

CLARE-GLADWIN RESD

ANNUAL REPORT

2025-2026



CLARE-GLADWIN
RESD

WWW.CGRESID.NET



Dear Community Member:

Clare-Gladwin Regional Education Service District (RES D) is proud to share our Annual Report highlighting the many programs and services we provide to students, families, schools, and communities throughout Clare and Gladwin counties. While this report does not include everything we do, it provides a good overview of the work happening across our organization and the impact that work has throughout our region.

Whether you are a community member, parent, grandparent, educator, business partner, or someone considering making this part of Michigan your home, we believe it is important to understand the role Clare-Gladwin RES D plays in supporting our local schools and communities. We are supported by taxpayers in Clare and Gladwin counties, and we take that responsibility seriously. We remain committed to providing high-quality programs and services while being responsible with the resources entrusted to us.

About Clare-Gladwin RES D

Created by the Michigan Legislature in 1962, Clare-Gladwin RES D is one of 56 intermediate school districts in Michigan.

We support the five local school districts in Clare and Gladwin counties by providing programs and services that are best delivered regionally, are highly specialized, or can be provided more efficiently by working together. We also partner with local school districts, higher education, nonprofit organizations, businesses, and community organizations to make the best use of available resources and create opportunities for students and families.

The 2025–2026 Annual Report

This Annual Report provides a look at the wide range of programs and services offered by Clare-Gladwin RES D. Some of this work is required by state and federal law, while other programs and services are provided in response to the needs of our local school districts and communities.

Throughout this report, you will learn more about:

- John C. Magnus Center - pg. 3
- Business Office - pg. 5
- Clare-Gladwin Career and Technical Education (CTE) - pg. 7
- SPARKS – Students Participating in Academics and Recreation for Knowledge and Success - pg. 10
- Early Childhood and Family Services - pg. 11
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- Technology - pg. 24

As you read through this report, I hope you gain a better understanding of the work happening across Clare-Gladwin RES D and the many ways we support students, staff, schools, and communities. We are proud of the work of our staff and the partnerships we have throughout the region.

Thank you for your continued support of Clare-Gladwin RES D. We welcome your questions, feedback, and ideas as we continue working together to serve our communities.

Sincerely,

Mike Simon
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 - Superintendent
Katie Knapp-Wyman- 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
Kevin Smalley - Director of Technology
Wade Odell - 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.
- Public Safety 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 LIVING SKILLS

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.

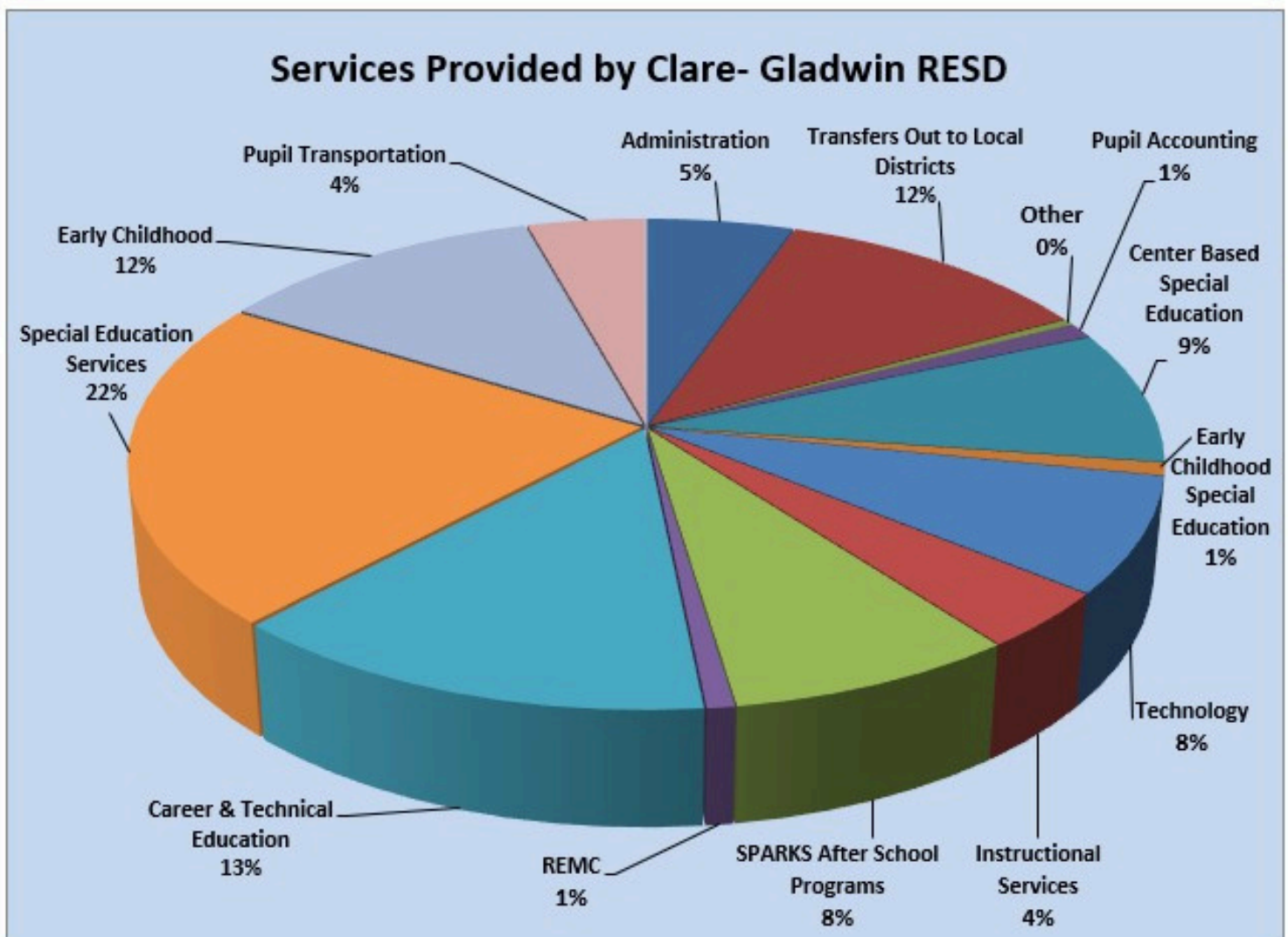
Beginning in fall 2015, the school used Verna's House for students to practice daily living skills such as cooking, cleaning, meal planning and budgeting. The garden project not only enhanced the development of these skills, but also integrated math and science as students plotted the layout of the garden, 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.

FINANCIAL SERVICES & SUPPORT

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.

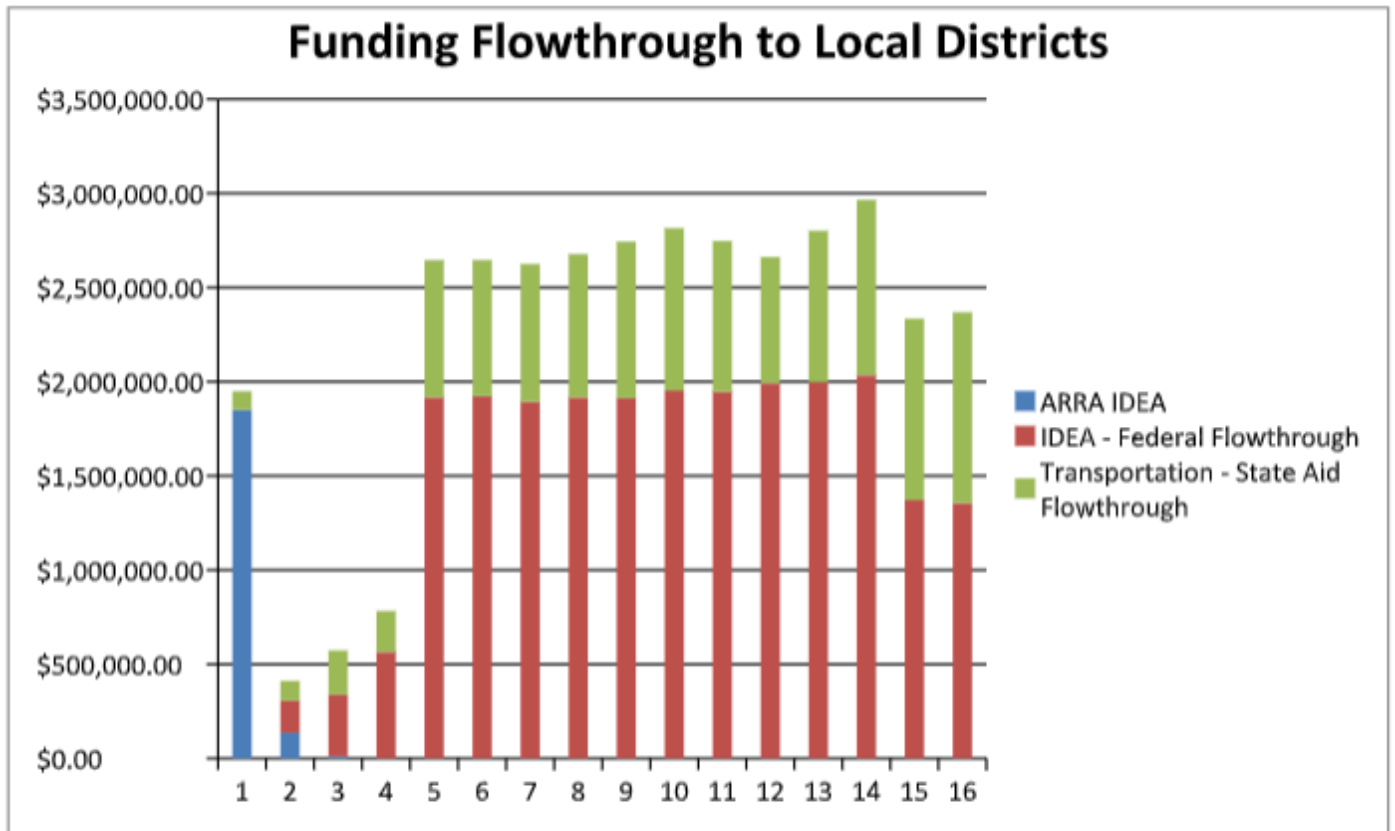
SERVICE COLLABORATION

The local districts located within the RESD have collaborated on a number of issues such as software support, technology services, substitute teacher contracting, pupil auditing 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 2025.



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.



	Advanced Manufacturing Agricultural Science Automotive Technology Construction Trades Culinary Arts Diesel Technology Digital Media Education Occupations Health Occupations Public Safety Welding Technology											
Beaverton	1	5	7	15	7	5	3	2	7	5	8	65
Clare	1	11	4	22	4	11	6	6	7	7	4	83
Farwell	2	4	7	10	5	4	8	4	7	7	7	65
Gladwin	4	6	11	14	9	11	5	5	10	17	14	106
Harrison	1	5	5	6	7	8	7	3	8	9	8	67
TOTALS	9	31	34	67	32	39	29	20	39	45	41	386

WORK-BASED LEARNING

WBL gives students the chance to experience potential careers. In 2025-26, **154** CTE students participated in WBL with paid and non-paid work placements. All **386** 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 2025-2026 school year.

The Office of Career and Technical Education (OCTE) used this data in 2025-2026 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 2025-2026 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: **3**

Student Certifications Issued in 2025-26:

NC3 Precision Measurement Instruments: **12**Pre-Apprentice Certificate: **10**Percentage of Students that Received a Certification: **100%****AGRICULTURAL SCIENCE**

Articulated Credit

Michigan State University

Work Based Learning: **17**

Student Certifications Issued in 2025-26:

Youth for the Quality Care of Animals: **32**FFA State Degree: **6**Percentage of Students that Received a Certification: **92.86%****AUTOMOTIVE TECHNOLOGY**

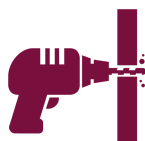
Articulated Credit

Delta College

Mid Michigan College

Work Based Learning: **10**

Student Certifications Issued in 2025-26:

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: **27.86%****CONSTRUCTION TRADES**

Articulated Credit

Delta College

Work Based Learning: **17**

Student Certifications Issued in 2025-26:

60 Hour Builders Pre-Licensure Certificate: **28**Percentage of Students that Received a Certification: **87.5%****CULINARY ARTS**

Articulated Credit

Ferris State University

Work Based Learning: **7**

Student Certifications Issued in 2025-26:

ServSafe Allergens Certification: **26**ServSafe Alcohol Safety Certification: **12**ServSafe Manager Food Safety Certification: **17**Percentage of Students that Received a Certification: **70.5%****DIESEL & HEAVY TECHNOLOGY**

Articulated Credit

Delta College

Mid Michigan College

Work Based Learning: **5**

Student Certifications Issued in 2025-26:

State of Michigan Diesel Mechanics Test: **1**Percentage of Students that Received a Certification: **3.85%****DIGITAL MEDIA**

Articulated Credit

Delta College

Ferris State University

Kirtland Community College

Mid Michigan College

Work Based Learning: **6**

Student Certifications Issued in 2025-26:

CIW Site Development Associate: **17**Percentage of Students that Received a Certification: **56.67%**



EDUCATION OCCUPATIONS

Articulated Credit

Delta College
Ferris State University
Mid Michigan College

Work Based Learning: **23**

Student Certifications Issued in 2025-26:

First Aid/CPR + AED: **23**

ETS Paraprofessional test: **9**

Percentage of Students that Received a Certification: **84.62%**



HEALTH OCCUPATIONS

Articulated Credit

Ferris State University
Mid Michigan College

Work Based Learning: **7**

Student Certifications Issued in 2025-26:

Patient Care Technician: **3**

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: **100%**



WELDING TECHNOLOGY

Articulated Credit

Ferris State University
Mid Michigan College

Work Based Learning: **7**

Student Certifications Issued in 2025-26:

AWS Sense GMAW: **7**

AWS Sense GTAW: **10**

AWS Sense SMAW: **11**

AWS Sense Flux Core: **3**

Percentage of Students that Received a Certification: **18.45%**



PUBLIC SAFETY

Articulated Credit

Kirtland Community College
Mid Michigan College

Work Based Learning: **12**

Student Certifications Issued in 2025-26:

LAPSEN National Law Enforcement Exam: **17**

911 Dispatcher: **1**

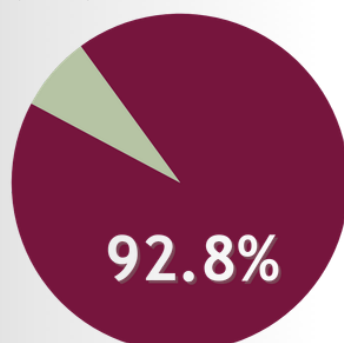
Emergency Medical Technician: **2**

Percentage of Students that Received a Certification: **76.92%**

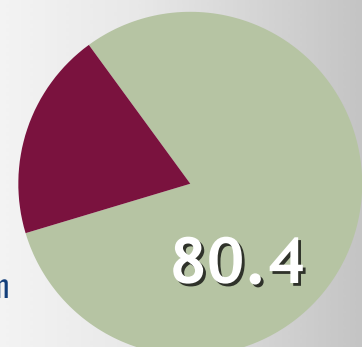
POST-COMPLETION INFORMATION

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



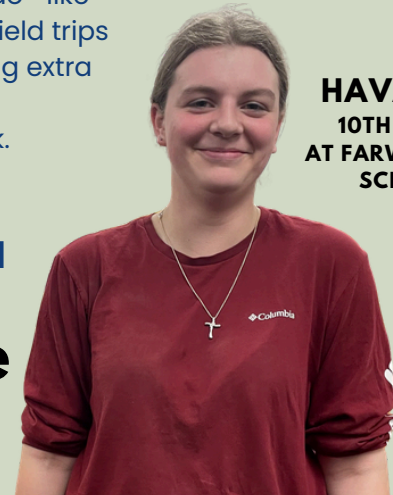
STUDENTS ENGAGED IN ACADEMICS AND RECREATION FOR SUCCESS

Six school districts partnered with CGRESA during the 2025-2026 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 25th 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.

I like that the Ignite program helps me with my homework, and I love how the staff is always there to help. I've been in **SPARKS** since 6th grade and moved to **Ignite** in high school. These programs have made a big difference by helping me raise and keep up my grades. They're the reason I've come this far in school. What stands out most about Ignite is getting to do things I wouldn't normally do—like going on field trips and getting extra help with homework.

HAVANNA
10TH GRADE
AT FARWELL HIGH SCHOOL

After School
Matters...
**Ignite
Matters!**



EXCELLENCE IN EDUCATION SERVICES

- The SPARKS program has served 12,204 students over the past 24 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.

12,204

students served over
the past 24 years





Early Childhood & Family Services

2025-2026 HIGHLIGHTS

At CGRES, 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.

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

705

Talking is Teaching: Grab and Go Bags,

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

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) SUMMARY

The Classroom Assessment Scoring System (CLASS) is a nationally recognized observation tool used to measure the quality of teacher-child interactions in preschool classrooms. Research indicates that high-quality interactions support children's social-emotional development, language acquisition, early literacy, mathematics, and school readiness.

CLASS evaluates classroom interactions across three domains:

- **Emotional Support** – Measures the extent to which teachers create warm, respectful, and responsive relationships that help children feel safe, valued, and engaged.
- **Classroom Organization** – Assesses how effectively teachers manage classroom routines, behavior, and instructional time to maximize learning opportunities.
- **Instructional Support** – Evaluates how teachers promote higher-order thinking, language development, concept understanding, and meaningful feedback to extend children's learning.

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.



Program's average CLASS scores for the 2025–26 school year:

CLASS Domain	Benchmark	Program Average
Emotional Support	6.0	6.03
Classroom Organization	6.0	5.3
Instructional Support	3.5	3.7

These results will be used to guide professional learning, coaching, and continuous quality improvement efforts. By analyzing our CLASS data, we can celebrate strengths while targeting professional development in areas that will have the greatest impact on teacher practice and children's learning outcomes.

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 384 children served, 65% were at or below 100% of the federal poverty level, while 38% fell between 101% and 300% of the poverty level, and 15% 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.



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 2025–2026 school year, a total of 21,891 books were distributed to children in Clare and Gladwin Counties.

DID YOU KNOW?

221,959
BOOKS
DELIVERED



Since the program's local launch in 2007, more than **221,959** 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 elimination of dedicated state funding for Michigan's Great Start Collaboratives (GSCs) in the FY 2026 School Aid Budget represents a significant loss to Clare-Gladwin RESD's Early Childhood infrastructure. For nearly two decades, Great Start Collaboratives served as the backbone of our local early childhood systems, bringing together schools, health care providers, child care programs, community agencies, businesses, and families to coordinate services for children from birth through age eight.

Without dedicated funding, our Early Childhood Community has been forced to reduce services. While funding for preschool programming continues, the loss of the Great Start Collaborative infrastructure weakens the coordinated community systems that support children's healthy development and school readiness.

We would like to extend our sincere gratitude to Sara Dipzinski and Sarah McCurdy for their dedication, leadership, and unwavering commitment to supporting children and families throughout our region. Their passion for early childhood education and collaborative spirit have made a lasting impact on our communities, and we are deeply appreciative of the countless hours they devoted to strengthening services and opportunities for young children and their families.



THE MCKINNEY-VENTO HOMELESS EDUCATION CONSORTIUM

The McKinney-Vento Homeless Education Consortium provides services to children and youth experiencing homelessness. During the 2025-2026 school year, **more than 559 children and youth, ages 3-20**, in Clare, Gladwin, and Midland Counties were supported through this program.



OVERVIEW

The federal McKinney-Vento Homeless Assistance Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. Services are provided to children and youth who are sharing the housing of others due to loss of housing or economic hardship, living in temporary accommodations such as motels, campgrounds, vehicles, or shelters, or who otherwise meet the federal definition of homelessness.

Under the McKinney-Vento Act, eligible students have the right to immediate school enrollment, even when school records are unavailable. Students may also receive transportation to their school of origin, free school meals, and academic support to help ensure they have equal access to educational opportunities.

The goal of the McKinney-Vento Homeless Education Consortium is to ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education provided to all students. Clare-Gladwin RESD serves as the fiscal agent for this federal grant, which supports a consortium of public school districts and public school academies throughout Clare, Gladwin, and Midland Counties. Each participating district designates a local McKinney-Vento liaison who works to identify eligible students, remove barriers to enrollment and attendance, and connect families with available resources.

During the 2025-2026 school year, the consortium provided a variety of supports to students and families, including backpacks and school supplies, clothing, food, personal care items, transportation assistance, and help obtaining important documents such as birth certificates and immunization records. These services help reduce barriers to school success and ensure students experiencing homelessness remain connected to learning and the supports they need.

Students Supported by District 2025-26	
School District	Students Served
Academic and Career Education Academy	22
Beaverton Schools	27
Bullock Creek School District	58
Clare-Gladwin Area School	<10
Clare Public Schools	17
Coleman Community Schools	45
Farwell Area Schools	52
Gladwin Community Schools	31
Harrison Community Schools	129
Midland County ESA	14
Midland Public Schools	107
Meridian Public Schools	33
Windover High School	24
TOTAL	559+



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 regional professional development opportunities and in-district support of district improvement teams.

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 2025-2026 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



Technology Practices for Classroom Implementation

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

Strong Positive Relationships/ Student Engagement

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



Leadership

- Guided School Improvement for District and School Teams
- Instructional and Literacy Coaches Network
- Principal Network
- New Administrator Network
- State/Federal Program Directors Network
- K-12 Literacy and Dyslexia Council
- Math Coaches Network



High Quality Instructional Practices

- Essential Literacy Practices for the K-3 Classroom
- Literacy Across the Disciplines in the 6-12 Classroom
- New Teacher Network
- Number Talks: Promoting Mathematical Discourse
- Math Recovery Training
- Mi-STAR New Users
- Art, Music, World Languages & PE Teacher Network
- Number Corner Training
- AI Implications for Schools



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

Clare-Gladwin RESD continues to prioritize a whole-child approach by expanding supports that address students' social, emotional, and behavioral health needs. Through the School Mental Health and Support Services (31n) Grant, the RESD partners with local districts and Community Mental Health to ensure students have access to timely, school-based mental health services that remove barriers to learning and promote overall well-being.

During the **2025-2026 school year, 951 students** received mental health services through 31n-funded providers. An additional 75 students were referred for services but were unable to receive them due to factors such as existing services, incomplete paperwork, parent or guardian decisions, or provider capacity.

951

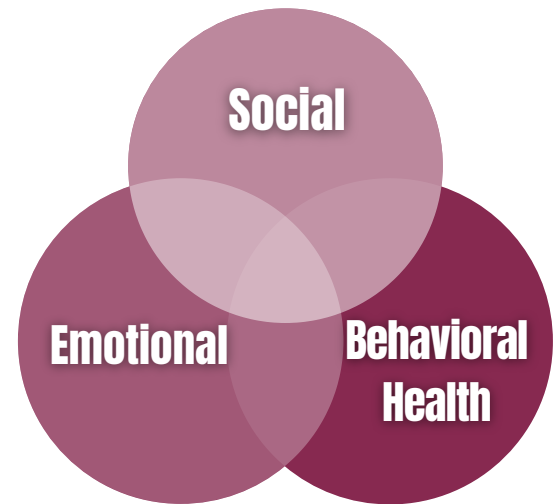
STUDENTS RECEIVED
MENTAL HEALTH
SERVICES
through 31n-funded
providers

289

PLANS OF CARE
DEVELOPED

Mental health professionals provided a comprehensive continuum of services ranging from prevention and early intervention to crisis response and ongoing therapeutic support. These coordinated efforts ensure students receive individualized care while strengthening collaboration among schools, families, and community partners.

Together with trauma-informed practices, Restorative Practices, Developmental Assets, McKinney-Vento supports, and TRAILS programming, these services demonstrate the RESD's commitment to creating safe, supportive learning environments where every student has the opportunity to thrive academically, socially, emotionally, and behaviorally.



2025-26 Mental Health Services at a Glance

Services	Total Provided
Students Served	951
Individual Therapy Sessions	2,964
Group Therapy Sessions	1,210
Family Therapy Sessions	19
Crisis Response Interventions	213
Brief Interventions	274
Parent/Staff Collaboration Meetings	200
Mental Health Screenings	342
Plans of Care Developed	289
Case Management/Care Coordination	443
Referrals to Outside Agencies	74
Additional Student Support Services	342



USING DATA TO GUIDE INSTRUCTION

The Clare-Gladwin RESD Teaching & Learning team supports and guides local districts in reviewing their data, implementing classroom strategies based on local data, and monitoring student progress and growth after classroom changes. 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.

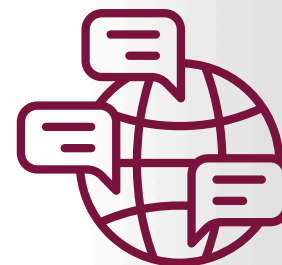


PARTNERSHIPS/COLLABORATIVE PROJECTS

Clare-Gladwin RESD's instructional department partners with various consortia and organizations to pool resources and avoid duplicating services. These include, among others, 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 districts with two options for support:

1. a multilingual consortium through Wayne RESA in southwest Michigan or
2. a low-incidence multilingual support network through Northwest Education Services in northern Michigan.

The Wayne RESA consortium employs three full-time consultants who offer office hours and professional development to all members of the consortium. The Northwest Ed support network helps districts who have a small number of MLs create language acquisition plans to give MLs access to tools and resources that will support them in accessing educational experiences. Educators across the region 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.

In addition to the support provided by Wayne RESA and Northwest Ed, districts continue to be assisted by the CGRESD Assessment and Data Coordinator, who provides 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.

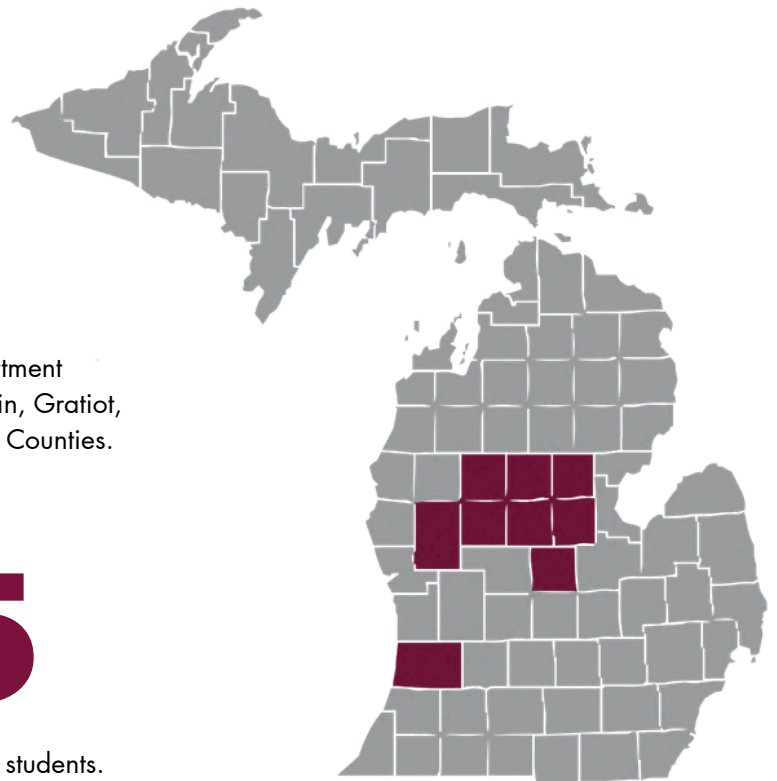
Michigan has established two official student count days during the school year. It is the Pupil Auditing Department's responsibility to audit each local school district's student count and to verify each district has followed the statewide pupil accounting procedures and requirements.

50

In 2025-2026, the CGRESD Pupil Accounting Department audited 50 school districts in Allegan, Clare, Gladwin, Gratiot, Isabella, Mecosta, Midland, Newaygo and Osceola Counties.

56,405

The pupil counts in 2025-2026 totaled 56,405 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.



LEARN360

REMC offers the discounted purchase of the **Learn360** license for all member schools. This new program replaces Discovery Education Streaming services to bring safe and curated instructional materials to classrooms as an alternative to more commercial platforms like YouTube.

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. New items include digital photography and video equipment.

REMC PROFESSIONAL LEARNING EVENTS SUMMARY

- REMC New Teacher Orientation
- In-District AI for Teachers
- In-District Technology and Maker
- Integration Sessions
- Place-Based Learning
- Drones and Outdoor Photography
- Book Study on "The Anxious Generation"

PROFESSIONAL LEARNING

REMC provides support to curriculum groups in best practices in utilizing technology. In 2025-2026, a partnership with Michigan Virtual allowed for 100 hours of professional learning with a facilitator helping districts create district AI Policies for staff and 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.



REMC SAVE SECTION

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 2024, estimated savings for local districts was **over \$6 million**.





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, 20% of the students K-5 received special education services during the 2025-2026 school year. The state average is 15.17%.

STUDENTS SERVED IN 2025-26

Special Education Students Served by Disability in Clare and Gladwin Counties	
Disability	Students
Autism Spectrum Disorder	170
Cognitive Impairment	74
Early Childhood Developmental Delay	17
Emotional Impairment	87
Deaf and Hard of Hearing Impairment	9
Specific Learning Disability	488
Other Health Impairment	135
Physical Impairment	2
Severe Multiple Impairment	14
Speech and Language Impairment	319
Traumatic Brain Injury	2
Visual Impairment	2
Deaf Blind	0

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.

76 NUMBER OF BUILD UP MICHIGAN REFERRALS RECEIVED



Students Identified for Special Education	
District	# of Students
Beaverton	164
CGRESD	158
Clare	221
Farwell	206
Gladwin	320
Harrison	250



152 NUMBER OF EARLY ON REFERRALS RECEIVED

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: **152**
- Number Found Eligible: **54**

CLARE-GLADWIN AREA SCHOOL

The Clare-Gladwin Area School serves students from Clare and Gladwin counties between the ages of 6 and 26. Our students have a wide range of learning, communication, behavioral, and support needs. Staff work closely with families, local school districts, and community partners to provide individualized programs that support each student's growth and success.

At the Area School, our work is guided by two simple goals. First, we want every student to become as independent as possible. Second, we want every student to experience the highest quality of life possible. Whether students are learning academic skills, developing communication systems, participating in community work experiences, building relationships, or practicing daily living skills, our focus remains on helping them reach their fullest potential.



STUDENTS SERVED IN 2025-26

Students Served at Clare-Gladwin Area School 2025 - 2026	
Moderate Cognitively Impaired (MOCI)	23%
Severe Cognitively/Severe Multiply Impaired (SCI/SXI)	21%
Other Impairments (ASD, HI, OHI, VI)	55%

VERNA'S HOUSE AND SCHOOL-WIDE HIGHLIGHTS

Verna's House continues to be an important part of the Area School experience. Students use the house daily to practice skills they will need throughout their lives, including cooking, laundry, cleaning, gardening, home maintenance, and personal care. These experiences provide meaningful opportunities to apply classroom learning in real-life situations while building confidence, independence, and readiness for life beyond school.

This year, students expanded their work in Verna's Garden by growing flowers from seed, harvesting them, and creating floral arrangements for sale. Students used the proceeds to support future community-based learning experiences, connecting classroom learning, vocational skills, entrepreneurship, and community involvement.

Our student-athletes also represented the Area School at the Special Olympics State Finals at Central Michigan University. Through their hard work, determination, and sportsmanship, students represented the Area School with pride and returned home with multiple medals and lasting memories.



FAMILY AND COMMUNITY PARTNERSHIPS



Strong partnerships with families and community organizations continue to be one of the greatest strengths of the Area School. Throughout the year, teachers used ClassDojo, Our Story, newsletters, phone calls, conferences, and family events to maintain ongoing communication and strengthen school-home connections.

Students participated in a variety of community-based learning opportunities that allowed them to apply classroom skills in real-world settings while building independence, communication, social skills, and vocational experience. Community experiences included work sites, volunteer opportunities, shopping trips, recreational outings, and visits to local businesses and organizations throughout Clare and Gladwin counties.

Students also participated in experiences at Mid Michigan College and through partnerships with Career and Technical Education programs, providing opportunities to engage alongside peers and build meaningful relationships beyond their own classrooms.

PROGRESS FOR ALL LEARNERS

Student growth continued to be a major focus throughout the 2025-2026 school year. Staff used benchmark data, progress monitoring, classroom observations, and student performance information to guide instruction and make adjustments throughout the year.

The Area School established a year-end goal of 80 percent growth for students with academic and life skills goals. Through individualized instruction, consistent monitoring, communication supports, and community-based learning opportunities, students exceeded that goal in both areas.

Final benchmark data showed 87 percent academic growth and 93 percent life skills growth across all special education students. Every monitored subgroup met or exceeded the year-end target, reflecting the dedication of students, staff, and families throughout the school year.

Reporting Category	By February 2026		May 2026	
	Academic	Life Skills	Academic	Life Skills
All Special Education Students	83%	77%	87%	93%
Econ. Disadvantaged	77%	75%	83%	96%
Female	78%	75%	92%	85%
Male	95%	80%	87%	95%

COMMUNICATIONS SUPPORTS

Communication remains one of the most important skills our students develop. During the 2025-2026 school year, the Area School partnered with outside agencies to expand communication supports and Augmentative and Alternative Communication (AAC) opportunities for students and families.

Staff worked alongside families to explore communication options, support device trials, and increase consistency between school and home. This work will continue into the 2026-2027 school year as we expand communication opportunities and support students in becoming more independent and effective communicators.

STATE ASSESSMENT PARTICIPATION AND ACCOUNTABILITY

All eligible students participated in state-required assessments during the 2025-2026 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.

These assessments help staff better understand student needs and provide an additional layer of data to support growth planning and instructional alignment

COMPLETION OF THE AREA SCHOOL PROGRAM

Students exiting the Area School program transition to a variety of adult services, employment opportunities, and community supports based on their individual needs and goals. Throughout their time at the Area School, students build skills in communication, independence, self-advocacy, daily living, and community participation to help prepare them for life after school.

Through partnerships with Michigan Rehabilitation Services, Community Mental Health, local employers, and community agencies, students and families receive support as they transition into the next phase of adulthood.

The Area School proudly celebrated the graduation of **Jared Price** and **Tia Raymond** this year. Throughout their time at the Area School, both students demonstrated growth, perseverance, and meaningful contributions to our school community. We wish them continued success as they begin the next chapter of their journey.



LOOKING AHEAD



The 2025-2026 school year was marked by growth, connection, and opportunity. Students strengthened academic, communication, vocational, and daily living skills while participating in meaningful experiences both within the school and throughout the community.

This year, students exceeded our benchmark goals with 87 percent academic growth and 93 percent life skills growth. Families remained active partners in the educational process, staff continued to grow through professional learning opportunities, and expanded communication supports and community experiences created new opportunities for learning, connection, and independence.

We are proud of the progress our students made this year and grateful for the support of our families, local districts, community partners, and staff. As we look ahead to the 2026-2027 school year, we remain committed to helping every student build independence, strengthen communication, develop meaningful relationships, and experience the highest quality of life possible.

THE AREA SCHOOL TEACHING STAFF

The success of the Area School is made possible through the dedication of our entire staff. Throughout the year, our team worked together to support student growth, build relationships with families, and create meaningful opportunities for students both in school and throughout the community.

Our teachers, paraprofessionals, related service providers, support staff, transportation staff, and administrators work together each day to support student growth, independence, communication, and quality of life. Their commitment to students and families helps create a school environment where students feel supported, valued, and successful.

The Area School teaching staff for the 2025-2026 school year included:

- Jennifer Magley – MOCI Adult Teacher
- Dawn Wiseman – MOCI Young Adult Teacher
- Amy Case – MOCI Middle/High Teacher
- Janice Peraino – SCI Young Adult Teacher
- Josh Higgins – SCI Youth Teacher
- Sharon Schaar – MOCI Elementary Teacher
- Michele Fransee – MOCI Middle Teacher
- Tucker Roe – Adapted Physical Education Teacher

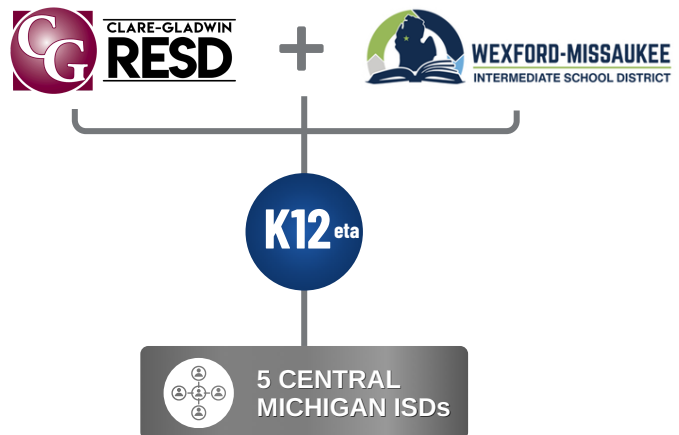


POWERING SCHOOLS THROUGH TECHNOLOGY

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

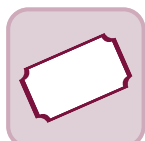
The Technology Department has grown significantly over the years and through collaboration has merged with all the local district technology departments to stabilize operational costs and provide better service. This past year, through a collaboration grant from the State of Michigan, CGRESD technology engineering staff and Wexford-Missaukee ISD K12eta engineering staff were able to complete our first successful year as a single department under K12eta. This increased services, through knowledge and skill sharing, for all of the districts within 5 Central Michigan ISDs served by these organizations.



HELP DESK



The CGRESD Help Desk serves all the local districts within our two counties as well as the CGRESD campus. Users are able to utilize the Help Desk in several ways. Issues can be emailed in and ticket is automatically created for that user. When needed a call can be placed for live assistance or assistance with putting a ticket in for further help. In the 2025-2026 school year 9,445 tickets were entered into the system.



9,445

TICKETS ENTERED
IN THE 2025-26 SCHOOL YEAR

School District	# of Devices	Help Desk Tickets Opened
Beaverton Rural Schools	1,589	931
Clare-Gladwin RESD	676	1,606
Clare Public Schools	2,694	2,384
Farwell Area Schools	2,346	1,569
Gladwin Community Schools	2,953	1,326
Harrison Community Schools	2,336	1,527
TOTAL	12,632	9,445

UNIVERSAL SERVICE FUNDS

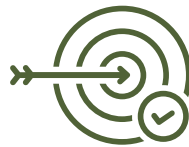


CGRESD, along with the Beaverton, Clare, Farwell, Gladwin and Harrison school districts have been applying for and receiving discounts USAC since 1998. Funding was awarded again in the 2025-2026 school year for the 25th consecutive year, saving a combined total of more than \$8.9 million in internet and telecommunications costs over time.



SAVING MORE THAN
8.9 MILLION
OVER TIME

ACCOMPLISHMENTS



Successfully replaced server hardware that had become end of life and migrated 100+ virtual servers to the new, more secure, hardware.



Connected CCRC through an unused wavelength over fiber to allow for better cost sharing of broadband connectivity.



Updated Domain Controllers for all districts and the CGRESD.



Full upgrade of our Identity Management servers and migrated all services to the new servers.



Upgraded fiber optic cabling in multiple local districts to increase resiliency and bandwidth.

