

## KRESA Special Education Leadership Team – Board Update

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**Month:** April 2026

**Administrator:** Angela Telfer, Executive Director for Special Education

**Update:**

The KRESA Special Education Leadership Team is a team of principals, administrators, and coordinators from these KRESA Programs: Autism Supports and Interventions, Early Intervention Services and Supports, Juvenile Home School, Transition Services, WoodsEdge Learning Center and Valley Center School.

### **2025-2026 Key Areas of Focus and Accomplishments**

#### *Strengthening Collaborative Practices*

This year, the leadership team focused on improving how administrators navigate challenging conversations during IEP team meetings. Through shared learning and practice, leaders strengthened their skills in communication and problem-solving to better support students, families, and staff.

#### *Building a Culture of Belonging*

The team examined long-standing school traditions and reflected on whether they align with the goal of creating welcoming and inclusive learning environments. Each principal identified a specific action step to better promote belonging within their school community. Leaders also discussed practical strategies to intentionally include substitute teachers and paraprofessionals, recognizing that inclusive cultures benefit both staff and students.

#### *Improving IEP Practices and Compliance*

A significant focus this year was streamlining IEP processes to ensure both compliance and quality. The team:

- Implemented a district-wide IEP Timeline Flowchart and IEP Review Checklist to support meeting deadlines and creating high-quality IEPs
- Coached staff on writing high-quality IEPs
- Ensured the consistent practice of providing families with draft IEPs at least one week prior to meetings to promote meaningful family participation



These efforts support stronger partnerships with families and improve overall IEP effectiveness.

*Paraprofessional Pathway Reflection*

Leaders reflected on the first year of implementing the Paraprofessional Pathway. The team discussed successes, challenges, and considerations for the coming year as this model continues to support skill development and career advancement for paraprofessionals.

*Student Discipline and Family Communication*

Family-friendly suspension letter examples were shared to help ensure communication with families is clear, respectful, and supportive. This work aligns with the team's broader commitment to transparency and relationship-building with families.

*Ongoing Learning and Legal Guidance*

The team continued learning about Michigan Department of Education Office of Special Education requirements and interpretations of special education law. This ongoing professional learning ensures leaders remain informed and responsive to current expectations and compliance obligations.

*Staff Attendance and Leadership Strategies*

The leadership team discussed staff attendance trends, sharing strategies leaders are using to motivate and support improved attendance, as well as approaches to address challenges when improvement does not occur.

*Overall Impact*

The Special Education Leadership Team continues to demonstrate strong collaboration and shared responsibility for improving outcomes for students with disabilities. The collective focus on compliance, inclusive practices, staff development, and family engagement strengthens KRESA's special education programs and supports high-quality service delivery across the region.

**Action Item:**

None

**Fiscal Impact:**

None

**Attachments:**

None