



C.O.O.R.
INTERMEDIATE SCHOOL DISTRICT
Crawford • Oscoda • Ogemaw • Roscommon

11051 N. Cut Road
Roscommon MI, 48653
Phone: 989-275-9555
Fax: 989-275-5881

January 27, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for C.O.O.R. Educational Center (CEC) and the Adult Transition Center (ATC). The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability, and teacher quality. Our staff is available to help you understand this information. Please contact Joseph Moore, C.O.O.R. Educational Center Principal, for help if you need assistance.

The AER for the [C.O.O.R. Special Education Center \(CEC\)](#) and the [Adult Transition Center \(ATC\)](#) are available for you to review electronically or you may review a copy in the main office at your child's school. The district will also be communicating their AER to parents directly.

For the 2024-25 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 subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. The CEC/ATC programs were not assigned any labels.

The CEC is a center-based program serving students with moderate and severe cognitive disabilities. The information contained within the Combined Report will give the number of students that have taken the Functional, Supported, or Participation level of the MI-Access state test. However, due to our size, there is not enough data to provide an aggregated percentage for each subgroup. Therefore, a lot of information in the combined report is denoted with an asterisk, versus a percentage.

State law requires that we also report additional information.

1. Enrollment Process

The C.O.O.R. Educational Center (CEC) is an educational institution providing services to students with Moderate Cognitive Impairments, Severe Multiple Impairments, Autism, and Severe Cognitive Impairments in the C.O.O.R. service area. The CEC works with our local districts and public school academies to provide

An Equal Opportunity Program / Employer

Auxiliary aids, services and alternative format will be made available upon request to individuals with disabilities. Michigan Relay Center 1-844-578-6563 (Voice and TTY) The C.O.O.R. Intermediate School District gives notice that it does not discriminate based on race, color, national origin, age, sex (including pregnancy and gender identity), religion, height, weight, or marital status in the education programs and activities operated by the District, including employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Alexis Ferguson, Human Resource; hr@coorisd.net;

11051 North Cut Road, Roscommon, MI 48653, (989) 275-9554.

center-based programs and services to their students. All eligible students are determined through the Individualized Education Program (IEP) process. The CEC does not enroll students independent of local district involvement. If an individual family is interested in programming at the CEC, their first point of contact should be with the local district special education coordinator.

2. Status of the School Improvement Plan

The CEC uses the Michigan Integrated Continuous Improvement Process (MICIP), a continuous improvement plan to focus and make progress on our goals. The current plan runs from 2023 to 2025. It is important that our staff, students, and families have consistent processes and routines in place to ensure a healthy learning environment and workplace. To meet this goal we are continuously reviewing, revising, and developing the school's processes and procedures.

3. School Description

The CEC services students in Crawford, Ogemaw, Oscoda, and Roscommon counties who are eligible to receive services under the categories of moderate and severe cognitive impairments, severe multiple impairments, and autism spectrum disorder. The CEC staff work with local districts and families to provide center-based programs and services to students, as determined through the IEP process. The CEC does not enroll students independent of local school district involvement. Children who attend the CEC are between the ages of 5 and 26.

4. Core Curriculum

The CEC's curriculum is a combination of several curricula that are used in multiple center-based programs throughout the state of Michigan. The curricula used at the CEC are based on data and research and follow the Michigan Essential Elements, which is based on the Core Curriculum. The teachers at the CEC deliver this curricula primarily through the use of the [Unique Learning System \(ULS\)](#) platform. ULS is a solution designed specifically to help students with special learning needs master Michigan's extended standards. Our teachers deliver differentiated, standards-aligned content enhanced by assessments, data tools, and evidence-based instructional support. Students from kindergarten through transition-age have the advantage of consistent, high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence.

Areas of focus include:

- Communication skills
- Personal care
- Leisure and productivity
- Functional daily living activities
- Social interactions
- Vocational skills
- Community
- Mobility
- Group work or situations
- Time management
- Self-determination and advocacy

➤ Core academic areas

Individual student focus is determined at their IEP team planning meetings.

5. The CEC students do not participate in local competency tests. Depending on the annual IEP and the three-year re-evaluation cycle, the student may participate in a nationally normed test to determine achievement levels to assist in the individualized planning for the student. These tests may include but are not limited to, the Wechsler Individual Achievement Test, the Brigance Comprehensive Inventory of Basic Skills, and the Kaufman Test of Academic Achievement.
6. The CEC & ATC programs will be holding parent-teacher conferences in March 2025. There will be options for parents to attend in-person or virtually.
7. Some students who attend the CEC are high school age but, due to their disabilities, do not enroll in postsecondary programs, participate in college classes, or take classes that lead to college credits.

We are pleased to have the opportunity to continue to serve your child at the CEC and look forward to their continued growth and educational success.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Moore".

Joseph Moore, M.Ed
Principal & Special Education Supervisor
C.O.O.R. Educational Center
Adult Transition Center