



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: 4/14/2020

Name of District: Clinton County Regional Educational Service Agency

Address of District: 1013 South U.S. 27, Suite A, St. Johns, MI 48879

District Code Number: 19000

Email Address of the District: wpetroelje@ccresa.org

Name of Intermediate School District: Clinton County Regional Educational Service Agency

Name of Authorizing Body (if applicable): N/A

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: 4/14/2020

Name of District: Clinton County Regional Educational Service Agency

Address of District: 1013 South U.S. 27, Suite A, St. Johns, MI 48879

District Code Number: 19000

Email Address of the District Superintendent: wpetroelje@ccresa.org

Name of Intermediate School District: Clinton County Regional Educational Service Agency

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

Career Connections: Instructors will continue to deliver course content via various platforms. Platforms/resources for delivering content and valuable information and resources include (but are not limited to) the following: Google Classroom, Desire 2 Learn (D2L), CDX Online and other online textbook resources, Flipgrid, and Microsoft teams. In most cases, students already have experience using these resources, as instructors have had a mixed methods approach to teaching these CTE Programs. Career Connections is committed to provide in coordination with local districts learning from a distance/other means for all students including eligible students with IEP's and 504 plans. Career Connections will not penalize a pupil for the pupil's inability to fully participate and will apply a good faith effort to meet the needs of students with disabilities.

Educational Center: The district plans to use a combined model of instruction using hard copy instructional packets and online and/or virtual learning platforms. For those students who have internet access, but don't have a device, attempts will be made to make devices available. Students without internet access or for student who online learning isn't functional, these students will have access to instructional materials through a weekly instructional packet mailed or delivered to the home of the student. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have these materials. All student will have access to developmentally appropriate/grade-level curricular materials as needed to complete their work.

Early On®: Clinton County Early On® staff will be working with each family to individualize the delivery of instruction based on the family's ability to participate during the COVID-19 closure/"stay-at-home" order. Early On® staff will be able to work families through multiple modes of instruction based on the family's needs and abilities, including: virtual home-visits using Zoom platform, telephonic services, video modeling and video instruction, as well as learning activities addressing IFSP goals transferred via text, email, U.S. mail, and direct delivery if needed. Families will be assisted with problem-solving and possible direct assistance regarding access to technology as needed in order to participate through electronic means.

CCRESA is committed to provide in coordination with local districts learning from a distance/other means for all students. CCRESA will not penalize a pupil for the pupil's inability to fully participate and will apply a good faith effort to meet the needs of all students.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Career Connections: We in the Career Connections department most certainly recognize the importance of the well being of our students and families during these challenging times. Many, many facets of life have been turned upside down and all are trying to adjust. To that end, we are placing a heavy emphasis on connecting with our students weekly. Methods of student contact include (but are not limited to): Remind, email, text,

phone calls, Zoom meetings and/or Google Hangout, and virtual class meetings and/or set office hours.

Additionally, a Shared “Career Connections COVID-19 Resources and Supports” Drive has been created. This drive includes resources for online learning, student mental health, communication from the Governor’s Office and the Michigan Department of Education, and key links to access/explore.

We continue to meet virtually with school counselors and weekly updates regarding student concerns and progress will be shared by the Career Education Coordinator to each local district. The school counselors have shared several resources for student mental health support during this time.

Educational Center: CCRESA will facilitate continuity of learning that prioritizes relationships with students and families. Teachers will be expected to make or attempt contact with every student/family at least one time each week. This will be done through the use of technology (for those who have access) such as Zoom, Google Classroom, Class Do Jo, Remind or other methods of meeting such as virtual meetings, email, texts or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classrooms, Zoom, etc.) with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology or for students who online learning isn't functional, teachers will include weekly notes to the students in their packets or make phone calls to maintain connections. Staff will maintain a communication and documentation log of services with students/families. Professional teams will be collaborating, creating and implementing student centered individualized contingency learning plans in collaboration with families/students if applicable to their current needs.

For students who are not consistently responding to teacher communication and/or not consistently completing content lessons/activities the program supervisor/administrator and/or School Social Worker (SSW) will reach out to ensure student safety and well-being. This will occur by the teacher sharing the student name with the program supervisor/administrator who will contact the SSW or reach out to the student. The program supervisor/administrator will also loop back to the teacher after making contact.

Early On®: Clinton County Early On® staff will continue to be in regular contact with all families participating in Early On® services via synchronous and asynchronous communication, telephonic communication including text messaging, email, and U.S. mail. Staff will be delivering Early On® services as well as focusing on assisting families through the crisis and assessing whether or not any family needs further assistance available through other community agencies/programs.

3. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Career Connections: We have relied heavily on each local district to provide us with information on how they are addressing student device access and internet connectivity. Although in most cases the district has already provided devices for students, we stand ready to provide them for students who do not have one. We will continue to partner with local districts and fill in gaps as needed for technology needs.

In addition to virtual methods described above, the Career Connections department will mail packets, textbooks, etc. when needed. Instructors can and will make phone calls if the student and/or family cannot be reached via another method. No student will be penalized for not having access to a device or internet connectivity. A shared Google Sheet summarizing how each local district is addressing these obstacles has been provided to each Instructor for their reference.

Educational Center: The CCRESA will use an online and hard-copy learning platform. The hard-copy platform will be used especially for students who do not have access to online learning or who online learning isn't functional.

For students without technology or for students who online learning is not functional, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferences and notes in the packets to provide feedback and to support the instructional. The instructional materials will be delivered through mail or hand delivered. For students with technology, content will be delivered through online platforms, email and via phone conferencing. Teachers should make or attempt to contact students at a minimum of one time per week. This can be done using technology or other forms of virtual meeting tools, emails, texts, notes in packets or through weekly phone calls with an emphasis on continuing to build relationships and maintain connections.

Teachers will have contact hours each week to be available to parents/caregivers who don't want to be contacted but may want/need to reach out for support and to connect with parents/caregivers who are open to ongoing contact.

Based upon existing resources, technology, curriculum as well as the circumstances presented by this state of emergency, the CCRESA plans to provide access to alternative modes of instruction to students with disabilities from birth through age 26 via individual student Contingency Learning Plans as needed for the remainder of the 2019-2020 school year.

Early On®: Families participating in Early On® services will receive services through a range of modes of communication including: synchronous and asynchronous communication, telephonic communication including text messaging, email, and U.S. mail.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

Career Connections: Attendance will not be put into Infinite Campus during this time, rather student “attendance” will be measured/monitored by participation and engagement with the content offered. Each week, Career Connections Instructors will provide a summary to the Career Education Director detailing the main objectives addressed, platform(s) used/methods of delivery, and any student concerns they may have. The Career Education Coordinator will then communicate those concerns to local districts and parents as needed. The team will work together to support and problem-solve to engage or re-engage students with the course content.

Career Connections Instructors have been provided with communication and documentation from each local district. Students can expect their local district assessment procedures to remain in place in their Career Connections CTE Program as it pertains to high school credits.

Educational Center: For students without technology access, or for students who online learning isn't functional, learning packets will be collected each week through the mail or pick-up. Teachers will review the learning packet and provide feedback to the student during their weekly phone call or written feedback to the student will be returned the next week. Feedback from the teacher will include differentiated work as needed along with examples to support student learning.

For students with technology, teachers will monitor student access and assignment completion within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform, virtual meetings, email or phone calls as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

Staff will maintain individual goal sheets to document progress on shared instruction and services. Additionally, staff will utilize a documentation log for communication with parents/students including feedback on instructional progress on lessons/activities.

Early On®: Each family participating in Early On® will continue to have an Early On® Service Coordinator who has regular and ongoing contact with the family and will be able to monitor progress of the child and family toward the IFSP goals and their participation and progress in the provided learning activities.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

Career Connections: Items that will need to be considered as additional expenditures associated with the plan could include purchasing learning supplies, such as paper, pencils, printing costs, mailing costs, personnel time for printing, preparing and delivering, fuel cost, additional online instructional platforms and any related software/websites if applicable, cost of devices. The funding source will be millage dollars. Approximately \$5000 of additional funds may be needed.

Educational Center/Early On®: Items that will need to be considered as additional expenditures associated with the Plan could include purchasing learning supplies, such as paper, pencils, crayons, etc., printing costs, mailing costs, personnel time for printing, preparing and delivering, fuel cost, additional online instructional platforms and any related software/websites if applicable, cost of devices. The funding source will be millage dollars or IDEA funds. Approximately \$5000 of additional funds may be needed.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

Career Connections: Knowing the importance of seeking input from multiple stakeholders in developing this plan, the Career Education Team worked closely with local district Superintendents (weekly meetings), local district High School Principals (various email and text message exchanges), Career Connections Instructors (Google Hangouts) and Career Connections Office Staff (Google and Zoom). The plan will be shared to members of the CCRESA Board of Education for review.

Educational Center: This plan has been created in collaboration with administrators from within CCRESA, the business office, the technology department, itinerants and teaching staff. This plan was shared with administrators and then shared with their staff, collecting feedback and asking staff for training and support needs.

Staff sent an alert via Honeywell requesting that parents fill out the CCRESA Technology and Resource Availability Survey as soon as possible. As a follow up, Teachers will communicate with families, especially focusing on those that did not return the form using the CCRESA Technology and Resource Availability Survey as a guide via phone or email to determine each families Internet access and technology capacities.

During the week prior to the implementation of this plan, teachers and itinerants will collaborate and will analyze their individual students/caseloads to determine critical needs from IFSP/IEP goals, for the remainder of the school year and develop individual Contingency Plans as needed. Additionally, they will collaborate to determine appropriate instructional methods, activities and resources for their students.

Early On®: The district administrators actively collaborated with each other and the Early On® team members via Zoom meetings, telephone calls, email, and shared electronic documents in order to develop the Continuity of Learning Plan. This plan will also be shared with the CCRESA Board of Education.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

Career Connections: A parent letter was drafted by the Career Education Director and sent to the entire Career Connections Team for review. Once the team had an opportunity to review this communication, it was sent via Infinite Campus Messenger to all Career Connections students and parents on Monday, April 13th. The plan was mailed via the U.S. Postal Service during this same week. Additionally, Career Connections Instructors have the option to communicate it out to their students via the Remind App or their online learning platforms.

Educational Center: This plan was communicated to each family through a letter via email or standard mail and posted to the district website on Monday, April 13th.

Early On®: The Early On® staff communicated the plan to the participating families via video meetings, telephonic communication including text messages, email, and U.S. mail by Monday, April 13th. Additionally, the Continuity of Learning Plan was posted on the CCRESA website.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

Career Connections: All Lansing Community College (LCC) Programs (Allied Health, Computer Security, Criminal Justice, Education – Early Childhood, and Sports Medicine) resumed instruction on the college credit portion of the class on Monday, April 6th, after what would have been the students' Spring Vacation. Students had been receiving communication from their LCC/Career Connections Instructors prior to this date during the initial three-week closure of schools. They understood the LCC Courses were going to officially begin on April 6th.

All other Career Connections programs (Auto Service and Technology, Business Management, CAD & Design Technology, Construction Trades, Digital Media Arts, Emergency Services/Fire Science, and Welding) will begin this work on Wednesday, April 15th.

Educational Center: The plan will be implemented April 20, 2020. Staff started reaching out to families at the beginning of the closure and began further assessment of family capacities upon their return from spring break, April 13, 2020.

Early On®: The Early On® team will begin providing Early On® services under the Continuity of Learning plan no later than Monday, April 27, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Career Connections: After several communications with LCC’s V.P. of External Affairs and K-12 Operations and communication with local Superintendents, Career Connections made the decision to move forward with all direct credit coursework. These courses will be taught using LCC’s online learning platform, “Desire 2 Learn” or “D2L”. Any students with access obstacles can let their individual LCC Instructor know or contact the Career Education Office and we will assist in whatever way necessary, be it providing a device, providing printed materials or textbooks, or connecting students with additional resources to be successful in their course.

Students enrolled in the Capital Region Technical Early College (CRTEC) Programs will continue to meet with the Early College/Career Development Coordinator virtually, checking on course progress and assisting with class registration for the upcoming term at LCC.

Educational Center: For students in dual enrollment, we will be working with the provider to determine next steps while working directly with the district of which the student is dually enrolled.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

Career Connections: Career Connections eligible pupils will continue to be provided food service in partnership with local district plans.

Educational Center: CCRESA is continuing to provide information to families for breakfast and lunch programs from the local school districts, via our alert system, mail and the CCRESA website. Additionally, CCRESA is providing information to families of various food resources/banks in the county.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

Career Connections: All Career Connections team members will continue to be paid during the closure, per their respective contracts.

Educational Center: All of the staff at the CCRESA will continue to receive compensation at their pre-shut down rate as we transition to our continuity of learning plan. We are determining how roles and responsibilities will change as we make this transition.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

Career Connections: Students will have ongoing opportunities to provide evaluation/feedback/input on the Career Connections Continuity of Learning Plan. They can respond to the original letter, sent via the U.S. Postal Service and Infinite Campus Messenger. They can also provide ongoing input through their regular, weekly communication with their Career Connections Instructors. Finally, the Career Education Office Staff are ready and available to answer questions or address concerns should they arise.

Educational Center: If a student doesn't not have access to technology, or for students who online learning isn't functional, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communications with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with student and families.

Inconsistent communication and completion of work will be communicated to the building supervisor/administrator to develop a plan to connect with the student and family. Additional support from itinerant or outside agencies may be implemented to help support these connections.

Early On®: Each child/family participating in Early On® services will have regular contact with their assigned Early On® Service Coordinator who will regularly assess the child/family's needs and ability to participate in the plan.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

Career Connections: As previously mentioned, the “Career Connections COVID-19 Resources and Supports” provides many links, documents, and ideas for instructors in their support of student mental health. Weekly check-ins with students will be ongoing. Concerns or additional supports needed will be discussed with Instructors, the appropriate Career Connections Office Staff, the local school district, students, and parents/guardians.

School counselors have also collaborated a great deal and will continue to provide school staff, students, and parents with resources and direction during this time.

Educational Center: For students and families that are not consistently responding to teacher communication and/or are not consistently completing lessons/activities the building administrator or School Social Worker will reach out to check the student’s safety and well-being. The teacher will share the students name with the administrator so that the administrator can assign it to the School Social Worker or make a phone call to the family. The administrator will keep the teacher informed of the outcome of the phone call. Administrators, teachers and itinerant staff will continue to communicate with

students and families to monitor physical and mental health needs. Based on these communications, staff will help connect the family to outside agencies to help meet their needs if necessary. Teachers will be in contact weekly and especially monitor and assess student's needs. If the teacher suspects or is made aware of a need, he/she will communicate that need to the principal or School Social Worker to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

Early On®: Each child/family participating in Early On® services will have regular contact with their assigned Early On® Service Coordinator who will regularly assess the child/family's needs including the possible need of additional mental health support due to the impact of the state of disaster on their family. The Early On® team has clinical social workers who are available to assist families and Early On® Service Coordinators will also assist families in connecting with other mental health services in the community as needed.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

Career Connections: Clinton County RESA has resources available to assist families with essential workers who are needing childcare during this time. Please visit www.ccesa.org and view the following statement:

“If you work in any essential industry (ex. police, firefighting, healthcare - including inpatient food service, custodial staff, etc.) and are in need of care for a child between the ages of 0-12, please fill out this form and someone will contact you with next steps.”

In summary, we in the Career Education department will continue to support our teachers, students, and families as we finish the 2019-2020 School Year. Our office team is here to help!

Educational Center: CCRESA will coordinate with all of our Local Educational Agencies in order to ensure that our service area is ready to mobilize disaster relief child care center(s) for our families who are part of the Essential Workforce if there becomes a need to do so. Currently, our Essential Workforce families have been able to secure needed child care utilizing licensed child care providers in our area that remain open to serving those families. Clinton County RESA has been working collaboratively with the Great Start Central Resource Center to monitor the incoming requests for child care assistance and the status of our current licensed child care providers during this state of emergency.

Please visit www.ccesa.org and view the following statement:

“If you work in any essential industry (ex. police, firefighting, healthcare - including inpatient food service, custodial staff, etc.) and are in need of care for a child between the ages of 0-12, please fill out this form and someone will contact you with next steps.”

Name of District Leaders Submitting Application: Lance Siegwald, Jennifer Branch, Ken Lounds.

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Date Approved: 4/14/2020

Name of ISD Superintendent/Authorizer Designee: CCRESA, Superintendent Wayne Petroelje

Date Submitted to Superintendent and State Treasurer: 4/23/2020

Confirmation approved Plan is posted on District/PSA website: www.ccresa.org