



2024-25

ANNUAL REPORT

CLARE-GLADWIN RESD

Dear Community Member:

Clare-Gladwin Regional Education Service District (RES D) has produced this Annual Report to highlight the programs and services provided by our organization. It is by no means an exhaustive report, but it does provide important information to our stakeholders. Whether you are a community member, parent, grandparent, teacher, or potential resident in this beautiful part of Michigan, you need to know what your intermediate school district does for you, your family, your neighbors, and your community. CGRES D receives funding from taxpayers in Clare and Gladwin counties, and we hold ourselves accountable to a high standard of performance and fiscal responsibility to ensure your tax dollars are spent wisely.

About Clare-Gladwin RES D

Created by the legislature in 1962, Clare-Gladwin Regional Education Service District (RES D) is one of 56 intermediate school districts in Michigan.

CGRES D helps the five local school districts in Clare and Gladwin counties with programs and services that are best provided on a regional basis, those that are highly specialized, and those that are more cost-efficient to do together. The RES D helps communities use education resources best by leveraging resources with school districts, higher education, non-profit organizations, and businesses.

The 2024-2025 Annual Report

This Annual Report offers readers insight into the programs and services provided by CGRES D, including programs and services required by state and federal law and those requested by our local school districts. The following sections are included:

- John C. Magnus Center (p.3)
- Business Office (p.5)
- Clare-Gladwin Career and Technical Education (CTE) (p.7)
- SPARKS - Students Participating in Academics and Recreation for Knowledge and Success (p.10)
- Early Childhood and Family Services (p.11)
- McKinney-Vento Homeless Education Consortium (p.13)
- General Education (p.14)
- Pupil Auditing and Transportation (p.18)
- Regional Education Media/Technology Center - REMC 5 (p.19)
- Special Education/Clare-Gladwin Area School (p.18)
- Technology (p.23)


As you read this report and learn more about Clare-Gladwin RES D, please contact us if you have any questions. CGRES D is an important component of the local education system, and we welcome and value your input!

Sincerely,

Mike Simon
Interim Superintendent
msimon@cgresd.net

Board Goals 2025-2028

INVOLVE




We are committed to listening to our community and ensuring that our outgoing communications are clear, concise, honest, and timely.



INFUSE

We are intent on filling our organization with committed, talented professionals who are empowered to maintain a healthy work/life balance through nurturing and support.

INCLUDE



We will foster a sense of community, safety, and well-being among all students, families and staff, respecting diversity and embracing our commonalities.

Board of Education

Susan Murawski, President (Clare)
Jason Pahl, Vice-President (Beaverton)
Lou Adams, Secretary (Farwell)
Sarah Kile, Treasurer (Gladwin)
Rick Foote, Board Trustee (Harrison)

Education Partners

Beaverton Schools
Clare Public Schools
Farwell Area Schools
Gladwin Community Schools
Harrison Community Schools
Mid Michigan Community Action Agency
Mid Michigan College
Skeels Christian School

Administration

Mike Simon - Interim Superintendent
Katie Knapp-Wyman- Interim Director of Special Education
Amy Salogar - Director of Teaching and Learning
Elizabeth Wood - Area School Principal
Eric Johnson - Career & Technical Education Director
Shay Anderson - Chief Financial Officer
Ken Chinavare - Technology & Operations Director
Owen Malson - Director of Maintenance
Barbara Cataldo - Communications Director

www.cgresd.net

Statement of Compliance with Federal Law: The Clare-Gladwin Regional Education Service District Board of Education complies with all Federal laws prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Clare-Gladwin Regional Education Service District that no person on the basis of race, color, religion, national origin, creed or ancestry, age, gender, sexual orientation, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in employment or under any program or activity to which it is responsible, or for which it receives financial assistance from the U.S. Department of Education. For information contact the Superintendent at Clare-Gladwin Regional Education Service District, 4041 E. Mannsiding Rd, Clare, MI 48617 (989) 386-3851.



BUILDING A LEGACY

In 2013, the family of the late John C. Magnus donated 18 acres of land to Clare-Gladwin RESD to strengthen Career and Technical Education (CTE) opportunities for area students. Additional acreage was purchased, and the site—formerly Magnus Tractor Sales—was transformed into an education-focused campus. Early improvements included infrastructure upgrades, facility renovations, and the creation of Verna's House, remodeled by CTE Construction Trades students to provide life-skills training.

Following the approval of the 2016 CTE millage, the Wilhelm Joseph Magnus Building for Skilled Trades Learning was constructed, later enhanced with a \$1.24 million Marshall Plan Grant to support Automotive Technology. Agricultural Science expanded with a greenhouse, barn, and farmland. These investments established a permanent foundation for CTE and positioned the Magnus Center as a critical regional asset.



A dedicated Diesel & Heavy Equipment Technology building enhances student learning opportunities and prepares them for careers in a high-demand field.

EXPANSION AND CONSOLIDATION

The 2025–26 school year marked the opening of the newly expanded Magnus Center, a \$15 million project funded by the Michigan Department of Labor and Economic Opportunity. Nearly all CTE programs and staff transitioned from Mid Michigan College to the Magnus Center, with Welding and Advanced Manufacturing remaining on MMC's campus. This consolidation strengthened collaboration, improved student access, and provided purpose-built learning environments.

The expansion introduced modern instructional spaces designed to meet current and emerging workforce needs. Key facilities now include:

- Conference Center (6,500 sq. ft.) – space for career exploration, job fairs, community events, and presentations.
- Culinary Arts Kitchen Lab – a modern kitchen and event venue with capacity for up to 300 guests.
- Health Occupations Lab – equipped with simulation learning and pharmaceutical technician training.
- Digital Media Studio – hands-on training for audio, video, animation, and game design.
- Criminal Justice Facility – dedicated space for physical training, crime scene investigation, and leadership events.
- Agricultural Science Labs – expanded areas for horticulture storage, maple syrup bottling, and educational displays.
- Diesel & Heavy Equipment Technology Lab – relocated and upgraded space for work on trucks, machinery, and engines.
- Education Occupations - new classroom for training future educators with technology and early childhood development materials.



The CTE Education Center serves as a central hub, uniting multiple programs in one location to provide students with access to advanced facilities and training.

The Magnus Center expansion represents a long-term investment in students and the regional economy. By aligning with the State of Michigan's goal to increase the proportion of working-age adults holding a certificate or degree to 60% by 2030, the project directly addresses workforce shortages and advances economic growth.

The consolidation of programs has delivered measurable benefits, including:

- Increased instructional time through reduced travel requirements.
- Expanded capacity for new programs and courses.
- Centralized access to student services and administrative support.
- Enhanced collaboration among staff and programs.

As the Career Education Center continues to evolve, it will serve as a comprehensive hub for technical training, career readiness, and community partnerships. The Magnus Center stands as both a reflection of past commitments and a forward-looking resource that will prepare students for high-demand careers and contribute to the region's long-term vitality.



High School Construction Trades students transformed Verna's House into a learning center for Special Education students, giving them a chance to acquire life skills in a non-traditional classroom setting.

VERNA'S HOUSE FOR FUNCTIONAL DAILY

The Area School staff continue to refine and implement "Verna's House for Functional Daily Living Skills" curriculum. As the result of multiple professional development days during the summer of 2015, this innovative plan guides the students in completing tasks in each room of Verna's House based on student ability. These tasks are linked to Michigan's Curriculum and fosters the mastery of functional daily living skills for all students.

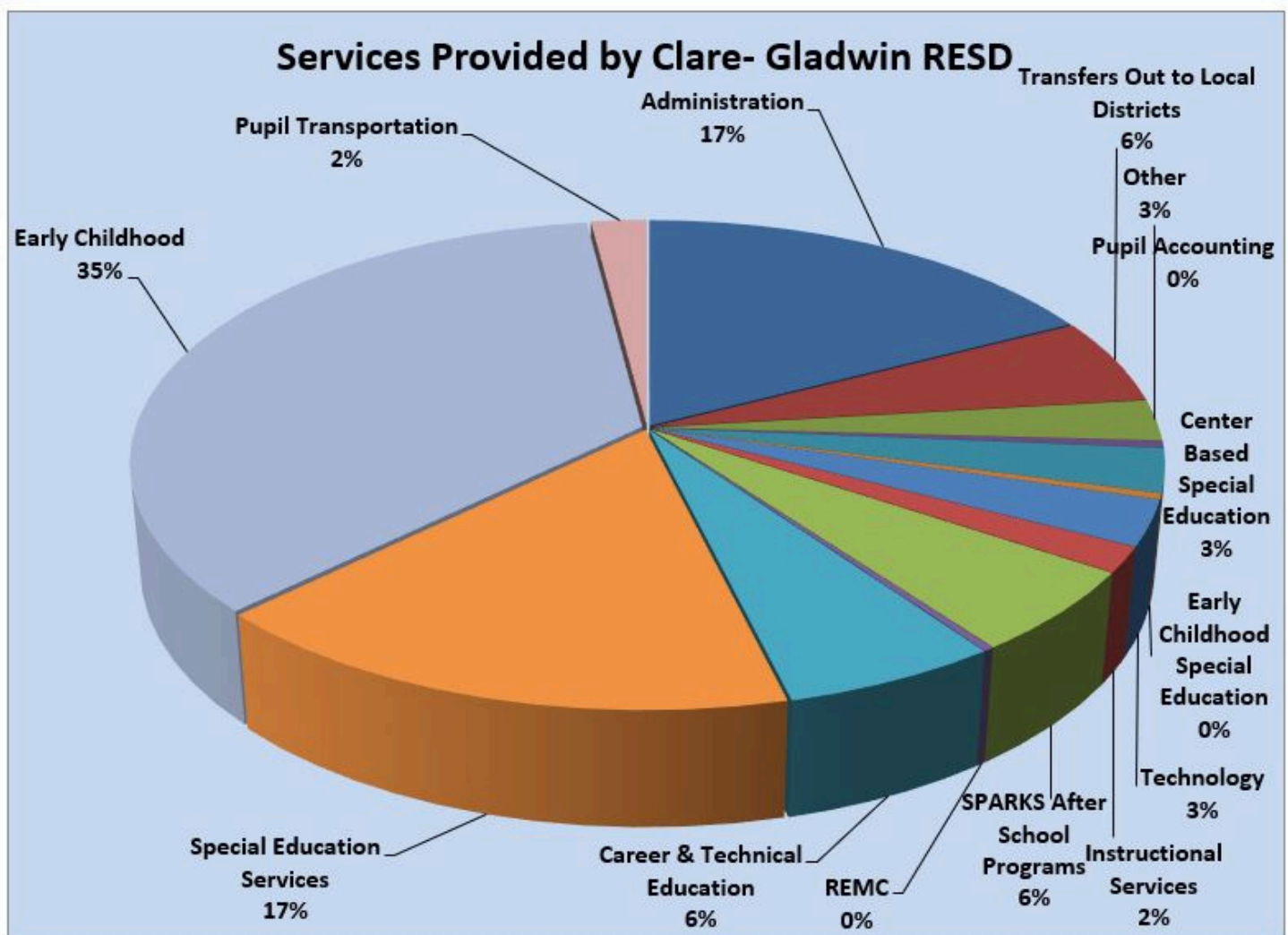
The "Verna's House for Functional Daily Living Skills" curriculum, implemented for the 2015-2016 school year, is among the first of its kind in the state. The students who use the house have also been the beneficiaries of generous donations of furniture and other supplies; they also produced a video with Magnus matriarch Verna Green.

Beginning in fall 2015, the school used Verna's House for students to practice daily living skills such as cooking, cleaning, meal planning and budgeting. The garden project not only enhanced the development of these skills, but also integrated math and science as students plotted the layout of the garden, calculated the number of plants and seedlings needed and researched various vegetables and the effects the weather pattern has on certain crops. The ongoing garden project has benefited from donations of garden soil and plants.

The primary function of the Business Office is to provide financial support services to the departments within the RESD and consulting services to the surrounding local districts. As the state's financial situation has deteriorated, Business Office services have expanded to providing payroll, accounts payable, budgeting, software procurement and training, and other business services in collaboration with the local districts.

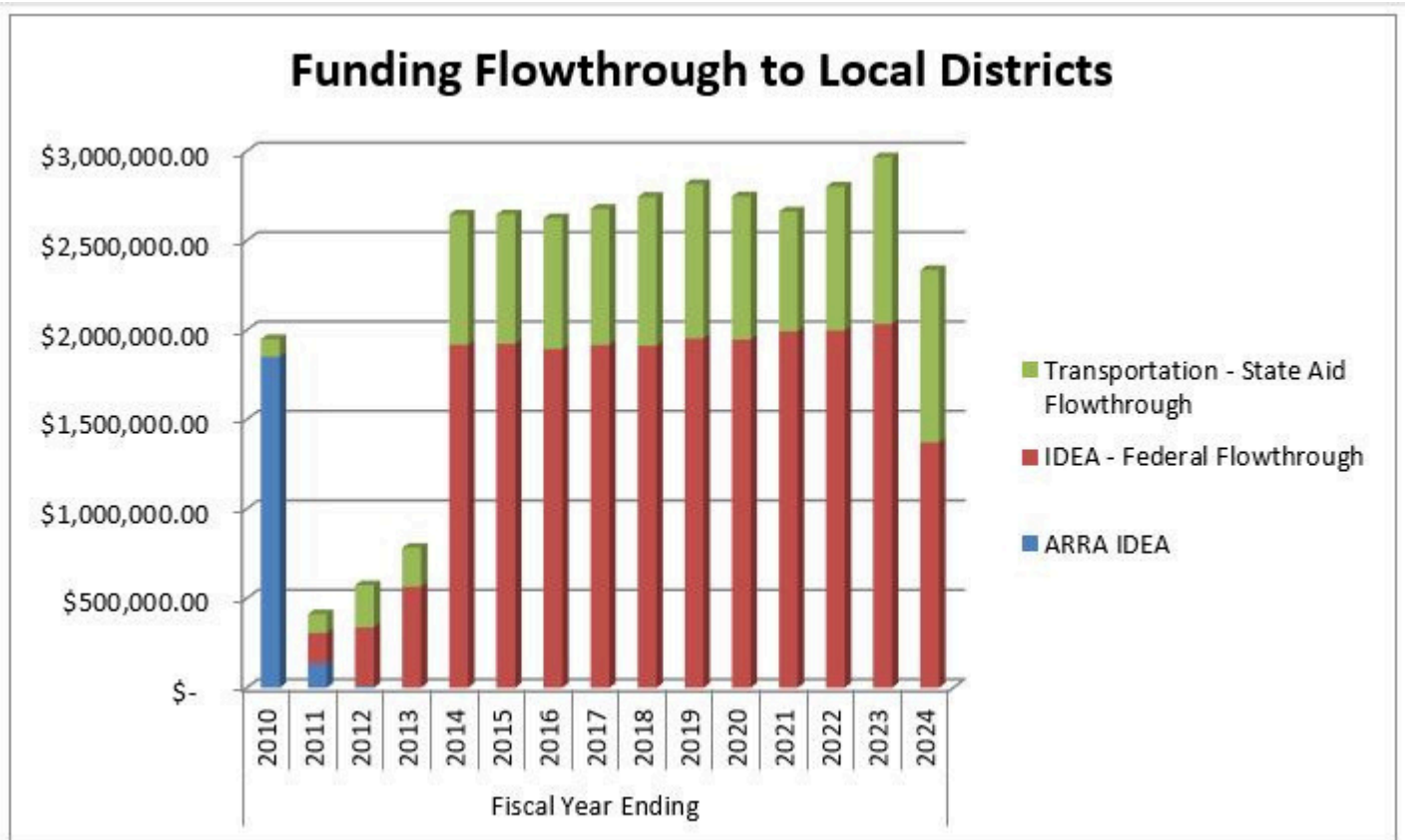
SERVICE COLLABORATION

The local districts located within the RESD have collaborated on a number of issues such as software support, technology services, substitute teacher contracting, pupil accounting and pupil transportation in addition to special education and career education services that have historically been provided. Below is a chart of services provided by Clare-Gladwin RESD to the students residing in Clare & Gladwin Counties, shown as the portion of each program's cost to the district's total costs.



FLOWTHROUGH FUNDS TO LOCAL DISTRICTS IN CLARE & GLADWIN COUNTIES

Beginning in the 2010 fiscal year, Clare-Gladwin RESD has flowed through funds or added services in order to maximize revenue resources for all districts located within the RESD. The following chart shows the additional funding provided to the local districts from 2010 through 2024.



SUPPORT TO LOCAL DISTRICT BUSINESS MANAGERS

The business office provides support services to the 5 local districts and to several other districts outside of the RESD. These services include trainings, software support, payroll, and accounting support. The business managers from these districts meet monthly during the school year to discuss current issues relevant to business management services.

Fast Facts: Cost-Cutting/Revenue Raising Measures

- Collaborations/Privatization of services including general education services, custodial services, business services and technology services
- Flowthrough of IDEA funding to maximize state funding for all districts
- Consolidation of Special Education transportation to maximize state funding
- The RESD maintains a Pupil Accounting Consortium with Gratiot Isabella RESD, Midland County ESA, Newaygo RESD, Allegan Area ESA and Mecosta-Osceola ISD.

CTE AT CGRESD: BUILDING FUTURES WITH SKILLS THAT WORK

CGRESD offers Career and Technical Education (CTE) classes to high school juniors and seniors from high schools in Beaverton, Clare, Farwell, Gladwin and Harrison.

CTE classes give students experience and skills that can be used to enter the work force right out of high school, as well as opportunities to earn dual and articulated college credit and state or national certifications upon successful completion of the course. All CTE programs also fulfill the Michigan Merit Curriculum (MMC) requirement for the fourth-year math-related course.

It's Working!



| | Advanced Manufacturing | Agricultural Science | Automotive Technology | Construction Trades | Criminal Justice | Culinary Arts | Diesel Technology | Digital Media | Education Occupations | Health Occupations | Welding Technology | TOTALS |
|-----------|------------------------|----------------------|-----------------------|---------------------|------------------|---------------|-------------------|---------------|-----------------------|--------------------|--------------------|--------|
| Beaverton | 4 | 2 | 1 | 11 | 2 | 5 | 0 | 6 | 2 | 10 | 8 | 51 |
| Clare | 0 | 8 | 10 | 18 | 1 | 9 | 7 | 5 | 4 | 2 | 9 | 73 |
| Farwell | 4 | 11 | 10 | 12 | 5 | 7 | 3 | 3 | 3 | 5 | 8 | 71 |
| Gladwin | 2 | 8 | 21 | 17 | 7 | 7 | 2 | 2 | 6 | 7 | 10 | 89 |
| Harrison | 1 | 7 | 7 | 9 | 9 | 6 | 2 | 14 | 12 | 5 | 10 | 82 |
| TOTALS | 11 | 36 | 49 | 67 | 24 | 34 | 14 | 30 | 27 | 29 | 45 | 366 |

WORK-BASED LEARNING

WBL gives students the chance to experience potential careers. In 2024-25, **126** CTE students participated in WBL with paid and non-paid work placements. All **366** CTE students benefited from industry mentors, field trips, and job shadow experiences.

STUDENT CERTIFICATIONS

Students can earn industry-recognized certifications through the CTE programs that advance their qualifications for higher education and careers in their field of interest. The table on page 8 identifies these certifications and how many students achieved them during the 2024-2025 school year.

The Office of Career and Technical Education (OCTE) used this data in 2024-2025 to measure CTE program quality for Automotive Technology, Construction Trades, Welding, and Education Occupations. CGRESD CTE Programs exceeded OCTE's benchmark of a 35.66% certification rate for those programs! Over the next three years, OCTE will complete the process of selecting approved credentials for the rest of the CTE programs to include as a measure of program quality.

ARTICULATED AND DUAL ENROLLED COLLEGE CREDIT

Articulated credit was granted to students by the listed colleges and universities during 2024-2025 through successful completion of the CTE program in which they were enrolled.

96%

of CTE
students
graduated
from high
school



**ADVANCED MANUFACTURING**

Articulated Credit

Mid Michigan College

Work Based Learning: 1

Student Certifications Issued in 2024-25:

NC3 Precision Measurement Instruments: 4

OSHA 30 Certification: 10

Pre-Apprentice Certificate: 10

Percentage of Students that Received a Certification: 100%

**AGRICULTURAL SCIENCE**

Articulated Credit

Michigan State University

Work Based Learning: 20

Student Certifications Issued in 2024-25:

Youth for the Quality Care of Animals: 37

Percentage of Students that Received a Certification: 100%

**AUTOMOTIVE TECHNOLOGY**

Articulated Credit

Delta College

Mid Michigan College

Work Based Learning: 20

Student Certifications Issued in 2024-25:

ASE Entry-Level Brakes: 13

ASE Entry-Level MLR: 25

ASE Entry-Level Suspension & Steering: 12

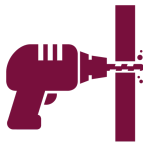
ASE Entry-Level- Electrical/Electronic Systems: 15

ASE Entry-Level Engine Repair: 6

ASE Entry-Level Heating & Air Conditioning: 4

ASE Entry- Level Manual Drive Train & Axle: 3

Percentage of Students that Received a Certification: 22%

**CONSTRUCTION TRADES**

Articulated Credit

Delta College

Work Based Learning: 12

Student Certifications Issued in 2024-25:

60 Hour Builders Pre-Licensure Certificate: 22

Percentage of Students that Received a Certification: 41.51%

**CRIMINAL JUSTICE**

Articulated Credit

Kirtland Community College

Mid Michigan College

Work Based Learning: 12

Student Certifications Issued in 2024-25:

LAPSEN National Law Enforcement Exam: 21

Percentage of Students that Received a Certification: 84%

**CULINARY ARTS**

Articulated Credit

Ferris State University

Work Based Learning: 15

Student Certifications Issued in 2024-25:

ServSafe Allergens Certification: 20

ServSafe Alcohol Safety Certification: 13

ServSafe Manager Food Safety Certification: 12

Percentage of Students that Received a Certification: 44.11%

**DIESEL & HEAVY TECHNOLOGY**

Articulated Credit

Delta College

Mid Michigan College

Work Based Learning: 3

Student Certifications Issued in 2024-25:

Forklift Operator Certification: 6

Percentage of Students that Received a Certification: 40%



DIGITAL MEDIA

Articulated Credit

Delta College
Ferris State University
Kirtland Community College
Mid Michigan College

Work Based Learning: **10**

Student Certifications Issued in 2024-25:

CIW Site Development Associate: **2**
Percentage of Students that Received a Certification: **16.67%**



EDUCATION OCCUPATIONS

Articulated Credit

Delta College
Ferris State University
Mid Michigan College

Work Based Learning: **28**

Student Certifications Issued in 2024-25:

First Aid/CPR + AED: **28**
ETS Paraprofessional test: **10**
Percentage of Students that Received a Certification: **92.68%**



HEALTH OCCUPATIONS

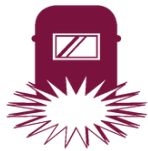
Articulated Credit

Ferris State University
Mid Michigan College

Work Based Learning: **7**

Student Certifications Issued in 2024-25:

Patient Care Technician: **5**
Basic Life Support: **32**
Infection Control: **32**
Bloodborne Pathogens: **32**
Health Insurance Portability and Accountability Act: **32**
Medical Ethics: **32**
Fraud, Waste, and Abuse: **32**
Percentage of Students that Received a Certification: **93.8%**



WELDING TECHNOLOGY

Articulated Credit

Ferris State University
Mid Michigan College

Work Based Learning: **6**

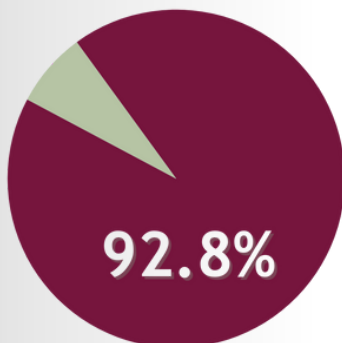
Student Certifications Issued in 2024-25:

AWS Sense GMAW: **7**
AWS Sense GTAW: **9**
AWS Sense SMAW: **13**
AWS Sense Flux Core: **2**
Percentage of Students that Received a Certification: **16.48%**

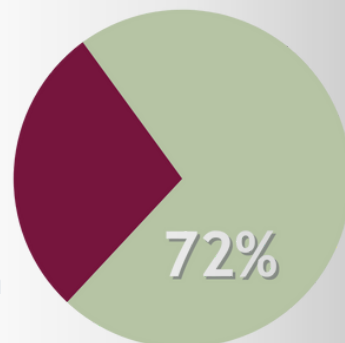
POST-COMPLETION INFORMATION

Where are they now? The following graphs include the post-completion data for the 2025 CTE program graduates.

Working or
Continuing their
Education



Working or
Continuing
Education in a
Related Field to
their CTE Program



STUDENTS PARTICIPATING IN ACADEMICS AND RECREATION FOR KNOWLEDGE AND SUCCESS

Six school districts partnered with CGRESD during the 2024-2025 school year to provide quality afterschool and summer school programming to students through the 21st Century Community Learning Centers (CCLC) federal grant program, which is dispersed by the Michigan Department of Education. As one of the largest and longest-running 21st CCLC programs in Michigan, SPARKS offers students in the Beaverton, Clare, Coleman, Farwell, Gladwin, and Harrison Districts homework help, tutoring and activities that enhance the regular school day curriculum and focus on the development of character, leadership and college exploration. SPARKS is entering its 24th year of programming for local school districts. This year, SPARKS collaborated once again with MSU Extension and partnered with the CMU Center for Excellence in STEM, the Chippewa Nature Center, Girl Scouts and community-based organizations within each district.



**Kinsley, 1st Grade
Farwell Elementary**

“ At SPARKS, I get to make new friends and finish all my homework at school, so my mom doesn’t have to help me at home. I really like reading, and I get to read even more at SPARKS. I’m getting better at it, and that’s helping my grades too. ”

EXCELLENCE IN EDUCATION SERVICES

- The SPARKS program has served 10,667 students over the past 23 years.
- On average, students who attend SPARKS have fewer school-day absences compared to similar non-participant students.
- As with attendance, the longer students attend SPARKS, the higher their grade-point average.

10,667

students served over
the past 23 years





Early Childhood & Family Services

2024-20245 HIGHLIGHTS

At CGRESD, we understand that the early years of a child's life are foundational to long-term success. Early experiences shape brain development, school readiness, and future academic achievement. Our Early Childhood and Family Services team is committed to delivering high-quality programs and services that support the healthy development of young children and strengthen families across our communities.

This work is guided by four Early Childhood Outcomes that reflect our shared vision for children's growth and learning. Through these goals, we remain focused on ensuring that every child has the strongest possible start in life.



Outcome 1: Children are born healthy

COMMUNITY BABY SHOWER – HELP ME GROW

Our annual Help Me Grow Baby Shower serves expectant parents and families with children under the age of three in Clare and Gladwin Counties. This year's events were hosted at Beaverton Activity Center in Beaverton and the Clare Library in Clare, offering 100 families valuable resources, education, and community support. Every attendee received essential items to support safe and healthy early development at home.

Outcome 2: Children are healthy, thriving, and developmentally on track from birth to third grade

TALKING IS TEACHING

Talking is Teaching is a local initiative designed to raise awareness about the vital role that talking, reading, singing, and playing with young children plays in their early development. These everyday interactions help build strong brain connections, form healthy relationships, and lay the foundation for future academic and life success—starting from birth.

DID YOU KNOW?

CGRESD Parent Coalition assembled

4,370

Talking is Teaching: Grab and Go Bags,

each containing a book, learning materials, and extension activities for families in Clare and Gladwin Counties.

Outcome 3: Children are developmentally ready to succeed in school at the time of school entry

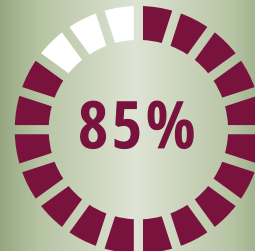
PRESCHOOL ENROLLMENT AND READINESS EFFORTS

This year, we continued our commitment to early childhood education by offering Great Start School Readiness Preschool to eligible 3- and 4-year-old children. Through a collaborative recruitment and enrollment process, we work closely with local partners to identify children who meet eligibility requirements. Based on their needs and qualifications, families are

referred to either a federally funded Head Start program or the state-funded Great Start School Readiness Preschool. This joint approach ensures that children are placed in the program best suited to support their early learning and development.

Of the 377 children served, 46% were at or below 100% of the federal poverty level, while 37% fell between 101% and 300% of the poverty level, and 14% had income levels above 301%. These figures highlight our efforts to reach children across a range of socioeconomic backgrounds, with a strong focus on those most in need of early learning support.

DID YOU KNOW?



Approximately **85%** of our GSRP children meet grade level expectations for math and literacy at the end of their preschool year.



Outcome 4: Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

DOLLY PARTON'S IMAGINATION LIBRARY



Dolly Parton's Imagination Library is a renowned international program that promotes early literacy by emphasizing the importance of reading with young children from birth. The program provides a free, high-quality, age-appropriate book each month to enrolled children until their fifth birthday—fostering a love of reading and preparing them for school success.

During the 2024–2025 school year, a total of 14,460 books were distributed to children in Clare and Gladwin Counties.

DID YOU KNOW?

207,583
BOOKS
DELIVERED



Since the program's local launch in 2007, more than **207,583** books have been delivered to families across the region—making a lasting impact on early childhood literacy and family engagement.



GREAT START COLLABORATIVE AND FAMILY COALITION

The Michigan Office of Great Start was created to ensure children birth to age eight have access to high-quality health, early learning, and child care programs so they are safe, healthy, happy, and ready to succeed in school and in life.

To help achieve these goals at a local level, every county in Michigan has a Great Start Collaborative - a group of local parents, service providers, business professionals, and community leaders who work together to build and continuously improve the network of supports and services for young children and their families.

Clare-Gladwin Parent Coalition

A partner of the Great Start Collaborative is the Great Start Family Coalition. The Coalition consists of parents, grandparents, and caregivers who care for children under 12 years of age in Clare and Gladwin Counties. The purpose of the Family Coalition is to increase parent participation in early childhood planning and decision-making for Clare and Gladwin Counties.

Core Parents

Ten parents from Clare and Gladwin Counties served as Core Parents leaders on early childhood workgroups and boards providing an authentic parent voice that guides local decision making. There are ten parent leaders who are actively engaged in the workgroups in Clare and Gladwin Counties, including:

- Clare-Gladwin Child Abuse and Neglect Council
- Great Start Collaborative
- School Readiness Advisory Committee
- Great Start Collaborative Executive Committee



The **McKinney-Vento Homeless Education Consortium** provides services to children and youth experiencing homelessness. During the 2024-2025 school year, 405 children and youth in Clare, Gladwin and Midland Counties, ages 3-20, were supported by this program.



OVERVIEW

The federal law, the McKinney-Vento Act, defines the term

“homeless children and youth” as individuals who lack a fixed, regular and adequate nighttime residence. Help is provided to children and youth who are sharing the housing of other persons due to loss of housing or economic hardship; living in alternative accommodations (motel, campground, car, shelters); or are awaiting foster care placement. Parent and/or student rights under the McKinney-Vento Act require immediate enrollment in school even in the absence of previous school records, transportation assistance to the school of origin, free lunch, and academic support to those students who are working below grade level.

| School District | Students Served 2024-2025 |
|---------------------------------------|------------------------------|
| Academic and Career Education Academy | 12 |
| Beaverton Schools | 22 |
| Bullock Creek School District | 44 |
| Coleman Community Schools | 51 |
| Clare-Gladwin Area School | 1 |
| Clare Public Schools | 25 |
| Farwell Area Schools | 37 |
| Gladwin Community Schools | 13 |
| Harrison Community Schools | 90 |
| MCESA | - |
| Meridian Public Schools | 15 |
| Midland Public Schools | 80 |
| Windover High School | 15 |
| TOTAL | 405 |

The goal of the McKinney-Vento Homeless Education Consortium is to ensure children and youth experiencing homelessness have equal access to the same free, appropriate public education provided to other children and youth. Clare-Gladwin RESD serves as the fiscal agent for this federal grant that provides funds to the Clare, Gladwin, and Midland Counties Homeless Education Consortium. The Consortium is comprised of the public schools and public school academies located in the three counties. Each school appoints a local district liaison who assists children and youth experiencing homelessness in order to eliminate barriers to school attendance and academic success.

Most districts received backpacks and school supplies for those students who were identified as eligible. Additional supports provided included food, clothing, personal care items, transportation to and from school, and assistance obtaining birth certificates and immunization records.



The Teaching and Learning Department offers schools within the two-county region a variety of programs and services designed to assist local district teachers and administrators in improving student achievement through the use of research supported practices.

SCHOOL IMPROVEMENT

School improvement planning is a continuous and intentional process through which schools and districts set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the improvement planning process is to increase student achievement levels by enhancing the way curriculum is delivered and by creating a positive environment for learning.



Further support for improvement planning is provided through coordination of professional development for curriculum and instruction, assessment and data support, and instructional technology to align with current school improvement initiatives and needs.

SUPPORTING SCHOOL IMPROVEMENT THROUGH PROFESSIONAL DEVELOPMENT

Clare-Gladwin RESD provides support to local schools and districts through a professional development and technical assistance workshop series that includes:

- Conducting a comprehensive needs assessment
- Developing a school or district data profile
- Researching evidence-based instructional strategies
- Developing a school and/or district improvement plan
- Monitoring and evaluating plan implementation
- Developing principal and teacher leadership





INSTRUCTIONAL SERVICES/PROFESSIONAL DEVELOPMENT

The Teaching and Learning Instructional Services department provides professional learning designed to help local districts adjust their systems, practices, and learning environments in ways that will optimize learning. The 2024-2025 school year brought with it many opportunities to support administrators and teachers in new learning around technology integration in the classroom, student engagement, and high-quality instructional practices. The Instructional Consultants at Clare-Gladwin RESD supported administrators and teachers in continuous learning and developing expertise in the following areas:

Data-Informed Decision-Making Practices

- MICIP (School Improvement)
- Illuminate & Skyward Support
- Illuminate Data and Assessment
- Using Data to Inform Instructional Practices



Leadership

- Guided School Improvement for District and School Teams
- Instructional and Literacy Coaches Network
- Principal Network
- New Administrator Network
- State/Federal Program Directors Network



Technology Practices for Classroom Implementation

- Enhancing Instruction for All Learners Using Technology
- Experience Discovery Education
- STEM and Computer Science Network



High Quality Instructional Practices

- Assessment for Teaching and Learning
- Essential Literacy Practices for the K-3 Classroom
- Literacy Across the Disciplines in the 6-12 Classroom
- Enhancing Math Instruction for Struggling Students
- New Teacher Network
- Number Talks: Promoting Mathematical Discourse
- Implementing Math Workshop in the Classroom
- Math Recovery Training
- Mi-STAR
- Bridging Math and Literacy
- Classroom Libraries
- Art, Music, World Languages & PE Teacher Network

Strong Positive Relationships/ Student Engagement

- Crisis Prevention Intervention (CPI)
- Conscious Discipline
- Student Engagement and Collaboration Practices
- Mental Health First Aid
- TRAILS



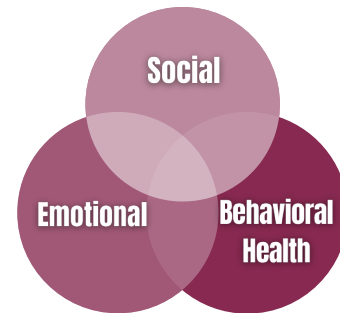


SUPPORTING THE WHOLE CHILD: SOCIAL, EMOTIONAL, AND BEHAVIORAL HEALTH

Clare-Gladwin RESD continues to prioritize the whole-child approach by advancing supports that address students' social, emotional, and behavioral health needs. This work began in 2017 with the development of a pyramid of support for local districts. Foundational training with Dr. Jim Henry of the Southwest Michigan Children's Trauma Assessment Center introduced educators to trauma-informed practices, including how to recognize trauma and respond effectively within the school setting.

In 2018 and 2019, all local districts participated in Restorative Practices training led by nationally recognized trainer Roy Burton. Educators learned how to build and maintain strong relationships with students, families, and colleagues —essential components of a positive school climate. In 2020, that work expanded through Restorative Practices Circles Training facilitated by the International Institute of Restorative Practices. Two representatives from each district received in-depth training and returned to support implementation and professional development within their home districts.

In 2021, the RESD began leveraging School Mental Health and Support Services Grant (31n) funding to expand mental health and behavioral services in partnership with local districts and Community Mental Health. These services



focus on K–12 students who may not qualify for special education but still need support, ensuring earlier access to intervention and a more robust school-based mental health infrastructure.

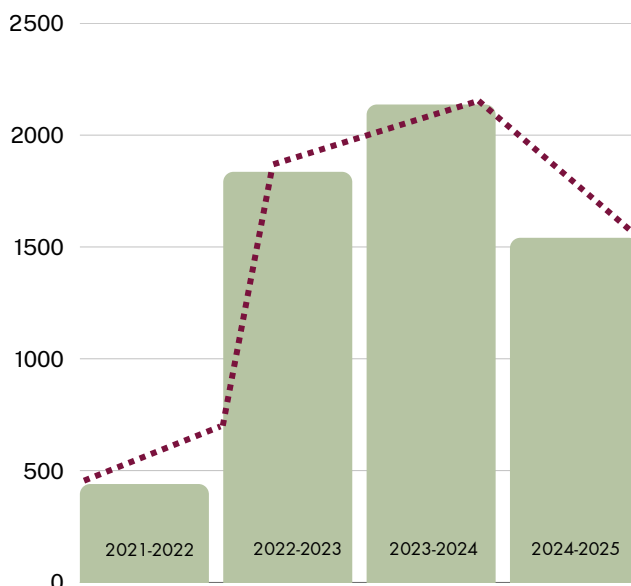
In 2023 the RESD began implementing the Developmental Assets framework within our communities. The goal of the framework is to increase developmental assets in youth and decrease risk taking behavior. Youth were surveyed to gain insight and input and through the results of that survey various work groups and committees were formed to address the needs of youth in our communities. Within these groups, youth were actively at the table illustrating the RESD's commitment to the best interest of the whole child.

The RESD also supports the implementation of the McKinney-Vento Homeless Assistance Act, which ensures that students experiencing homelessness have full access to educational opportunities, stability, and support services. Through this program, the RESD assists over 400 students annually across Clare, Gladwin, and Midland counties, helping to remove barriers related to transportation, school enrollment, and access to basic needs.

Additionally, TRAILS (Transforming Research into Action to Improve the Lives of Students) has been integrated into the RESD's professional learning framework to help build Tier 1 mental health support in schools. TRAILS provides staff with easy-to-use, evidence-based curriculum and tools for teaching emotional regulation, stress management, and coping strategies to all students. This program complements broader social-emotional learning efforts and enhances consistency across districts.

Together, these layered supports—trauma-informed practices, restorative strategies, 31n services, McKinney-Vento supports, and TRAILS programming—demonstrate the RESD's ongoing commitment to whole-child development. With continued professional learning, collaboration, and aligned systems of care, Clare-Gladwin RESD ensures that local educators are equipped to meet the evolving needs of students and families across the region.

STUDENT RECEIVING MENTAL HEALTH SERVICES





USING DATA TO GUIDE INSTRUCTION

The Clare-Gladwin RESD Teaching & Learning team provides support and guidance to local districts in reviewing their data, implementing strategies in the classroom based on local data, and monitoring student progress and growth after changes in the classroom have been made. Helping guide educators in using classroom data to make informed decisions that positively affect student achievement has been, and will continue to be, a focus for the Teaching & Learning team. Research has shown that using data to guide instructional practices leads to higher student achievement and growth.

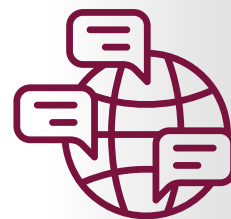


PARTNERSHIPS/COLLABORATIVE PROJECTS

Clare-Gladwin RESD's instructional department partners with various consortia and organizations in order to pool resources and avoid duplication of services. Among others, these include: Great Lakes Bay Instructional Teams, Great Lakes Bay Region STEM Network, General Education Leadership Network, English Language Arts Statewide Leadership Network, Michigan Math Consultants and Coordinators, and Michigan Continuous Improvement Facilitators' Network. These partners and organizations help provide the most comprehensive and current information to local districts.

Through a formal agreement with Midland County ESA, Clare-Gladwin RESD provides instructional services to school districts in Midland County, as well as those in Clare and Gladwin Counties, which maximizes expertise and resources for educators in both service areas with similar demographics.

MULTILINGUAL LEARNERS



In an effort to ensure multilingual learners or MLs (previously English learners or ELs) and their educators have access to a high quality education and equal opportunities, CGRESD provided an opportunity for districts to join a multilingual consortium through Wayne RESA in southwest Michigan.

The Michigan Multilingual Consortium employs three full-time knowledgeable, experienced consultants who provided office hours and professional learning to all members of the consortium. To best support students, educators had the opportunity to engage in learning around instructional protocols and English language development standards, as well as practices to support newcomers and students with limited or interrupted formal education. These opportunities provided teachers with evidence-based instructional strategies intended to encourage interaction with the English language and academic content, as well as meaningful communication with peers and school staff.

In addition to joining the consortium, districts continue to be assisted by the CGRESD Assessment and Data Coordinator by providing testing and information system support.



PUPIL AUDITING

The CGRESD Pupil Auditing Consortium provided pupil auditing services to the local school districts and public school academies served by Clare-Gladwin RESD as well as Allegan Area ESA, Gratiot-Isabella RESD, Midland ESA, Mecosta-Osceola ISD and Newaygo County RESA.

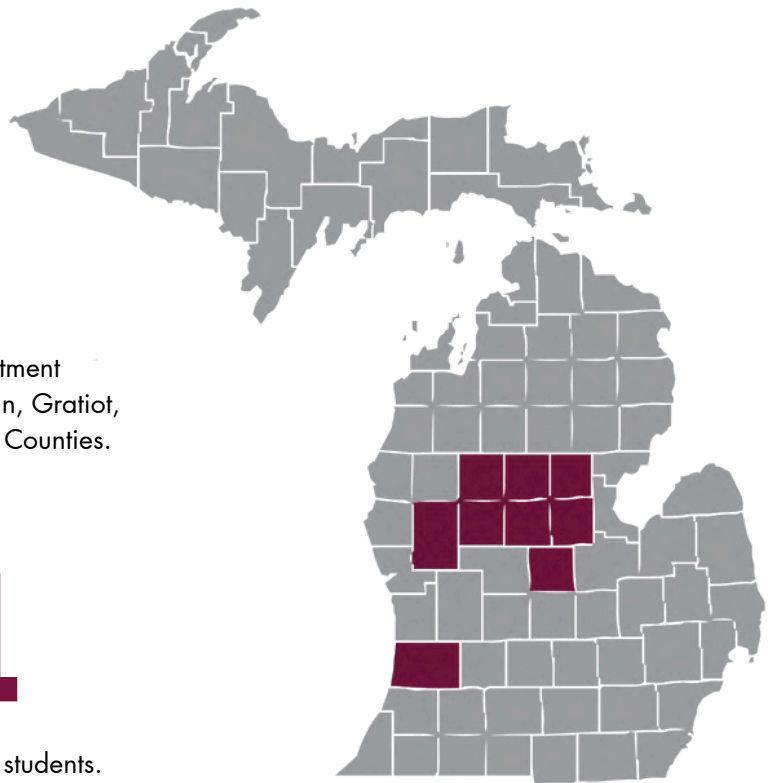
Michigan has established two official student count days during the school year. It is the Pupil Auditing Department's responsibility to audit each local school district's student count and to verify each district has followed the statewide pupil accounting procedures and requirements.

50

In 2024-2025, the CGRESD Pupil Accounting Department audited 50 school districts in Allegan, Clare, Gladwin, Gratiot, Isabella, Mecosta, Midland, Newaygo and Osceola Counties.

56,391

The pupil counts in 2024-2025 totaled 56,391 K-12 students.



TRANSPORTATION

CGRESD is part of the Northern Michigan Transportation Consortium. Through that consortium, bus drivers and transportation supervisors are trained in safety procedures, interpersonal skills for dealing with students and parents, and new laws governing the transportation of students.



REMC 5 provides high quality leadership and services to the educational community in the effective use of media and technology to support teaching and learning.

DISCOVERY EDUCATION

REMC offers the discounted purchase of the Discovery Education Experience license for all member schools. New features include the ability to connect with industry professionals for a virtual career exploration.

MAKER KITS

REMC 5 has STEM aligned maker materials available for teachers to check out for classroom use. The REMC Maker Kit includes drones, programmable robots, stop motion animation materials, Keva plank construction sets, and more. REMC provides free in-district training days to allow teachers to explore the maker materials and plan for implementation in the classroom.

PROFESSIONAL LEARNING

REMC provides support to curriculum groups in best practices in utilizing technology. In 2024-25, almost 200 hours of professional learning was offered. With over 90% being held in districts.

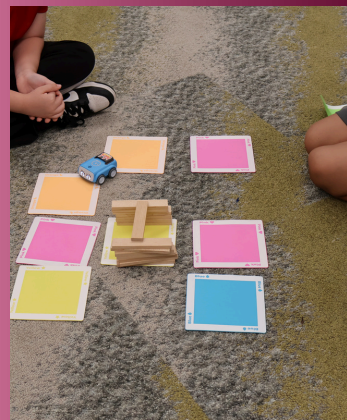
REMC SAVE BID PROJECT SAVINGS

REMC 5 participates in a statewide program designed to provide school districts with cooperative buying power on a statewide bid of supplies and equipment.

Since 2019, estimated savings for local districts was over \$2 million.

REMC PROFESSIONAL LEARNING EVENTS SUMMARY

- REMC New Teacher Orientation
- In-District Google Apps for Education Sessions
- In-District Technology and Maker Integration Sessions
- Place-Based learning
- Drones in the Classroom





MEETING STUDENT NEEDS

CGRESD provides special education support services for the five local school districts and one parochial school. Of all those attending school in CGRESD districts, 21% of the students K-5 received special education services during the 2024-2025 school year. The state average is 14.46%.

STUDENTS SERVED IN 2024-25

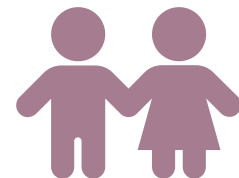
| Special Education Students Served by Disability in Clare and Gladwin Counties | |
|--|----------|
| Disability | Students |
| Autism Spectrum Disorder | 163 |
| Cognitive Impairment | 68 |
| Early Childhood Developmental Delay | 10 |
| Emotional Impairment | 97 |
| Deaf and Hard of Hearing Impairment | 7 |
| Specific Learning Disability | 515 |
| Other Health Impairment | 131 |
| Physical Impairment | 2 |
| Severe Multiple Impairment | 14 |
| Speech and Language Impairment | 301 |
| Traumatic Brain Injury | 2 |
| Visual Impairment | 4 |
| Deaf Blind | 1 |



BUILD UP MICHIGAN

Build Up Michigan helps locate and identify young children, ages 3 through 5, who may be in need of special education supports and/or services.

- Number of Build Up Michigan Referrals Received: **92**
- Number Found Eligible: **60**



EARLY ON



Early On provides service coordination and child development information/activities to families with children age birth to three who have a 20% developmental delay and/or medical diagnosis. The purpose of Early On is to support parents to better understand their child's development and to connect families to the resources they need to support their child's developmental needs.

- Number of Early On referrals received: **170**
- Number Found Eligible: **32**

| Students Identified for Special Education | |
|--|---------------|
| District | # of Students |
| Beaverton | 176 |
| CGRESD | 167 |
| Clare | 212 |
| Farwell | 213 |
| Gladwin | 315 |
| Harrison | 249 |

CLARE-GLADWIN AREA SCHOOL

The Clare-Gladwin Area School serves students in Clare and Gladwin counties who are eligible to receive services under the categories of moderate and severe cognitive impairments.

The Clare-Gladwin Area School staff works in collaboration with local districts and families to provide centralized programs and services to students between the ages of 6 and 26.



STUDENTS SERVED IN 2024-25

Students Served at Clare-Gladwin Area School 2024-25

| | |
|---|-----|
| Moderate Cognitively Impaired (MOCI) | 30% |
| Severe Cognitively / Severe Multiply Impaired (SCI/SXI) | 20% |
| Other Impairments (ASD, HI, OHI, VI) | 50% |

The Area School has two primary goals for all of the students who attend; one is that each student be as independent as possible, the other is for each student to have the best quality of life possible. Students work on both academic and vocational skills, as well as participate in work tasks in the community.

VERNA'S HOUSE FOR FUNCTIONAL DAILY LIVING SKILLS

Verna's House is used daily to help develop the functional living skills of our students. Students in several of our classes spend a portion of their day building skills to be independent adults.

The students may work on:

- Cooking
- House Cleaning
- Laundry
- Yard Work
- Gardening



THE AREA SCHOOL TEACHING STAFF

Josh Higgins
SCI Youth Teacher

Janice Peraino
SCI Young Adult Teacher

Sharon Schaar
MOCI Elementary Teacher

Creed Blankenship
MOCI Elementary/Middle Teacher

Amy Case
MOCI Middle/High Teacher

Dawn Wiseman
MOCI Young Adult Teacher

Jennifer Magley
MOCI Adult Teacher

Tucker Roe
Adapted P.E. Teacher

COMMUNITY INVOLVEMENT



Highlights included:

- Work-Based Learning: Weekly volunteering at MMCAA and Harrison Moose Lodge, job training through local businesses, and packing over 3,000 boxes for community distribution.
- Local Connections: Visits to places such as Medilodge, Dairy Queen, the Ideal Theater, Mercantile Bank, Brown Corner Church, Mid Michigan College, Cops & Donuts, and shopping trips in Clare and Mt. Pleasant allowed students to practice social interactions and community navigation.
- Functional Academics: Students developed budgeting and math skills through shopping trips, science skills through weather tracking and agriculture projects, and literacy through planning and reflective writing.
- Creative Expression & Cultural Learning: Art classes, baking projects, holiday celebrations, and cultural exploration like Chinese New Year supported social development and personal expression.
- Giving Back: Students created cards for nursing home residents, and knitted hats for veterans.
- Peer-to-Peer Learning: Students collaborated with peers in Career and Technical Education (CTE) programs, creating inclusive environments where they could learn alongside one another. These partnerships fostered mutual respect, shared learning experiences, and meaningful peer connections.

PROGRESS FOR ALL LEARNERS

| Reporting Category | BY FEBRUARY 1, 2025 | | MAY 2, 2025 | |
|--------------------------------|---------------------|--------------|-------------|--------------|
| | Academic | Non-Academic | Academic | Non-Academic |
| All Special Education Students | 69% | 74% | 77% | 81% |
| Econ. Disadvantaged | 74% | 77% | 77% | 86% |
| Female | 57% | 41% | 75% | 81% |
| Male | 39% | 65% | 87% | 91% |

Area School students made strong progress toward academic and non-academic goals, as measured through benchmark and informal assessments. Growth was observed across all subgroups, demonstrating the impact of individualized instruction, consistent progress monitoring, and community-based learning.

STATE ASSESSMENT PARTICIPATION AND ACCOUNTABILITY

All eligible students participated in state-required assessments for the 2024–2025 school year. The Clare-Gladwin Area School administered the MI-Access alternate assessments, aligned to the needs of students with significant cognitive impairments.

- 100% of students completed their designated MI-Access format (Functional Independence, Supported Independence, or Participation).
- Most students were assessed using the Participation format, which focuses on foundational access skills.
- While school-level proficiency results are not publicly reported due to small sample sizes, participation ensures compliance with state and federal accountability requirements.

COMPLETION OF THE AREA SCHOOL PROGRAM

The students who exit the Area School program can enter different programs depending on the county in which they live. With the help of Michigan Rehabilitation Services and Community Mental Health, students may receive services to support employment.

The Area School had four graduates this year:

- Conor Dorman
- Nicolas Lara
- Haley Klaver
- Larry Willams



Overall, the 2024–2025 school year has been a success! We will continue to involve our stakeholders, infuse our organization with committed professionals, and include all, to positively impact the students we work with every day!



The Clare-Gladwin RESD Technology Department is committed to planning for, acquiring, deploying and supporting appropriate technology for all of the local districts in an efficient, timely and cost-effective manner.

A GROWING DEPARTMENT

The Technology Department has grown significantly over the years and through collaboration has merged with all the local district technology departments to stabilize operational costs and provide better service. The Technology Department has grown from one person managing just the RESD offices in 2000 to 23 people who manage the technology services at the RESD and all five local school districts.

The 23 staff members responsible for addressing the technology needs of CGRESD and the five local school

districts manage an increasing number of computing devices. All 5 districts have a 1:1 ratio of computers to students.

HELP DESK

The Help Desk provides technology assistance with users submitting requests via the telephone or online. For 2024-2025 the Help Desk received over 10,128 ticket requests and closed over 10,090. On average, tickets are addressed within one to two business days.

| School District | # of Devices | Help Desk Tickets Opened Aug 1, 2024 -May 31, 2025 |
|----------------------------|--------------|---|
| Beaverton Rural Schools | 1,519 | 1,155 |
| Clare-Gladwin RESD | 676 | 683 |
| Clare Public Schools | 2,493 | 2,928 |
| Farwell Area Schools | 1,702 | 1,719 |
| Gladwin Community Schools | 2,952 | 1,508 |
| Harrison Community Schools | 2,133 | 2,055 |
| TOTAL | 11,475 | 10,128 |

HELP DESK

In the late 1990s, telecommunications services and the internet became increasingly common and were quickly considered to be valuable tools that enhanced student learning. Recognizing that full access to these services was critical to student success, the federal government developed the Universal Service Administrative Company (USAC) - a federal program that gives annual financial support to public K-12 schools and public libraries across the country to offset a portion of their internet and telecommunications costs. Commonly known as "E-rate," the program provides entities with discounts of up to 90%. The amount of the discount is based on each district's percentage of students receiving free or reduced meals.

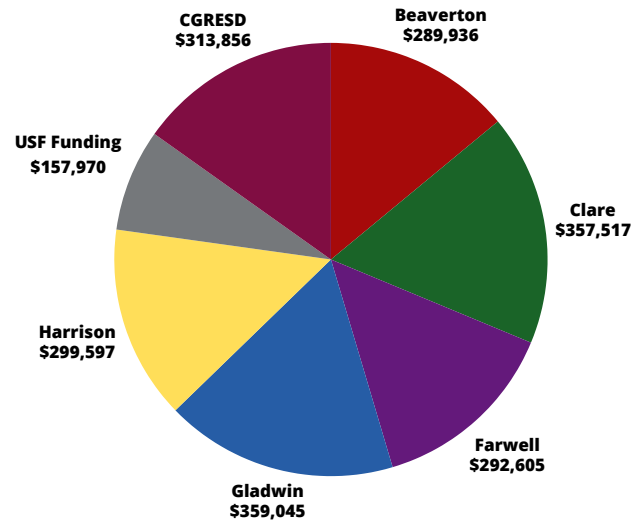
CGRESD, along with the Beaverton, Clare, Farwell, Gladwin and Harrison school districts have been applying for and receiving these discounts since 1998. Funding was awarded again in the 2024-2025 school year for the 24th consecutive year, saving a combined total of more than \$8.7 million in internet and telecommunications costs over time.

TECHNOLOGY CONSORTIUM COST SHARING

The following chart depicts 2024-2025 cost sharing amounts for the partners in the Clare-Gladwin Technology Consortium.

EXCELLENCE IN EDUCATION SERVICES 2024-2025

- Unification of shared technology services for all five local districts for the 19th year since we started teaming up with our first local district back in 2006 and the last one in 2012.
- Continued sharing experience and lessons learned from our LEA/ISD Technology Services model for others around the State of Michigan.
 - Engaged with six other ISDs through a consolidation feasibility study grant and then was later awarded an additional grant through Wexford-Missaukee ISD as fiscal agent to merge the technology engineering teams together between 5 ISDs within the Central Michigan area.
- Updated server operating systems and other critical software systems that became end of life (~100 virtual servers upgraded and/or patched).
- Successful management of ~11,500 computing devices used by students and staff across the two-county regional service area.
- Added additional technology for the two new CTE Career Center buildings at the Magnus Complex including switches, wireless access points, public address (PA), digital clocks, security cameras, audio/visual, and several other ancillary technology devices.
- Migrated all 7 Skyward servers from the RESD data center to ISCorp, a cloud hosting company.
- Completed the remaining USF equipment installs, excluding Clare Public Schools, due to new fiber being installed during the summer of 2025.
- Core router replacement in the RESD data center (July 2025) with two new routers to provide resiliency.
- Added a second fiber optic wave circuit for Pere Marquette District Library.
- Received a state grant to pay for virus protection on all of the Windows servers within the RESD data center. All servers have been federated with the grant funded licensing, which will provide 3 years' worth of coverage.
- Increased the backup server storage capacity.
- State MStep and SAT testing both were completed within all districts with little to no technical issues.
- Beaverton Schools projects:
 - Implemented digital interactive athletic awards/notable alumni board in place of traditional plaques.
 - Interconnected the sound system into the live broadcast system for sporting events.
- Clare-Gladwin RESD Projects:
 - Installation of ~40 security cameras at the new CTE Magnus building.
 - Upgraded all of the automotive computers with new desktop computers.
 - Replaced ~10 laser printers for CTE and Special Education
 - Organized ~1,000 new phones for all districts (July 2025).



- Clare Public School projects:
 - Recognized by the track team for assisting them with their track meet setup.
 - Implemented broadened security camera coverage throughout the district.
 - Began transition from 1:1 Chromebook devices for students to classroom cars at the middle school.
- Farwell Area Schools projects:
 - Completion of a fiber project to connect the alternative education building to the main school campus and to connect the district to an adjacent school district for connectivity resilience.
 - The Technology Coordinator was able to maintain a manageable ticket count while still providing an adequate level service to the district after the removal of a full time Repair Technician midway through the school year in order to reduce cost.
 - Added a part-time CTE intern for the last half of the school year to assist with daily technology work orders. The intern continued to work through the summer of 2025.
- Gladwin Schools projects:
 - Completion of a fiber project that connects the alternative education building to the High School.
 - Added security cameras throughout the district for safety and enhancing their security posture.
 - Replaced video door entry access system on several main entrances within the district.
 - Transitioned away from 1:1 Chromebook devices for students over to carts in every classroom, with student checkout at the libraries.
- Harrison Community Schools projects:
 - Completion of a fiber project to connect the district to an adjacent school district for connectivity resilience.
 - Replaced video door entry access system on several main entrances at Hillside, Middle and Highschool.
 - Added more security cameras to increase coverage of their existing video surveillance system and to enhance their security posture.
 - Expanded the PA (Public Address) system at the Middle School.

FIBER OPTIC NETWORK ENHANCEMENTS

Over the past 15 years, a broadband initiative was developed to help bring internet access to the unserved and underserved portions of Clare County. CGRES, working with other agencies around the county, connected fourteen entities within three cities to the high-speed fiber optic network originally purchased and installed in the early 1990s by CGRES, local districts

and Mid Michigan College. Other collaborative partnerships with both private and governmental entities are continuously being studied. The participating entities, including all four libraries in Clare and Gladwin counties, benefit from being connected to the school fiber network by having access to increased bandwidth at a reduced cost.

