



Shiawassee

Regional Education Service District

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2015- 2016 Annual Report Shiawassee Regional Education Service District

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This Annual Report is a record of our progress, celebration of our accomplishments, and plan for new opportunities to provide direct and collaborative services that support quality learning environments.

Vision

The Shiawassee Regional Education Service District aspires to be respected by those we serve for responding to their needs and preparing for the future. We are caring and supportive of our customers and each other. SRESD is knowledge-driven, research-based, and committed to being collaborative leaders.

Mission

The mission of the Shiawassee Regional Education Service District is to provide direct and collaborative services that support quality learning environments.

Local Districts

Byron Area Schools

312 W. Maple
Byron, MI 48418
810-266-4881
Superintendent, Mrs. Tricia Murphy-Alderman



Corunna Public Schools

124 N. Shiawassee St.
Corunna, MI 48817
989-743-6338
Superintendent, Mr. David Moore



Durand Area Schools

310 N. Saginaw St.
Durand, MI 48429
989-288-2681
Superintendent, Mr. Craig McCrumb



Laingsburg Community Schools

320 E. Grand River Rd.
Laingsburg, MI 48848
517-651-2705
Superintendent, Mr. Matt Shastal



Morrice Area Schools

691 Purdy Lane
Morrice, MI 48857
517-625-3142
Superintendent, Mr. William Heath



New Lothrop Area Public Schools

9285 Easton Road
New Lothrop, MI 4846
810-638-5091
Superintendent, Mr. Anthony Berthiaume



Owosso Public Schools

645 Alger St.
Owosso, MI 48867
989-723-8131
Superintendent, Dr. Andrea Tuttle



Perry Public Schools

2775 Britton Road
Perry, MI 48872
517-625-3108
Superintendent, Mr. Mike Foster



Non-Public Schools: Laingsburg Christian School, Salem Lutheran School, Spring Vale Academy, St. Paul School, Owosso Christian School, Seventh Day Adventist School.

Services, Assistance, and Support

The Shiawassee RESD provides a variety of services and support to local districts. These include:

Administrative Services	Gifted and Talented Services
Assessment Assistance & Support	Grant Writing
Assistance/Support with Federal/State Compliance	Hardware & Software Support
Career Education	Hearing Impaired Programs
Career Cruising	Instructional Strategy Sessions
Career & Technical Education (CTE)	Instructional Technology/Media Services
* CTE Employability	* Educational Technology Integration Training
* CTE Student Reporting	* Virtual and online training and support
* Classroom Speaker Directory	Inter-district Cooperative Programs
* Countywide Career & Technical Education Programs	Network Design and Management
* Employability Skills Training	Local Service Planning
* Reality Store Training	Special Education Parent Advisory Council
* Student Industry Certification Programs	Physical and Occupational Therapy
* School to Work Programs	Professional Consultation
* Student Industry Certification Programs	Professional Development
* Workforce Investment Act (WIA)	Programs for Students with Cognitive Impairments
Communication and Data Services	Programs for Students with Hearing Impairments
Compliance Assistance	Programs for Students with Emotional Impairments
Cost reductions through group purchasing and REMC	School Psychological Services
Course Management System (Moodle)	PowerSchool Services
Curriculum Development Support	Pupil Accounting Services
*Curriculum Mapping and Alignment	Registration event system
Courier Services between SRESA & LEA's	REP Reporting
Consulting Services	Research & Planning
County Assessment Administration	School Improvement & Accreditation Assistance
Data Packets	School Social Work
Data Analysis and Presentation Support	Speech Therapy
Data Warehouse	SRESA and LEA Integration
Discovery Learning Video Resources	Substitute Teacher Registration, Orientation, and Scheduling
Distance Learning through SITES	Survey Creation and Support
Early Childhood Programs	Technology Preparation, Planning, Training and Repair
Early Childhood Trainings	Technology Support Services
Energy Supply Reduction	Truancy Services
Financial and Student Software Applications	Transportation Services
Fiber Optic Network	
GED and Work Keys Testing	

Key Indicators of Success

Five key indicators of success are the framework and context for all activities of the SRESD. These indicators include:

Local District and Customer Satisfaction

Customers of Shiawassee RESD utilize our services and are satisfied because we add value in areas that are critically important to them.

SRESD Employee Satisfaction

Employees of SRESD are consistently satisfied with their roles and working conditions; we recruit, develop, and retain the highest quality staff available to serve our customers.

SRESD Student Achievement

Students of the SRESD consistently achieve at high levels; we provide students with strategies and skills that ensure their employability and/or goal achievement.

SRESD Financial Stability

Our organization maintains a stable financial position that allows us to achieve our mission and vision in a quality manner.

SRESD Quality Processes

The work processes within the SRESD enable the staff to be efficient and effective in achieving organizational goals.

Organizational Values

Shiawassee RESD values are as follows:

We all accept the responsibility for leadership within our organization. As reflected in our daily actions, we are committed to performing to high standards of service, we add value to our customers, and we are responsive to their needs. Our behavior demonstrates our respect for our customers and our colleagues.

We are committed to fostering *learning centered* education. We engage in organizational and personal learning. We are knowledge-driven and committed to implementing best practices.

We make decisions regarding our programs, products and services based upon facts and information. We are future-focused and manage for innovation by encouraging risk-taking and focusing on results.

We aspire to be a flexible, adaptable organization with the capacity to respond rapidly to changing environments, circumstances, and customer requirements.

Serving Our Customers

Programs for ALL Students

SRES D provides programs, services, and assistance to support academic learning for ALL students. Services provided by SRES D to local districts through consortium include Career and Technical Education programs, Early College coordination, Early Childhood programs, and assistance in the areas of physical therapy, occupational therapy, speech, psychology, social work, nursing, attendance, and juvenile court. Also served through the consortium are children who are gifted and talented, learning disabled, autistic, or emotionally impaired.

Public School Districts and Non-Public Schools

The SRES D's key customer group is a consortium of the eight Public School Districts in Shiawassee County. The districts receive state funded services and/or contract with SRES D on an annual basis for SRES D services offered, or by working with SRES D to build a customized service. SRES D strives to provide opportunities for customers that add value beyond contract relationships including regularly scheduled meetings of the Superintendent Council, Curriculum Directors Council, Principals, Counselors, Career Technical Education (CTE) Coordinators, CTE Para-Professionals, Shiawassee Instructional Technology Network (SITN), Joint Network Operations Committee (JNOC, and Media/Technology Specialists. SRES D also offers services on an ad hoc basis to any school or district, locally, regionally, or statewide.

The non-public/parochial schools in Shiawassee County are also an important customer group. Services provided to public schools are equally available to students in non-public schools, are primarily focused on eligible special education students with delivery at the school site, and include professional development opportunities for non-public school staff.

Local Service Planning

In order to fulfill our mission, the SRES D continued implementation of Local Service Planning this past year. It is a five phase process for 1) identifying local district needs, 2) developing a countywide plan based on common needs, 3) developing customized local service plans, 4) deploying the plans, and 5) evaluating and revising the plans. Professional development and other services provided to districts this past year were based on the general areas of need identified including implementation of MTSS, curriculum alignment, early childhood transitions and assessment.

Other Educational Organizations

In addition to schools, SRES D provides services related to coordination, facilitation, quality assurance, data collection, and reporting for other Intermediate School Districts, the Michigan Department of Education, Genesee-Shiawassee Workforce Development Board, Genesee-Shiawassee Educational Advisory Board, Michigan Workforce Agency, Capital Area Science and Math Center, and various professional organizations.

Improvement Efforts

Continuous Improvement

The SRES D continues on a path of continuous improvement using the *Gather, Study, Plan & Do* methodology for identifying goals and monitoring progress in achieving the goals. SRES D activities are framed around the organizational initiatives (Total Quality Leadership, Mission Driven System, Customer Focus, Data-Based Decision Making, Continuous Learning Environment, Team Membership, and Continuous Improvement Process). SRES D has worked with focus groups and local district personnel, and has conducted surveys and focus group activities to identify organizational strengths and key areas for improvement. As part of the process, local district personnel and SRES D personnel from a wide spectrum of job responsibility areas have participated in identifying critical areas for growth and development. Progress is monitored through the five indicators of success. On an ongoing basis, continued emphasis was given to the Local District and Customer Satisfaction Indicator, and the identification of essential services by local district superintendents.

Employee satisfaction, development, and well-being are core values of the Shiawassee Regional Education Service District and therefore, employee satisfaction is one area the SRES D has focused its efforts on as part of continuous improvement. An initial climate survey was conducted to determine the status of employee satisfaction in the organization. Based on those results, strengths of the organization were identified as well as opportunities for improvement. A number of interventions were implemented over the past few years, including the establishment of new means to communicate to staff, the creation of organizational videos, and the restructuring of departments and procedures. The survey has been re-administered twice to determine if the interventions had any impact on employee satisfaction. The results of the survey indicated improvements in all areas. Employee satisfaction continues to be a focus for the Shiawassee RES D.

In the area of Student Achievement the SRES D has addressed the AUEN and MI-Access issues for students, added new countywide Career and Technical Education programs, been involved in curriculum alignment and instructional strategy development in the areas of special and career education, and implemented a variety of assistive technology. The SRES D has worked collaboratively with local districts to implement Multi-Tiered Systems of Support/MTSS throughout the counties.

Financial Stability and Quality Processes have also been addressed. The SRES D has established partnerships with a variety of organizations to reduce costs and streamline services. An example of this is the successful partnership between Shiawassee RES D and Clinton County RESA. This partnership was formed to address both financial stability and quality processes. The partnership combined services between the two counties and allows both counties access to high quality support at reduced costs to each organization and helps to eliminate duplication of work processes.

Multi-Tiered Systems of Support (MTSS)

MTSS is a comprehensive integrated, three tiered system of instruction, assessment, and intervention strategies designed to proactively meet the academic, behavioral, and social/emotional well-being of ALL students. Shiawassee RESD supports local districts in their implementation efforts of this systemic approach to ensuring high levels of student engagement and achievement by providing technical assistance, professional learning, coaching, resources, and various process tools for leadership teams. Within the framework, SRESD focuses its support on 5 main components: Instruction/Intervention, Monitoring and Evaluation through comprehensive assessment, Problem Solving/Data-Based Decision Making, Evidence Based Practices and Leadership/Communication/Stakeholder Engagement.

Collaboration and Partnerships

Enhancing Student Learning

To support and enhance student learning, the SRESD engages in a number of collaborative partnerships including inter-district cooperative programs and services for grant writing, pupil accounting support, substitute teacher registration and scheduling, data collection and warehousing, support for financial and student software applications, truancy services, information dissemination, and professional development. The SRESD collaborates with the Michigan Department of Education and numerous intermediate school districts to offer a variety of opportunities to Shiawassee County staff and students. The SRESD also collaborates with the local Chamber of Commerce, Baker College of Owosso, Central Michigan University, Memorial Healthcare, various other businesses and post-secondary institutions, and local school districts to provide Countywide Career and Technical Education programs K-12. In addition, the SRESD is a member of the Quad Consortium connecting the Shiawassee fiber optic network to Genesee, Lapeer, and St. Clair County Intermediate School Districts. Also, the SRESD has a combined instructional services approach with Clinton County RESA to leverage expertise, resources and services between the two organizations.

Shiawassee Scholars

The Shiawassee Scholars program provides academically talented high school students opportunities, resources and support in pursuing challenging programs that are not available to them through their local high schools. The Scholars Program (funded by the Cook Family Foundation and coordinated through the SRESD) encourages students both academically and socially in pursuing their intellectual curiosity. One hundred eighty-two eighth grade students from across the county took the Scholastic Aptitude Test (SAT) in January 2016. As a result of their admirable scores, forty-seven students from across the county were inducted into the Shiawassee Scholars Program in May of 2016.

The Shiawassee Scholars program is governed by an advisory committee that meets two times throughout the school year. The purpose of the committee is to plan and review the program for continued success for the participants. The Shiawassee Scholars Program sponsors a variety of activities throughout the year to keep students and parents informed of opportunities, resources and support to reach their full potential.

During the 2015-2016 school year these activities included a three day college retreat for incoming freshmen at the University of Michigan in Ann Arbor, a lunch meeting at each high school for the entire

Shiawassee Scholar population, college information meetings to promote success in high school, college and beyond, a workshop to assist students currently in their junior year of high school in completing their college applications, and a test preparation workshop to help them improve their scores. Students in the program receive a scholarship for enrichment courses and activities focused on exploring their talents and career interests. Once the students have used the scholarship money, they share their experiences with audiences at the sponsored activities throughout the year.

Partnerships

Shiawassee RESD has established numerous partnerships which include:

- *Michigan Department of Education*, a key decision driver on statewide initiatives, legislative efforts, curriculum design, instructional delivery mechanisms, and grants to facilitate school improvement.
- *Michigan Department of Career and Technical Education* facilitates curriculum development support and federal programming for approved Career & Technical Education Programs.
- *Michigan Mathematics and Science Center Network* is a collaboration between 33 centers in the state to support the delivery of high quality mathematics and science education for the students of Michigan
- *The Center for Educational Performance and Information* which provides data to schools and community regarding education
- *Genesee-Shiawassee Workforce Development Board*, Michigan Works provides access to federal job training funds for students with disabilities through the SRESA Workforce Investment Act (WIA) program.
- *The Association of Educational Service Agencies (ASEA) in partnership with the Michigan Association of Intermediate School Administrators (MAISA) and other ISD's* to leverage new business opportunities and facilitate a network of strategic alliances.
- *Michigan Regional Educational Media Center Association (REMC)* in partnership with MAISA facilitates continuous improvement, provides cutting edge information, and legislative lobbying efforts.
- *Michigan Staff Development Council (MSDC)*, networking leaders in school improvement, professional development, curriculum, instruction and assessment.
- *Michigan Association for Community College Educator Preparation* for connecting community colleges and K-12 organizations.
- *The School Improvement Facilitator's Network (SIFN)* providing hands-on support, training, and tools in the area of school improvement, professional development, curriculum, instruction, and assessment.
- *Consortium partnership with the eight local districts* for delivery of Special Education Services, the Shiawassee Interactive Telecommunication Educational System (SITES), and the Shiawassee Career Preparation System career pathway opportunities.
- *Central Michigan University, Eastern Michigan University, Ferris State University, Lansing Community College Michigan State University, Mott Community College, Saginaw Valley State University, University of Michigan- Flint, Western Michigan University* provides university credit for professional development.

- College credit for students is provided by *Baker College of Owosso, Delta College, Lansing Community College, Mott Community College, Northern Michigan University and University of Michigan.*
- Partnership with *Memorial Healthcare of Owosso and Baker College of Owosso* in providing Career & Technical Education programming for students in the 8 local districts.
- *Michigan Energy Limited (MISEC)* provides deregulated energy at reduced cost.
- Interagency partnerships with *Shiawassee County Family Court, Family Independence Agency, Michigan State University Extension, Memorial Healthcare , and Shiawassee County Mental Health* to support and interface with the broad spectrum of physical, social and economic issues facing students and their families.
- Partnerships with *Genesee, Lapeer, Saginaw, Midland and St. Clair County ISD's, and Lansing Community College* to provide distance learning opportunities and unified purchasing.
- Partnership with the *Mid-Michigan Consortium* for designing professional development activities, state curriculum based assessments, classroom activities and tools, and Moodle access for school staff in six counties.
- Partnership with *Macomb ISD and Ingham ISD* to deliver “21 Things” professional development online for educational staff.
- *North Central Regional Educational Laboratory (NCREL)* assists with the design and delivery of current, research-based professional development opportunities.
- *Kiwanis Club, Preschool Scholarships*
- *Macomb Intermediate School District; MIBLSI program*
- *MACUL; Cope project*
- *Shiawassee Area Transportation Authority*
- *Shiawassee Area United Way; Preschool Scholarships*
- *The General Education Leadership Network (GELN) is a collaboration between ISD General Education Leadership to identify areas for State collaboration*
- *The AmeriCorps Organization*

Consortium with Clinton Regional Education Service Agency Clinton, Eaton, Ingham, Barry, Calhoun counties consortium to identify and provide services for homeless students.

Instructional Support

Shiawassee Regional Educational Service District Early College Program

Shiawassee Regional Educational Service District is working with Lansing Community College, Baker College of Owosso and Mott Community College to establish a very unique early college program which allows students from every county high school to earn up to 62 highly transferable dual enrollment and/or early college credits in a face-to-face, blended, or virtual format. All tuition and fees are covered by state per-pupil foundation grant funding with no charge to county students or families

Dual Enrollment Program

Shiawassee Regional Educational Service District has developed a program with Central Michigan University, Baker College of Owosso and Lansing Community College to allow high school students the chance to dual enroll in college classes, earning both high school and college credits at no cost to the student or family. Over 100 students were enrolled in the first year.

This unique hybrid program is a blended learning arrangement including online classes and three face-to-face sessions on Saturdays throughout the semester. One of the Saturday sessions introduced students to the skills necessary and support available to help them be successful in college. The tuition, books, and other materials were funded by the SRESRD at no cost to the student or families. Student enrolled in this countywide program will eventually be funded by each of participating local school districts within SRESRD.

Data Based Decision Making

Shiawassee RESD provides support to Shiawassee County school districts in the areas of data collection, analysis, and use. Numerous training opportunities have been offered to teachers and administrators in the area of examining and interpreting student achievement data as well as demographics, perception and process data from their buildings and districts. School Improvement workshops, data day opportunities, technology trainings, and facilitated work time are some of the ways the SRESRD worked with local districts. Districts continue focusing on the multiple types and uses of data for school improvement for increased student achievement. They also received training and practiced analyzing a variety of data to establish achievement goals for students. In addition to the trend data, 7 of 8 districts participated in online student, parent and staff surveys offered through the SRESRD. Districts received on-going assistance on the use of the charts and graphs to identify areas of need and begin to focus their school improvement efforts where they would be most beneficial. Data reviews consisted of multiple types of data (achievement, demographic, perception, and process).

Shiawassee RESD continues to provide School Improvement support to districts throughout the county. Many districts have taken advantage of in-district customized school improvement coaching. Using data to create, implement and monitor school improvement activities has been a key force. The SRESRD offered training on site as well as assistance in analyzing and interpreting the various results.

Data Warehouse and Mi School Data Activities

Shiawassee RESD has built and been using a robust data warehouse that includes student achievement, demographic, state assessment, and local assessment data in addition to process data. The warehouse consists of a computer analyzer tool with a teacher friendly dashboard. The focus for this year's training was the pilot of online assessment using the warehouse.

The Data Warehouse has served as an invaluable tool for a variety of activities in the county. The data profiles created through the warehouse have provided a foundation of data for school improvement planning. The reports were used for professional development to create cultures of data with school improvement teams, NCA teams and entire staffs. The warehouse has been used for a variety of activities such as identification of students needing additional support, action research regarding

implemented programs, accountable appeals, focus for professional development activities, school improvement planning, and end of year awards. Additional data warehouse trainings will be offered next year.

The Dynamic Inquiries from the Mi School Data grant also generated enthusiasm around data use. The site was created by Michigan Department of Education. The site provides easy access to M-STEP and other assessment data in a variety of formats that can be analyzed to make instructional decisions. It also contains data on student enrollment, graduation rates, school of choice, financial information post-secondary, and educator effectiveness. Paired with the warehouse, which allows us to access student level data, data use is reaching a new level. Other reports at the site allow districts to view discrepancies between their records and state submissions, which allows for increased accuracy. The student CA60 report gives student information quickly and concisely that can assist in making placement or intervention decisions. The PA25 and Annual Reports have also been made available to local districts. Through these tools, the use of data in all facets of instruction is on the rise throughout the county. Shiawassee served as a regional trainer for the Mi School statewide rollout this year.

Early Warning Systems Training

Early Warning Systems are systems put into place in buildings to identify and provide support for students at risk of failing or dropping out of school. The training consisted of the review of research of student risk factors, implementation strategies that have been found successful for students of various needs, and the development of strategic, cohesive system of support in the building. During the last year a number of middle and high school buildings continued implementing the Early Warning System in their buildings. Teams continued their work with facilitated training days in October, March, and May. The series focused on providing schools with their own student data with at risk factors flagged. Best practice research and intervention selection protocols were shared with teams. As a result of the training student support teams and structural changes have taken place in a number of buildings. The series has been requested to continue next year with additional training offered to buildings that have new personnel or are new to Early Warning Systems.

Teachers Learning Together

Various teachers at all grade levels also participated in the *Teachers Learning Together (TLT)* series sponsored by the Mid-Michigan Consortium. Teachers worked collaboratively with the leadership of Dr. Kevin Feldman in conducting peer observations and offering constructive feedback regarding student engagement and academic literacy strategies in the classrooms. The response and feedback was extremely positive and the series will continue in 2016-2017 with a focus on mathematics.

Curriculum Alignment

The SRES D is always striving to assist the constituent districts with their efforts to align curriculum with the Common Core Standards. During the 2015-2016 school year, SRES D facilitated a number of

activities and programs that focused on core curriculum alignment. The SRES D also provided districts with the most up-to-date information related to high school reform including the Michigan Merit Curriculum, Next Generation Science Standards and the Common Core State Standards.

Providing Support around the Common Core State Standards (CCSS)

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Standards are an extension of a prior initiative led by CCSS and National Governors Association to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics.

The CCSS is based on the premise that students need good reading skills to learn new content information, to develop background knowledge in core subjects, and to do well in postsecondary education and the workforce. In one study looking at College Readiness, it was found that the difficulty of texts that students encounter when taking SATs, in the military or workforce, or in college were much more complex than those they encounter in high school.

The Common Core State Standards were adopted by Michigan in 2010 because they provide a progression of skills from kindergarten through high school assuring that students are career and college ready. Unlike in previous decades, when manufacturing jobs were readily available without further job training beyond high school, now, two-thirds of all jobs require some level of college preparation and employers say they need better prepared candidates. The Common Core State Standards are more rigorous and require students to read for information examine and analyze data, and take and support a point of view based on information and data. This is very different from reading a story and answering questions or simply solving mathematics problems from the book. The Common Core State Standards now require teachers to pose questions and problems for students to answer and solve, assessing conceptual understanding. SRES D has provided training and support to teachers and administrators to assure what happens in the classroom will better prepare students to be successful in the work place and in college and will assure that Michigan is competitive in the global marketplace.

M-Step Assessments

During the 2015-2016 school year Michigan students took a computer adaptive assessment aligned to the Common Core & Michigan Standards called M-Step. The new assessments were administered on-line with an option for a fixed paper pencil format for schools that could not computer test. The assessments require that students solve math problems that require examining data and applying concepts to draw conclusion. For English Language Arts, students are expected to examine several articles and prepare essays for presentation to a certain audience. Students are expected to take a position based on information in the articles and use evidence from what they read to support their point of view as they make their case. There are several things that make these assessments different from what Michigan students have experienced in the past.

The Common Core State Standards require a major change in classroom practice including having students less engaged with just textbooks and more engaged with problems experienced in the workplace and in college. As a result, students will be expected to read materials, examine different points of view, conduct research and write opinion essays supporting a particular point of view. In math, students will review financial documents, conduct analyses, develop a conclusion and provide evidence for the conclusion. Nearly half of the performance tasks for secondary ELA and math were the context of science or social studies. SRES D has conducted numerous ongoing trainings and provided support to local districts to assist them in preparing students for the new assessments.

Assessment

SRES D has focused efforts on Assessment FOR Learning versus Assessment OF Learning. Numerous on-going activities had taken place to assist local districts with developing and implementing their assessment plans. Facilitated sessions involving analyzing the local and state assessment data and its potential implication on curriculum and instruction were available in buildings. The SRES D provided guidance and support to districts regarding the new SAT and PSAT assessments. Trainings took place on the use of Khan Academy so assessment data could be loaded and students would receive targeted instruction based on each student's individual results. Electronic collection of results was also designed to give districts/buildings the ability to load the data into the warehouse so cross assessment analysis can occur.

Professional Development

The SRES D offered a variety of professional development opportunities in 2015-2016 that focused on methods to assist student academic learning. Professional development activities were tied to school improvement goals and were based upon the Common Core Standards, Next Generation Science Standards, the Teaching and Learning Standards, the Michigan Assessment Standards, as well as the National Staff Development Council's Standards for Staff Development.

To provide research based professional development, members of the County Curriculum and Leadership Council (CILC) disaggregated data to identify and target specific areas of need. Highlights of the professional development opportunities offered during 2015-2016 were:

- Attributes impacting Student Achievement including effective teaching strategies and learning through the use of technology and resources to support different learning styles.
- Classroom support for new teaching methods in Language Arts, Math, Science, Fine Arts, Career & Technical Education, Technology, Managing and providing online learning resources, and Assessment.
- Meeting state requirements for Online Experience or Course work through a Course Management System.

- School and district support for the state and national mandates of “Education YES” and the federal accountability waiver.
- Support of data-based decision-making including support in Data Analysis.
- Technology training in the areas of data analysis and classroom instruction to use and develop 21st century skills.
- On-going training and support for PBIS (Positive Behavior Support), CHAMPS (Conversation, Help, Activity, Movement, Participation Success)

Within District Professional Development

In addition to providing training at the county level, SRES D staff conducted on-site training and workshops on a variety of topics within local school districts. SRES D staff trained district principals and teachers in data analysis and interpretation of school improvement, how to realign course content to improve student performance, how to assess student work, how to increase reading comprehension and how to differentiate instruction and assessment for all students across all curricular areas.

MTSS Refresher/Full Training Opportunities

Shiawassee RESD continues to support local district implementation of Multi-Tiered Systems of Support. Districts can request refresher or full trainings in the area of data analysis, CHAMPS, classroom management, engagement in the classroom, PBiS, Check In and Check Out. Districts also had the opportunity to meet one on one with the MTSS Coordinators to map out their MTSS system and identify gaps in the system.

District/Building School Improvement Framework/ State Reporting & School Improvement Planning/ASSIST/Program Evaluation Tool

The SRES D assisted local districts throughout the year with implementing their school improvement and NCA plans and aligning their efforts with the State’s School Improvement Framework. In addition to the systemic school improvement support, the SRES D offered facilitated work sessions for administrators to assist them with multiple state reports using the online portal site. The SRES D assisted local districts with state compliance activities and the appeal process as well as with identifying potential areas that local districts and buildings needed to address assuring student achievement success in the future. Additional assistance has been available for local districts and buildings with using the data warehouse to monitor/identify their school improvement goals and progress. The SRES D offered training and technical support for the state reporting tool ASSIST and the program evaluation tool.

Science

The new Michigan Science Standards were adopted by the state of Michigan in November 2015. The shift in teacher practice required of these standards is based upon research that has been used for many years in the science community. Thus, professional learning sessions focused on the continued integration of inquiry with additional emphasis on STEM (science, technology, engineering and mathematics) and preparing for robust professional learning for teachers in the area of shifting science education especially the science and engineering practices. Emphasis was also placed on using strategies to improve content area literacy across all subject areas including science. Through professional learning opportunities offered, teacher leaders from local districts were engaged with instructional practices and strategies for implementing the newly adopted Michigan Science Standards. The SRESA/CASM Science consultant participated in intensive training around the NGSx professional learning materials. NGSx focuses on the scientific-engineering practices of developing and using models, engaging in argumentation, and constructing explanations, and allows K-12 teachers to engage as adult learners with science content and classroom cases as well as reflect on their own classroom practice.

The SRESA was also a host site and partnered with Eastern Michigan University and Lawrence Tech University for Project Lead the Way training in which a majority of the county school districts sent teachers to training in the various curriculum pathways.

Mathematics

The current mathematics standards for PK-12 education were adopted by Michigan's State Board of Education in June 2010. These standards are the current framework for instruction and pedagogy and were assessed for the first time in the spring of 2015. Much work has been centered on understanding and implementing these content and practice standards throughout districts, schools and classrooms across Shiawassee and Clinton Counties. Teachers delved into instructional practices and strategies as they began the shift to increased focus, coherence and rigor as required in these standards. Collaboration with elementary teachers was a specific focus in 2015-2016. Teachers were provided the opportunity to partake in observing instruction highlighting the use of high level tasks focusing on student engagement modeled in their classrooms. This work mimicked the practices and strategies championed by Dr. Keven Feldman in the *Teachers Learning Together* project. Teachers observed the lesson being modeled in their classroom and provided feedback focusing on student engagement strategies. Follow-up occurred with these teachers as they implemented high level mathematical tasks and engaged students in productive mathematical discourse. Feedback was provided to the teachers regarding the use of effective student engagement strategies. Three local districts in Shiawassee County along with two districts in Clinton County also participated in an *Embedded Coaching* project with Arjan Khalsa, a nationally recognized expert in mathematics and digital curricula. The grades 3, 4, and 5 teachers in these districts engaged in implementing the digital resource, *Conceptua Math*, to interest students in mathematical modeling and exploration of grade level content in a digital environment while receiving intense feedback and coaching from Mr. Khalsa. This project is closely tied to the philosophies of Dr. Kevin Feldman in the *Teachers Learning Together* project. A bi-product of this project has been video interviews with participating teachers and national recognition for the project. Secondary teachers were provided the opportunity of support for implementation of learning walks along with peer feedback as presented by Dr. Kevin Feldman in the *Teachers Learning Together* project. Local districts also received support regarding mathematics curriculum, instruction and

assessment as requested. The focus of all mathematics professional learning centered on the implementation of best practice instructional strategies and improvement of student achievement. Intensive professional development continued with a focus on understanding the depth and breadth of the CCSS-M, best practice mathematical strategies for implementation across the PK-HS levels and understanding of the complexity of the assessment system in order to prepare students for success when faced with multifaceted mathematical situations. Data analysis, along with formative and summative classroom assessment, was also a priority. Teachers continued to focus on the use of assessment data and how this data is valuable in informing instruction and improving achievement for all students.

Project-Based Learning

Through a state-wide scale up grant, the SRES D was able to support local district participation in several project-based learning experiences. Local district personnel, including district superintendents and board members, had the opportunity to visit various Project Based Learning classrooms. As a result of funding available through the grant, two local districts (*Byron and Morrice*) participated in professional development in-service training and conference attendance through the New Tech Network.

The SRES D has been identified as a training location partner with Eastern Michigan University for three PLTW course offerings. Five of the local districts plan to participant in the Project Lead the Way professional development training through the state scale up grant. Implementation of six PLTW project-based courses will begin throughout the county in the locals as a result of this training opportunity.

The 2015-2016 school year saw many changes in State assessments and was a crucial transition year for schools. Shiawassee RES D worked closely with the College Board in order to support administrators, teachers, counselors and students during the transition to the new PSAT and Redesigned SAT. SRES D facilitated multiple professional learning opportunities: Statewide Redesigned SAT Train-the-Trainer sessions, Redesigned SAT Overview trainings, Redesigned SAT trainings for Teachers – Tools for Rhetorical Reading/Analysis, College Board Portal Trainings, Khan Academy training and Online SAT practice sessions for students.

Early Literacy Coaching

It is the goal of the SRES D Instructional Services department to provide exceptional professional learning for teachers; craft and disseminate high-quality curriculum and assessment tools; coach educators regarding best practices in instruction and assessment; and advise educators on current best practices and emerging educational trends. To this end, SRES D focused on major statewide initiatives involving Early Childhood Literacy and the new College and Career Readiness Assessments. Based upon the Governor’s Early Literacy Workgroup recommendations, The Michigan Department of Education provided several grant opportunities to assist schools in meeting these recommendations. Shiawassee RES D applied for the Early Literacy Coaching monies and was awarded two grants. The literacy coach works collaboratively with administration and building leadership teams to provide instructional leadership, assessment expertise, and professional development designed to support the building’s implementation of the essential instructional practices in early literacy.

SAT/PSAT Transition Support

The 2015-2016 school year saw many changes in State assessments and was a crucial transition year for schools. Shiawassee RESD worked closely with the College Board in order to support administrators, teachers, counselors and students during the transition to the new PSAT and Redesigned SAT. The SRESD provided discounted pretest purchasing through a consortium opportunity. SRESD facilitated multiple professional learning opportunities: Statewide Redesigned SAT Train-the-Trainer sessions, Redesigned SAT Overview trainings, Redesigned SAT trainings for Teachers – Tools for Rhetorical Reading/Analysis, College Board Portal Trainings, Khan Academy training and Online SAT practice sessions for students.

Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. The social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. SRESD continues to be involved in statewide social studies leadership organizations and disseminates high quality curriculum and assessment tools to districts for supporting classroom instruction.

World Language

The Shiawassee RESD hosts two meetings each year to support world language teachers from our local districts. The meeting sessions are designed to promote networking and learning opportunities around the teaching and learning of world languages, as well as providing updates from Michigan Department of Education for the world language requirements. In addition to an emphasis on current research and practice in the field of world languages, these meetings are designed to foster conversation and collaboration among districts working on similar initiatives.

Technology

Educational Technology integration resources, strategies and best practice was woven into professional development sessions provided by SRESD staff to county administrators and teachers via different training sessions delivered both at the SRESD computer lab and on site in local schools. The SRESD Educational Technology staff continues to integrate technology across various curriculum projects in each of the content areas, curriculum council events, and data analysis training. Among the topics delivered through the use of technology were: 21 Things for 21st Century Educators, 21 Things for Students, Blended Learning in the Classroom, Edupaths, Illuminate curriculum mapping, internet surveys, virtual meeting management, video streaming, data management, Moodle, iPads, Chrome

Books, Google for Educators, use of Interactive Whiteboards, use of Illuminate DnA, for scanned and online assessments to provide data to direct classroom instruction, use of Moodle Content Management System and the use of Web 2.0 online resources for instruction and as school improvement tools.

The SRES D staff continues to work with districts to implement the ISTE-S (International Society for Technology in Education for Students) and ISTE-T (International Society for Technology in Education for Teachers). Technology continues to be a very important backbone to enable educators to evaluate and view student and classroom, building and district level data which will allow them to target ways to improve and enhance instruction. This work will continue to be a top priority this coming year again in helping educators use data and online tools.

Knowing that the availability of technology in the classroom and the needs of teachers varies greatly among our schools and teaching staff, the SRES D has focused resources on delivering more training at the individual administrator and classroom teacher level by offering schools the opportunity to participate in periodic Instructional Technology Coaching. Teachers have had the opportunity to meet with the Instructional Technology Specialist in their buildings and classrooms, one-on-one, in order to better refine their use of technology tools available and more efficiently utilize the resources they have chosen to use with their students. By supporting our teachers in this manner we are more able to meet the individual teachers' needs with regards to their knowledge base, comfort level, and specific device configuration.

The SRES D continues to assist local districts with their technology support and purchases. The SRES D hosts and supports many services for the consortium including the following: Internet services; content filter management, Wide Area Network management and support; E-mail support; Moodle support; Windows update services; PowerSchool hosting, Data Integration between PowerSchool and various systems; support and training; state reporting; report writing; Meal Magic hosting; Microsage hosting and support; SITES programming and support; Illuminate Data Warehouse purchasing, document management services; School Messenger support; library automation services; Datahub support server hosting and support; and shared technology support services (providing support of local district computers and other technology). During the 2015-2016 school year, the SRES D provided shared technology support services to the following local districts: Byron, Corunna and Morrice, as well as Shiawassee County Courts and Shiawassee County Health Department.

Chromebook Training

With the districts now purchasing Chromebooks, training has focused on basic use skills, Chromebook management, and educationally appropriate apps. Additional training will continue to be offered, to address specific needs, as districts expand their Chromebook use

Educational Technology Tools for the Classrooms

The SRES D continues to provide educational technology training to individual educators and to our school districts to help educators improve their technology skills and best practice knowledge of how to effectively integrate technology into the classroom. As districts are moving to one-to-one or BYOD devices, the SRES D is committed to supporting these efforts. The SRES D is currently working with districts and continuing to explore how to support districts with online assessments, blended learning, flipped classrooms and project-based learning.

Shiawassee Instructional Technology Network (SITN)

The 2014-2015 school year was the first year for the Shiawassee Instructional Technology Network, a professional network of tech-savvy, teacher leaders currently serving as classroom teachers throughout the County. The network serves to provide a vehicle for delivery of technology resources and information to the classroom level to assist teachers with technology integration as well as to create a network for sharing ideas and best practices, with regard to Instructional Technology, across the county. As of 2015-16, currently twenty of our thirty sites are represented in this network, which meets three times during the school year as well as monthly virtual meetings.

Shiawassee Great Start Collaborative

The mission of the Great Start Collaborative is *that all children are safe, healthy and eager to succeed in school and in life*. The Great Start Collaborative continues the work of creating a seamless Early Childhood System that includes all local agencies and organizations, including private and public service agencies, faith based organizations, businesses and parents. Great Start Shiawassee has addressed the following priority areas (aligned with the 4 Office of Great Start Outcomes) in 2015-2016.



Parents are an integral partner to the work of the GSC because they provide a “customer” perspective to the organizational members of the GSC which is critical to assuring that the local programs and services

effectively works for the parents. Parents also make up the Great Start Parent Coalition. Their purpose is to assist in building public will and support for early childhood investment through advocacy and education activities with parents, community members and policy-makers at the local and state level. In June, 2015, the Parent Coalition coordinated the 9th Annual Touch a Truck and Other Things That Go event, in conjunction with Young Children’s Fun Fair. Over 475 people attended this event.



Great Start Intake

Parents and Physicians have asked for easier access to services. Therefore, the Early Childhood Interagency approach to service delivery created a centralized intake, allowing ANYONE to make ONE PHONE CALL to be referred to multiple agency services. The information below was designed on “rack cards” and continues to be distributed to parents and providers throughout the county.

Make ONE CALL to Great Start's Central Intake Hub to get connected to the support and services you need.

HOW THE CENTRAL INTAKE HUB WORKS

- Expectant mothers or parents/guardians of a child (birth to age 5) with a developmental need, call Great Start at (989) 725-2581 or call toll free 1-866-725-7792.
- A consultation will be scheduled to connect you with a member of the Great Start Team.
- An early childhood specialist from our team will meet with you to identify what is needed to support your child's development and then connect you to the right programs and services.

Great Start - Central Intake Hub
 114 W. North Street, Oshtemo, MI 48867
 P: (989) 725-2581 Toll Free: 1-866-725-7792
 F: (989) 725-1312 • greatstartshiawassee.org
 search: [greatstartshiawassee](https://www.facebook.com/greatstartshiawassee)

In 2016, with our continued effort to streamline early childhood services in Shiawassee County, Great Start Shiawassee introduced an interagency Great Start Database. The Great Start Database allows for interagency data collection for analysis for care delivery system improvement.

Early Childhood Services

In addition to SRES D Early Childhood staff, the North Street facility houses Early Childhood staff from Community Mental Health, Department of Health and Human Services and Early Head Start. Also engaged in this collaborative effort (although not housed at North Street) are workers from the Maternal Infant Health Program operated by the Shiawassee County Health Department. This effort is designed to maximize services to families while minimizing duplication of service. The unique inter-agency approach provides services to families with children prenatal-3.

The *Early On* program assists families with children (birth-3) who have developmental delays or disabilities. At no cost to the family, the child receives a comprehensive developmental assessment and evaluation to determine eligibility for the program. Services are provided as determined by the IFSP (Individual Family Service Plan). Each family is assigned a Service Coordinator who assures application of necessary interventions and connects the family with community resources. Early Childhood Consultants provide services and education within the family home or setting of the families' choosing.

All services are offered on a year round basis.

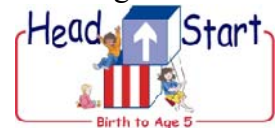
Within the *Early On* Program, the **Infant-Toddler Program** provides special education services to children who demonstrate a delay of at least 50% of their chronological age in one or more areas of development and meet the eligibility criteria of a child with a disability. Based upon areas of concern, a child may receive a comprehensive evaluation by any combination of specialists from a range of disciplines, including a special education teacher, a school psychologist, a speech and language pathologist, an occupational and physical therapist, and a school social worker. Along with evaluation services, these professionals provide on-going therapies as deemed appropriate by the IFSP, and often act as the service coordinator for the family.

The Child Abuse Prevention and Treatment Act (CAPTA) mandates that the Department of Health and Human Services (DHHS) refer all substantiated cases of child abuse and neglect of children from birth-3 to the Great Start program. Through collaborative efforts between the SRES D and DHHS, one CAPTA/Prevention employee works within the Great Start system to provide intensive interventions with high-risk families.

Since 2010 the SRES D has partnered with Capital Area Community Services in Lansing to coordinate and provide **Early Head Start** services to eligible families in Shiawassee County.

Early Head Start Home Visitors provide and support parent education through

parent-child activities, well-baby doctor visits, dental health, socializations, and nutrition. The Early Head Start model is considered to be a research based, highly effective program. Due to an increased need in Shiawassee County, the EHS program has grown. Currently we have 5 Early Head Start home visitors, housed at the North Street facility. 4 carry a caseload of 10 families (one carries a caseload of 3 families), each providing a weekly home visit.



- 5 Home Visitors
- 43 Children
- Weekly Home Visits



Any families with children from birth through age five are welcome to attend **Play to Learn Playgroups!** Five weekly playgroups are currently available at the North Street facility and on average, 60 children (45 families) attend the playgroups each week. Play to Learn opportunities are free to families. In addition to the North St. facility, many weekly playgroups are available within our community and provide opportunities for children to learn through play.

Family Fun Nights and other activities are also held periodically. Hearing, vision, and developmental screenings are also available, at no cost to the family. There are no eligibility requirements to participate.

Great Start Readiness Programs (GSRP)

The SRES D serves as the backbone organization for Great Start Readiness Program (GSRP), the state funded preschool for at risk students. By facilitating a common vision, measurement and equity among all providers: 8 local school districts and 5 Community Based Organizations (Elite Early Learning Center, Noah’s Ark, Bright Beginnings (Perry), My Great Beginnings, and CACS Head Start) we are promoting a collective positive impact preparing students for kindergarten entry. The SRES D provides the required Early Childhood Specialist (ECS) to promote quality programming by conducting multiple site visits, developing improvement goals and scheduling appropriate professional development. The ECS offers ongoing support to all GSRP classrooms in Shiawassee County.



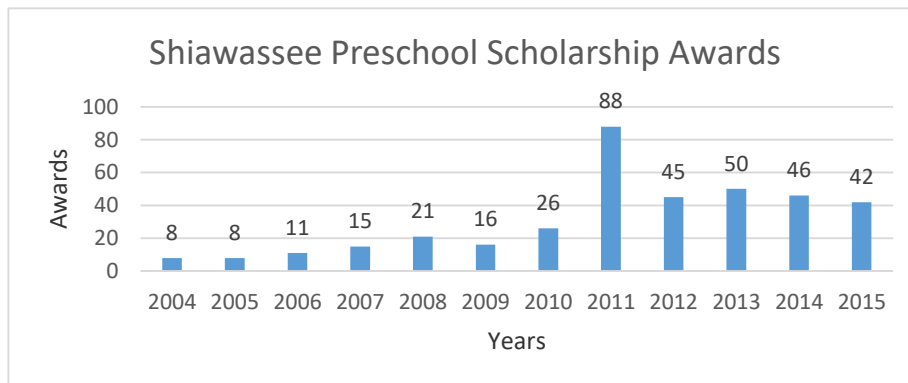
- \$2,185,875
- 591 slots
 - 217 part day slots
 - 187 school day slots

Early Childhood Collaborative Conference

The 21st Annual Shiawassee County Collaborative Early Childhood Conference was held in April 2016. This conference is a valuable training opportunity for childcare professionals and parents. Staff from the SRES D and other community agencies serve on the planning committee for this conference. This annual conference provides training/professional development on a variety of topics specific to caring for young children. The keynote speaker of the conference presented on Strengthening Families: Protective Factors. This year the conference had 125 attendees.

2015-2016 Shiawassee Preschool Scholarship

The Shiawassee Preschool Scholarship (SPS) is designed to assist low to moderate income families in Shiawassee County with tuition expenses associated with preschool. A high quality preschool experience can better prepare children for success when they enter school. At a high quality preschool, children acquire skills for their social, emotional, physical, and cognitive and language development. Since the beginning of the scholarship, we have given close to 376 students an opportunity to attend pre-school and a great start to education and life! In 2015 - 2016, 42 children were awarded scholarships totaling \$23,414.



Career and Technical Education

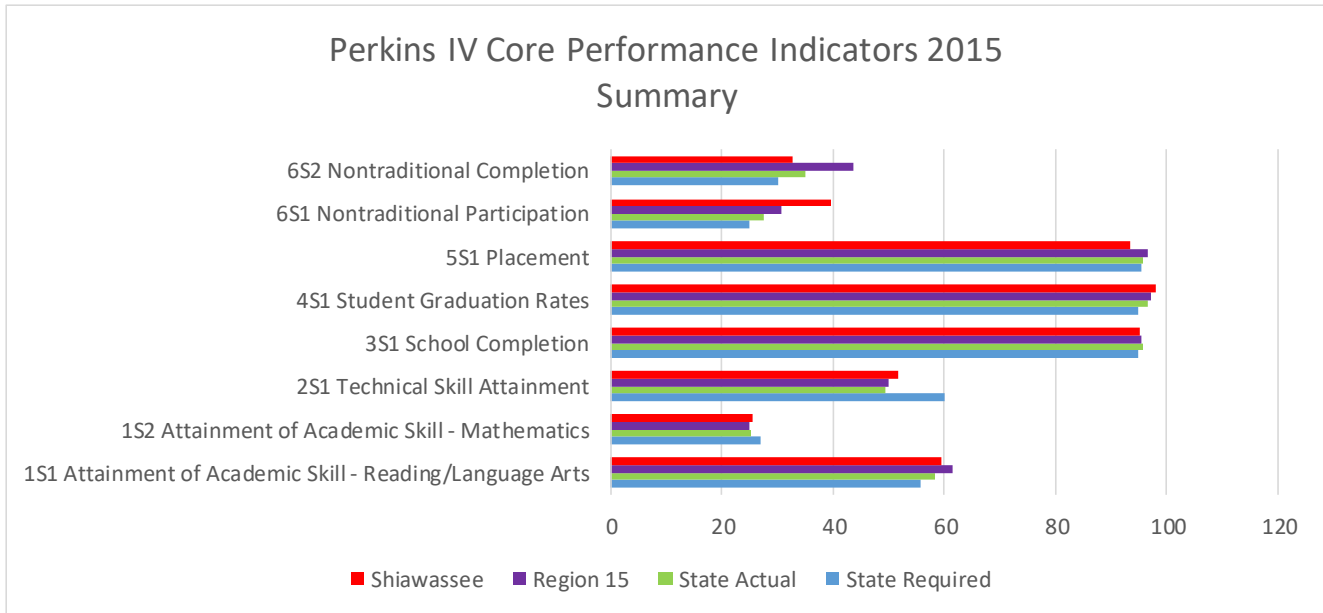
The SRES D Career and Technical Education Department provided assistance to the eight school districts in Shiawassee County for implementing K-12 career education as well as facilitating the following initiatives and programs: Federal Perkins IV Grant, Countywide Career & Technical Education Programs, Local School District Career and Technical Education Programs, Career Preparation Activities and the Federal Workforce Innovation and Opportunity Act. The SRES D has also worked to assure the curriculum in Career and Technical education programs supports the Michigan Merit Curriculum (MMC) and provides students with MMC graduation credit.

Federal Perkins IV Grant

The SRES D manages the Federal Perkins IV Grant for the local schools districts. Eight Career and Technical Education (CTE) paraprofessionals were placed in local school district CTE programs to assist students with academic and technical achievement. The CTE paraprofessionals assist the students' successful completion of coursework by tutoring, daily note taking, assisting with tests, quizzes and/or projects. CTE teachers & paraprofessionals also receive many opportunities for professional development through these funds. CTE instructors from Accounting & Finance, AgriScience, Business Management & Administration, Education, Culinary Arts, Engineering, Fashion Design & Merchandising, Construction Trades, Family & Consumer Science, Health Sciences, Machine Tool Trades, Marketing, and Woodworking continuously work on accurate alignment of their curriculum to the Michigan Career & Technical Education standards. CTE program instructors from across the county participated in professional development facilitated by the SRES D to ensure state standards are met as well as being provided the opportunity through the use of grant funds to attend industry specific professional development.

The Carl D. Perkins IV Core Performance Indicator data released in 2015-2016 for the 2014-2015 school year is summarized in the graph below. Shiawassee County did extremely well in the area of non-traditional participation. 98%, well above the state requirement of 95%. As a county the 90% threshold was met for all of the core performance indicators except Technical Skill Attainment with 51.6%. To address this need the SRES D is meeting with program teachers and developing strategies to improve scores.

The SRES D will also be offering a regional PD opportunity for teachers again in 2016 in mathematics to further work on this academic area.



Countywide Career and Technical Education Programs In cooperation with Baker College of Owosso, Memorial Healthcare, and the eight local school districts, the SRES D Career and Technical Education Department has established successful partnerships to assist all eight districts in providing exceptional Career & Technical Education Programs. In the 2015-2016 school year, 143 students enrolled in countywide programs, which included Automotive Services I, Automotive Services II, Computer Networking, Computer Science, Criminal Justice I, Criminal Justice II, Health Science Academy and Introduction to Health Occupation.

Local School District Career & Technical Education Programs

The CTE instructors from the seven local districts attended CTE professional development training at the SRES D focusing on curriculum alignment, program standards, federal grant requirements and data analysis, with an overarching focus on increasing student achievement.

The SRES D continues to provide leadership and support to the Shiawassee County CTE Programs within our local districts. Leadership and support is provided through PD opportunities, grant funded equipment purchases, articulation and certification opportunities for students, integration of academics in CTE, software purchases and support, services to special populations through placement of paraprofessionals in CTE classrooms, evaluation and assessment, follow-up assistance, the Scholars program and the Workforce Innovation and Opportunity Act grant activities. This year seven new CTE programs were approved by the State to begin operation Fall of 2016.

Career Preparation Programs

The Career and Technical Education Department facilitates many programs, products and services in partnership with the Shiawassee Regional Chamber of Commerce and the county business community, including:

- *Employability Skills Packets:* Employability skills packets are made available to districts, which includes examples and step-by-step instructions on the completion of resumes, cover letters, job applications, interviewing techniques and job retention strategies.
- CTE Employability Preparation – Classroom presentations were made in CTE programs providing instruction on applications, resumes, and interviewing techniques.
- *Reality Store Training:* This program is like a version of the Game of Life™. This year the Workforce Innovation and Opportunity Act Program at the SRES D used this to provide students with an understanding of the value of an education, the cost of living, the expenses of having children, and dropout prevention.

Federal Workforce Innovation and Opportunity Act (WIOA)

Shiawassee RESD Career Education Department coordinates the federally funded Workforce Innovation and Opportunity Act (WIOA) Program, in which 36 students in Shiawassee County participated in 2015-2016. Students served are ages 14-18 with disabilities and/or offender status, foster child, homeless, or parenting. Students in the program receive a wage (paid by the grant), occupational training, employability skills training and academic enrichment. This program is partnered with the SRES D Special Education Program Transition Services Program and Michigan Rehabilitation Services to best provide services to the students. This program is in partnership with Michigan Works Career Alliance and the State of Michigan.

Truancy

The SRES D provides support to local school districts regarding truancy issues and participates as the court liaison between the schools, students and parents. 94 formal petitions were filed with the SRES D and an additional 150 informal requests were made for assistance. The truant officer makes contact with the parent and student through letters, telephone calls, school visits and home visits. The truant officer also attends formal truancy hearings at the Shiawassee County Circuit Court – Family Division. This is the fourth year for the family court hearing program which is aimed at elementary students. Parents, along with their children, attend a meeting with the truant officer, Circuit Court staff, Community Mental Health and the Prosecuting Attorney’s Office to deter formal petitions. The purpose of the meetings is to discuss reasons for the truancy and then develop a plan that would help eliminate those barriers. The truant officer then does periodic checks on the student’s attendance.

Capital Area Science and Mathematics Center (CASM)

The Capital Area Science and Mathematics Center is one of 33 Math and Science Centers in the State of Michigan. Shiawassee RESD serves as the fiscal agent for CASM which provides the following services for the counties of Clinton, Eaton, Ingham, Ionia and Shiawassee. The Math and Science Centers are funded by section 99 monies. The role of the center is to provide leadership, curriculum support, professional learning, and student services to students and educators in local school districts.

Leadership

CASM continues to cultivate leadership by providing professional learning with a trainer-of-trainer model when conducting professional learning sessions. Participants are expected to provide leadership in local districts by working with colleagues to put into practice what has been learned in the sustained professional learning sessions. CASM has also worked in the last year to develop a website for keeping local math and science teachers informed regarding updates, opportunities for learning for both teachers and students, as well as developing resources for teachers to access for the further development of curriculum, instruction and assessment.

CASM also participates as a member of the Bay Hub of the Michigan Science Technology Engineering Mathematics (STEM) Partnership. The goals of the partnership are to:

1. Build local STEM capacity by developing formal relationships among stakeholders – business, industry, nonprofits, PK-20 education, students, parents, local and state community organizations and government
2. Develop and support STEM education programs and initiatives that utilize interdisciplinary teaching and learning methods to address real-world issues.
3. Increase the number of students who graduate from high school, career and college ready without remediation.

Curriculum Support

The Capital Area Science and Mathematics Center provides curriculum support via a director who is a certified mathematics and science educator. This person is available via phone, e-mail, and face to face to provide consultation and professional development services. Each of the five counties served by CASM has a contact person who is available to provide guidance and resources. The 5 county representatives meet quarterly to assess needs and determine direction for the center.

Professional Learning

CASM provided with a focus in mathematics on implementation of the Michigan Content Standards for Mathematics and preparing administrators and teachers for the anticipated adoption of the new Michigan Science Standards.

Secondary mathematics teachers were given the opportunity to attend eight days of professional learning where they engaged in examining pedagogical practices, as well as content and assessment knowledge

focused on Algebra I topics. The focus of all mathematics professional learning centered on the implementation of best practice instructional strategies and improvement of achievement for all students. Intensive professional development continued to focus on understanding the depth and breadth of the Michigan Content Standards for Mathematics, best practice mathematical strategies for implementation across all levels and understanding the complexity of the assessment system in order to prepare students for success when faced with multifaceted mathematical situations. Data analysis, along with formative and summative classroom assessment, was also a priority.

Professional development for science teachers at all grade levels was focused on the anticipated Next Generation Science Standards. These standards are expected to be adopted in the fall of 2015. Work is underway in districts with teachers becoming familiar with the standards and the changes in practice that will be necessary for students to increase scientific literacy.

Student Services

A priority of the CASM Center since 2012 has been to generate student interest and aptitude at all levels in Science, Technology, Engineering and Mathematics (STEM). CASM Center has implemented a competitive grant process allowing opportunities for teachers to engage with students at the K-12 level with a goal of increasing both interest and knowledge of STEM fields and programs. Through these programs students ranging in age from elementary students to high school students have been exposed to learning opportunities in science, technology, engineering and mathematics. The themes of the programs have included: Summer Science Camps; science and math camps with intervention for struggling students and after school robotics programs at all levels. In (2015-2016) 17 programs received funding for a total of approximately \$67,000. A total of 1,055 hours were spent in STEM related activities outside of the regular school day and curriculum through the support of CASM. These programs reached 644 students at a variety of levels across the K-12 education spectrum and included the support of 5 new high school First Robotics Teams. Over the last two years, two of these rookie *FIRST* Robotics teams have gone on to compete at World Competition. Data collected indicates growth in both interest and aptitude in STEM from all students surveyed.

Special Education Programming (2015-2016) Annual Report of the Shiawassee RESD Student Learning Center (s)

Living the Mission

SRESD special education programs serve students in and from the eight local school districts in Shiawassee County ranging in age from birth to 26 years old. The staff recognizes each student as an individual with special educational needs.

SRESD staff support the following mission: *The SRESD is committed to creating safe educational environments in which all students can learn and are treated with respect. The school, in partnership with the home and community, will educate all students through a functional program which promotes self-esteem, individuality, and student rights. As dedicated and motivated staff members, SRESD staff value the individuals they serve and challenge them to be active and productive in all aspects of their lives.*

SHIAWASSEE REGIONAL EDUCATION SERVICE DISTRICT SCHOOL IMPROVEMENTS BELIEF STATEMENTS

In support of the mission, we believe:

1. A positive self-image is one of the most important qualities we can help our students to develop.
2. The Least Restrictive Environment for students means a continuum of program alternatives.
3. Meeting individual needs means having realistic yet high expectations for student performance, adapting techniques necessary for optimum development, and respecting each student's right to make decisions regarding his/her own future.
4. Obtaining suitable employment opportunities for our students is an important priority.
5. Community Based Instruction benefits the students as well as the community.
6. A functional program is one which includes instruction in cognition, communication skills, vocational training, emotional development, leisure and social skills, adaptive living and the enhancement of life activities through artistic exposure and exploration.
7. The SRES D should work closely with families so that good rapport is established and maintained. (Create a sense of community)
8. Staff members need to have training opportunities which will help them grow professionally and therefore enrich the education of their students.

Current Year School Improvement Plan

The School Improvement Plan for 2015-2016 is directed by department need and the Michigan School Improvement Frameworks and Comprehensive Needs Assessment. Our overall goal is to help students become as independent as possible within the school, home and community. To work toward this goal, both specific impairment as well as cross-department goals have been established and are listed below.

Curriculum has been developed to assist students to master functional skills that promote independence including communication, activities of daily living, pre-vocational and vocational training, leisure and social skills, as well as functional and general curriculum academics. All academic content has been aligned to the state standards using the Common Core for ELA and Math or Extended Grade Level Content Expectations (EGLCE's).

The SRES D offers a meaningful experience for each individual student and his/her family through direction, reassurance, and strong personal relationships.

Goals have been and will continue to be revised and developed to address the needs as determined through the Michigan School Improvement Frameworks and Comprehensive Needs Assessment. The following goals have been developed for the 2013-14 school years.

Specific Content Goals across All Programs:

Goal 1: ELA Communication Skills

Current achievement based on multiple sources/types of data drawn from every student's IEP show that achievement is at 81% across four separate programs. The priority will be communication skills, including reading and writing.

Goal 2: Math: Preparation for Graduation or Daily Living Skills

Current achievement based on multiple sources/types of data drawn from every student's IEP show that achievement is at 73 % across four separate programs. The priority will be applied math for daily living skills.

Goal 3: Science: Understanding Role in the Environment

Students will increase knowledge of life, physical, and earth science as measured by improvement on IEP goals/objectives or other measure identified by staff.

Goal 4: Social Studies for Affective and Social Skills Development

Students will increase knowledge of Social Science and or socially effective behavior as measured by improvement on IEP goals/objectives or other measures identified by staff

Special Education Programs

SRES D programs include

- ◇ Moderate Cognitive Impairment (MoCI)
- ◇ Severe Cognitive Impairment (SCI)
- ◇ Emotional Impairment (EI)
- ◇ Hearing Impairment (HI)

SRES D classroom programs serve students in early childhood programs, elementary programs, secondary programs and adult programs.

Student Objectives/Student Growth Data

Student objectives are established that are desired, achievable, and realistic for students on an

individualized basis. Below are percentages of the goals that were met using teacher report of student growth data.

Content Area	Achieved
ELA	81%
Math	65%
Daily Living	73%

Parent Participation

The SRES D has consistently had quality parent involvement. It is encouraged and recommended that IEP goals and objectives be shared with students and sent home to parents prior to the IEPT meeting for their edification. This will lead to greater input at the IEPT Meetings. Students are also more actively engaged in the process, especially in their young adult years at the Student Learning Center-East. Parents are also involved in Fall and Spring Parent-Teacher conferences held in all of the programs. Parents were invited and participated in the Spring Fling, Graduation ceremony and the Christmas event, the EI banquet honoring the achievements of EI students. Each classroom held events and parents were encouraged to participate.

Parent Participation IEP/Conferences

Program	Percent of Parent/Guardian Participation for IEP	Percent of Parent/Guardian Participation for Conferences	Percent of Student Participation For IEP
D/HH Elementary	85%	85%	0 Ages 6-14
EI Elementary	68%	37 %	0% Ages 6-11)
EI Secondary	65%	56%	34 %Ages 12 – 18
MoCI Elementary	76%	76%	0%(Ages 6-12)
MoCI Secondary	85%	26%	62 %Ages 12 – 26
SCI	100%	16 %	21%Ages 6-26
Life Skills	*This data found in local district AER.		

Community Participation

Community Partners

Abrams Planetarium- MSU	
American Legion	Oliver Woods
Arc-Shiawassee	Owosso Elks Lodge
Baker College Student Nurses	Owosso Public Schools
	Pet Supplies Plus
Central Michigan University	Jim Pontack
Community Mental Health	Teaching Tolerance Class
Chemical Bank	Riverbend Bowling Alley
Corunna Public Schools	RollHaven Skating Rink
Corunna Court House	SATA
Cone Zone	Salvation Army
Department of Community Health	Saginaw Valley Rehabilitation Center
Department of Transportation Adopt a Highway	Secretary of State
Department of Human Services	Shiawassee Humane Society
District Magistrate	Shiawassee Community Foundation
Goodwill Industries	Security Credit Union
Elks Club	Shiawassee County Youth Center
Family Dollar	Shiawassee County Community Mental Health
Family Video	Wal-Mart
Meijer	YMCA
MiWorks	Youth Advisory Council
NCG Cinemas Owosso	Young Olds
Coleen Nemeth	ZCJB

SRES D Program Completion

SRES D has the goal not only to surpass the state average retention rate, but to show continual growth and improvement on the M-Step ACT and MI Access Assessments while students are attending school. This is accomplished by providing programs and services that meet students' needs, preferences and interests.

Student Assessment Data

In grades 3 through 8 and 11, 50 students were assessed in MI-Access. 7 using Participation, 37 using Supported Independence and 6 students using Functional Independence. 27 were assessed in M-STEP, 3 students were assessed in SAT and Work Keys. In grades 9 and 10, 3 students were assessed in PSAT9 and 2 students were assessed in PSAT10. For achievement data for students attending SRES D Special Education Programs, visit <http://tinyurl.com/le36sd3>.

Cost Containment and Consolidation

The SRESD special education program employs a number of measures to contain and reduce cost.

The Special Education consortium of eight districts is an interagency partnership providing efficiency, consolidation, and economy of scale. The consortium offers services including early childhood programs, assistance in the areas of physical therapy, occupational therapy, speech, psychology, social work, nursing, attendance and juvenile court. Children who are learning disabled, autistic, or emotionally impaired are also served through this consortium.

SRESD Compliance, Notices, Policies

SRESD complies with all federal laws and regulations prohibiting discrimination, and with all requirements and regulations of the U.S. Department of Education, that no person on the basis of race, color, religion, national origin, or citizenship status, creed or ancestry, age, gender, marital status, non-disqualifying disability, height, or other protected categories shall be discriminated against, excluded from participation in, denied or otherwise be subjected to discrimination in employment or in any program or activity for which it is responsible or for which it received financial assistance from the U. S. Department of Education. If you need accommodations such as interpreter services, please call Trent Toney, Assistant Superintendent, at 989-743-3471 or call TTY 989-743-6102 at least 72 hours in advance of need

Memorandum to Parents Regarding School Board Policy on Drug-Free Schools

In accordance with federal law, the Board of Education prohibits the use, possession, concealment or distribution of drugs by students on school grounds, in school or school approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State-statute or substance that could be considered a “look-alike” controlled substance.

Compliance with the policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials. The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed.

Records, Access, Privacy Rules

Parents and guardians of each student have certain rights respecting the records kept on the student by the Shiawassee Regional Education Service District. These rights include:

- The right to examine the student’s records. Requests for inspections shall follow the procedure stated in IV-B of the Board of Education policy.
- The right to have the administration hear evidence that any part of the record is

inaccurate, misleading or violates a student's privacy or other rights, to have the record changed if the administration agrees with the applicant's evidence and to insert an explanation in the record if the administration agrees.

- The right to have records which personally refer to a student kept confidential except either by consent of the parent/student, or when being used by school personnel for school business.
- The right to obtain a copy of the Board of Education of Education Policy on Privacy of Student Records from the Shiawassee RESD office, 1025 N. Shiawassee Street, Corunna, MI 48817.
- The right to protest to: The Family Education Rights and Privacy Act Office, Department of Education, Room 4512 Switzer Building, Washington, D.C. 20202, if the school district is not complying with the Family Rights and Privacy Act or the Department of Education rules.

Parent Involvement Policy

The SRESB Board of Education believes that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Therefore, SRESB has established a policy for promoting parent involvement. A copy of the SRESB Parent Involvement Policy can be obtained by contacting the Office of the Superintendent.

Federal Funds Applications Available as Public Information

SRESB has announced that the applications for the funding of certain special education programs have been submitted to the Michigan Department of Education. The federal funds are allocated to the SRESB under the Individuals with Disabilities Education Act and the Education Consolidation and Improvement Act. The grant award money will be utilized for special education programs during the school year by both the SRESB and the local districts within Shiawassee County.

The applications for the funds, in addition to all related documents including evaluation and reports pertaining to the application, are public information. Parents of students with disabilities and the general public may have access to these documents by contacting the Shiawassee Regional Education Service District.

Asbestos Management Plan Available for Review by Parents, Teachers, Employees

The SRESB school district had an extensive asbestos survey conducted in all buildings. The survey was completed on August 8, 1988 by Doug Crawford, a certified inspector employed by Trust Thermal Systems, 10445 Wright Road, Eagle, MI 48822. Based on the findings of the inspection, a comprehensive management plan was drafted. This plan details the response

actions that the district will be taking regarding asbestos containing materials in our buildings.

The master Asbestos Management Plan is available at the Supervisor of Building and Grounds office located at the Student Learning Center 2009 East Corunna Ave, Owosso 48867, and is available for viewing during normal business hours of 8:00 a.m. – 4:00 p.m. eastern time. The Student Learning Center West and Student Learning Center East buildings have their specific plans available on location. If you desire a copy of the master plan, it will be made available to you within 5 working days of written request at a cost of \$.50 (fifty cents) per page.

The SRES D performs a six-month visual inspection of all building materials containing asbestos, and take appropriate response action if necessary. Jim Rose, a certified inspector employed by Fortress Environmental Solutions, 649 Bushon Rd., Owosso, Michigan, 48867 completed an inspection on July 21, 2015. The results of this inspection are available in the Supervisor of Building and Grounds office located at the Student Learning Center East. The SRES D conducted the mandatory three year re-inspection on July 21, 2015. The inspection was completed by Fortress Environmental Solutions. Maintenance and custodial employees received their annual A.H.E.R. A. two hour training August 24, 2016. Records of these items are kept on file in the Student Learning Center East located at 2009 E. Corunna Ave., Owosso, MI., 48867.

The SRES D endeavors to make our schools a safe place in which students can learn. Established procedures for dealing with this problem reflect that concern. The designated Asbestos Person for the SRES D was Dennis Hodge for the 2015-2016 school year.

Student Learning Center-West Well Water Information Available for Review by Parents, Teachers, Employees

The drinking water at the Student Learning Center-West is pumped from two wells on the property and is tested regularly according to County Health Department regulations. Tests show compliance with all current requirements.

We are committed to providing safe, reliable and healthy drinking water. Test results are available upon request with three working days' notice. Records and test requirements will be updated as requested by new regulations. The designated Well Water Person was Dennis Hodge for the 2015-2016 school year.

EPA Lead Renovation Rule

Beginning April 1, 2010 the EPA instituted the EPA Lead Renovation (RRP) Repair & Painting Rule. This new rule requires that any person performing repairs in buildings containing lead based paints be trained and certified to do so. Dennis Hodge, Supervisor of Buildings and Grounds was trained and certified as a Lead Renovator, Certification number R-I-18325-10-00093. Also, John Kazen was certified as a Led Renovator, Certification number R-I-18325-10-00126. A copy of their certification is on file at The Learning Center East located at 2009 Corunna Ave. Owosso, MI 48867.

Parents of Children with Disabilities

SSI is a program for disabled or blind children. Cash benefits and Medicaid are available for eligible children. Families must have limited income and resources to qualify. Please contact Social Security at 1-800-772-1213 or go online at www.socialsecurity.gov for information about your child's eligibility for benefits.

Office of the Superintendent
Shiawassee Regional

Program
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Education Service District
GRIEVANCE PROCEDURES
FOR
TITLE VI OF THE CIVIL ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
TITLE II OF THE AMERICANS WITH DISABILITY ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975

Section I

Any persons believing that the Shiawassee Regional Education Service District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disability Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and (5) the Age Discrimination Act of 1975 may bring forward a complaint, which shall be referred to as a grievance, to the district Civil Rights Coordinator at the following address:

Assistant Superintendent for Special Education
Shiawassee Regional Education Service District
1025 North Shiawassee Street
Corunna, Michigan 48817
(989) 743-3471

The individual may also, at any time, contact the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750 Cleveland, Ohio 44114-2611.

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the District's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

- Step 1** A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.
- Step 2** If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3 If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party with ten (10) business days of this meeting.

Step 4 If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611.

Inquires concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District's Coordinator will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations, of which this notice is based, may be found in the Civil Rights Coordinator's office.

Revised 12/94

Revised 5/96

Revised 3/01

Revised 6/2/03

Shiawassee RESD Nondiscrimination Policy

It is the policy of the Shiawassee Regional Education Service District (RESD) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the assistant superintendent for special education, 1025 N. Shiawassee Street, Corunna, MI, 48817, or call (989) 743-3471.

Board adopted 7/7/04 sc