



Glen H. Peters School 2025-2026
School Annual Education Report (AER) Cover Letter

January 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Glen H. Peters School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Julee Anderson for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.misd.net/peters/index.html> or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of those labels. School data can be found by viewing the Combined Report at https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,7636,1728,95 .

We continue to strive to meet proficiency goals through targeted instruction which incorporates the educational supports that our students with moderate and severe cognitive impairments need. Our school improvement goals are reviewed annually and adjusted to focus on the academic and social-emotional needs of our students. Professional development activities align with, and support improved academic performance for our students. All students at Glen H. Peters School have cognitive

impairments that range from moderate to severe. Our students benefit from direct modeling of desired behaviors and intensive ongoing practice to achieve improvements in their proficiency. The school newsletter, sent home alongside electronic messages, shares updates on school activities, celebrates student achievements, and offers families helpful resources to support their student's learning. To keep parents informed about school events and encourage greater participation, the school used Remind as its communication platform during the 2024-25 school year. We continue to focus on increasing parent participation in IEP meetings and parent teacher conferences. The ongoing availability of virtual meeting options has provided families with greater flexibility, resulting in improved attendance.

State law requires that we also report additional information.

Process for Assigning Pupils to School:

Students are referred to our program from the 9 northern public-school districts that reside within the Macomb Intermediate School District's (MISD) catchment area. Students with severe impairments who are identified at the preschool level may enter the program through the Individualized Education Planning Team (IEPT) process upon reaching three years of age.

Status of School Improvement Plan:

During the 2023-24 and 2024-25 school years, the following School Improvement goals were addressed:

1. Students will improve Social-Emotional Learning.
2. Increased expansion and continued implementation of PBIS program.
3. Increased direct instruction of monthly Core Vocabulary words per the building provided schedule.

Strategies to improve student achievement in all areas include:

Positive Behavioral Interventions and Supports (PBIS)

- Professional development with emphasis on a Multi-Tiered System of Support (MTSS) designed to provide varying levels of academic, behavioral, and social-emotional support to students based on their individual needs.
- PBIS school-wide expectations defined for each school setting and explicitly taught.
- PBIS school-wide expectations visuals displayed throughout the school.
- PBIS school-wide recognition strategies; student of the month assemblies, token economy, and school store.
- Peters Post newsletter highlights monthly focus of Core Vocabulary and SEL/PBIS.
- SEL curriculum pre-test, mid-term, and post-test given to monitor student growth over the course of the school year.

Curriculum

- Continued expansion of Social-Emotional Lending Library with text and resources to support instruction.
- Direct instruction (small group, large group, and individualized lessons) of the Social and Emotional Learning (SEL) Competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- Direct instruction (small group, large group, and individualized lessons) of A Little Spot of Emotion Curriculum.

- Continued development of school-wide SEL range of complexity.

Communication

- Direct instruction (small group, large group, and individualized lessons) of Core Vocabulary.
- Visual Communication Supports available in a variety of formats; static Core Boards, individualized visuals, AAC devices, etc.
- Core Vocabulary static Core Boards posted in common areas throughout the school.
- Portable static Core Boards available to staff, students, and families.

Technology

- 1:1 technology (iPads) in the classroom for equitable access to curriculum.
- SMART board technology in all classrooms and mobile SMART Board for use around the building.
- Interactive audience participation during assemblies and meetings via LUMIO on the SMART Board. Students can use classroom devices to join. Guests can join via personal devices.
- Interactive Learning Platforms for academic presentation and individual skills practice via LUMIO and BOOM Cards.
- Professional Learning Community (PLC) teams meet regularly to adapt/create multi-leveled activities and materials.
- Grade level development of lessons, activities, and materials in a shared LUMIO library for SEL, Core Vocabulary, Math, Reading, and PBIS expectations.
- Expansion of SEL/PBIS Video Modeling Library (featuring Peter Panther).
- Communication with families via Remind platform (through 2024-25 school year).
- Multiple modes to conduct meetings (in-person, Zoom, phone conference) offered to families.

Description of Program:

Glen H. Peters provides educational services for Macomb County students, ages 3 to 26, who have moderate to severe cognitive impairments or severe multiple impairments and have been referred by their local school districts. As of August of 2025, we had 281 students enrolled.

Access a Copy of Core Curriculum:

At Glen Peters we utilize the Michigan Range of Complexity Alternate Content Expectations/ Essential Elements which can be viewed at http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html.

Student Achievement Results for any Local Competency Tests:

Assessment data is collected annually to measure progress. Assessments are created by MISD staff and are aligned to the Michigan Range of Complexity Alternate Content Expectations/Essential Elements and MDE Social and Emotional Learning (SEL) Competencies and Indicators. Using the Social Emotional Assessment, students demonstrated a 4 percent increase in performance from pretest to posttest when comparing data from the 2023-24 and 2024-25 school years. Additionally, K-12 students are evaluated using the MISD English Language Arts and Mathematics pre and post

assessments. Analysis of these assessment results indicates sustained academic growth, with students exhibiting increased gains from pretest to posttest across both academic years.

Parent Participation:

Parent attendance at annual Individualized Education Planning Team (IEPT) meetings has increased by 4% over the past two years. Participation in parent teacher conferences has remained steady during the same period. Multiple meeting formats—including in person, telephone, and virtual options—are offered to ensure that families have flexible and accessible opportunities to engage in discussions regarding student progress. The program places a strong emphasis on parent, family, and community involvement, and additional events have been incorporated throughout the year to promote meaningful participation in each student's educational program. During the 2024–25 school year, the Remind communication platform was made available to all families. Classroom staff, nursing personnel, ancillary service providers, and administrators utilized this tool to share timely updates and information related to student programming. A variety of local events are also offered annually, providing opportunities for students and their families to participate together. All relevant information is disseminated to families to ensure consistent and comprehensive communication.

High School Data:

While we do have high school aged students, the nature of this program does not lend itself to postsecondary enrollment, college equivalent courses or high school credit.

From the Principal:

Our students continue to demonstrate courage, strength, and perseverance as they work towards their goals. Our staff remain committed to providing students with every opportunity to acquire new skills. We continue to celebrate each achievement. Please contact the school (586-465-6251) if you have questions regarding this report.

Sincerely,
Julee Anderson
Principal