



Shiawassee

Regional Education Service District

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2020- 2021 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

Excel at being child focused, caring, and collaborative while responding to the needs of those we serve, inspiring innovation and preparing for the future.

Mission

Provide knowledge driven, research based, direct and collaborative services that support and guide quality learning, innovation, and diversity.

Local Districts

Byron Area Schools

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



Corunna Public Schools

124 N. Shiawassee St.
Corunna, MI 48817
989-743-6338
Superintendent, John Fattal



Durand Area Schools

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



Laingsburg Community Schools

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



Morrice Area Schools

691 Purdy Lane
Morrice, MI 48857
517-625-3142
Superintendent, Mike Dewey/Michelle Falconi



New Lothrop Area Public Schools

9285 Easton Road
New Lothrop, MI 4846
810-638-5091
Superintendent, Dr. 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, Dr. Lori Haven



Non-Public Schools: Laingsburg Christian School, Salem Lutheran School, Spring Vale Academy, St. Paul 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 & Technical Education (CTE)	Instructional Strategy Sessions
* CTE Employability	Instructional Technology/Media Services
* CTE Student Reporting	* Educational Technology Integration Training
* Classroom Speaker Directory	* Virtual and online training and support
* Career & Technical Education Programs	Inter-district Cooperative Programs
* CTE Employability Skills Training	Network Design and Management
* Reality Store Training	Local Service Planning
* Student Industry Certification Programs	Multi-Tiered Systems of Support (MTSS) Professional Learning & Support
*School to Work Programs	Special Education Parent Advisory Council
* Student Industry Certification Programs	Physical and Occupational Therapy
* Workforce Innovation and Opportunity Act (WIOA)	Professional Consultation
Communication and Data Services	Professional Learning
Compliance Assistance	Programs for Students with Cognitive Impairments
Cost reductions through group purchasing and REMC	Programs for Students with Deaf and Hard of Hearing Impairments
Course Management System (Moodle)	Programs for Students with Emotional Impairments
Curriculum Development Support	School Psychological Services

*Curriculum Mapping and Alignment	PowerSchool Services
Courier Services between SRES D & LEA's	Pupil Accounting Services
Consulting Services	Registration event system
Data Hubs	REP Reporting
Data Packets	Research & Planning
Data Analysis and Presentation Support	School Improvement & Accreditation Assistance
Data Warehouse	School Social Work
Discovery Learning Video Resources	Speech Therapy
Dual Enrollment	SRES D and LEA Integration
Early Childhood Programs	Substitute Teacher System
Early Childhood Trainings	Survey Creation and Support
Early College Coordination	Social Emotional Learning Implementation
Early Literacy Coaching	Technology Support Services
Energy Supply Reduction	Truancy Services
Financial and Student Software Applications	Transportation Services
Fiber Optic Network	Technology Preparation, Planning, Training and Repair

Key Indicators of Success

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

Local District and Customer Satisfaction

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

SRES D Employee Satisfaction

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

SRES D Student Achievement

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

SRES D Financial Stability

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

SRES D Quality Processes

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

Organizational Values

Shiawassee RES D 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 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, Dual Enrollment coordination, 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 Instructional and Leadership Council (CILC), Principals, Counselors, Career Technical Education (CTE) Coordinators, CTE Para-professionals, Shiawassee Instructional Technology Network (SITN), and Joint Network Operations Committee (JNOC). 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 learning opportunities for non-public school staff.

Local Service Planning

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. The SRES D team meets annually with each local district administrative staff as part of the process. Professional learning and other services provided to districts this past year were based on the general areas of need identified including implementation of MTSS, curriculum alignment, instructional strategies, MICIP implementation, coaching support, Career and Technical Education programs, 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, Mid-Michigan MI-STEM Region, and various professional organizations.

Advanced Ed Accreditation/Improvement Efforts

During the 2017-2018 school year Shiawassee RES D participated in the AdvancED Accreditation process. Accreditation is designed to help educational institutions boost their ongoing performance efforts for the benefit of their students. The AdvancED accreditation is a systems approach to embed and sustain improvement based on a national protocol designed to build the capacity of the agency, ensure that all people, processes, departments and operations work in concert, to strengthen efforts to provide accountability to clients, to encourage growth beyond compliance, and to promote continuous improvement. The Michigan Department of Education requires IS D's to be accredited and SRES D has now successfully completed this requirement. Shiawassee RES D gained the distinction of AdvancED Accreditation during the 2016-2017 school year for a five-year term.

The organization went through an extensive diagnostic process, data collection, and a site visit by the AdvancED Accreditation Agency in March of 2017. As a result of this process three improvement priorities were identified:

- Develop, implement, and monitor a systemic, systematic, inclusive, and comprehensive professional learning plan for both agency and school staff, including training components for professional and support staff in the evaluation, interpretation and use of data.
- Develop and implement a district (and school) improvement process that includes the review, revision, and communication of the districts (and school's) purpose and direction statement, engaging representatives from all stakeholder groups in the process.
- Develop, implement, and evaluate a comprehensive, systemic communication plan to enhance two-way communication with all stakeholder groups.
- There was also one suggested opportunity for improvement:
- Develop, implement, and evaluate a performance evaluation system that provides appropriate evaluation tools for all employees, including itinerant and support staff.

The SRES D was commended for the following impactful powerful practices:

- The administration, faculty, and staff have established a positive, collegial culture, resulting in collaborative, student-centered learning, and work environments throughout the system.
- The Shiawassee RESD has established numerous innovative, collaborative partnerships with community agencies to creatively provide services while increasing fund sources to support learning opportunities for students.

The SRES D reviewed the findings and developed/implemented action plans to address the improvement priorities and report the resulting improvements to AdvancED. The organization continued working on the continuous improvement plan during the 2020-2021 school year which resulted in completion of several priorities. There SRES D will continue improvement efforts throughout the organization that address the requirements and the Michigan Continuous Improvement Process (MICIP).

Collaboration and Partnerships

Business Services

The Shiawassee RESD Business Office provides business support services to both local districts and other community organizations. We currently provide complete business support to three local districts, provide payroll services to five local districts and business reporting and payroll services to the Shiawassee Area Transportation Authority.

Enhancing Student Learning

To support and enhance student learning, the SRES D 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 learning. The SRES D 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 SRES D also collaborates with the local Chamber of Commerce, Shiawassee Economic Development, Baker College of Owosso, Lansing Community College, Memorial

Healthcare, Mott Community College, Greater Michigan Construction Academy, various other businesses and post-secondary institutions, and local school districts to provide Countywide Career and Technical Education programs K-12 and Early College programming for all local districts. In addition, the SRES D is a member of the MiSEN (Michigan Statewide Educational Network) which connects all the ISDs in Michigan which then connects all the school districts statewide. Also, the SRES D 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 SRES D, encourages students both academically and socially in pursuing their intellectual curiosity. Students from across the county in the eighth grade take the Scholastic Aptitude Test (SAT). The March 2021 test hosted over 200 students interested in becoming Shiawassee Scholars; because of their admirable scores, fifty-three students were inducted into the Shiawassee Scholars Program on June 1, 2021.

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. Although most of the Shiawassee Scholar activities moved to Zoom for the 2020-2021 school year due to the COVID-19 pandemic, juniors did get to retake the SAT test in June with the cost covered by the program and the 2021 summer camps did resume. Students in the program are able to apply for a scholarship for enrichment courses focused on exploring their talents and career interests. After the Scholar attends their summer camp they have the opportunity to practice their public speaking skills as they share their experience with fellow scholars and parents.

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.
- *Mid-Michigan MI-STEM Region* is a collaboration between 5 ISDs and local community businesses in the mid-Michigan region to support the delivery of high quality STEM programs and promote business partnerships to enhance opportunities for students within the region. *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 SRES D Workforce Innovation and Opportunity Act (WIOA) 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.

- *The General Education Leadership Network (GELN) facilitates collaboration and provides leadership and support to local school districts through a statewide network of ISD general education leaders.*
- *Michigan Regional Educational Media Center Association (REMC) in partnership with MAISA facilitates continuous improvement, provides cutting edge information, and legislative lobbying efforts.*
- *Michigan Association for Community College Educator Preparation for connecting community colleges and K-12 organizations.*
- *The Michigan Continuous Improvement Facilitator's Network (MCIFN) providing hands-on support, training, and tools in school improvement, professional learning, 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 learning.*
- *College credit and/or articulated credit for students is provided by Baker College of Owosso, Davenport University, Delta College, Eastern Michigan University, Ferris State University, Lansing Community College, Michigan State University, Mott Community College, Northern and Michigan University . Statewide agreements also exist at many other institutions for students to earn college credits.*
- *Partnership with Memorial Healthcare of Owosso, Baker College of Owosso, Greater Michigan Construction Academy and Mott Community College 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 learning activities, state curriculum-based assessments, classroom activities and tools, for school staff in six counties.*
- *Partnership with Macomb ISD to offer "21 Things for Students" online for grade K-8.*
- *Coordination with Macomb ISD, Kalamazoo RESA, and Michigan's Center for Educational Performance and Information (CEPI) to build, redesign and provide training on Michigan's State Data Warehouse (MISchool Data).*
- *North Central Regional Educational Laboratory (NCREL) assists with the design and delivery of current, research-based professional learning opportunities.*
- *Kiwanis Club, Preschool Scholarships*
- *Macomb Intermediate School District; MIBLSI program*
- *Shiawassee Area Transportation Authority (SATA)*
- *Shiawassee Area United Way; Preschool Scholarship*

- *McKinney-Vento Consortium with Clinton, Eaton, Ingham, Barry, Calhoun counties to identify and provide services for homeless students.*
- *Greater Michigan Construction Academy*

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 Baker College of Owosso, Mott Community College 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.

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 are provided at no cost to the student or family and funded by each participating local school district within SRESA with per-pupil foundation and grant funds.

Early College Program

The Shiawassee Early College Program (SECP) is an intensive 3-year high school program, combining the best elements of the high school and Early College experience. The student has a choice of attending on campus at Baker College of Owosso, Lansing Community College, or Mott Community College in a hybrid environment. Students can earn up to 62 transferable college credits and/or an associate degree upon completion of the 5th year.

The SECP is designed to prepare students for the rigors of postsecondary education and the demands of the workplace once they graduate. All students must apply to the program prior to exiting grade 10. Students enroll in college classes based on their ability and high school requirements during grades 11 and 12. In the second semester of grade 12, the student withholds a half credit towards graduation to remain eligible for the 5th year. Students will take up to 24 college credits and complete their final high school graduation requirement in the 5th year. Students have full access to the tutoring and counseling services provided at Baker College, Mott Community College and Lansing Community College.

Highlights of the SECP include opportunities for students to take college level classes while still attending their high school, and the ability to participate in their high school activities through grade

12. Students can partake in almost all college campus activities (however, participation is not allowed in athletics, fraternities, or sororities) and have access to college academic assistance as needed. The SECP encourages a college culture and assists students with how to financially pay for college. Scholarship workshops, the use of Financial Avenue, maximizing merit scholarships and stacking credentials to build a resume are presented to students in grades 12 and during the 5th year of high school. Academic support is offered by the Success Coach who facilitates tutoring services, career planning, and soft skill training. All new Early College students are required to attend a three day College Kick Off to better prepare them for differences between high school and college.

The purpose of the SECP is to ensure that students are ready for a 4-year university, or the workplace. There were 350 early college students enrolled for 2019-2020. The program continues to grow with 365 students enrolled for 2020-2021.

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 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 training, and facilitated work time are some of the ways the SRESD 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 a number of SRESD districts participated in online student, parent and staff surveys offered through the SRESD. Districts receive 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) and the use of data in MICIP implementation was supported by the ISD.

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 and an assessment platform.

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 learning to create cultures of data with school improvement teams, accreditation 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 learning activities, school improvement planning, and end of the year awards. Local districts have been able to use the data warehouse to create Individualized Reading Instructional Plans (IRIPs) for students in K - 3rd grade students. Additional data warehouse training and assessment training 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 the Michigan Department of Education. The site provides easy access to state

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. Through these tools, the use of data in all facets of instruction is on the rise throughout the county.

School Improvement/MICIP/Covid Planning

Shiawassee RESD provided ongoing support in the area of school and district improvement. A series of sessions was offered over 6 months to support MICIP Implementation. Assistance was also provided regarding the creation, implementation, and reporting of the Covid related plans districts were required to create/submit. 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 focus and all districts in the county have participated in school/district improvement ISD facilitated activities. The SRESA offered training on site as well as assistance in analyzing and interpreting the various results.

Legislative and Compliance Reporting Support

In addition to the systemic school improvement support, the SRESA offered facilitated work sessions for administrators to assist them with multiple state reports. The SRESA 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 by using the data warehouse to monitor/identify their school improvement goals and progress and to comply with state legislative requirements.

Curriculum Alignment

The SRESA is always striving to assist the constituent districts with their efforts to align curriculum with the Michigan Content Standards. During the 2020-2021 school year, SRESA provided support on core curriculum alignment. The SRESA also provided districts with the most up-to-date information related to the Michigan Content Standards.

Providing Support around the Michigan Content Standards

The Michigan Content 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 Chief State School Officers (CCSO) and National Governors Association to develop College and Career Readiness (CCR) standards in reading, writing, speaking, and listening, as well as in mathematics.

The Michigan Content Standards are 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 Michigan Content Standards were adopted by Michigan in 2010 because they provide a progression of skills from kindergarten through high school, ensuring 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 Michigan Content 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 Michigan's 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 workplace and in college and will assure that Michigan is competitive in the global marketplace.

Assessment

SRES D has focused efforts on Assessment FOR Learning versus Assessment OF Learning. Numerous activities took 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. 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. SRES D worked with districts to identify and report their mandated benchmark assessments.

M-Step Assessments

Spring of 2021 assessments were administered and the ISD offered assistance to districts regarding the planning for administration.

SAT/PSAT Support

The 2020-2021 school year provided multiple opportunities for districts to administer PSAT/SAT. Shiawassee RESD worked closely with the College Board to support administrators, teachers, counselors, and students with PSAT and SAT instructional and administrative support.

Professional Learning

The SRES D offered a variety of professional learning opportunities in 2020-2021 that focused on methods to assist student academic learning. Professional learning was tied to school improvement goals based upon the Michigan Content Standards, Teaching and Learning Standards, the Michigan Assessment Standards, and the National Staff Development Council's Standards for Staff Development. Due to Covid the format of the learning was adjusted and offered in virtual, hybrid, and limited on site formats.

To provide research based professional learning, members of the County Curriculum Instructional and Leadership Council (CILC) disaggregated data to identify and target specific areas of need. Highlights of professional learning-were:

- Attributes impacting Student Achievement including effective teaching strategies and learning using technology and resources to support different learning styles.
- Classroom support for new teaching methods in Language Arts, Math, Science, Social Studies, 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 including accountability support.
- 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 MTSS (Multi-Tiered Systems of Support) PBIS (Positive Behavior Support) and CHAMPS (Conversation, Help, Activity, Movement, Participation Success) and SEL (Social Emotional Learning).

Within District Professional Learning

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 ensure 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. The SRESD MTSS Core Team and MTSS Implementation Teams meet regularly to plan for and coordinate efforts across the SRESD within an Integrated System of Supports to districts. The MTSS implementation Team is composed of representatives from all departments across the SRESD so that MTSS can be applied in a variety of settings from preschool to postsecondary. Over the past several years, MTSS has focused on literacy, mathematics, social emotional (including Early Warning Indicators at the secondary level) because research has shown the power of these practices.

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 a strategic, cohesive system of support in the building. During the last year, numerous middle and high school buildings continued implementing the Early Warning System in their buildings. Teams continued their work with facilitated training days throughout the year. 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 have been implemented and structural/systems/policy

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.

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. Shiawassee RES D has continued to benefit from grant monies to support and expand Early Literacy Coaching activities countywide. The Early Literacy coaches work collaboratively with administration, building leadership teams and individual teachers to provide instructional leadership, instructional expertise, and professional learning designed to support the building's implementation of the Essential Instructional Practices in early literacy.

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 goals and progress, realigning course content to improve student performance, assessing student work, increasing reading comprehension and differentiating instruction and assessment for all students across all curricular areas.

Disciplinary Literacy

The term *Disciplinary literacy* refers to the ways that experts within each different academic field engage in reading, writing, thinking, and reasoning to develop understanding of content. Each discipline has unique ways of asking questions and solving problems. As part of Michigan's Statewide Literacy Initiative, the General Education Leadership Network (GELN) commissioned both Early Literacy and Disciplinary taskforce members to work collaboratively with researchers to develop a set of research-supported instructional practices that when implemented in the classroom. These Essential Practices have been shown to have a positive impact on student achievement when fully implemented into classroom practice. The SRES D provided resources and professional learning opportunities for secondary administrators during the 2020-2021 school year.

Science

The Mid-Michigan MiSTEM Region supported professional learning opportunities for educators at the local, regional, and statewide level. Teacher leaders were engaged with instructional practices and strategies for implementing the Michigan Science Standards. The Mid-Michigan MiSTEM region continues to build capacity within the five county region by partnering with MiSTEM Network sponsored trained regional facilitators.

Mathematics

Mathematics professional learning focused at the elementary and middle school levels around building deep content and pedagogical knowledge that is research informed. The professional learning model at the elementary level is based on the US Math Recovery® Council course series of:

- Add+Vantage Math Recovery® Courses 1 and 2
- Math Recovery® Intervention Specialist
- Add+Vantage Math Recovery® Fractions

All districts, with the exception of one, will have a cadre of teachers who have completed Add+Vantage Math Recovery® Courses 1 and 2. Four teachers have completed the Math Recovery® Intervention Specialist course and have become Math Recovery Champions. Math Recovery® Champion allows these four people to facilitate Add+Vantage Math Recovery® Courses 1 and 2 in local districts and will equip them with the tools to become well-skilled coaches in mathematics in their districts.

Elementary and middle school teachers also completed the Add+Vantage Math Recovery® Fractions course. This was facilitated online, and participants delved into exploration of the difficulties many students have making sense of fractions. Add+VantageMR® Fractions supports teachers in understanding this complex numeracy topic with the goal of facilitating student advancement in fractions concepts.

The ultimate goal of this professional learning series is to build capacity in districts with a common understanding of how students come to learn numbers and to provide teachers skills and tools for developing conceptual knowledge along a child's journey of mathematical learning. This goal is being realized through having districts with their own trainers and continuing to increase the numbers of educators who are implementing these principles in their districts each year. This work will continue in 2021-2022 through all courses in the series being offered, as well as support for implementation. The county also supports a Mathematics Leadership Team that is comprised of the four county level Math Recovery Champions along with four additional Math Recovery Champions from Clinton and Ionia Counties. This team meets monthly to develop and implement models of support for local teachers as they implement the principles of Math Recovery in classrooms. Having these leaders supporting teachers in districts is key to improved understanding of how children learn mathematics and structuring classrooms to meet the needs of all children as they progress in their mathematical learning journey.

A partnership with faculty at Michigan State University was continued during the 2020-2021 school year. Elementary teams of administrators and teachers met during the school year to discuss and develop a vision for "Raising the Quality of Mathematics Teaching and Learning" in their respective buildings and districts. The groups met virtually 4 times during the school year. The focus was on recognizing the characteristics of cognitively demanding tasks as called for in the CCSS-M. Teams examined their curricular materials and enhanced tasks to meet the cognitive rigor to challenge student thinking regarding mathematics and contextual situations. Teams examined a *Launch, Explore and Summary* component within each lesson, expanding the learning to focus on the importance of intentional planning and implementation of such tasks. Teachers have been challenged to think about "mind-set", their own as well as their students, and the impact this has on raising achievement in mathematics.

Middle grades teachers (grades 6, 7 and 8) using the *Connected Mathematics Project* series as their main resource, attended 3 days of virtual professional learning in 2020-2021. These sessions were led by a certified *Connected Mathematics* facilitator and allowed for collaboration and networking across the region. Teachers examined components of lessons and assessments and how best to teach this problem-based series with fidelity. The series will continue in 2021-2022.

Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. SRES D continues to be involved in statewide social studies leadership organizations and disseminates high quality curriculum and assessment tools to districts for supporting classroom instruction. Professional learning in 2020-2021 focused on supporting teacher understanding of the newly revised social studies standards and the inquiry-based C3 Framework for planning instruction.

World Language

The Shiawassee RESD hosts collaborative 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 the 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 learning sessions provided by SRES D staff to county administrators and teachers via different training sessions delivered both at the SRES D computer lab and on site in local schools. The SRES D 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, Edupaths, internet surveys, virtual meeting management, video streaming, data management, iPads, Chromebooks, Google for Educators, use of Interactive Whiteboards, Televisions and the use of Illuminate DnA, for scanned and online assessments to provide data to direct classroom instruction, and the use of Web online resources for instruction and as school improvement tools.

The SRES D staff continues to work with districts to implement the Michigan Integrated Technology Competencies for Students (MITECS). 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, via video conferences, within classrooms, and 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 teachers in this manner, the SRES D is 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; Email support; website support; Windows Update services, Microsage hosting and support; Illuminate Data Warehouse purchasing, document management services; library automation services; server hosting and support; and shared technology support services, providing technology support to local districts. During the 2020-2021 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, Shiawassee County Health Department, Shiawassee County Sheriff and 911. The SRES D provides the following services for our county districts as well as 5 out-of-county districts: PowerSchool administration, Data Integration between PowerSchool and various systems; PowerSchool support and training; state reporting; report writing; School Messenger support; MiDatahub data publishing, integration configurations, support and training of district Data Stewards.

Educational Technology Tools for the Classrooms & Camps

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.

In addition to this work, a major focus throughout the year was placed on the Maker Movement in Education. Through the REMC Association of Michigan, the SRES D was provided with numerous resources that have been made available to teachers throughout the county to check out and use in their own classrooms including coding robots, engineering and design materials, circuitry components, 3D printers, and more. Learning opportunities have taken place throughout the year, and will continue, in order to get these resources in the hands of our students throughout the county and numerous materials are becoming widely available to tie these resources to the classroom curriculum.

The Student Technology Summer Camp took place in July 2021 for students to be able to experience several different maker space items with their peers. The camp was able to utilize literature as a base for the projects as they were able to learn about different inventors.

Shiawassee Instructional Technology Network (SITN)

During the 2020-2021 school year the Shiawassee Instructional Technology Network, a professional network of tech-savvy, teacher leaders currently serving as classroom teachers throughout the County met numerous times. 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 2020-2021, twenty-eight of our thirty sites are represented in this network, which meets three times during the school year.

Early Childhood Education

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 2020 -2021**:

- *Increase the number of children born into healthy environments*
- *Build strong families*
- *Promote quality learning environments*
- *Improve school readiness and increase reading proficiency*

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 work 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 policymakers at the local and state level.

The Parent Coalition continued its focus on literacy with a new Mailbox Literacy program which enrolled 50 families and mailed age-appropriate books to children each month. The Parent Coalition also provided school readiness bags for all children headed to Kindergarten in the fall of 2021. The bags contained a book, summer activities calendar, literacy tips, Kindergarten expectations, and information for families to connect to the Great Start Intake Hub.



Great Start Intake Hub

The Great Start Intake Hub connects families to the services that they need by making just **ONE CALL**. The Great Start Intake Hub is a central point of access for families, physicians, or other entities to an integrated system of services for children birth through age 5. Anyone can call the Great Start Intake Hub to be connected to multiple agency services, supports, and resources.



Early Childhood Services

In addition to SRES Early Childhood staff, the Early Childhood Learning Center (North Street Building) houses Early Childhood staff from Shiawassee Health and Wellness, and Early Head Start. Also engaged in this collaborative effort (although not housed at the Early Childhood Learning Center are staff 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 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.



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 a research based, highly effective program. Currently we have 4 Early Head Start home visitors, housed at the Early Childhood Learning Center.

Play to Learn Playgroups

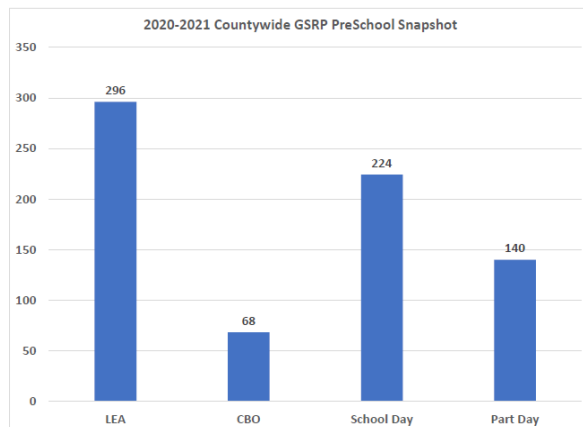


Families with children from birth through age five are welcome to attend any of the five weekly playgroups—currently available at the Early Childhood Learning Center (North Street Building). Due to the COVID -19 pandemic, playgroups were not offered in 2020-2021. Typically, 60 children attend the playgroups 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 Program (GSRP)

The SRES D serves as the backbone organization for the Great Start Readiness Program (GSRP), the state funded four-year-old preschool program for at-risk students. Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program. By facilitating a common vision among all 12 providers: 8 local school districts and 4 Community Based Organizations (Elite Early Learning Center, Noah's Ark, 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 support high quality programming. With the coordination of the ECS duties, by conducting site visits, promoting data-based improvement goals, and providing targeted professional development with ongoing coaching, the SRES D works diligently with all partners to increase access and quality.



591 GSRP Slots Allocated from MDE
548 GSRP Slots filled (92.7%)

364 Children Served with GSRP funding
448 Students enrolled in GSRP classrooms

Early Childhood Collaborative Conference

The Annual Shiawassee County Collaborative Early Childhood Conference was not held in 2021 due to the COVID- 19 pandemic. This conference is a valuable training opportunity for early childhood 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 learning on a variety of topics specific to caring for young children. The early childhood conference will return in 2022.

**Great Start Shiawassee Preschool Investment Foundation
Giving Children a “Great Start!”**



Great Start Shiawassee Preschool Investment

The Great Start Shiawassee Preschool Investment Foundations’ Scholarship Program 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 social, emotional, physical, and cognitive language development. Since the inception of the scholarship program in 2004, 511 children have been given an opportunity to attend pre-school and get a great start to education and life! In 2020-2021, 19 children were awarded preschool tuition scholarships. The Great Start Shiawassee Preschool Investment Foundations’ Scholarship Program 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 language development. The Great Start Shiawassee Preschool Investment Foundation is funded by grants from United Way, the Cook Family Foundation, and the Kiwanis Club of Owosso.

Career and Technical Education (CTE)

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 V Grant, SRES D 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 V Grant

The SRES D manages the Federal Perkins V Grant for the local school districts. Nine Career and Technical Education (CTE) paraprofessionals were placed in SRES D and 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, and assisting with tests, quizzes and/or projects. CTE teachers and paraprofessionals also receive many opportunities for professional learning through these funds. CTE instructors from Accounting & Finance, AgriScience, Auto, Business Management & Administration, Education, Engineering, Criminal Justice, Culinary Arts, Electrical, Construction Trades, Family & Consumer Science, Health Sciences, Machine Tool Trades, Marketing, Mechatronics, and Woodworking continuously work on accurate alignment of their curriculum to the Michigan Career and Technical Education standards. CTE program instructors from across the county participated in professional learning facilitated by the SRES D to ensure state standards are met.

The Carl D. Perkins V Core Performance Indicator data released in 2020-2021 for the 2019-2020 school year is summarized in the table below. As a region, the state target was met or performance was within 90% of the state target for all of the core performance indicators! Shiawassee County did extremely well in the area of Non-Traditional Concentrators.

2019-2020 CTE Core Performance Indicators Summary

Core Performance Indicator	State Target	Perkins Region 15	CEPD 30 - Shiawassee
1S1 - Graduation Rate	95.00%	95.13%	93.87%
2S1 - Reading/Language Arts	58.00%	55.68%	51.96%
2S2 - Mathematics	34.00%	32.31%	26.54%
3S1 - Placement Rate	95.00%	95.35%	92.27%
4S1 - Non-Traditional	19.00%	31.01%	43.01%

Career and Technical Education Programs

In cooperation with Baker College of Owosso, Memorial Healthcare, Mott Community College, Greater Michigan Construction Academy and the eight local school districts, the SRES D 21st Century Learning Department has established successful partnerships to assist all eight districts in providing exceptional Career & Technical Education Programs. In the 2020-2021 school year, 90 students enrolled in CTE State-Approved countywide programs, which included Automotive Services I, Criminal Justice I, Criminal Justice II, Electrical, Health Science Academy I, and Health Science Academy II. Many students made progress toward industry recognized certifications including CNA

Certification and ASE Student Certification in Brakes and Electrical & Electronic Systems.

Local School District Career & Technical Education Programs

The CTE instructors from seven local districts attended CTE professional learning 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 Professional Development opportunities, articulation and certification opportunities for students, integration of academics in CTE, software purchase 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.

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 Resources:* Employability skills resources are available to districts, which include examples and 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.

Federal Workforce Innovation and Opportunity Act (WIOA)

Shiawassee RES D Career and Technical Education Department coordinates the federally funded Workforce Innovation and Opportunity Act (WIOA) Grant, in which 32 students in Shiawassee County participated in 2020-21. Students served are ages 14-21 with disabilities and/or offender status, foster child, homeless, or parenting. Students receive minimum wage, occupational training, employability skills and academic enrichment. During the height of the COVID-19 pandemic, students worked on a virtual platform, Career Edge, and were paired with an adult mentor in their field of interest. As soon as restrictions were lifted, students were placed in the community at local businesses for a hands-on work experience. The WIOA staff has partnered with the SRES D Special Education Transition Services Program and Michigan Rehabilitation Services to best provide services to the students. The WIOA Grant's funding agent is GST Michigan Works! and the Department of Labor and Economic Opportunity (LEO).

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. For the 2020-21 school year this included both virtual students and face to face learners who live in Shiawassee County and or attend schools within the SRES D. The process starts with a first referral to the Child Attendance Officer. There were 204 first referrals to the Child Attendance Officer. After receiving the first referral the Child Attendance Officer makes contact with the school administrator, parent and student through letters,

telephone calls, school visits and Zoom meetings. Of the first referrals, 45 formal petitions were filed. These formal petitions were for students in grades 6th-11th that resulted in hearings at the Shiawassee County Circuit Family Court. All students were assigned a probation officer. Three reports were filed with the local police departments for students in elementary schools. This is the 8th 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, Department of Health and Wellness and Prosecuting Attorney to deter formal petitions. The purpose of the meetings is to discuss reasons for the truancy and to develop an intervention plan that would help eliminate those barriers. The Child Attendance Officer uses PowerSchool to do periodic checks on the student's attendance. As invited, the Truant Officer will attend IEP meetings to assist with attendance/tardy issues of the student.

Shiawassee RESD Student Learning Center West

Current Year School Improvement Plan

The School Improvement Plan 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 impairments 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 and Essential Elements.

The SRESD 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 current school year.

Specific Content Goals across All Programs:

Goal 1: Improve Social Emotional Learning

The goal is to implement a district wide SEL system in all center based classrooms, in order to decrease the number of seclusion and restraints by 10% by June 2025.

Special Education Programs

SRESD center based programs include:

- Moderate Cognitive Impairment (MoCI)
- Severe Cognitive Impairment (SCI)
- Emotional Impairment (EI)

SRESD classroom programs serve students in early childhood programs, elementary programs, secondary programs, and young adult programs.

Student Objectives/Student Growth Data

Student objectives are established by teachers to be achievable, and realistic for students on an individualized basis. Below are percentages of the IEP objectives that were met using teacher reports of student growth data.

Content Area	Achieved
ELA	64.5%
Math	59.8%
Social Emotional	33.8%
Life skills	51.2%

Parent Participation

The SRESD 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 IEP Team meeting for their edification. This will lead to greater input at the IEP Team Meetings. Students are also more actively engaged in the process, especially in their young adult years at the Student Learning Center-East. 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. Due to the ongoing pandemic parental and community involvement was limited in the previous school year.

Parent Participation IEP/Conferences

Program	Percent of Parent/Guardian Participation for IEP	Percent of Student Participation For IEP
EI	70%	33%
MoCI	77%	41%
SCI	80%	12%

Community Participation/Community Partners

Main Street Pizza	Owosso Public Schools
Corunna Public Schools	Owosso High Teaching Tolerance
Corunna Public Library	Owosso Downtown Beautification
Corunna Peer to Peer	Riverbend Bowling Alley
Corunna Police Department	SATA
Council on Aging	Saginaw Valley Rehabilitation Center
Department of Human Services	Shiawassee Humane Society
Devries Nature Conservancy	Shiawassee SRESA transportation
Guido's	Shiawassee County Youth Center
Elks Club	Shiawassee Health and Wellness
Little Caesars	Theresa Kay's Florist
Knights of Columbus	Wal-Mart
Meijer	YMCA
NCG Cinemas Owosso	Youth Advisory Council
Oliver Woods	ZCJB

SRESD Program Completion

SRESD has the goal not only to surpass the state average retention rate, but to show continual growth and improvement on the M-Step, SAT and PSAT 8,9,10 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

State Assessment's were offered to all students in the SRESD center based programs. Results have not been released at this time.

Cost Containment and Consolidation

The SRESD special education program employs numerous 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 Policy on Privacy of Student Records from the Shiawassee RESD office, 1025 N. Shiawassee Street, Corunna, MI 48817.
- The right to protest: 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 SRESD 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, SRESD has established a policy for promoting parent involvement. A copy of the SRESD Parent Involvement Policy can be obtained by contacting the Office of the Superintendent.

Federal Funds Applications Available as Public Information

SRESD 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 SRESD 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 SRESD 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 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 SRESD 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 East, 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 takes 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. Maintenance and custodial employees received their annual A.H.E.R.A., two-hour training September 13, 2017. 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 Robert Zachar for the 2020-2021 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 the new regulations. The designated Well Water Person was Robert Zachar for the 2020-2021 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. John Kazen was certified as a Lead Renovator, Certification number R-I-18325-10-00126. A copy of the certification is on file at the Student 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.

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 within 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.

Inquiries concerning the nondiscriminatory policy may be directed to the 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