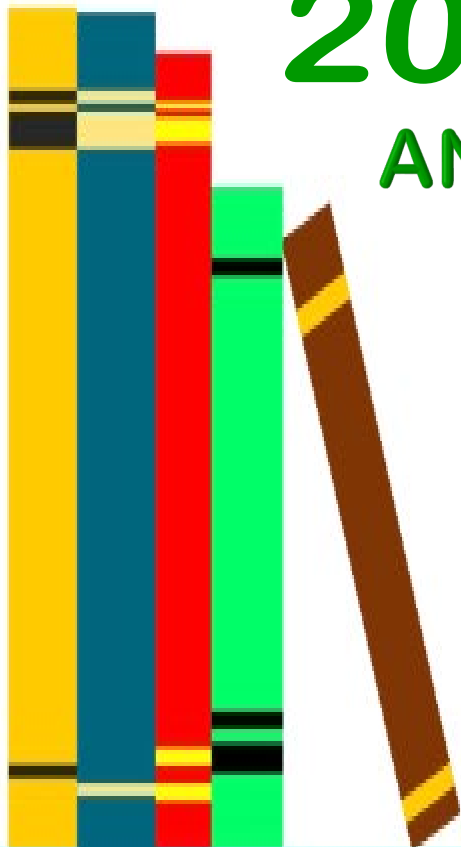
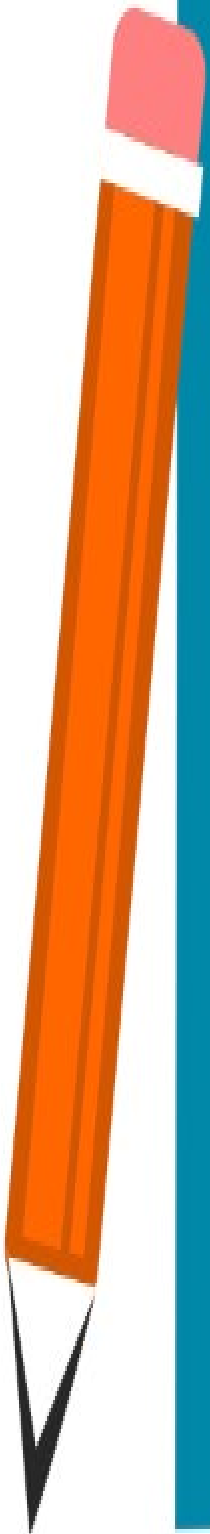




2020/2021

ANNUAL REPORT



Dear Educational Partner

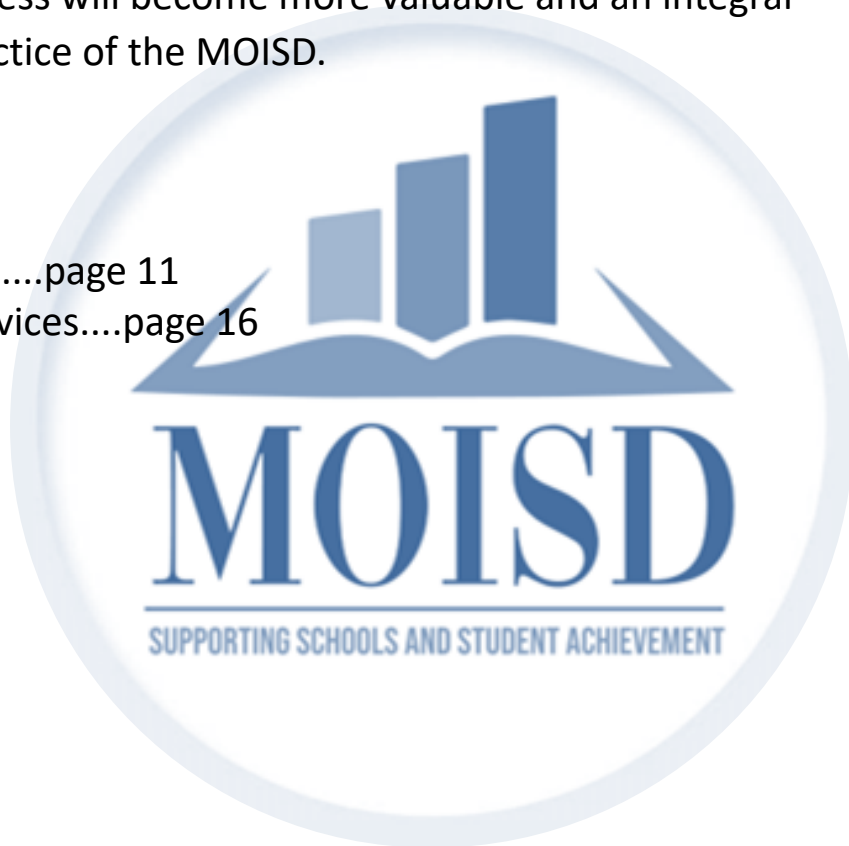
The MOISD Annual Report is designed to provide a summary of the 2020-2021 School year as well as give detailed information regarding specific performance areas related to established goals. Additionally, this process intends to demonstrate how the MOISD's Mission/Vision/Core Values are being operationalized.

A second and equally important function of the MOISD Annual Report is to serve as a framework for establishing and tracking improvement measures and initiatives. To that end, it will serve as a springboard for continuous feedback and improvement.

It was understood that starting a new process in the middle of a pandemic would be challenging. As such, the process is a bit incomplete for this year. From both a new process launch and long-term focus, establishing the process seemed more important than having a polished publication. This year's finished process is both a success and also a foundation on which to build future reports. It is anticipated that in subsequent years, the process will become more valuable and an integral component of the culture and practice of the MOISD.

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- General Education....page 19
- Special Education....page 23
- Technology....page 30



While there was the attention given to a consistent presentation of the information, each departmental director and administration team were responsible for gathering and organizing their respective information. As a result, it is likely that the personalities and voice of each department will become evident throughout the document and process.

Sincerely,

Marie Wilkerson, Board President
mwilkerson@moisd.org

Steve Locke, Superintendent
slocke@moisd.org



Mission, Vision, Values

OUR MISSION

*Supporting Schools
and Student
Achievement*



OUR VISION

*Impacting our
community through
high-quality educational
programs, services, and
learning experiences*

CORE VALUES

LOCAL SUCCESS IS OUR SUCCESS

- Positive partnerships with the local districts are a top priority.
- We are committed to collaboration in support of our local districts' students, staff, and school success.

EVERYONE TOGETHER

- We are one ISD with multiple departments working in collaboration.
- The biggest challenges require everyone pulling in the same direction.

PEOPLE FIRST

- All people are treated with respect.
- We value the roles and contributions of each employee and educational partner.
- We welcome feedback and are committed to self improvement.

STUDENT-FOCUSED

- Decisions are based on what's best for each student.
- We celebrate ALL student achievement.
- Resources are allocated to have the most significant impact on student supports and achievement.





MOISD BOARD OF EDUCATION GOALS 2020-2021

Goal: The MOISD will increase communication effectiveness.

Strategies	Action Steps	Responsible Person(s)	Timeline/ Frequency
1. Improve external communication	A personalized message highlighting specific content will accompany the Departmental Updates sent out to LEA Boards.	Rotational Basis, conducted through Public Relations Committee	Monthly
2. Improve internal communication	1. MOISD Board Members will provide hand-written feedback to an MOISD team or individual staff members. 2. One monthly message from a Board member to be shared with all MOISD staff.	All MOISD Board Members	As appropriate
3. Improve communication with the community	Every Board member attend a community event as a representative of the MOISD.	All MOISD Board Members	Minimum of 1x/Year

Goal: The MOISD will foster and support a positive culture

Strategies	Action Steps	Responsible Person(s)	Timeline/ Frequency
1. Foster and support a positive culture with community stakeholders	The MOISD will host an- professional development for local Boards to encourage collaboration, culture, and Board efficacy.	Board President/Superintendent	By June 30, 2021



<https://www.moisd.org/>



MOISD ADMINISTRATION

Steve Locke, Superintendent
Mark R. Klumpp, Assistant Superintendent

CAREER CENTER

- Mike Miller – Director
- Caleb Martz – Principal

FINANCE

Jennifer Vidak – Director

GENERAL EDUCATION

- Tonya Harrison – Director

SPECIAL EDUCATION

- Christy Miller – Director
- Pat Craven – Supervisor
- Jaime Knape - Supervisor
- Jenny Knopf – Principal
 - Ayla Lockhart - Planner-monitor/Supervisor
- Cheryl Wright – Supervisor

TRANSPORTATION

- Karlene Rader - Director

TECHNOLOGY

- Fred Sharpsteen - Director



Our Member Districts

BIG RAPIDS PUBLIC SCHOOLS

<https://www.brps.org/>

Superintendent -Tim Haist

Board of Education

President – Michelle Rasmussen

Vice President – Jeff Godfrey

Treasurer – Chris Jane

Secretary – Jeremy Mishler

Trustee – David Murray

Trustee – Jennifer Njenga

Trustee – Pete Kent



CHIPPEWA HILLS SCHOOL DISTRICT

<http://www.chsd.us/>

Superintendent – Bob Grover

Board of Education

President - Guy Stricker

Vice President – Marc Forrest

Treasurer – Sherry Anderson

Secretary – Mary Olshewski

Trustee– Jim Canham

Trustee – William “Buzz” Fate

Trustee – Meagan Randall



CROSSROADS CHARTER ACADEMY

<https://www.ccabr.org/>

Interim Superintendent – Ross Meads

Board of Education

President - Dominic Pace

Vice President – Laura Vallette

Treasurer – Michael Grandy

Secretary – Angela Roman

Homeless Liaison – James Swartzendruber

Member – Marcee Purcell

Member – Karen McNally



EVART PUBLIC SCHOOLS

<https://evartps.org/>

Superintendent – Shirley Howard

Board of Education

President - Alan Bengry

Vice President – Gerald Nichols

Treasurer – Rosie McKinstry

Secretary – Kelly Millen

Trustee– Karen Plyman

Trustee – Eric Schmidt

Trustee – Kelly Whitman



MORLEY STANWOOD COMMUNITY SCHOOLS

<https://www.morleystanwood.org/>

Superintendent – Roger Cole

Board of Education

President - Matthias Stevens

Vice President – Greg Babbitt

Treasurer – Lisa Brauher

Secretary – Dennis G. Smith

Trustee– Randall LaPreze

Trustee – Emily Bongard

Trustee – open



REED CITY AREA PUBLIC SCHOOLS

<https://www.reedcityschools.org/>

Superintendent – Michael Sweet

Board of Education

President - Jamie Eichenberg

Vice President – Christine Mund

Treasurer – Sherry Franklin

Secretary – Nicole Quinn

Trustee– Derrick Bookwalter

Trustee – Spenser Mund

Trustee – Nathaniel Vanderhoof



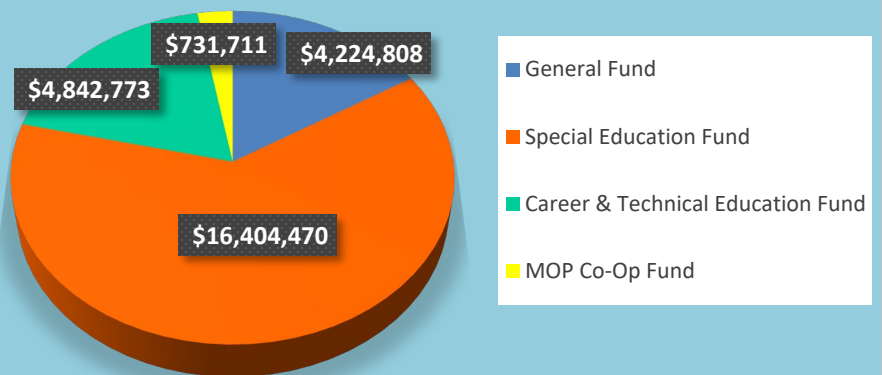
Business Office

The Business Department strives to operate in a high standard, effective manner to support the financial aspects of the Mecosta-Osceola Intermediate School District (MOISD). Collaboration is a primary focus to uphold valued connections with employees, internal departments, local school districts, vendors, the community, and state organizations. Priority is placed on transparency, continuous improvement, and efficient processes, while sustaining integrity, accuracy, and proper controls.

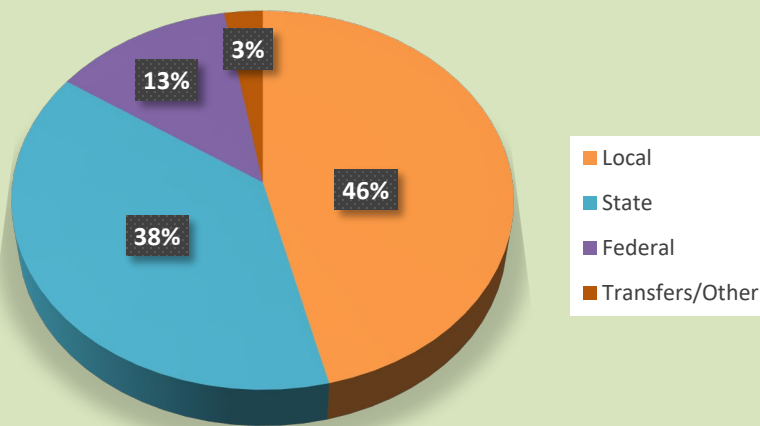
The MOISD Business office provides the administration of the following matters:

- Financial Statements
- Treasury Management
- Business Strategies
- Budgeting
- Payroll
- Personnel Benefits
- Accounts payable
- Accounts Receivable
- Federal and State Reporting
- Grant Monitoring

MOISD 2019-2020 Expenditures Per Fund



MOISD 2019-2020 Revenue By Source



The largest revenue source for the school district is local revenue, mostly comprised of property tax revenue. The MOISD is thankful the community supports property tax millages to benefit the students of our area. The MOISD spans across seven counties; Clare, Isabella, Lake, Mecosta, Montcalm, Newaygo, and Osceola. In 2020, the MOISD levied the following millages; 0.2490 general fund operating millage, 3.3343 special education millage, and 1.4947 vocational education millage.

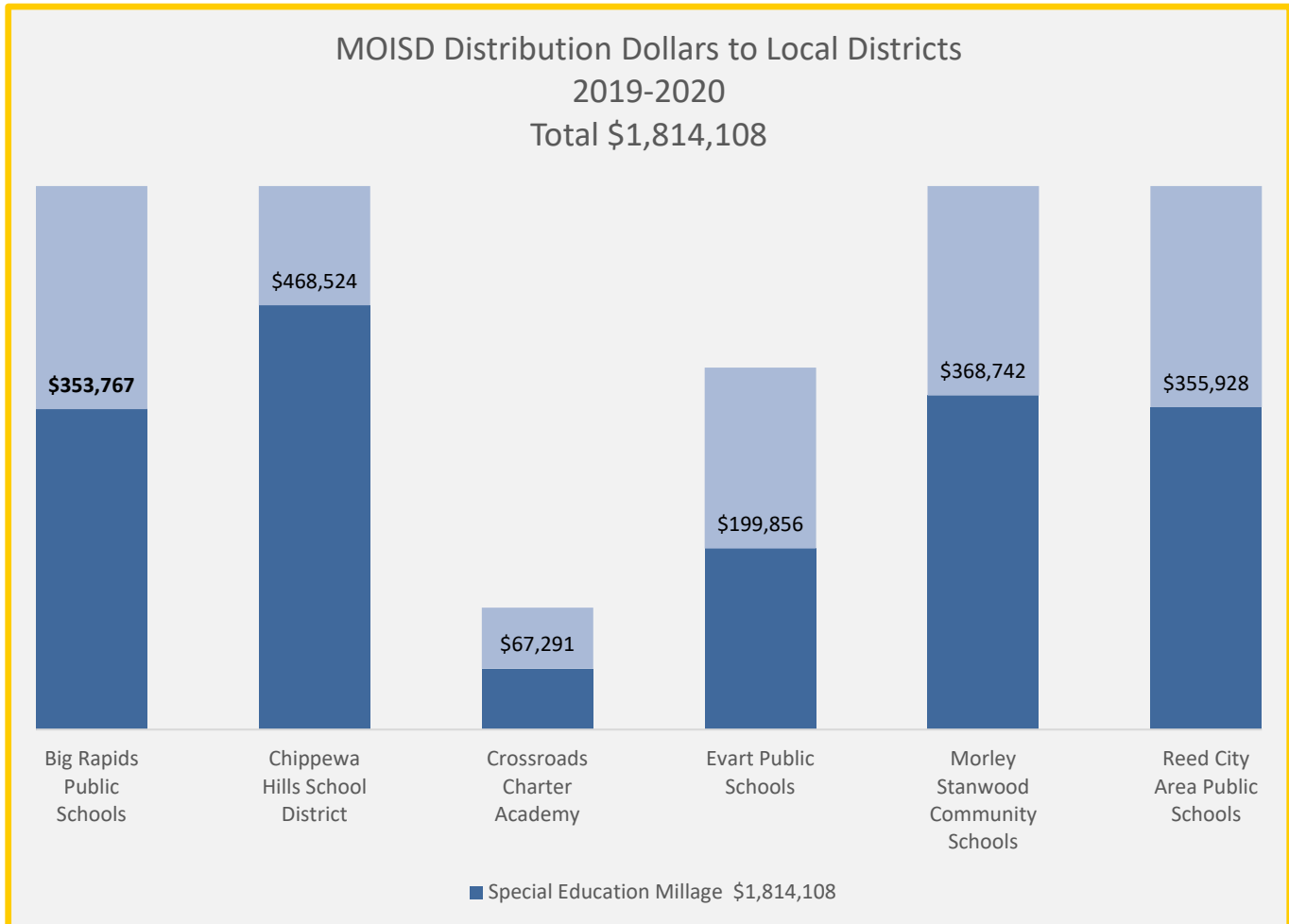
Business Office

Local District Business Support



Local District Funding Support

The MOISD supports special education within local school districts by staffing programs and also by distributing funding to assist with unreimbursed special education costs. Below is a graph with the monetary details of the special education funding distribution:



Business Office

Staff Support

Staff participated in a survey and 97% indicated at least 4 out of 5 that the business office staff:

- Provides accurate and helpful information
- Communicates timely
- Demonstrates approachability
- Offers flexible meeting options
- Performs well overall

“Very supportive, knowledgeable, and prompt” and also “Very positive, easy to approach, and quick to respond.”

• MOISD teachers

“The business office is “knowledgeable, friendly, and eager to help!”

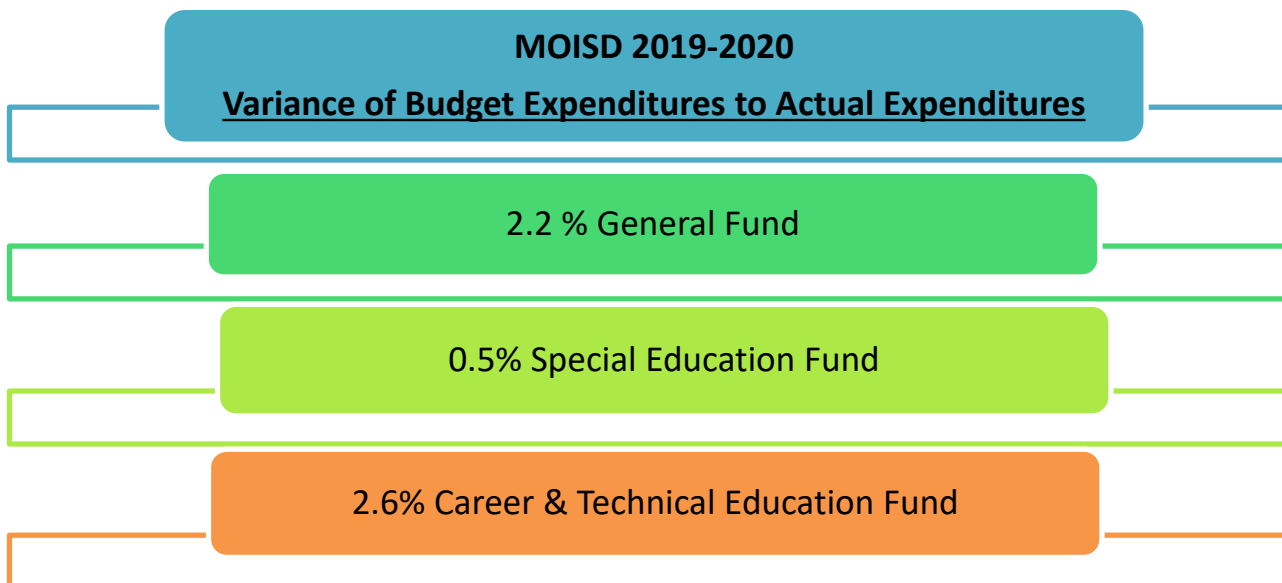
• An MOISD administrator

“The business office is “friendly, resourceful, and team minded.”

• An MOISD staff member

Financial Statements/Audit

The MOISD 2019-2020 financial statements resulted in low variances from budgeted expenditures to actual expenditures. Accurate budgeting is pertinent for current organizational and programmatic decisions as well as the long-term outlook for the school district.





Career and Technical Education

Mecosta-Osceola Career Center and Meceola Tech

2020 - 2021

MOCC offers 15 CTE programs:

- Allied Health
- Automotive Technology
- Certified Nurse Aide
- Construction
- Technology
- Corrections Academy
- Cosmetology
- Culinary Arts
- Cybersecurity & Information Technology Diesel Technology
- Emergency Medical Technician
- Firefighter I & II
- Graphic Communications
- Innovative Engineering
- Public Safety
- Welding & Fabrication

Meceola Tech offers programs in the following pathways:

- Health Science
- Hospitality
- Information Technology
- Manufacturing
- Public Safety
- Transportation

Providing CTE programming for high school students at MOCC since 1976

Providing CTE programming for adults and employers through Meceola Tech since 2016

Career Readiness is the fundamental cornerstone of all programming

Supporting local districts by assisting with career development

CTE Vision

Deliver world-class career and technical programming

Career and Technical Education

What are some of our graduates doing?

Education	Employment															
	Related				Unrelated				Relatedness Unknown				Totals			
(1)	Full Time	Part Time	Hrs. Unk.	Total	Full Time	Part Time	Hrs. Unk.	Total	Full Time	Part Time	Hrs. Unk.	Total	Total Emp.	Not Emp.	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
Continuing Education	Related	6 2.9%	20 9.5%	1 0.5%	27 12.9%	1 0.5%	7 3.3%	0 0.0%	8 0.4%	0 0.0%	0 0.0%	0 0.0%	35 20.5%	14 6.7%	49 23%	
	Unrelated	2 1.0%	3 1.4%	0 0.0%	5 2.4%	2 1.0%	7 3.3%	0 0.0%	9 0.4%	0 0.0%	0 0.0%	0 0.0%	14 11.0%	3 1.4%	17 8%	
	Unrelated	1 0.5%	0 0.0%	0 0.0%	1 0.5%	0 0.0%	0 0.0%	0 0.0%	5 2.4%	11 5.2%	0 0.0%	16 0.8%	17 8.1%	6 2.9%	23 11%	
Total Continuing Education		9 4.3%	23 11.0%	1 0.5%	33 15.7%	3 1.4%	14 6.7%	0 0.0%	17 0.8%	5 2.4%	11 5.2%	0 0.0%	16 0.8%	66 31.4%	23 11.0%	89 42%
Not Continuing Education		31 14.8%	7 3.3%	0 0.0%	38 18.1%	13 6.2%	3 1.4%	0 0.0%	16 0.8%	41 19.5%	5 2.4%	0 0.0%	46 2.2%	100 55.2%	21 10.0%	121 58%
Total		40 19.0%	30 14.3%	1 0.5%	71 33.8%	16 7.6%	17 8.1%	0 0.0%	33 1.6%	46 21.9%	16 7.6%	0 0.0%	62 3.0%	166 79.0%	44 21.0%	210 100%

In October of each year, students who achieved "concentrator" status (those who completed nearly 60% of the full CTE program maintaining at least a 2.0 GPA or higher) are surveyed regarding their current employment and continuing education status. Here are some highlights from the data:

- **42% are continuing their education at a post-secondary institution**
 - 55% of those students are studying in a field related to their CTE program
- **79% are employed**
 - 43% of those students are working in a field related to their CTE program
- **31% are both employed and continuing education at a post-secondary institution**
 - 50% of those students are both working and studying in a field related to their CTE program

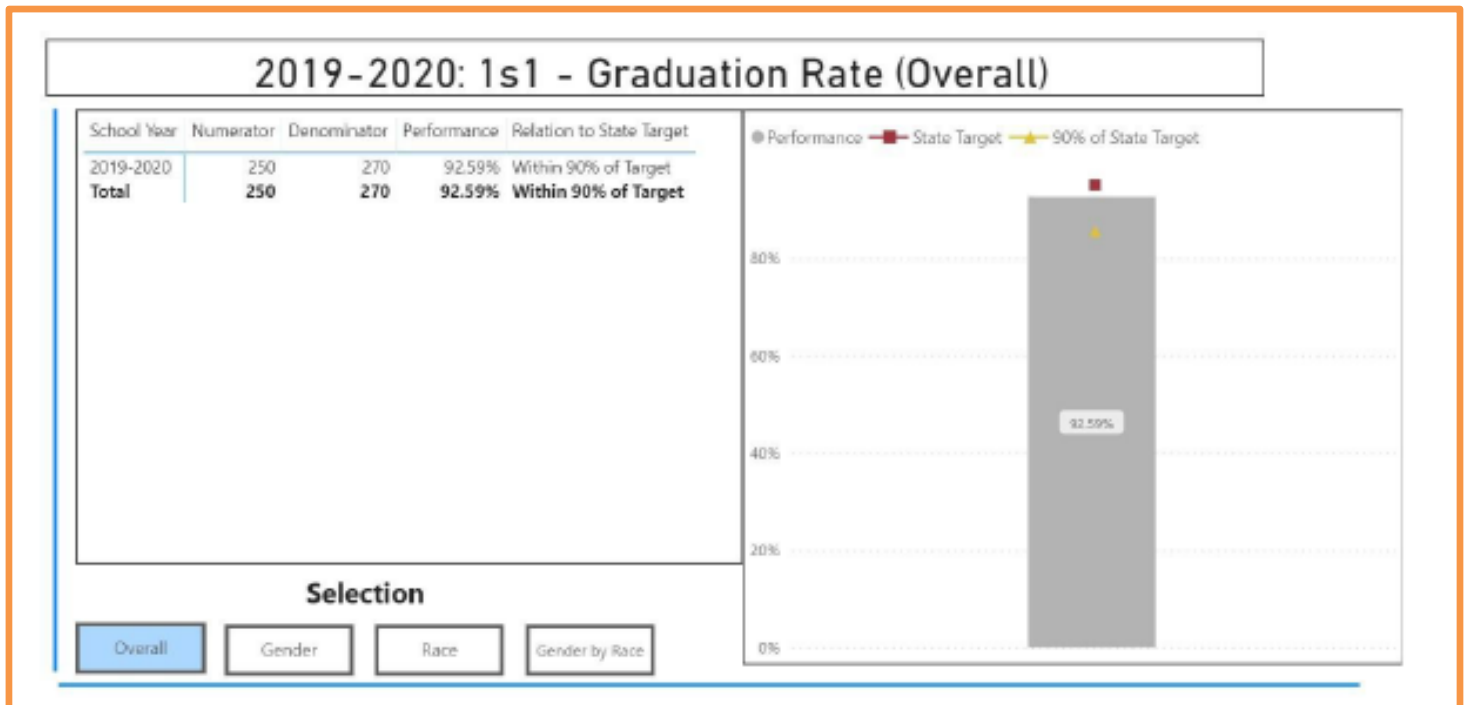
"...he is way ahead of his peers [and] helps everybody else out because of what he learned at MOCC." *MOCC parent

"MOCC was the best part of my day." *former MOCC student

"I loved my instructors and the program...great preparation." *former MOCC student

Career and Technical Education

What impact does the MOCC have on local districts?



CTE students have a graduation rate over 10% higher than the MOISD average of 82.07%



Supporting the Career Development Process

The CTE Department assists local districts with implementing the Michigan Career Development Model: Provide access to online platforms such as Mavin and Xello where 643 7th-graders completed education development plans (EDPs) and an additional 3,260 8th through 12th-graders updated their plans in addition to career awareness and exploration activities

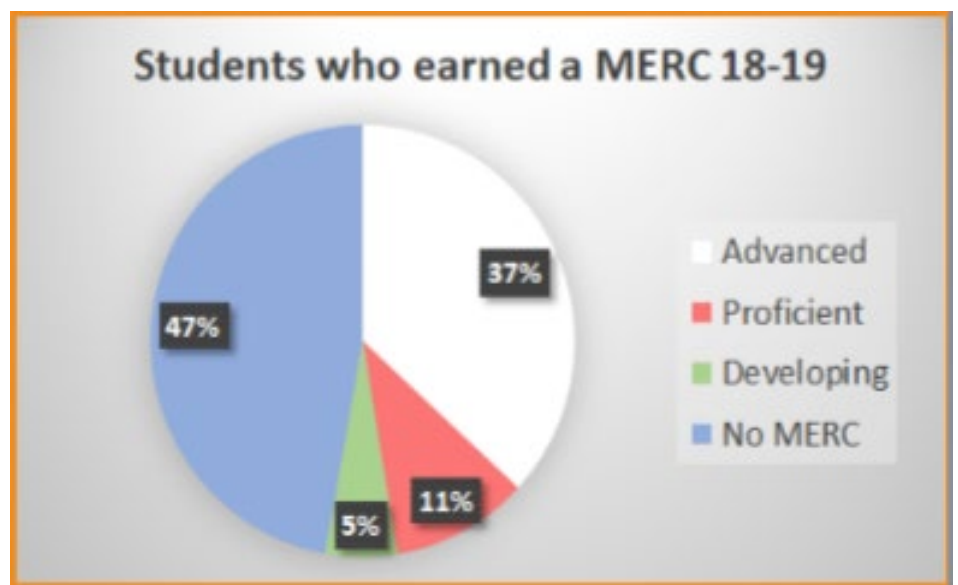
- Host 8th-graders for career awareness activities at MOCC during Manufacturing Week
- Host 10th-graders for career exploration activities at MOCC for "Get Your Career in Gear"
- Host 12th graders for the Career Expo job fair with over 50 regional employers at MOCC
- These events looked quite different this year due to COVID, but Mavin provided an engaging virtual experience

Career and Technical Education

How are we making students career-ready?

Indicators	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Absences - Prearranged w/ Communication	7-10 Absences	5-6 Absences	3-4 Absences	0-2 Absences
Absences - w/out communication	3 or more	2	1	0
Tardies - w/out communication	3 or more	2	1	0
Discipline Notices All Year	3	2	1	0
Career Readiness Grade	60% - 69%	70% - 79%	80% - 89%	90% - 100%
Instructor Recommendation	Beginning - Below Standard	Developing - Progressing Towards Standard	Proficient - Meets Standard	Advanced - Exceeds Standard

The My Employment Readiness Certificate (MERC) is awarded to students who demonstrate career-ready skills. In addition to attendance and punctuality, their overall career readiness grade and instructor recommendation are used to calculate the level they earn. Measuring, demonstrating, and providing feedback on career readiness has been much easier than getting students to change their behaviors. To that end, teachers have been regularly meeting in teams of five to specifically address best practices and set short-term goals for improvement.



In addition to the MERC, each student completes their My Action Plan (MAP). The MAP consists of 10 milestones including a resume, cover letter, and job application. The capstone of the MAP is a narrative essay or timeline where students lay out their career goals, next steps, as well as barriers and how they'll overcome them. Over 90% of MOCC students completed all 10 milestones to an acceptable level demonstrating that they have a viable plan for after high school and are more likely to be successful .

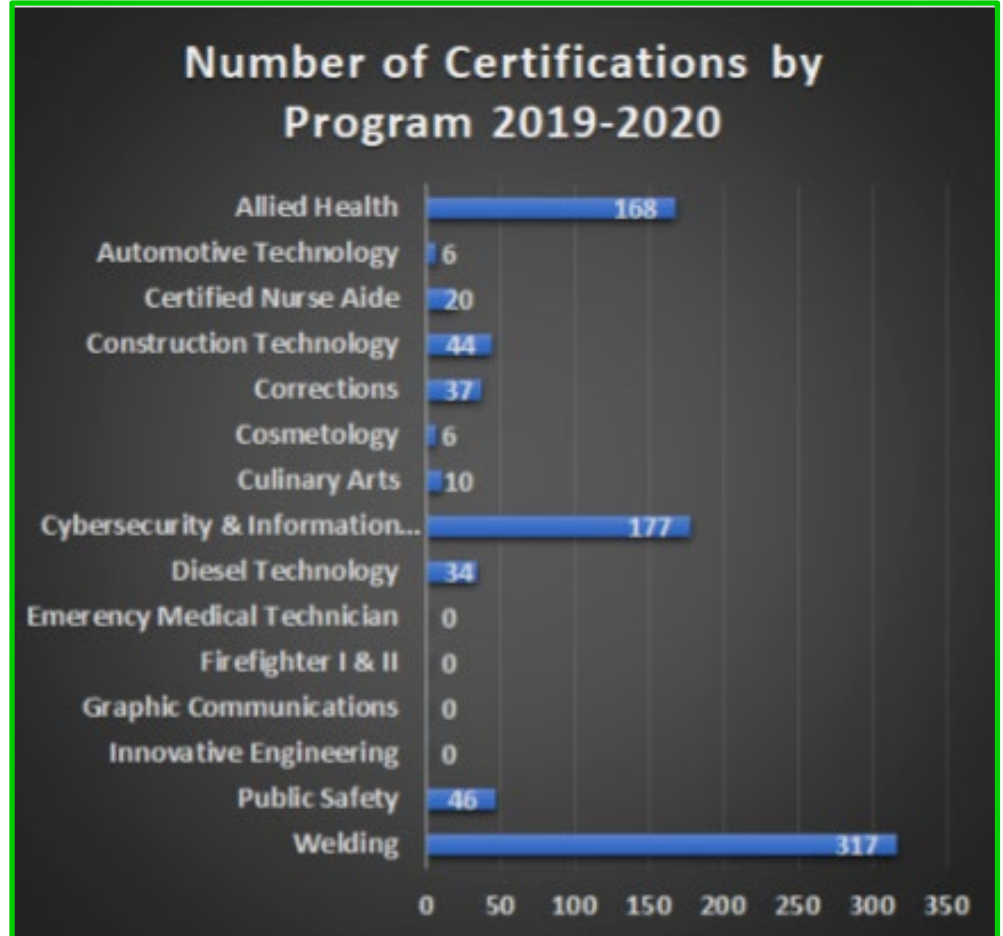
Career and Technical Education

How are we preparing students technically for the workforce?

Certifications can be earned in all CTE programs. The types of credentials and their requirements are quite varied with some having age and work-based learning requirements. These certifications range from giving students an advantage in gaining entry-level employment all the way to being a state-required license necessary for employment. Credentials are also used by some post-secondary institutions for granting articulated college credit. Numbers were lower this year due to COVID.

Here's a list of credentials:

- **ServSafe**
 - Manager
 - Allergen
- **Automotive Service Excellence (ASE) Entry-Level Certification**
 - Automobile
 - Medium/Heavy Truck
- **Michigan Bureau of Automotive Regulation Mechanic Certification**
 - Automobile and Light Truck
 - Heavy-Duty Truck
- **Michigan Sheriff's Coordinating and Training Council (MSCTC) Corrections Officer Occupational Safety and Health Administration (OSHA)**
 - 10-Hour
- **American Heart Association**
 - Heartsaver First Aid CPR AED
 - Basic Life Support
 - Heartsaver First Aid
 - Bloodborne Pathogens



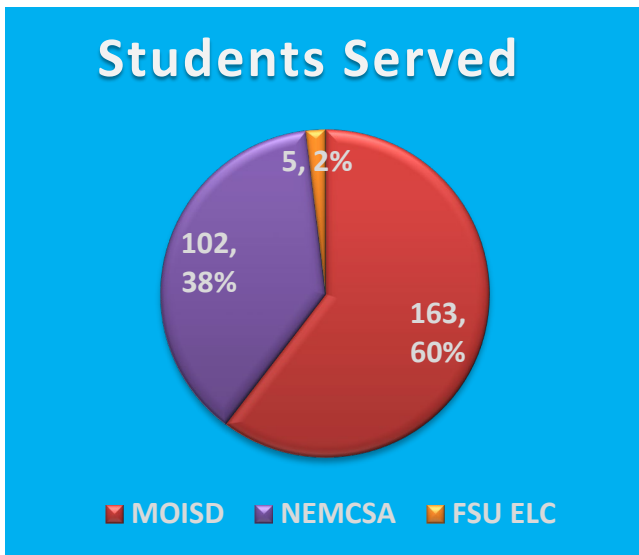
MOCC Students earned a total of 865 industry-recognized certifications during the 2019-2020 school-year.

- **Michigan Licensing and Regulatory Affairs (LARA)**
 - Cosmetology
 - Firefighter I & II
 - Certified Nurse Aide (CNA)
- **CompTIA**
 - IT Fundamentals
 - A+
 - Network+
 - Security+
- **Microsoft Office Specialist**
 - Word
 - Excel
 - PowerPoint
 - Outlook
 - Access
- **National Registry of Emergency Medical Technicians (EMT)**
- **American Welding Society (AWS)**
 - Sense Level I

Early Childhood and Family Services

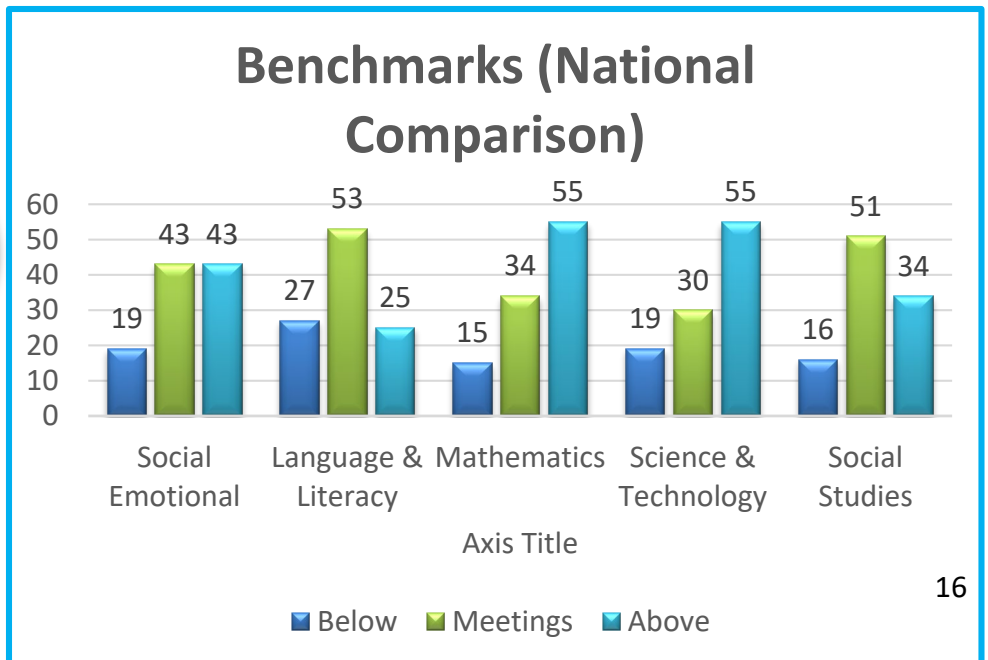
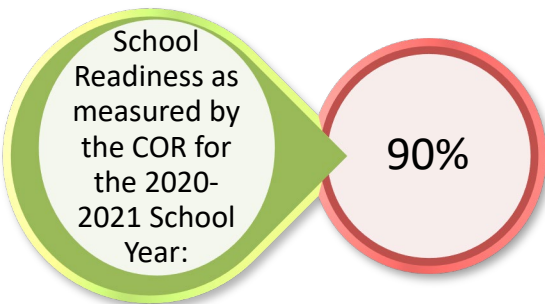
Cultivating and supporting a collaborative community systems approach to supporting young children, families and care providers through coordination with local districts and community agencies makes up the enriching work and is the primary focus of the Early Childhood and Family Services (ECFS) department. Programs include offering Great Start Readiness Programs, Great Start Collaborative, and McKinney-Vento Homeless Education support. Services under these primary programs include, but are not limited to:

Great Start Readiness Preschool (GSRP): This program is funded by the Michigan Department of Education and provides \$1,669,542 to provide preschool programming for 270 four-year old income/risk-factor eligible students through the MOISD and community based partners.



ECFS coordinates with local school districts to offer programs, primarily in local elementary school buildings. Statewide research from [HighScope](#) and [others](#) show the impact of Michigan's high quality early childhood programs on future academic and life success. Children participating in these programs **show increased early literacy and math scores than their peers.**

Achievement on national benchmarks as assessed by Child Observation Record (COR), which is the assessment tool for teacher anecdotal evidence of student performance, aligned to HighScope curriculum, show MOISD students performing at the following levels:



Early Childhood and Family Services

Parent/Family Engagement are critical to child outcomes and student success. Staff across the department work to engage families--yes, even in a pandemic--in a variety of ways. We strategically collect evidence of student learning and use this data to develop lesson plans and scaffold for student learning. We also use this data for planning professional learning to ensure continuous improvement of instructional strategies.

Keeping families front and center, particularly ensuring that we collect and use parent voice in our work is the charge of the Great Start Collaborative (GSC). The GSC works on the larger early childhood community system of supports and services in four primary areas: Children are born healthy.

- Children are healthy, thriving, and developmentally on track from birth to third grade.
- Children are developmentally ready to succeed in school at time of school entry.
- Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Supporting work in these areas is the Trusted Advisor Funds received for both Mecosta and Osceola Counties. These funds are part of federal funds to be used exclusively for work in the 5space through the engagement and support of "trusted advisors" in the community. Activities have included the following:



Rock the Crock--integration of Talking is Teaching with cooking healthy meals for families in need--operationalized by Angels of Action. 162 families participated; 98.4% of families shared family engagement increased as a result of this project through cooking, talking, singing, reading and just spending more time together.



Mom Power--intensive, strengths-based, empowering framework to support young moms (adapted for preschool teachers) living through adversity to learn and practice parenting and self-care skills, make connections with other moms, and engage with local resources. To-date, 22 staff and 16 moms have been engaged in the program. MOISD is being recognized, nationally, as a leader in providing this training in the community and spreading it to others in the region.



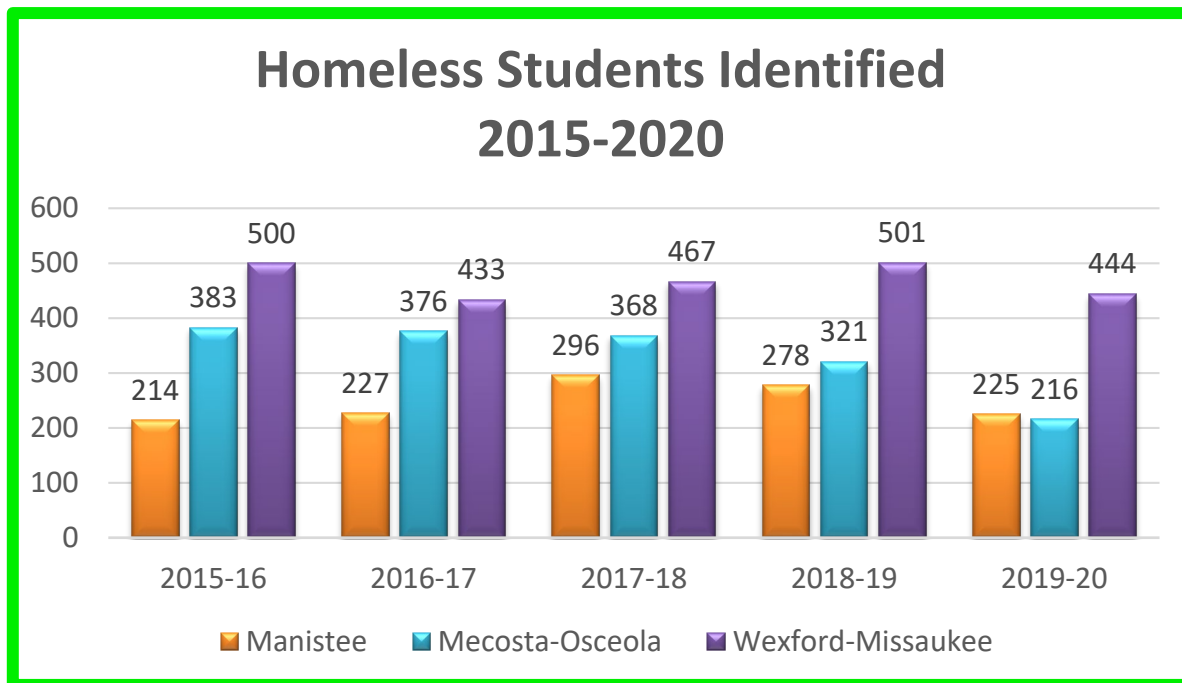
Community (virtual) Baby Shower--57 moms participated; there were 197 referrals to community agencies; 40 referrals to Early Head Start, which prompted their agency to truly recognize MOISD for their efforts in the community.

Other family engagement opportunities included monthly take home craft/activities or virtual book walk opportunities for both GSRP and community families. We also instituted the Kaymbu app for families enrolled in GSRP so they can share examples of learning from home and continue to foster the home-school connection.

Early Childhood and Family Services

As we look to future work, we will continue to build on the great foundation of what has begun and support other community partners--"trusted advisors"--to get involved and own the work as we move on to the next level of work directed by parent voice to help meet the objective, best stated by Rita Pierson: "Every child deserves a champion--an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

McKinney-Vento Homeless Education makes up the rest of this department's responsibilities. MOISD serves as the fiduciary for 22 school districts that comprise Wexford-Missaukee ISD, Manistee ISD and Mecosta-Osceola ISD. Federal grant dollars for the 2020-21 school year (including prior year carryover) amount to \$97,516. Every district in the US is required to identify one individual who's responsible for ensuring homeless students and unaccompanied youth are properly identified, enrolled in school, and have adequate transportation and supports in place to be successful in school. The chart below shows the number of students identified as homeless in the consortium, by ISD region:



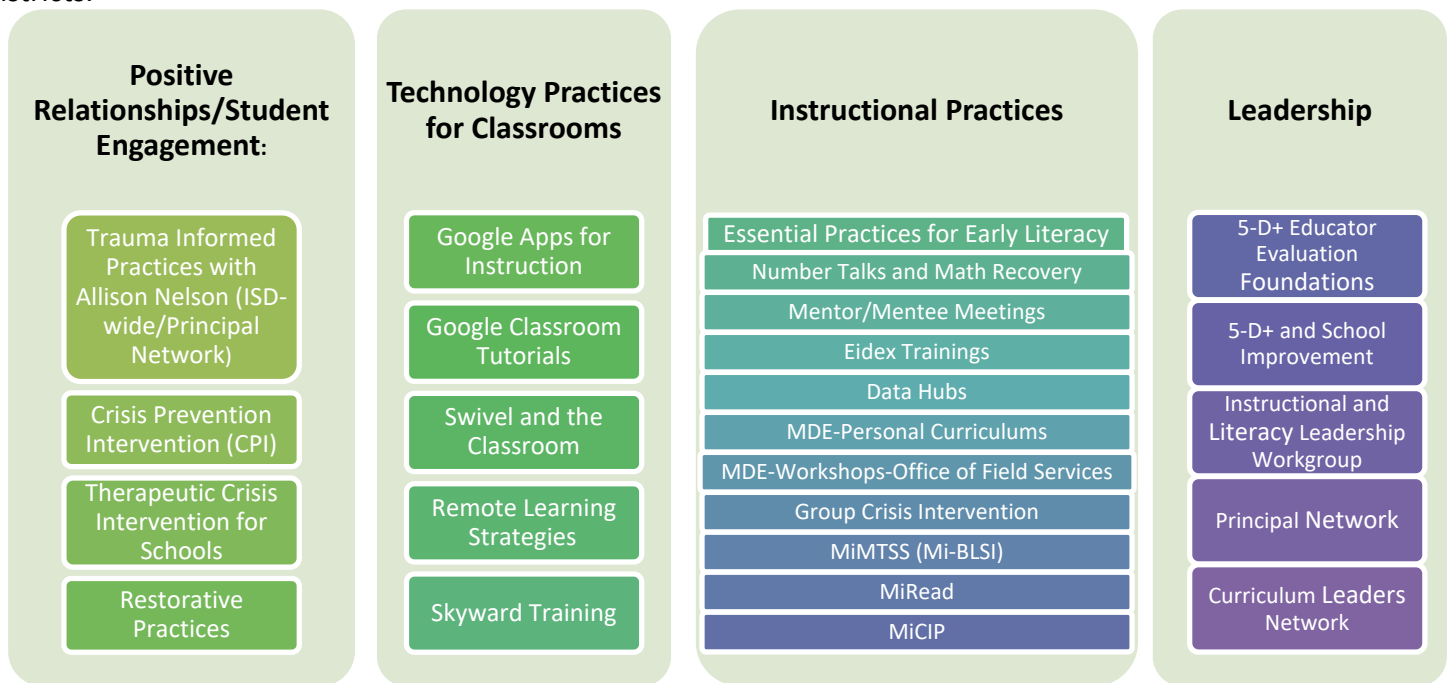
The numbers fluctuate, but are overall pretty consistent, but declining and with COVID the numbers have continued the downward trend that is seen across Michigan districts. Supports for students takes many forms and may look like special transportation arrangements, enrollment support (obtaining documents), tutoring, counseling, backpacks, school supplies, caps and gowns, college/dual enrollment fees, community referrals, and other things that may help stabilize and normalize their school experience.

Providing technical assistance to the districts in our consortium looks like quarterly meetings, on-demand support/consultation, training for staff, annual conference, securing supplies and materials to support local district programs. For several years we have partnered with Feed the Children to secure hundreds of backpacks filled with school supplies and hygiene products as well as free books, which were distributed throughout our consortium and with adjacent ISD grant regions.. The 2020-21 school year wraps up the current grant cycle.

General Education Department

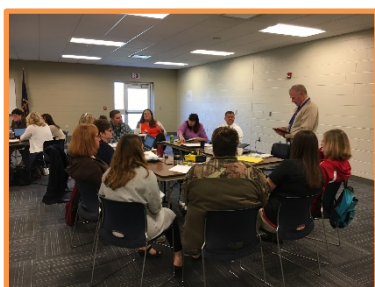
Professional Learning

The General Education team provided professional learning to all adults in our local districts and the MOISD. Our goal is to design learning opportunities for districts to adjust their systems, practice, and learning environments that will optimize learning. Over the past three years, we have focused on Early Literacy and Trauma Informed Classrooms. However, we have offered a variety of learning opportunities for our local districts.



Local Leadership Collaboration

We are continuing to learn from our stakeholders. Some of the feedback shared was positive and continued to offer us opportunities to grow as we work to listen and collaborate with our locals.



"The trauma training has been very informative. In my 13+ years, with the MOISD, there may have been a handful of others that made an impact"

"General PD opportunities are helpful and meaningful."

"Great stuff with google classrooms earlier this year. CPI and related training is relevant and helpful."

"I don't have any other suggestions right now. I appreciate the time together and hearing outside of my district circle."

"It does not seem like the departments within the GED work together to provide LEA's with the needed support"

The General Education Department focuses on supporting adults in the long term efforts of making impact on student growth; academically and socially/emotionally. We strive to achieve this goal through our statewide learning networks, local meetings, ISD-wide and local professional learning, and classroom coaching and consulting.

General Education Department

District Improvement

The district improvement process is an ongoing team effort. Each district works and prepares in a manner that is effective for their learners and educators. The MOISD general education team works to support the individual district at its own place of growth. The ultimate goal is to improve instruction, while increasing student data scores for local and state assessments. In the past school districts used the ASSIST platform for their district and school improvement plans. Our team has provided training on the ISD site and within the districts, working with data, comprehensive needs assessments, and the consolidated application. Recently, the Michigan Department of Education changed the platform for the improvement process. Local districts now complete their plans from the district perspective with district goals, supported by the building goals.

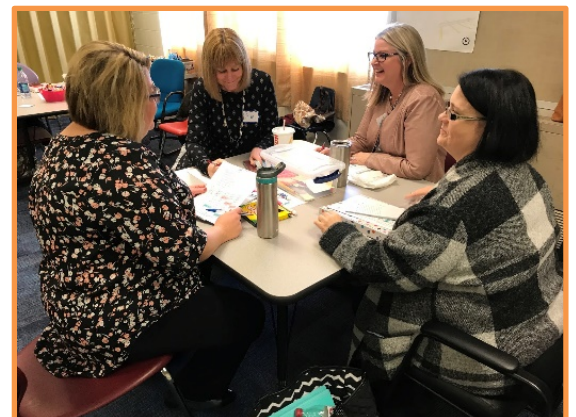
MICIP –

Michigan Integrated Continuous Improvement Process

The new platform is called MICIP (Michigan Integrated Continuous Improvement Process). Data is fed into the platform through the Michigan Data Hubs. Our ISD Technology Team has collaborated with the General Education team for the past three years, as we supported the locals in connecting their data to the Hubs. This collaborative effort has been crucial to the success of MICIP. The cooperative work is allowing the general education team's goal of creating more partnerships within our ISD team, as we work towards supporting our local districts. Due to Covid 19, the general education director has gone onsite to the local districts to support each district in their learning progression with MICIP. While working together, we have created a list of programs used, data collected at the district and building level, and evaluated who collects the data and how it is used. This data and evaluation is then used to write goals, determine any gaps, and collectively decide on the best strategies and activities to use in the buildings. Our own ISD team is also working together to build a more collaborative plan within MICIP. The Education Center and the US-10 Schools are creating a plan to coincide with the MOISD Strategic Plan.

Classroom Supports/Instructional Services

The ultimate goal of the General Education Department is to improve instructional practices that will impact learning for all students. Our instructional supports offer teachers and buildings to work as individuals, grade level teams, or entire buildings. We support the MOISD initiatives of Early Literacy and Trauma Informed Practices. Through our work in the classrooms, collaborative meetings, and professional learning, our intent is to build capacity with the adult learners. Our coaches/consultants are available to all teachers and administrators. Connection is made through direct request, inquiry surveys, and monthly connections at our curriculum meetings. Over the past year, our largest request has been for our behavioral consultant.



General Education Department

The General Education Department at the Mecosta Osceola Intermediate School District offers schools within the Mecosta-Osceola region a variety of learning opportunities and services designed to improve student achievement, classroom instruction, collaboration amongst districts and assist local district teachers and administrators.

Our General Education Team

The General Education team is made up of several team members, each serving a unique purpose for our local school districts. Currently, the team is made up of six team members.

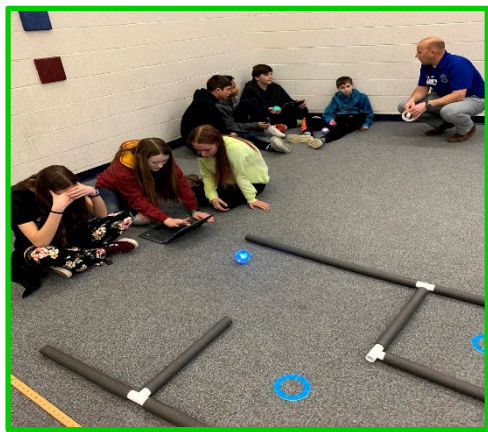
Director of General Education

The director of the department facilitates quarterly meetings for principals, monthly meetings for curriculum directors, and assists our ISD Superintendent in meetings for our local Superintendents. She also provides resources for administrators and teachers, assists in curriculum and program supports, acts as a liaison for state organizations, and provides updates and onsite learning/training for state run platforms such as Mi-Login, MiCIP, the state secure site for testing, and MiSchool Data. Our director of general education is also the Title IX Coordinator for the ISD. Supervision of grants such as the 31-N Mental Health Grant is under the purview of this department. As of the spring of 2021, the department of Early Childhood and Family Services has been added to the General Education Department.

Administrative Assistant

The administrative assistant for the general education team performs several crucial functions for our local school districts. She is responsible for recording State Education Continuing Clock Hours, which allow teachers and administrators to record and receive “credit” towards renewing their teaching and administrative certificates. The parapro assessment needed for working in our local schools districts is facilitated by our administrative assistant. She also organizes events, schedules learning for locals, and manages the calendar of the general education team. Our department also provides a Shared Library with a large selection of professional titles available for our ISD and local teams. Another part of the library are classroom and smaller book sets for teachers to check out and use in their classrooms. We have over 30 book sets available to teachers.

General Education Department



General Education Coaches & Consultants

The General Education Team also has several consultants and coaches available to the local districts. We currently have one Early Literacy Coach. This position is funded through state monies supporting early literacy, within the 95-A grant. The department has a half time Math/Science instructional coach, a full time Behavior Consultant, and a full time Mental Health coordinator to support our local 31-N service providers. Our coaches are available for professional learning, in class coaching and modeling, and observation and feedback sessions. Coaches provide monthly reports to our local districts about state organizations, instructional practices, and resources they can provide in the classroom. Our coaches go into classrooms, when invited, and can observe practices, model lessons, work in small groups, and give feedback to classroom teachers. The joint learning can influence instructional practices, which can lead to improved success for students.

Staff Support

We recently asked our local districts and MOISD staff to “review” our General Education team. Here are some of their responses!

“The gen ed team keeps us up to date with any new information that is needed. There are times, I seek out the department for information, I know my district is lacking.”

“If you reach out to the GED they respond as quickly as possible.”

“The team is willing to come into our classrooms or schools to help with anything”.

We also received feedback to grow from:

“It does not seem like the departments within the GED work together to provide LEA’s with the needed support”

“We would like the GED to seek out the LEA’s knowledge of learning.”

Special Education Department

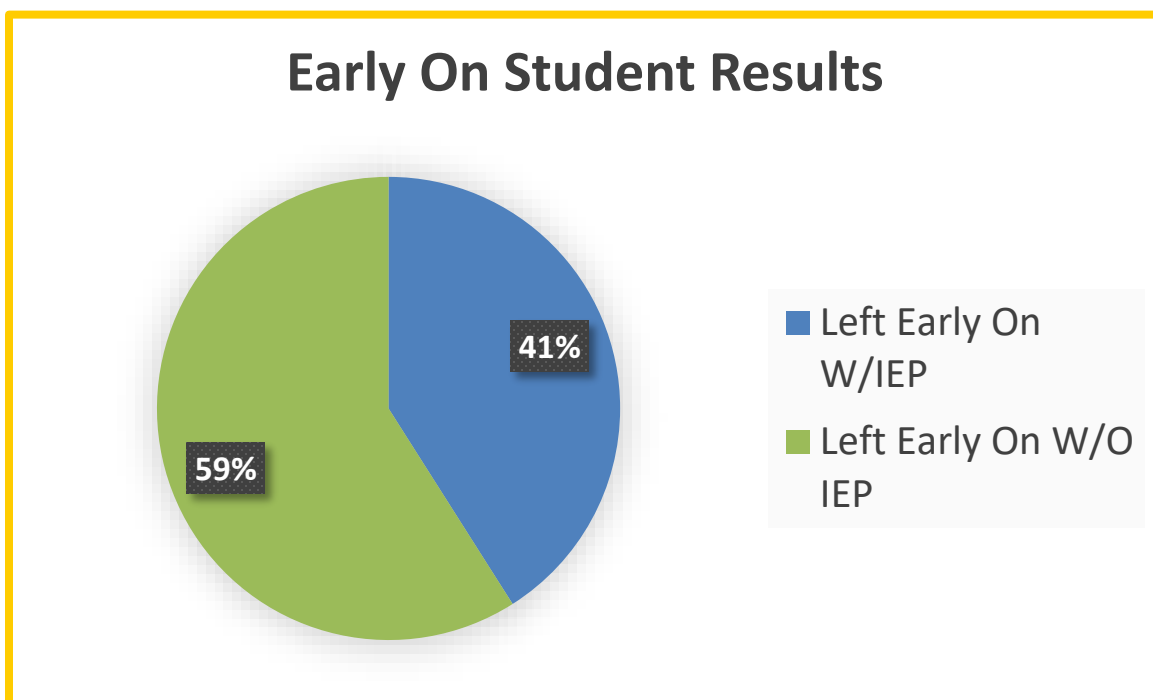
In Michigan, it is mandatory to provide a Free Appropriate Public Education to students birth- 26 found eligible for services under the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education. The Mecosta-Osceola ISD Special Education Department supports each local district's obligation to provide FAPE to their students by providing programming, services, and technical supports to local districts and students. Prior to the passage PL 94-142, the Education for All Handicapped Children Act in 1975 (later to become IDEA in 1997), the MOISD has been supporting the education of students with special needs in our 2 county ISD.

The MOISD Special Education department supports local districts and students by providing both.

PROGRAMMING

EARLY ON

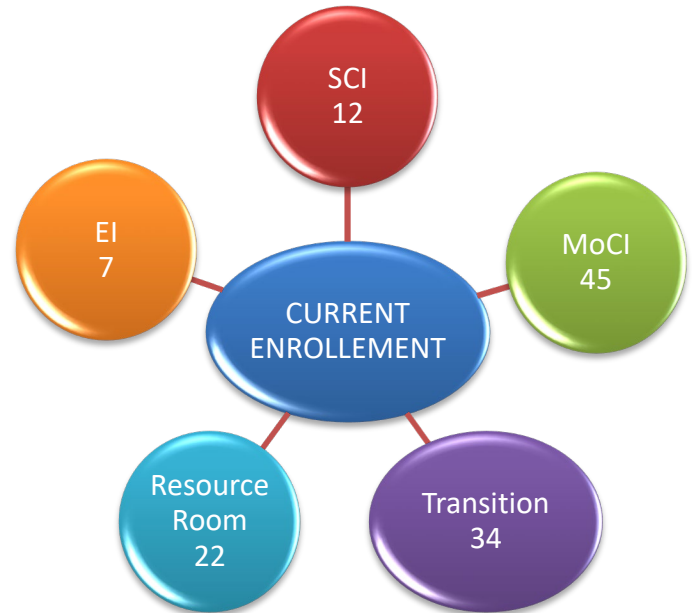
Early On assists families with infants and toddlers, from birth until they turn 36 months or 3 years of age, who may be experiencing delays in their development or if they have a diagnosed disability. A major focus of Early On is maximizing opportunities for early intervention to improve outcomes for students. Our hope would be that in some cases, early intervention addresses any early delays, making the need for additional services unnecessary in the future. As a measure of this, we track the number of students who exit Early On services without an IEP. The data for the 2020-2021 school year is below:



Special Education Department

EDUCATION CENTER

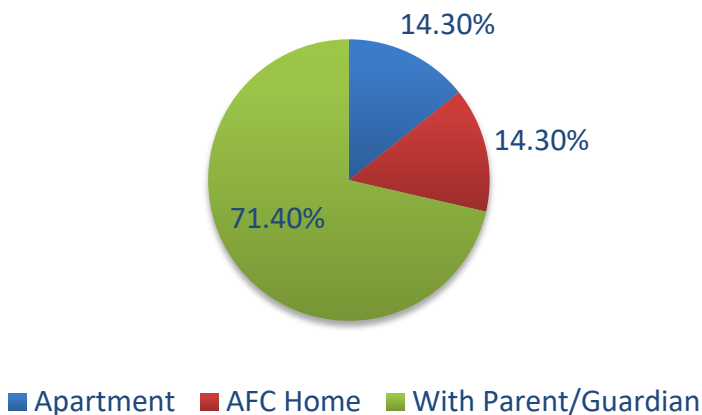
The Mecosta-Osceola Education Center (MOEC) is on the campus of the MOISD that provides programming and services to students with disabilities who require a greater level of support than can be provided in local districts. Currently, the MOEC houses 10 programs including programs for the severely emotionally impaired (SEI), the moderately cognitively impaired (MoCI), the severely cognitively impaired (SCI), resource rooms focused on providing services to individuals with autism, and one classroom focused on providing transition services to students ages 18-26. There is one additional transition classroom located in downtown Big Rapids.



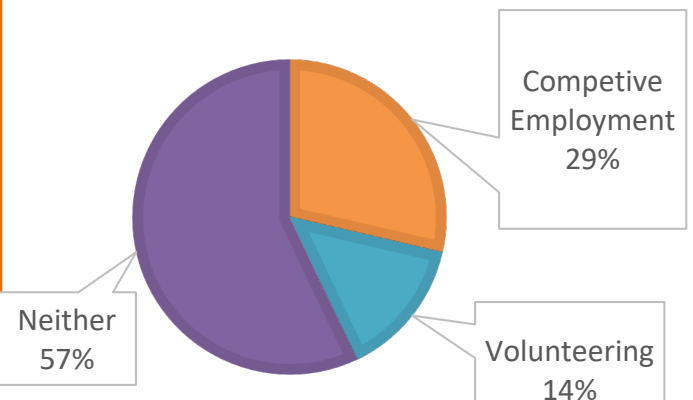
Transition Classrooms

Our Transition classrooms located at both the downtown Big Rapids location and the Education Center location focus on increasing student independence while working on their own individual transition-based goals. The goal is for student's to improve post-graduation outcomes for students as they enter into the remainder of adulthood.

Post Secondary Outcomes- Living Arrangements



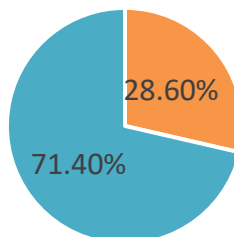
POST-SECONDARY OUTCOMES - COMPETITIVE EMPLOYMENT



Special Education Department

Transition Classrooms Continued...

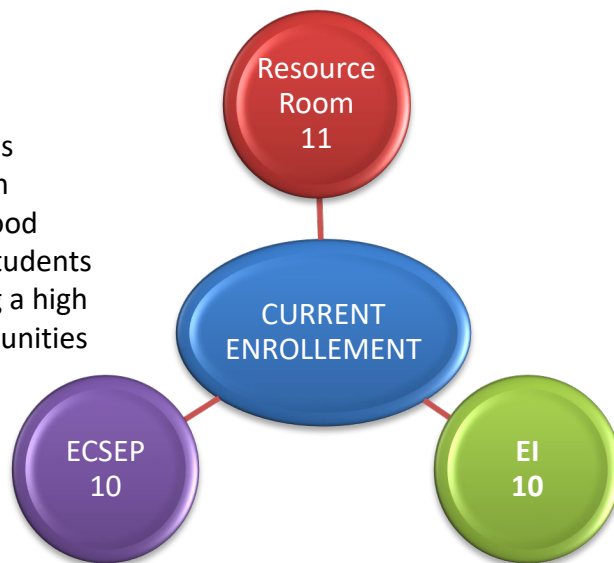
Poste-Secondary Outcomes - Agency Involvement



■ Not Involved W/Community Agency ■ Involved W/Community Agency

Satellite Classrooms

The MOISD also runs four satellite classrooms that fall under the operations of the ISD, but are located in local district buildings. This includes 2 elementary resource room programs that are focused on providing programming for students with autism, one Early Childhood Special Education program, and one middle school classroom for students with emotional impairments. These classrooms focus on providing a high level of intensive supports for students while also providing opportunities for students to interact with their nondisabled peers.



Satellite Classroom Outcome Data

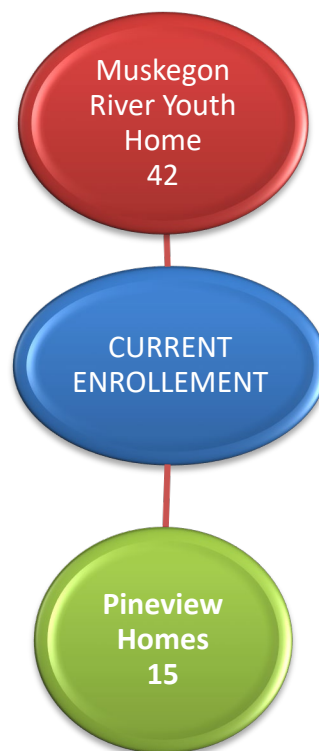
Students who attended a satellite classroom and had the graduation year of 2017, 2018, 2019, or 2020.

Emotionally Impaired Classroom				Elementary Resource Room			
Dropped Out	Moved out of State	Continuing	Graduated	Dropped Out	Continuing	Graduated	Other
48%	14%	5%	33%	10%	20%	40%	30%

Special Education Department

US-10 Corridor Schools

The US-10 Corridor Schools are the product of a valuable partnership between the Mecosta-Osceola Intermediate School District (MOISD) and the facilities of Pineview Homes and Muskegon River Youth Home. Students are referred to these facilities based upon Department of Human Services (DHS), Michigan Judicial or parent decision. The MOISD provides full-time, on-site teaching staff for each facility through this partnership. Through blended instruction, differentiation and an online curriculum delivery program, the MOISD teaching staff are able to match individual student needs to a program that allows for students to accelerate their education while focusing on content mastery. This empowers the student to work on an individualized program that directly meets their needs and transitional plans. Beyond academics, the MOISD staff also works hand-in-hand with the facility staff to meet student needs in an ever-changing environment.



SERVICES

STAFFING

The MOISD Special Education Department provides ancillary services to districts for the purposes of servicing students directly, providing consultation, evaluating students for special education services, and serving as members of the entire school community. Currently, the MOISD provides services in the area of occupational therapy, physical therapy, school psychology, school social work, speech and language therapy, orientation and mobility, as well as teacher consultant services including in the areas of visual impairment and deaf and hard of hearing.

STAFFING LEVELS						
OT	PT	PSYCH	SSW	SLP	TC	O & M
4	3	5.5 + PL	9	17	8	0.2

Special Education Department

IEP's

Students receive progress reports on their IEP objectives on a schedule as decided by the IEP team. For most students this is at the same time that general education students receive progress reports as well. Progress reports provide an overarching statement of student progress as well as details regarding each student's particular progress. Students can progress can be characterized as achieved, nearing completion, maintained progress, moderate progress, slight progress, not introduced, or no progress. The table below contains data regarding the percentage of student objectives that were rated this year (at the time of the report) as either achieved or nearing completion. The sample includes students who have an ISD staff member as their case manager and whose IEP has been in effect 6 months or more. It is important to note that all students must have at least 2 objectives per IEP and most students have significantly more than that.



GENERAL SUPERVISION

Lastly, the MOISD Department of Special Education is required to provide support and guidance to local districts through a system of general supervision. This general supervision oversight is a requirement of the ISD, as a subrecipient of IDEA federal funding. It is designed to ensure that local districts have the support and resources necessary to implement their requirements under IDEA. The general supervision system focuses on providing support to districts in 8 component areas with a focus on improving graduation rates for students with disabilities within our ISD. Support through the general supervision grant includes, but is not limited to professional development, data reviews, monitoring activities, and technical assistance.

TECHNICAL ASSISTANCE PROVIDED 2020-2021					
Formal Professional Development Events	Informational Meetings	Considerations Coaching	Supervisor Support/ Month to LEAs (contacts)	Videos Created	Guidance Documents/ Presentations Created
4	9 Supervisor	45 Students	117	9	18

Special Education Department

Michigan Department of Education Reporting

Every year, the Michigan Department of Education (MDE), provides a report to districts on their state agency determinations. These determinations are a report card of sorts indicating how well districts are doing in meeting their obligations on indicators related to compliance and results for students. In 2019, the MDE began aggregating the data at the ISD level. Determinations for the following year is released in June. At the time that this report was compiled, the 2020-2021 school year determinations data was not yet available. The 2018-2019 and 2019-2020 determinations data can be found below.

School Year	Results Score	Compliance Score	Overall Determination
2018-2019	40%	88.9%	Needs Assistance
2019-2020	30%	77.8%	Needs Assistance

EVERYONE TOGETHER

Continuing to improve and support the relationships within the MOISD and with local districts for the benefit of students is a large focus of the special education department. In an effort to increase this collaboration, the MOISD partnered with two local districts to provide special education supervisors for their local districts. The special education team also implement

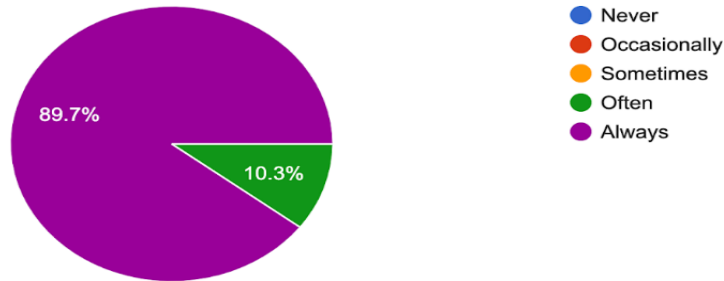
Over the course of this school year, 132 “Caught” Certificates have been delivered to MOISD and local district staff as a way to recognize and uplift the amazing work that people have been caught doing for students with special needs and others throughout the ISD. We believe that this is one way in which the MOISD is continuing to work on supporting and improving relationships with local districts and their staff.

In addition to “Caught” certificates, the special education department has incorporated a coaching process to support districts in ensuring their provision of FAPE to students before considering a more restrictive placement. The coach role was implemented to support both students and staff in districts. We reached out to teams that engaged in the coaching process to assess the success of the coaching role this year. Perception data is included below:

Special Education Department

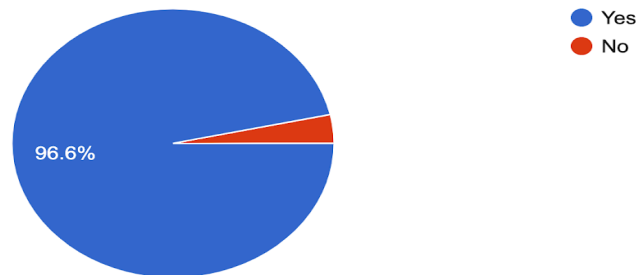
In this experience, the considerations coach supported my team and me through the process in an easy-to-understand format.

29 responses



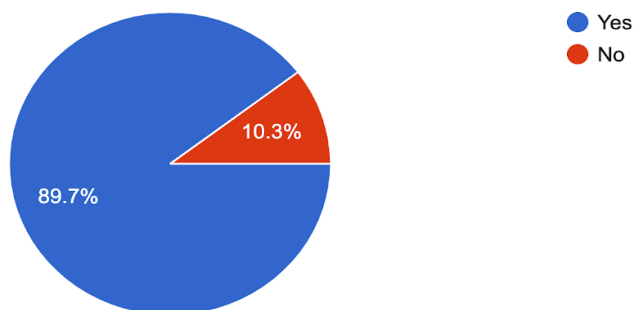
After going through the considerations coaching process, I have a better understanding of IEP development and what it takes to consider a more restrictive placement, for future use.

29 responses



I feel like the "considerations coach" process is moving the ISD in the right direction to do what is best for students.

29 responses



Technology Department

The MOISD Technology department team stands ready to support schools and student achievement. We also help impact our community through high-quality services that assist them with learning experiences. We are committed to planning, acquiring, deploying, and supporting appropriate technology for all local districts in an efficient, timely, and cost-effective manner.

The Technology department has grown over the last few years and, through collaboration, has helped support all the local district technology departments to stabilize operational costs and provide better service. The MOP Co-Op participation has grown to 6.3 FTE. They support and help manage the technology services at the MOISD and all six local school districts. The MOISD is also an anchor institution for the libraries to connect to the MISEN network.

One of the major areas of concentration of the MOISD technology team is having an outstanding customer-focus and student-focus that supports and surpasses the metrics of K-12 organizations and others in the educational sector.

We measure success in several different ways.



People First & Student-Focused

A key to the high customer satisfaction rating is that the technology team keeps the mission of **“People First”** by treating them with respect. We help people get what they need and welcome feedback in the survey system that collects perception data. This is further demonstrated in **“Student-Focused”** on the allocation of resources that support student achievement.



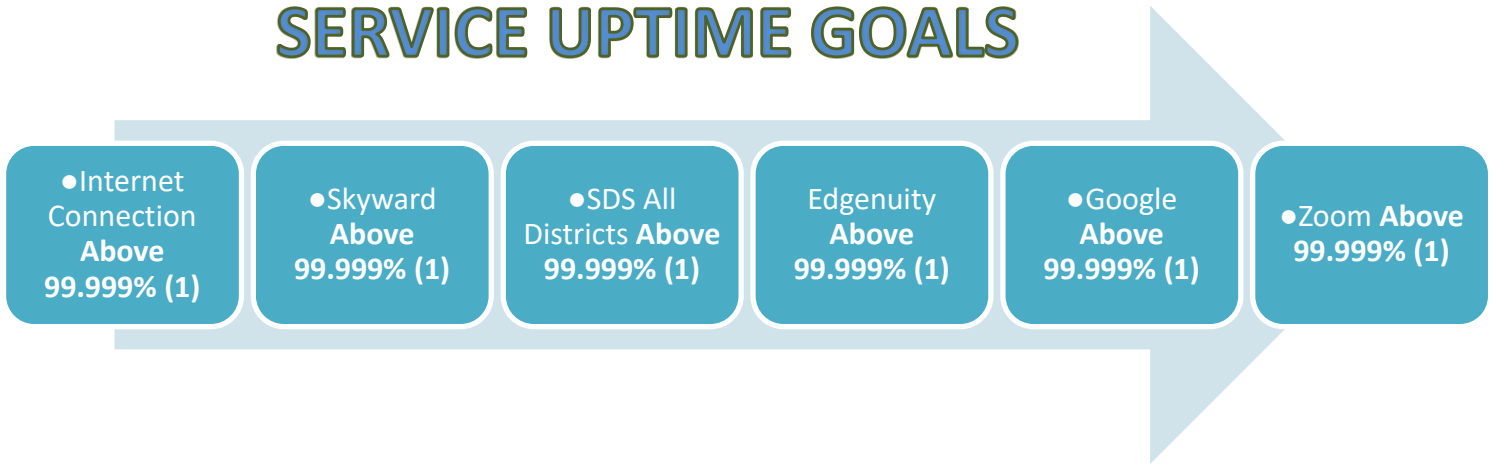
The Department is committed to training staff. The picture above shows Mike Schonert and Rose Kipfmiller and their certificate of achievement in the Michigan School Business Officials (MSBO) leadership certification.

Technology Department



The Department has a customer **satisfaction rating of 98.15%** that is outstanding. This shows the commitment to the **“Student-Focused”** team effort of the technology team. It also indicates that the team’s committed to a **“People First”** approach that invites the feedback of students, staff, and the community. It is also shown in the empathy with which the support is performed.

SERVICE UPTIME GOALS



Availability %	Downtime per year	Downtime per month	Downtime per week	Downtime per day
99.99% ("four nines")	52.60 minutes	4.38 minutes	1.01 minutes	8.64 seconds
99.999% ("five nines")	5.26 minutes	26.30 seconds	6.05 seconds	864.00 <u>milliseconds</u>

Technology Department

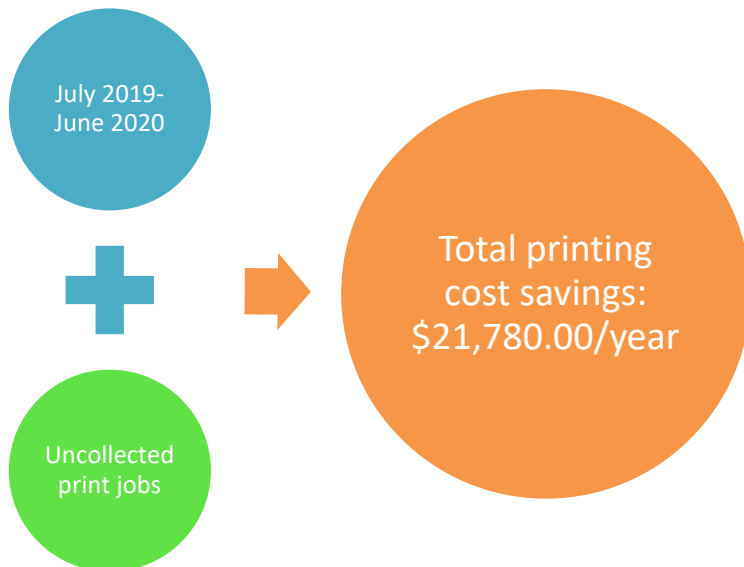
SHARED SERVICES WITH LOCALS

Our collaborative partnership with the local schools saves all schools money and helps meet the core values of the MOISD. It further demonstrates that “Everyone Together” creates a TEAM atmosphere where Together - Everyone - Achieves - More. This further also demonstrates that “Local Success Is Our Success” creates positive partnerships and the commitment to collaboration.

Internet Collaboration

	Cost of Service	Erate Savings
MOISD	\$247,114.49	\$183,522.24
MOISD Consortium	\$438,973.58	\$355,244.00
Total Savings		\$538,766.24

Printer Savings



From July 2019 - Jun 2020, we have seen a dramatic savings in uncollected print jobs by moving to the new printer/copier contract and adding papercut follow-me printing. The ISD has saved a total printing cost of \$21,780 in the past year. Over five years, if this trend continues, we will save \$105,394 in the budget to go to student programming.

Technology Department

WORKING WITH OTHER DEPARTMENTS AND ORGANIZATIONS

The MOISD technology department has touchpoints with all six school districts, including six public schools and three private schools, and all 12 departments and areas under them in the MOISD. We also have working relationships with higher education across the state. We are an active member of the Michigan Educational Technology Leaders and the Michigan School Business Officials. We practice “**Everyone Together**” at a national level and with our local and state groups.

