



Shiawassee

Regional Education Service District

Shiawassee RESD Extended COVID-19 Learning Plan as Described in [Public Act 149, Section 98a](#)

August 27, 2020
[September 3, 2020 Clarifications](#)

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Shiawassee RESD Extended COVID-19 Learning Plan

Address of School District/PSA: Shiawassee RESD

District/PSA Code Number: 78000

District/PSA Website Address: SRES.D.org

District/PSA Contact and Title: David Schulte, Superintendent

District/PSA Contact Email Address: schulte@sresd.org

Name of Intermediate School District/PSA: Shiawassee RESD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 14, 2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As the Shiawassee RESD plans to begin the school year in a hybrid learning environment we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Though the beginning of the 2020-2021 school year at the Shiawassee RESD is much different than the past, we are committed to continue to work collaboratively with our partners to provide support to our students and families. These partnerships are a key component in providing our students additional opportunities to grow and be successful. Attached is the Shiawassee RESD Annual Report which includes and highlights our collaborations and partnerships within the county and throughout the state, instructional support, CTE/Dual Enrollment/Early College programming, Special Education programming along with our current school improvement plan.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Shiawassee RESD believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the SRESD will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments and/or a local assessment in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on benchmark assessment results.

Goal 1 - 75% of students (K-8) will make progress in Reading/ELA from Fall to Spring as measured by NWEA or local assessment.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - 75% of students (K-8) will make progress in Mathematics from Fall to Spring as measured by NWEA or local assessment.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Shiawassee RESD instructional plan can be found in the [MI Safe Schools Roadmap--SRESD Preparedness Plan](#).

Mode of Instruction

To start the school year, all students in the Emotionally Impaired Program and students in the MoCI upper elementary and MoCI lower elementary classrooms will attend school every day for face-to-face instruction. Students in the MoCI early elementary, MoCI upper middle school, MoCI high school, and MoCI young adult classrooms will be attending school in two groups. Group 1 will attend on Monday, Wednesday and every other Friday. Group 2 will attend on Tuesday, Thursday, and every other Friday. Students in the Severely Cognitively Impaired classroom will be attending school on Mondays, Wednesdays and Fridays. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The Shiawassee RESD full instructional plan can be found in the [MI Safe Schools Roadmap--SRES District Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The Shiawassee RESD curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. Teachers will implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

The SRES curriculum is aligned to state common core standards and the state alternate standards.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Shiawassee RESD bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

The Shiawassee RESD program has an established system and timeline for reporting progress to pupil's and the pupil's parent or legal guardian. This progress is typically reported in the form of a progress report and is delivered in a paper format.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

The Shiawassee RESD ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Shiawassee RESD system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap--SRES](#)
[Preparedness Plan](#).

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1. The Shiawassee RESD will provide academic coaching to CTE, Dual Enrollment and Early College students with disabilities, are English Learners, or demonstrate that they are at-risk. Students can receive academic coaching if they are on academic probation, develop a pattern of incomplete/late work completion, or are referred by a parent, staff member, or instructor. The Academic Coach will perform regular check in meetings, develop an academic plan with the student and offer tutoring sessions. All academic coaching can occur face to face (with COVID-19 protocols), virtually or via the telephone. In addition, the CTE courses that are not Dual Enrollment/Early College will have a CTE paraprofessional in the first year of the program to assist students who qualify as Special Populations (have an IEP, are economically disadvantaged, in a non-traditional course of student, English Learners, homeless, placed in foster care, or have a parent on active duty in the military).
2. Students in CTE, Dual Enrollment and/or Early College programs will continue their program of study in 20-21, during pandemic learning, with the same scope and sequence as in prior years. CTE students will meet face-to-face, with COVID-19 protocols in place, to allow them access to the hands-on learning components. Dual Enrollment and Early College programs that contain both Shiawassee RESD and traditional post-secondary students will take place online, as determined by the post-secondary providers. All students in CTE, Dual Enrollment and Early College programs will be provided with an internet device and access to internet WIFI at designated Shiawassee RESD and local district locations. All grade reporting will continue to take place in Power School for CTE programs and through our post-secondary partners for Dual Enrollment and Early College.



Shiawassee

Regional Education Service District

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2019- 2020 Annual Report Shiawassee Regional Education Service District

Board of Education

Timothy Atkinson, President
Tom Atherton, Vice President
Cathy Mulholland, Treasurer
Dennis Henige, Secretary
Michael Rixin, Trustee

David E. Schulte, SRESD Superintendent

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



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



New Lothrop Area Public Schools

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



Owosso Public Schools

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



Perry Public Schools

2775 Britton Road
Perry, MI 48872
517-625-3108
Superintendent, 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
* 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	Technology Preparation, Planning, Training and Repair
Early Literacy Coaching	Technology Support Services
Energy Supply Reduction	Truancy Services
Financial and Student Software Applications	Transportation Services
Fiber Optic Network	

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.

SRESD Student Achievement

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

SRESD Financial Stability

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

SRESD Quality Processes

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

Organizational Values

Shiawassee RESD values are as follows:

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

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

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

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

Serving Our Customers

Programs for ALL Students

SRESD provides programs, services, and assistance to support academic learning for ALL students. Services provided by SRESD 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, 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 2019-2020 school year which resulted in completion of several priorities. The SRES D will continue to make progress during the 2020-2021 school year.

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 two local districts, provide payroll services to five local districts and business reporting 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 December 2019 test hosted over 200 students interested in becoming Shiawassee Scholars; because of their admirable scores, fifty-one students were inducted into the Shiawassee Scholars Program on March 10, 2020.

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.

Shiawassee Scholar activities during the 2019-2020 school year included a three-day college retreat for the eighth graders at the University of Michigan in Ann Arbor, a lunch meeting at each high school for the entire Shiawassee Scholar population, and college information meetings to promote success in high school, college and beyond. There was also a workshop to assist students currently in their junior year of high school in completing their college applications, a test preparation workshop to help them improve their SAT score, and the chance to retake the SAT free of cost in June. Students in the program receive a scholarship for enrichment courses and activities focused on exploring their talents and career interests. Scholars are invited to share their summer camp experiences with audiences at the sponsored activities throughout the year.

Partnerships

Shiawassee RESD has established numerous partnerships which include:

- *Michigan Department of Education*, a key decision driver on statewide initiatives, legislative efforts, curriculum design, instructional delivery mechanisms, and grants to facilitate school improvement.

- *Michigan Department of Career and Technical Education* facilitates curriculum development support and federal programming for approved Career & Technical Education Programs.
- *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 SRESW 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.
- *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 School Improvement Facilitator's Network (SIFN)* 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.
- *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 Scholarships*
- *The General Education Leadership Network (GELN) is a collaboration between ISD General Education Leadership to identify areas for State collaboration*
- *McKinney-Vento Consortium with Clinton, Eaton, Ingham, Barry, Calhoun counties to identify and provide services for homeless students.*

Instructional Support

Shiawassee Regional Educational Service District Early College Program

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

Dual Enrollment Program

Shiawassee Regional Educational Service District has developed a program with 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 districts 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, 8 of 9 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).

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

Data Warehouse and Mi School Data Activities

Shiawassee RESD has built and been using a robust data warehouse that includes student achievement, demographic, state assessment, and local assessment data in addition to process data. The warehouse consists of a computer analyzer tool with a teacher friendly dashboard 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, AdvancED 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 M-STEP and other assessment data in a variety of formats that can be analyzed to make instructional decisions. It also contains data on student enrollment, graduation rates, school of choice, financial information post-secondary, and educator effectiveness. Paired with the warehouse, which allows us to access student level data, data use is reaching a new level. Other reports at the site allow districts to view discrepancies between their records and state submissions, which allows for increased accuracy. Through these tools, the use of data in all facets of instruction is on the rise throughout the county.

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 2019-2020 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 & 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.

M-Step Assessments

During the 2019-2020 school year Michigan students were waived from participating in the state assessments due to the COVID-19 pandemic.

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.

Professional Learning

The SRES D offered a variety of professional learning opportunities in 2019-2020 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.

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. The SRES D MTSS Core Team and MTSS Implementation Teams meet regularly to plan for and coordinate efforts across the SRES D within an Integrated System of Supports to districts. 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 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 RESD 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, increase 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 and pilot districts during the 2019-2020 school year.

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

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

Science

The 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 2020-2021 through all courses in the series being offered, as well as support for implementation.

A partnership with faculty at Michigan State University was continued during the 2019-2020 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 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 professional learning in 2019-2020. 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 2020-2021.

SAT/PSAT Support

The 2019-2020 school year Shiawassee RESD worked closely with the College Board to support administrators, teachers, counselors, and students with PSAT and SAT instructional and administrative support. SRES D facilitated professional learning opportunities including SAT/PSAT overview and data analysis.

Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. The social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. 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 2019-2020 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, Microsoft 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 2019-2020 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 hosting, 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.

Due to Covid-19 the Student Technology Summer Camp was not able to take place during the Summer of 2020. We look forward to holding the event in the future.

Shiawassee Instructional Technology Network (SITN)

During the 2019-2020 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 2019-2020, currently twenty-eight of our thirty sites are represented in this network, which meets three times during the school year.

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 2019-2020:

- *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 focused on expanding training and parent engagement opportunities centered around the 5 Protective Factors of Social Connections, Concrete Supports in Times of Need, Social & Emotional Competence of Children, Knowledge of Parenting & Child Development, and Parental Resilience. The Coalition hosted multiple parent cafes which allowed parents to discuss the challenges of parenting and build resiliency and social connections. Three new families joined the Parent Coalition after attending the cafes.



Great Start Intake Hub

Parents and Physicians have asked for easier access to services. Therefore, the early childhood interagency approach to service delivery created the Great Start Intake Hub allowing ANYONE to make ONE PHONE CALL to be referred to multiple agency services. The information below was designed on “rack cards” and continues to be distributed to parents and providers throughout the county.

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.

Forty Shiawassee County children/families receive a weekly home visit as part of the EHS program.

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). On average, 60 children attend the playgroups each week. In 2019-2020, 81 families participated in our Play to Learn Playgroup offerings. 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 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 13 providers: 8 local school districts and 5 Community Based Organizations (Elite Early Learning Center, Noah’s Ark, Bright Beginnings (Morrice), My Great

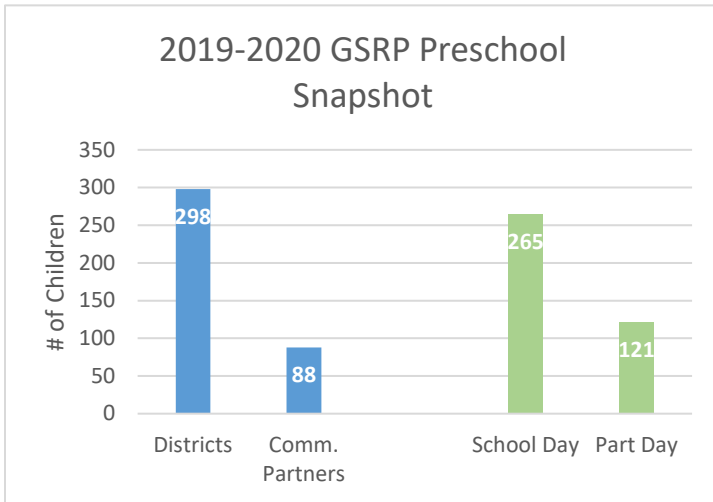
Beginnings, and CACS Head Start) we are promoting a collective positive impact preparing students for kindergarten entry. The SRES D provides the required Early Childhood Specialist (ECS) to support quality improvements in programming. With the coordination of the ECS duties, by conducting site visits, 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.

\$2, 142, 375

591 Slots
Free High Quality Preschool for eligible four-year-old children

386 Children Served with GSRP funding
512 Students enrolled in GSRP classrooms

Early Childhood Collaborative Conference



The 25th Annual Shiawassee County

Collaborative Early Childhood Conference was held in February 2020. This conference is a valuable training opportunity for childcare professionals and parents. Staff from the SRES D and other community agencies serve on the planning committee for this conference. This annual conference provides training/professional learning on a variety of topics specific to caring for young children. The topic of our keynote address at the 2020 conference was Building Resilience in Early Childhood. This year the conference had 107 participants.

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 their, social, emotional, physical, and cognitive language development. Since the inception of the scholarship program in 2004, 492 children have been given an opportunity to attend pre-school and get a great start to education and life! In 2019-2020, 32 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. Since the inception of the scholarship program in 2004, 492 children have been given an opportunity to attend pre-school and get a great start to education and life! In 2019-2020, 32

children were awarded preschool tuition scholarships

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



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 I Grant

The SRES D manages the Federal Perkins V Grant for the local school districts. Ten 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, Criminal Justice, Culinary Arts, Electrical, Construction Trades, Family & Consumer Science, Health Sciences, Machine Tool Trades, Marketing, Mechatronics, Automobile Technician, Criminal Justice, , 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 2019-2020 for the 2018-2019 school year is summarized in the table below. Shiawassee County did extremely well in the areas of School Completion (98% up from 97.9%), Student Graduation Rates (97.8% up from 97.3%), and Placement (95.2% up from 94.2%). As a region, the state target was met for all the core

performance indicators!

2018-2019 CTE Core Performance Indicators Summary

Core Performance Indicator	State Target	Perkins Region 15	CEPD 30 - Shiawassee
1S1 - Reading Attainment	58.00%	63.13%	58.36%
1S2 - Math Attainment	34.00%	35.96%	28.88%
2S1 - Technical Skills	46.00%	78.22%	67.68%
3S1 - School Completion	97.00%	98.91%	98.03%
4S1 - Graduation Rate	96.00%	97.72%	97.83%
5S1 - Placement Rate	96.00%	96.09%	95.24%
6S1 - Nontraditional Participation	28.00%	33.13%	44.52%
6S2 - Nontraditional Completion	45.00%	65.77%	51.79%

Countywide 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 2019-2020 school year, 118 students enrolled in CTE State-Approved countywide programs, which included Automotive Services I, Automotive Services II, Criminal Justice I, Criminal Justice II, Culinary, Electrical, Health Science Academy I, and Health Science Academy II.. Many students made progress toward industry recognized certifications including EMT, 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 PD opportunities, , articulation and certification opportunities for students, integration of academics in CTE, software purchases and support, services to special populations through placement of paraprofessionals in CTE classrooms, evaluation and assessment, follow-up assistance, the Scholars program and the

Workforce Innovation and Opportunity Act grant activities.

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 RESD Career and Technical Education Department coordinates the federally funded Workforce Innovation and Opportunity Act (WIOA) Program, in which 28 students in Shiawassee County participated in 2018-2019. Students served are ages 14-21 with disabilities and/or offender status, foster child, homeless, or parenting. Students in the program receive minimum wage, occupational training, employability skills training and academic enrichment. This program is partnered with the SRESO Special Education Program Transition Services Program and Michigan Rehabilitation Services to best provide services to the students. This program is in partnership with GST Michigan Works and the State of Michigan.

Truancy

The SRESO provides support to local school districts regarding truancy issues and participates as the court liaison between the schools, students, and parents. As of March 13, 2020, 112 formal petitions were filed with the SRESO and an additional 164 informal requests were made for assistance. The Truant Officer contacts the parent and student through letters, telephone calls, school visits and home visits. This year several meetings were held at each school, meeting with parents and/or students in the hopes of avoiding any type of court involvement. The Truant Officer attends formal truancy hearings at the Shiawassee County Circuit Court – Family Division. The Truant Officer also attends court hearings in surrounding county Circuit Courts including Saginaw, Livingston, and Genesee. 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 Truant Officer then does 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. The Truant Officer is part of a cyber- school cohort to address the gap of students leaving the brick and mortar and enrolling in cyber- school. The Truant Officer attends State-wide ISD Officer meetings to share policies, processes, state-law updates etc.... to discuss how other counties are working on truancy issues with the main goal of students receiving an education.

Shiawassee RESD Student Learning Center West

Current Year School Improvement Plan

The School Improvement Plan for 2019-2020 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 SRES D offers a meaningful experience for each individual student and his/her family through direction, reassurance, and strong personal relationships.

Goals have been and will continue to be revised and developed to address the needs as determined through the Michigan School Improvement Frameworks and Comprehensive Needs Assessment. The following goals have been developed for the 2019-2020 school year.

Specific Content Goals across All Programs:

Goal 1: ELA Communication Skills

All Students at the SRES D with disabilities will improve reading in grades K-12 60% of EI MoCI and SCI students will show growth in reading using baseline data collected from the Brigance, Aims Web and NWEA and other data sources. Using multiple sources of data students will improve reading skills by 60% across all Programs this will be observable by student IEP objectives that are met.

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

All Students at the SRES D with disabilities will improve in mathematics in grades K-12 and young adult. 60% of EI, MoCI and SCI students will show growth in math using baseline data collected from the Brigance and other data sources through the school year. Using several types of data students will improve math skills by 60%, this will be observable by IEP Objectives that are met.

Special Education Programs

SRES D programs include:

- Moderate Cognitive Impairment (MoCI)
- Severe Cognitive Impairment (SCI)
- 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 goals that were met using teacher reports of student growth data.

Content Area	Achieved
ELA	69%
Math	65%
Social Emotional	52%
Life skills	100%

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 are also involved in Fall and Spring Parent-Teacher conferences held in all the programs. Parents were invited and participated in the Spring Fling, Graduation ceremony and the Christmas event, the EI banquet honoring the achievements of EI students. Each classroom held events and parents were encouraged to participate.

This year in person school ended March 19, therefore we were not able to hold the EI Banquet in person nor were we able to have the Spring Fling. However, classrooms held Zoom meetings with students and families

Parent Participation IEP/Conferences

Program	Percent of Parent/Guardian	Percent of Parent/Guard	Percent of Student Participation
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	Participation for IEP	ian Participation for Conferences	For IEP
EI Elementary	63%	100%	26% (Ages 5-11)
EI Secondary	68%	80%	51% Ages 12 –26
MoCI Elementary	80%	100%	10% (Ages 5-12)
MoCI Secondary	90%	100%	66% (Ages 12 – 26)
SCI	84%	67%	26% (Ages 3-26)
Life Skills	*This data found in local district AER.		

Community Participation/Community Partners

Community Mental Health	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	Roll Haven Skating Rink
Council on Aging	SATA
Department of Human Services	Saginaw Valley Rehabilitation Center
Devries	Shiawassee Humane Society
Goodwill Industries	Shiawassee SRESA transportation
Guido's	Shiawassee County Youth Center
Elks Club	Shiawassee Health and Wellness
Eric Locker –Hand chimes	Stretch Yoga
Little Caesars	Wal-Mart
Knights of Columbus	YMCA
Meijer	Youth Advisory Council

NCG Cinemas Owosso	ZCBI
Oliver Woods	

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

Due to the COVID 19 pandemic there were no state assessments given.

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 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 to: The Family Education Rights and Privacy Act Office, Department of Education, Room 4512 Switzer Building, Washington, D.C. 20202, if the school district is not complying with the Family Rights and Privacy Act or the Department of Education rules.

Parent Involvement Policy

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

Federal Funds Applications Available as Public Information

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

The applications for the funds, in addition to all related documents including evaluation and reports pertaining to the application, are public information. Parents of students with disabilities and the 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 D 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 take appropriate response action if necessary. Jim Rose, a certified inspector employed by Fortress Environmental Solutions, 649 Bushon Rd., Owosso, Michigan, 48867 completed an inspection on July 21, 2015. 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 2019-2020 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 2019-2020 school year.

EPA Lead Renovation Rule

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

Parents of Children with Disabilities

SSI is a program for disabled or blind children. Cash benefits and Medicaid are available for eligible

children. Families must have limited income and resources to qualify. Please contact Social Security at 1-800-772-1213 or go online at www.socialsecurity.gov for information about your child's eligibility for benefits.

Office of the Superintendent
Shiawassee Regional

Program
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, 600 Superior Avenue, Room 750 Cleveland, Ohio 44114-2611.

Section II

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

Step 1 A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2 If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

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

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

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