



Shiawassee

Regional Education Service District

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www.sresd.org

2024 - 2025 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 and innovation.

Local Districts

Byron Area Schools

312 W. Maple

Byron, MI 48418

810-266-4881

Superintendent, Mr. Brandon Chapman

Corunna Public Schools

124 N. Shiawassee St.

Corunna, MI 48817

989-743-6338

Superintendent, Mr. John Fattal

Durand Area Schools

310 N. Saginaw St.

Durand, MI 48429

989-288-2681

Superintendent, Ms. Shannon Knapp

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. Robert Pouch

New Lothrop Area Public Schools

9285 Easton Road

New Lothrop, MI 4846

810-638-5091

Superintendent, Mr. Wayne Wright

Owosso Public Schools

645 Alger St.

Owosso, MI 48867

989-723-8131

Superintendent, Mr. Steve Brooks

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 Resources	Instructional Technology/Media Services
* CTE Student Reporting	* Educational Technology Integration Training
*CTE Articulation Agreement Support	* Virtual and online training and support
*Career & Technical Education Programs	Inter-district Cooperative Programs
*CTE State Updates	Network Design and Management
*State Reporting Guidance	Local Service Planning
*Student Industry Certification Programs	Multi-Tiered Systems of Support (MTSS) Professional Learning & Support
*Local employer networking	Special Education Parent Advisory Council
New CTE Program application guidance	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 Programs for Students with Deaf and Hard of REMC	Hearing Impairments
Course Management System (Moodle)	Programs for Students with Emotional Impairments

Curriculum Development Support	School Psychological Services
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*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 & Math 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 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 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 through surveys, data analysis, and local district meetings, 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.

Continuous Improvement Efforts

Shiawassee RESD has consistently focused on continuous improvement of its programs and services. Over the years the organization has been involved with Baldrige in Education, AdvancED Accreditation, and Michigan's Continuous Improvement Process (MICIP). As a results of SRES D's improvement efforts the following priorities have been established:

- 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.
- Support and develop multi-tiered system of supports (MTSS) for SRES and LEAs for struggling to advanced learners.

Action plans have been established and implemented including hiring staff in priority areas and restructuring services. There SRES 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, payroll services to four 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 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 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 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 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 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 the SRES and coordinated by the SRES, encourages students, both academically and socially, to pursue their intellectual curiosity. Starting with the 24-25 academic year, students qualify to be a Shiawassee Scholar in 8th grade by being a county top scorer of the Preliminary Scholastic Aptitude Test (PSAT8). This

change removes various logistical barriers and creates a more equitable opportunity across the county. Because of the change to the PSAT8, the program timeline shifted. Scores are now received in the summer and Scholars are inducted in the fall.

The Shiawassee Scholars program is supported by an advisory committee that meets up to two times during the school year. The purpose of the committee is to plan and review the program for continued success of 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 for high school Scholars to reach their full potential. The recently inducted class will attend an overnight visit to a college or university the summer following their induction. Students in the program are able to apply for a scholarship to attend a summer college camp focused on exploring their talents and career interests. After the Scholar attends, 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 communities regarding education.
- Genesee-Shiawassee Workforce Development Board, Michigan Works provides access to federal job training funds for students with disabilities through the SRESW Workforce Innovation and Opportunity Act (WIOA) program.
- The Association of Educational Service Agencies (AESA) in partnership with the Michigan Association of Intermediate School Administrators (MAISA) and other ISDs 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 Facilitators Network (MCIFN) provides 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 CTE students is provided by multiple post-secondary partners through both individual and Statewide agreements.
- 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 Health and Wellness 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 , 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 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.
- Pleasant View for CTE Certified Nursing Training
- AIS Equipment; CTE Heavy Equipment program training
- Memorial Healthcare; CTE Health Science Academy job shadowing clinicals

Instructional Support

Shiawassee Regional Educational Service District Post-Secondary Opportunities

Shiawassee Regional Educational Service District worked with Lansing Community College, Baker College, Mott Community College, and University of Michigan-Flint to establish Early College Programs which allow students from every county high school to earn up to 60 highly transferable 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. During the 24-25

school year, we had 152 early college students and 208 dual enrollment students that completed a total of 1,109 courses. We had a success rate of 92.15%, meaning students achieved a 2.0 GPA or higher in all classes.

Dual Enrollment Program

Shiawassee Regional Educational Service District has developed a dual enrollment program with Lansing Community College, Baker College, Mott Community College, and University of Michigan-Flint 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. The tuition, books, and other materials are provided at no cost to the student or family and funded by each participating local school district with per-pupil foundation 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 an opportunity to attend Lansing Community College, Baker College, Mott Community College, and University of Michigan-Flint.

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. Additionally, students must have the support of their high school counselor/administrator, applicants must interview with the SRESA, and meet all academic requirements to participate. Students must also meet all college readiness requirements set forth by our partner institutions before enrolling in courses, these requirements may include taking placement exams. Eligible students enroll in college classes during grades 11 and 12. Per the Michigan Department of Education, students entering the 13th/5th year of high school must enroll in one math or math-related course during the 13th/5th year and be enrolled in at least one course in the fifth year that earns high school credit during each count period. While participating in the Early College Program, students have full access to the library resources, any tutoring/writing centers, and counseling services provided by our post-secondary partners.

SECP opportunities include taking academically rigorous and challenging college level classes while still attending high school. Students are eligible to participate in high school activities including sports, clubs, or organizations through grade 12. Students can partake in almost all college campus activities (with the exception of fraternities, or sororities) and have access to college academic assistance as needed.

The SECP supplements the academic courses students enroll in with college and career readiness curriculum that includes topics like time management, navigating college and career options, information regarding financial aid and scholarships, academic success coaching, as well as soft skill training necessary to enter the workforce. Students are required to attend an orientation through the post-secondary partner and the Shiawassee RESD. Students are also required to attend two meetings per semester with the Early College Team.

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 SRES D 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 SRES D districts participated in student, parent and staff surveys offered through the SRES D. 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 MICIP teams, accreditation teams, and entire staff. 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. 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, accountability, and educator effectiveness. Paired with the warehouse, which allows access to student level data, data use is used on a daily basis. 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

Shiawassee RESD provided ongoing support in the area of school and district improvement. A series of sessions was offered over 9 months to support MICIP Implementation. 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 SRES D 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 SRES D offered facilitated work sessions for administrators to assist them with multiple state reports. 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 by using the data warehouse to monitor/identify their school improvement goals and progress and to comply with state legislative requirements.

Curriculum Alignment

The SRES D is always striving to assist the constituent districts with their efforts to align curriculum with the Michigan Content Standards. During the 2024-2025 school year, SRES D provided support on core curriculum alignment. The SRES D 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, Math & 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 emphasize the critical role of literacy across all subjects—English Language Arts, Math, Science, and Social Studies. They are built on the understanding that strong reading and analytical skills are fundamental for success in higher education and the modern workforce. Research has shown that the complexity of texts students encounter in college, the military, or the workplace is significantly higher than those typically used in high school. The Michigan Content Standards are designed to ensure that students are career and college ready by the time they graduate high school. The SRES D has provided training and support to teachers and administrators to help educators implement the more rigorous demands of these standards. Unlike traditional methods that focus mainly on basic comprehension and problem solving, the new standards require students to: read for information and analyze complex text, examine and interpret data, and formulate and defend a point of view using evidence. To facilitate this shift, the SRES D provided training and resources that helped teachers move beyond simple Q&A sessions and rote problem-solving. Teachers were guided in creating classroom environments where students are challenged to think critically, solve complex problems, and develop a deep conceptual understanding of material.

By ensuring these standards are effectively implemented in classrooms, Shiawassee schools are better preparing students for success in a competitive global economy, where two-thirds of all jobs now require some form of post-secondary education.

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 mapping assessments with their purposes as well as analyzing the local and state assessment data and its potential implication on curriculum and instruction.. 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 2025 assessments were administered and the ISD offered assistance to districts regarding the planning for administration.

SAT/PSAT Support

The 2024-2025 school year provided support and professional learning related to 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 2024-2025 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. The format of the learning was adjusted and offered in virtual, hybrid, and 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, SRES D 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. An Internal and External MTSS Implementation Plan has been developed utilizing implementation science to guide and strengthen our internal systems, support provided to districts, and to understand the scale and reach of our efforts. SRES D teams have engaged in learning around implementation science, MTSS core components, and how their role intersects with MTSS systems. The work of the SRES D MTSS Implementation Team has been restructured to increase our capacity, scale and reach and coordinate efforts to better support district learning and implementation. The MTSS implementation Team is composed of representatives from all departments across the SRES D so that MTSS can be applied in a variety of settings from preschool to postsecondary. Over the past year the MTSS Implementation Team has focused on connecting initiatives and coaching supports in the areas of literacy, mathematics, social emotional, and behavior (including Early Warning Indicators at the secondary level) because research has shown the power of these practices. In addition, the MTSS Implementation Team, focused evaluated our internal MTSS system to pinpoint areas of growth and where to focus our internal efforts. During the 2024-2025 school year, MTSS Data Days were revamped and aligned with district MICIP initiatives, building data analysis, action planning, and in-district coaching to support the implementation of a three-tiered system. Additional county-wide professional learning, in-district professional development, and in-district coaching opportunities were added during the 2024-2025 school year to support, strengthen, and sustain district MTSS implementation.

Early Warning Implementation & Monitoring (EWIMS) Systems Training

Early Warning Implementation and Monitoring Systems (EWIMS) 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, middle and high school buildings continued implementing the Early Warning Implementation and Monitoring 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, as well as evaluating their systems of support and action planning to strengthen systems. 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. In district EWIMS coaching is being provided in four of the Shiawassee County districts centered around building systems of support, data analysis routines, PBIS implementation, Tier 1 attendance strategies, and the implementation of Delta Math assessments aligned to support math intervention at the secondary level.

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. SRES Early Literacy Coaches have facilitated the district curriculum review process, aided in the development of three-year implementation plans, and heavily support new curriculum implementation and training. SRES Early Literacy Coaches supported districts in applying for 35m grant funds to support curriculum implementation and professional learning around the Science of Reading. SRES Coaches also supported district administrators and teachers in the 2024-2025 school year with professional learning series that supported grant requirements of 35j and the Science of Reading.

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 provided resources, professional learning opportunities, and facilitated in-district PLCs for administrators and teachers during the 2024-2025 school year on disciplinary literacy, engagement strategies to move from teacher centered classrooms to more student centered classrooms, and the implementation of Disciplinary Literacy Essentials in classrooms.

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 on building deep content and pedagogical knowledge that is research informed across K-12 classrooms. Shiawassee County updated its multiple year math plan to include elementary, secondary, and system wide focuses. The SRES Instructional Services department aims to provide collaborative and sustainable professional learning for educators in mathematics; create safe and caring learning environments to form trusted relationships in order for all members to feel supported and take risks; and develop educator practices, knowledge, and identities because powerful learning for children requires powerful learning for educators (Essential School-Wide and Center-Wide Practices in Literacy and Mathematics, Prekindergarten and Elementary Grades).

In order to achieve this, Shiawassee County has become increasingly more involved in the implementation of the Early Math Essentials for grades K-5, a collaborative effort between the General Education Leadership Network (GELN) and the Michigan Association of Intermediate School Administrators (MAISA). Professional learning opportunities about incorporating Essential Practice #1 - designing learning environments to encourage mathematical play and tinkering, were offered to teachers during the 2024-2025 year and will continue in future years, focusing on differentiated instructional practices. Elementary teachers had an opportunity to participate in an Essentials in Action

Project sponsored by the Early Math Task Force and received training to implement the Essential Math Practices using the supplementary curriculum “Number Corner” as a common resource. Support for teachers will continue with learning focused on the Essential Practices and opportunities to engage in Math Labs across the county.

Another 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
- Add+Vantage Math Recovery® Fractions
- Math Recovery Specialist

Many teachers throughout the county have completed these courses. These were facilitated as a blend of online and in person sessions. Participants delved into exploration of the difficulties many students have making sense of numeracy and learned developmentally appropriate ways to help struggling students move forward. This year our educators involved in the training were able to partner with teachers from around the region. Our MRS participants joined at the end of the year to celebrate the accomplishments of their students and the growth of these educators.

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 continuing to increase the numbers of educators who are implementing these principles in their districts each year. Shiawassee County will deepen the level of assistance in the upcoming school years by offering professional learning and implementation support centered around Math Recovery in classrooms and will be adding coaching as an additional Math Recovery Classroom Support.

Several districts county wide were introduced to Delta Math Response to Intervention Program as a tool to integrate accelerated learning strategies within an MTSS framework to help students complete unfinished learning in Kindergarten through Algebra 2. The districts piloting the program were able to experience screening and reporting tools that will provide data to inform instruction. The purpose of this pilot was to provide a common resource that would help educators identify students who were not yet ready to learn current grade level standards and determine how support might be provided to these students early on in order to complete unfinished learning. Support and training for current Delta Math implementers will continue throughout the upcoming school years.

High school teachers were presented with opportunities to implement resources that increase student engagement, classroom discourse, and build problem solving skills. Math and Science teachers from middle school through high school implemented a Virtual Reality math and science program, Prisms, and will continue to receive targeted math coaching in order to raise student achievement in math and science courses district wide. Additional interested teachers will receive professional development in this program in the upcoming school year. The purpose of this opportunity is to help students see connections between mathematical concepts and their own worlds around them. The program will give students the opportunity to work within topics that are of high interest to them which will increase student engagement, give students more equitable opportunities to participate, encourage student discourse and voice, and develop a transfer of classroom knowledge into other content areas. The SRES Instructional Services department is committed to providing exceptional professional learning, crafting high-quality curriculum and assessment tools, and coaching educators on best practices. To expand these efforts, the department was able to offer increased math coaching support to districts which

will continue through the upcoming school years. This closely mirrors the efforts and success of the Early Literacy Coaching initiatives. Math coaches will work collaboratively with administrators, building leadership teams, and individual teachers to provide instructional leadership and expertise. Their work will be designed to support the implementation of the Essential Instructional Practices in Early Mathematics, Math Recovery Principles, and Disciplinary Literacy Essential Practices for Secondary Educators. The support provided is aimed to create productive, joyful learning environments where every child develops strong mathematical understanding, skills, and positive math attitudes.

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 2024-2025 continued to focus on supporting teacher implementation of Michigan's revised social studies standards and instructional planning and implementation based on Michigan's Essential Disciplinary Literacy practices and the use of an inquiry-based framework model. In addition, SRES D supported districts with their curriculum and materials selection process utilizing a toolkit to assist in streamlining and vetting resources..

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.

Art Educators Network

The Shiawassee RESD established a collaborative network this year to support art educators from both Shiawassee and Clinton Counties. The meeting sessions were designed to promote networking and learning opportunities around the teaching and learning of the visual arts. Teachers came together once in the Fall and then again in the Spring to network and share curriculum, instruction strategies and various resources to improve outcomes for students.

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 continued 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, virtual reality, 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 continued 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, 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 2024-2025 school year, the SRES D provided shared technology support services to the following local districts: Byron, Corunna, Laingsburg, and Morrice; as well as Shiawassee County Courts, Shiawassee County Health Department, Shiawassee County Sheriff and 911. During the 2024-2025 school year, the SRES D provided network engineering support services to four out-of-county school districts in Clinton County. 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, MI Datahub 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 (with Camp Invention materials) took place in July 2024 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 2024-2025 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 2024-2025, 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 2024 2025:

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

Parents and families 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. The Great Start Family Coalition is vital to the work of the Great Start Collaborative. 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 Family Coalition continued its focus on literacy with the Dolly Parton Imagination Library. There are 1,924 children up to the age of 5 enrolled and receive a book in the mail each month until their fifth birthday. Just this year 18,785 books have been mailed out to children. The Family Coalition also participated in many family engagement events throughout the county. . Parenting classes were also a focus this year and our Family Coalition facilitated two 6-week sessions of Make Parenting a Pleasure for parents with children 0-8 years of age.

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 On Services



The **Early On** program assists families with children (birth to 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). 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 fiduciary and organizational administrator for the Great Start Readiness Program (GSRP), the state funded preschool program designed for children in their year before Kindergarten entry. Research on preschool programs, and specific research on GSRP, indicates that children provided with a high-quality preschool experience show significant positive

outcomes when compared to children from the same backgrounds who did not attend preschool. 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 Children's Center, My Great Beginnings, and Memorial Childcare Academy) we are promoting a collective positive impact preparing students for kindergarten. The SRES D provides coordination of the Early Childhood Coaches, conducts site visits, promotes data-based decision making and supports the aggregation of student outcomes data. The SRES D also provides relevant professional learning opportunities followed by coaching. For the 2024-2025 school year 519 children received a free preschool experience.

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, 573 children have been given an opportunity to attend pre-school and get a great start to education and life! In 2022-2023, 31 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 and the Cook Family Foundation. Generous donations from our community have also contributed to the preschool scholarship program by way of Raise Up Shiawassee efforts, SRES D Casual for a Cause Events, and continued donations from 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. Eight 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 AgriScience, Business Management & Administration, Education, Engineering, Public Safety, Culinary Arts, Electrical, Construction Trades,, Cosmetology, Health Sciences, Heavy Equipment, Machine Tool Trades,, Mechatronics, Welding, 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 2023-2024 for the 2022-2023 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 except for Reading/Language Arts and Mathematics. Shiawassee County did extremely well in the area of Non-Traditional Concentrators attainment of State-approved credentials.

2022-2023 CTE Core Performance Indicators Summary

Core Performance Indicator	State Target	Perkins Region 15	CEPD 30 - Shiawassee
1S1 - Graduation Rate	95.00%	94.6%	94.8%

2S1 - Reading/Language Arts	58.5%	54.4%	49.2%
2S2 - Mathematics	34.5%	25.5%	22.7%
2S3 - Science	Not applicable	38.5%	34.9%

3S1 - Placement Rate	95.0%	95.4%	93.3%
4S1 - Non-Traditional	19.5%	29.8%	42.6%
5S1 - Credentials	7.5%	16.9%	8.0%

Career and Technical Education Programs

The SRES D 21st Century Learning Department has established successful partnerships to assist all local districts in providing exceptional Career & Technical Education Programs. In the 2023-2024 school year, 130 students enrolled in CTE State-Approved SRES D programs, which included Public Safety I, Electrical I, Electrical II, Health Science Academy I, Health Science Academy II, Teaching Cadet I, Teaching Cadet II, Welding I and Welding II. Many students made progress toward industry recognized certifications including Certified Nursing Assistant (CNA) Certification.

List of CTE Credentials Offered by Shiawassee RESD 2023-2024			
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Program	Total Enrolled	Number of State Approved Credentials Offered	Total State Approved Credentials Awarded	Number of Supplemental Credentials Offered	Total Supplemental Credentials Awarded
Electrical I	20	0	0	2	39
Electrical II	14	1	14	0	0
Health Science Academy I	40	0	0	3	113
Health Science Academy II	12	1	12	1	12
Public Safety	12	0	0	4	41
Teaching Cadet I	3	2	0	14	45
Teaching Cadet II	4	2	0	12	46
Welding I	16	3	33	0	0
Welding II	9	3	25	0	0

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 in mathematics.

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 opportunities for students, integration of academics in CTE, software purchase support, services to special populations through placement of paraprofessionals in CTE classrooms, follow-up assistance, and CTEIS reporting.

Career Preparation Programs

The Career and Technical Education Department facilitates many programs, products, and services in partnership with the Shiawassee Economic Development Partnership (SEDP) 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 cover letters, resumes, and interviewing techniques.

Federal Workforce Innovation and Opportunity Act (WIOA)

The Shiawassee RESD 21st Century Learning Team coordinates the federally funded Workforce Innovation and Opportunity Act (WIOA) Grant, in which 33 students in Shiawassee County participated in 2024-2025. Students served were ages 14-21 with disabilities and/or offender status, foster child, homeless, or parenting. Students received occupational training, employability skills and academic enrichment. Students completed work experiences at local businesses that aligned with their career goals. They gained marketable skills and received \$12.48 per hour. The WIOA staff partnered with the SRESO 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!

Truancy

The SRESO provides support to local school districts regarding truancy issues and participates as the court liaison between the schools, students and parents. For the 2024-2025 school year this included both virtual students and face to face learners who live in Shiawassee County, attend schools within and outside the SRESO. The process starts with a first referral to the Child Attendance Officer (CAO). All Superintendents agreed to have a common attendance policy.. This policy focused on Strive for Five. With this policy students are either documented or absent. Students are no longer excused by a parent phone call. This county-wide attendance policy change had a significantly positive impact on attendance rates. One example comes from Owosso Public Schools that saw a 7% increase in attendance for the 2024-2025 school year. This policy also made it clear to everyone involved that only excused absences (those that do not count towards truancy) are those that are documented. Clarity has definitely helped with attendance rates and the truancy process.

Continuing Pattern Students: At the end of the 2024-2025 school year building principals were given the option to submit a continuing pattern referral to the CAO for students who had received a first referral letter but continued to struggle with attendance. The continuing pattern students received a letter from Shiawassee Family Court to attend a meeting with Judge Dignon, Court Liaison Sara Edwards, and her team along with CAO. Parents and students attended in Judge Dignon's courtroom. This diversion activity was designed to help students and families understand the truancy process. Shiawassee Family Court sent out 130 meeting requests to families. The court held two meetings for elementary and two for secondary students. There was a 98% attendance rate for the meetings. Looking at the students who were invited and attended there was a significant improvement in their attendance for the 2024-2025 school year. Secondary students who struggled early in the 2024-2025 school year had a petition filed and were put on probation within the first quarter of the school year. Because of the positive impact the Continuing Pattern meetings will be held in August of 2025.

Referrals: There was an increase in first referral for the 2024-2025 school year from 252 to 360. This is due to the fact that the attendance policy in the county has been aligned and is clear. 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, 67

formal petitions were filed with the CAO. These formal petitions were for students in grades 6 through 11 including 1 student who attended a virtual school. These formal petitions resulted in 44 hearings at the Shiawassee County Circuit Family Court with Sara Edwards, Court Liaison, presiding. All but two students were put on probation and assigned a probation officer. Two students were put "under advisement." When a student is "under advisement" attendance and grades are monitored by the CAO to make sure the student continues on a positive path. Elementary principals reached out to local police departments for students in elementary schools to meet with elementary parents to discuss the law that states students ages 6-18 must be in school. 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 attended several Attendance Improvement Plan (AIP) meetings with families and building support personnel at elementary buildings in the county. These AIP meetings are designed to discuss barriers to attending schools, discuss the impact of truancy on a child's education and to develop a plan for improvement. This year, two school buildings (one elementary and one middle school) in the county have a Pathways to Potential Specialist or "solutioner" provided by MDHHS. This Specialist (who attends AIP meetings) also works to fill gaps with resources for families impacted by poverty, lack of access to benefits and other needs. The Child Attendance Officer uses PowerSchool to do periodic checks on the student's attendance.

Homeschool Notification: The CAO received 32 Homeschooling Notification forms during the 2024-2025 school year. These forms are signed, filed and a copy is returned to the students' home districts. The Child Attendance Officer attends quarterly ISD Truant Officer meetings.

Shiawassee RESD Student Learning Center West School Improvement Plan

The School Improvement Plan is directed by department needs 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 SRESL 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

SRES D center-based programs include:

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

SRES D 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	62.6%%
Math	81.3%
Social Emotional	50.6%
Life skills	64.4%

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 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, Trunk or Treat, and classroom, and literacy and math nights. 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 (Grade 9+)
EI	82.3%	100%
MoCI	91.1%	69.2%

SCI/SXI	96.6%	70.5%
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Community Participation/Community Partners

Angel Hands	Oliver Woods
Bigbee Coffee	Ollies Coffee & Cafe
Corunna Public Schools	Owosso Public Schools
Corunna Public Library	Owosso High Teaching Tolerance
Council on Aging	Owosso Downtown Beautification
Department of Human Services	Pat's Place
Devries Nature Conservancy	Saginaw Valley Rehabilitation Center
Guido's	Save a Lot
Elks Club	Shiawassee Humane Society
Freddies Party Store	Shiawassee RESD Transportation
Great Lakes Fusion	Shiawassee County Youth Center
Little Caesars	Shiawassee Health and Wellness
Knights of Columbus	Theresa Kay's Florist
Main Street Pizza	Vibrant Life
Marr's Furniture	Wal-Mart

Meijer	YMCA
NCG Cinemas Owosso	Youth Advisory Council
Oliver Woods	ZCBI

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, 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 Assessments were offered to all students in the SRES D center-based programs. Spring 2025. Results have not been released at this time.

Cost Containment and Consolidation

The SRES D 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.

SRES D Compliance, Notices, Policies

SRES D 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.

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 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 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 SRES 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 Director of Operations office located at 1905 S. M-52, Owosso 48867, and is available for viewing during normal business hours of 7:00 a.m. - 3:30 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 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 at the Director of Operations office located at 1905 S. M-52, Owosso, MI, 48867.

The SRES 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 was Ben Cobb for the 2024-2025 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 Ben Cobb for the 2024-2025 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.

Office of the Superintendent Program Shiawassee Regional 2260B/page 1 of 2 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, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582
Telephone #: 303-844-5695
Fax #: 303-844-4303

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 I 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.