deepening Knowledge & Skills

Expanding expertise and leadership. Preparing to coach and support others.

- Complete advanced START training
- Deepen implementation of EBPs
- Practice coaching with peers
- Lead or support initiatives

- Level-specific meetings
- Coaching practice and feedback
- Resources for leadership growth



Develops coaching skills and leadership capacity.



LEVEL 2: CURRENT

Leading & Coaching Others

Leading implementation, coaching others, and driving inclusive change across the building.

- Provide coaching and mentoring
- Lead data-informed decision making
- Support building-wide implementation
- Share learning and best practices

- Level 2 coaching cohort
- District collaboration opportunities
- Ongoing leadership support



Drives sustainable inclusive practices and builds the capacity of others.



Each level builds on the one before it—creating a **pathway** for growth, **leadership**, and **lasting impact** in every school.



OUR GOAL:
Every school has at least one Building Inclusion Coach leading the way.



Office of Special Education

What's Next for the Building Inclusion Coach Program

We are deepening our investment in inclusion by expanding **district-based support**, strengthening **collaboration** among AAPS-trained coaches, and aligning our work with **MTSS** and **PBIS** to ensure every student thrives.

OUR NEXT STEPS



MORE DISTRICT-BASED SUPPORT

- Dedicated district facilitator provides coaching, mentoring, and resources.
- Embedded support helps coaches implement strategies with fidelity.
- Connections to district leaders and systems.



COLLABORATION BETWEEN AAPS-TRAINED COACCHS

- Build a strong community of practice across schools.
- Share strategies, tools, and successes.
- Learn from each other and grow together.



OUR GOAL: EVERY SCHOOL, AT LEAST ONE COACH

- Increase capacity in every building to support inclusive practices.
- Ensure students have consistent access to high-quality support.
- Grow a sustainable network of leaders for inclusion.



REGULAR MEETINGS WITH THE AAPS TEAM

- Quarterly all-level BIC meetings to build community and alignment.
- Monthly level-specific meetings for targeted learning and coaching.
- Ongoing communication to keep everyone informed and supported.



ALIGNED WITH MTSS & PBIS WORK

- Integrate inclusive practices within MTSS tiers and PBIS frameworks.
- Support building teams in preventing challenges and responding effectively.
- Advance a consistent, districtwide approach to student success.



Together, we are building a district where **every school** is equipped, **every coach** is supported, and **every student** belongs and succeeds.



Post Secondary Transition Planning

Transition planning supports students with disabilities in moving from school to adult life. It is a **collaborative process** involving the student, family, school staff, and community agencies. Under the Individuals with Disabilities Education Act (IDEA), transition planning must begin by age 16 however, in AAPS, this process begins **earlier at 8th grade or age 14** to support **thoughtful, proactive planning**.

Jessica Lucke
LRE Compliance & Transition Coordinator

IEP Transition Planning: Timeline and Legal Requirements



Timeline & Participation



Age 14-16: Initiation

Begin planning no later than the first IEP when student turns 16 (AAPS starts this planning at 8th grade or 14). Student participation is required.



Annual Review

Update the transition plan annually. Ensure continuous alignment with the student's Educational Development Plan (EDP).



Prior to Graduation Agency Connection

Service agencies (e.g., MRS, CMH, BSBP, etc.) to establish post-school support connections.



Graduation or Aging Out

Provide a comprehensive Summary of Performance (SOP) at the end of senior year or when aging out at **26 years**.



Key Components (IDEA/MDE)

Age-Appropriate Assessments:

Transition assessment data to identify: strengths, interests, preferences, and needs related to employment, education/training, adult living, and community participation.

Postsecondary Goals/Activities:

Specific goals/activities to support employment, education/training, adult living, and community participation.

Post Secondary Transition IEP Goal:

At least **one** annual IEP goal that aligns directly to support post secondary transition needs.

Course of Study:

Ensure the current **Educational Development Plan (EDP)** and current courses align with the IEP team decision of whether the student is pursuing a **high school diploma** or a **certificate of completion (CoC)**.

IEP Transition Consideration Page: The step stones to a student's future



Postsecondary Goals (Results-Oriented)

Specific, measurable goals/activities based on age-appropriate transition assessments needs and the EDP for:

Employment: specific employment goal.

Education / Training: college or university, trade or vocational programs, on-the-job training, supported employment, military service, on the job training, or competitive full- or part-time employment

Independent Living: Daily living goal (ex. *city vs country, house vs. apartment, living solo vs. shared living*)

Community Participation: Involvement with local community



Transition Services (Coordinated Activities)

A coordinated set of goals/activities designed to facilitate success from school to post-school life, including:

Instruction & Related Services

Community Experiences

Development of Employment

Acquisition of Daily Living Skills (as needed)



Course of Study & Alignment

Multi-Year Plan: A structured progression of courses supporting postsecondary goals.

EDP Integration: Must integrate and align with data from the student's Educational Development Plan (EDP).

Annual Updates: Must be reviewed and revised annually as the student's interests mature and assessment data changes.

Agency connection (If Needed): adult agencies (e.g., MRS, BSBP, CMH) prior to exiting public school.

Credential Pathways: Diploma vs Certificate of Completion

High School Diploma

Achievement: Awarded when Michigan Merit Curriculum (MMC) requirements are met; recognized by MDE.

Special Education: Ends special education eligibility upon graduation.

Opportunities: Supports access to federal financial aid, typically required for college admission, broader employment options, and military eligibility.

Flexibility: Personal Curriculum can individualize MMC in consideration with post secondary transition consideration page of the IEP additionally CTE classes may satisfy portions MMC.

Certificate of Completion (Age 26)

Achievement: Not an academic credential; criteria set locally; used with students who received alternative content standards (Common Core Essential Elements)

Special Education: Exiting 12th grade does not end eligibility; in Michigan services may continue up to age 26 or until the student obtains a diploma or certificate of completion (CoC).

Limitations: May limit access to financial aid, certain employment opportunities, and military enlistment.

Postsecondary: Some community colleges or trade programs may allow admission, however, they may require or have additional steps prior to starting.

Decision-Making Process

 The IEP team, with student and family, determines the diploma vs certificate pathway and reviews it annually at every IEP meeting as part of the post secondary transition consideration page of the IEP.

2025-2026 Post Secondary Highlights



Collaboration with WISD

Providing Field Trips for seniors with IEPs

Sponsored by WISD: Fall MiCareerQuest (3), Spring Michigan Career & Technical Institute (MCTI) (7), and Job Corps (4).

Parent Guardian Workshops (Hosted by WISD):

MI-Able Parent Workshop (Sept), Day Time Transition Information Services student & parent workshop (Oct), Transition Law Night Work Shop (March), Washtenaw Association for Community Advocacy (April, Evening Transition Information Services student & parent workshop (May).



Highlights from the District

Special Education Teacher ancillary PD: Each secondary building received early-year PD on transition update, requirements from MDE, and best practice from the OSE compliance coordinator.

Self-Contained Programs:

Work-based learning sites are established at DSW and the Scrap Box Reuse and Renew Center. Students attend these sites part of the day or week to build skills in real-world settings. These experiences help students apply and generalize classroom skills in work settings or bring real work-based experiences to the classroom. Work Based Learning sites are selected for students based on the student's career interests and needs.

Want to Work-Based Learning Partner?



Businesses or locations interested in partnering to support AAPS student's work-based learning opportunities are encouraged to contact Jessica Lucke at luckej@aaps.k12.mi.us

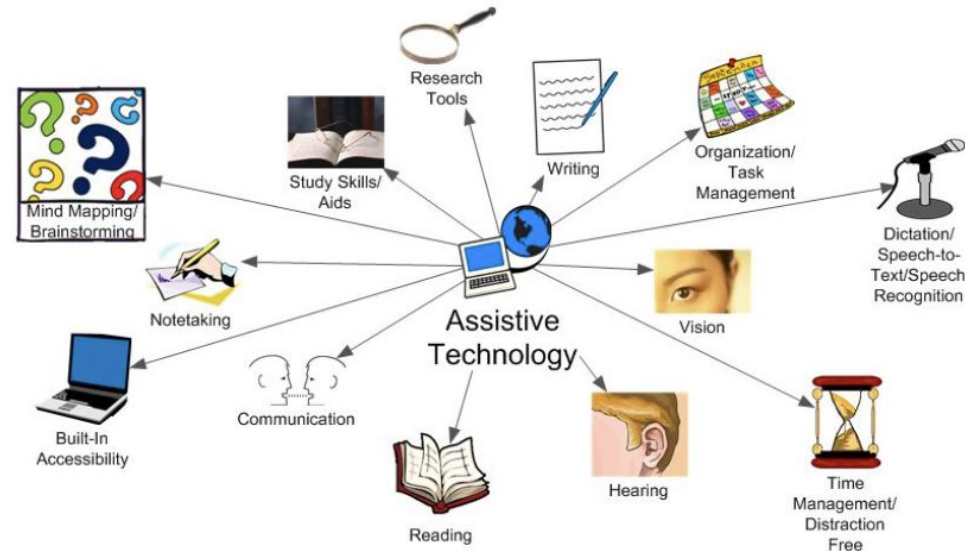
Assistive and Instructional Technology Supports

Kerri DeSomma
LRE Assistive Technology Coordinator

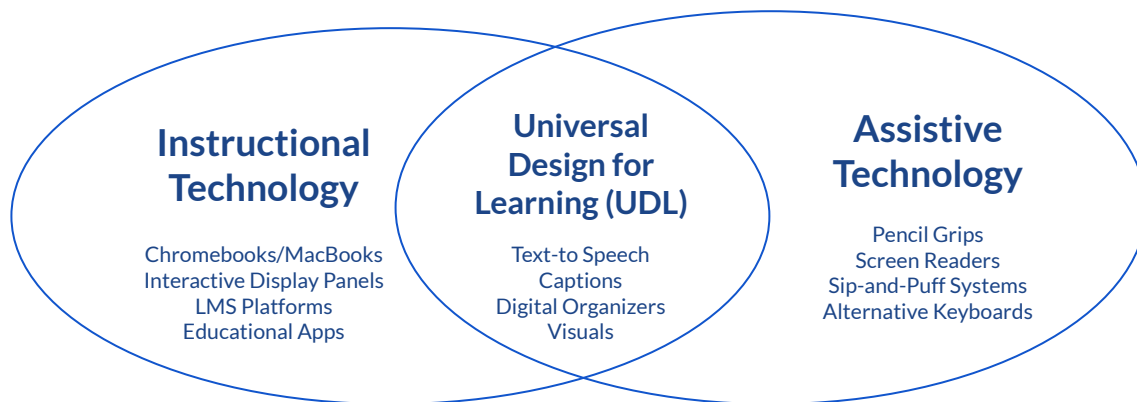
Assistive Technology

Assistive Technology (AT) is **any item or piece of equipment** that is **used to increase, maintain or improve** the functional capabilities of individuals with disabilities in all aspects of life, including at school, at work, at home and in the community.

Assistive Technology ranges from low tech to high tech devices or equipment.



The Blurring Line Between Instructional and Assistive Technology



Instructional technology (IT) and assistive technology (AT) are overlapping, both aiming to improve learning outcomes, though they traditionally serve different primary functions. While IT focuses on enhancing the teaching and learning process for all students, AT is designed to bypass barriers for individuals. Effective use of instructional technology often blurs the lines between the two, as inclusive digital environments make accessibility features available to every learner (universal supports).

The logo graphic for Ann Arbor Public Schools features a large, thin orange rectangular frame. Inside the frame, the school's name and motto are centered, and three colored squares (blue, red, and orange) containing white icons (a star, a heart, and an exclamation mark) are positioned below the motto.

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.



Office of Special Education

Board of Education Update

August 12, 2026

Additional Information

Michigan Eligibility Categories

Autism Spectrum Disorder (ASD) Rule 340.1715

Cognitive Impairment (CI) Rule 340.1705

Deaf-Blindness (DB) Rule 340.1717

Deaf or Hard of Hearing (DHH) Rule 340.1707

Early Childhood Developmental Delay (ECDD) Rule 340.1711

Emotional Impairment (EI) Rule 340.1706

Other Health Impairment (OHI) Rule 340.1709a

Physical Impairment (PI) Rule 340.1709

Severe Multiple Impairment (SXI) Rule 340.1714

Specific Learning Disability (SLD) Rule 340.1713

Speech and Language Impairment (SLI) Rule 340.1710

Traumatic Brain Injury (TBI) Rule 340.1716

Visual Impairment (VI) Rule 340.1708

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- Pierangelo, R., & Giuliani, G. (2023). *Assessment in special education: A practical approach* (6th ed.). Pearson.
- Michigan Alliance for Families. (n.d.). *Eligibility categories*. Retrieved January 2025 from <https://www.michiganallianceforfamilies.org/eligibility-categories/>
- Michigan Department of Education. (n.d.). *Special education laws and regulations*. Retrieved January 2025 from <https://www.michigan.gov/mde/services/special-education/laws-regs>
- U.S. Department of Education. (n.d.). *Students with disabilities snapshot: Civil Rights Data Collection (CRDC)*. Retrieved [insert retrieval date], from <https://www.ed.gov/media/document/crdc-student-disabilities-snapshotpdf>
- Riley, K. (2017). *IEP vs. 504: Understanding the differences*. [PDF document].
- <https://www.a2schools.org/special-education/ose-services/parent-advisory-committee>

