



MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

**SPECIAL EDUCATION GENERAL
SUPERVISION & MONITORING PLAN**



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CONTENTS

Table of Contents and Contact Information	2
Introduction	3
Components of General Supervision and IDEA Accountability Systems	5
General Supervision Monitoring Components	6
Ongoing Monitoring Process	8
Continuous Improvement and GSM Action Planning	10
Diagnose and Design	10
Implementation	11
Progress Monitoring	11
Appendix A: Part B (Age 3 To 21) State Performance Plan Indicator Descriptions	12
Appendix B: Glossary of Acronyms and Terms	13

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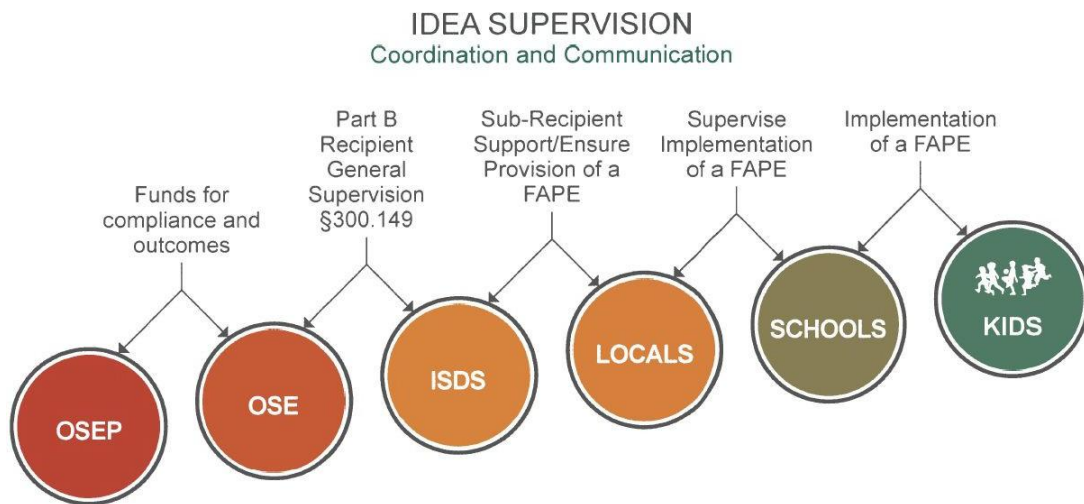
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Introduction

As an educational leader, Montcalm Area Intermediate School District (ISD) aligns with Michigan's vision to support learners and learning. We are committed to *supporting learners and learning by ensuring high expectations and flexible supports to yield improved outcomes for each eligible student with a disability, through the provision of a **Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).***

Due to Montcalm Area ISD being the subrecipient of the IDEA funds, we are stewards of the provision of FAPE for all eligible students with disabilities in our Local Districts which includes each local district (LEA) and public school academy (PSA) within our boundaries.



The Michigan Department of Education (MDE) - Office of Special Education (OSE) requires that ISD's establish a process of General Supervision Monitoring to develop a system to monitor Local Districts. Montcalm Area ISD's General Supervision Monitoring will ensure:

- 1) Local Districts know the requirements of IDEA.
- 2) Verifies effective implementation of IDEA.
- 3) Identifies and supports improvement in identified areas of need.



As a result, Montcalm Area ISD has developed a comprehensive ongoing Strategic Plan to direct the process of General Supervision and monitoring with an emphasis on supporting the improvement of educational results and functional outcomes through the following:

- District Action Planning for Continuous Improvement and Capacity Building
- Instructional Leadership Development and Communities of Practice
- Professional Development and coaching
- Data Analysis
- Monitoring
- Targeted Technical Assistance and systems improvement

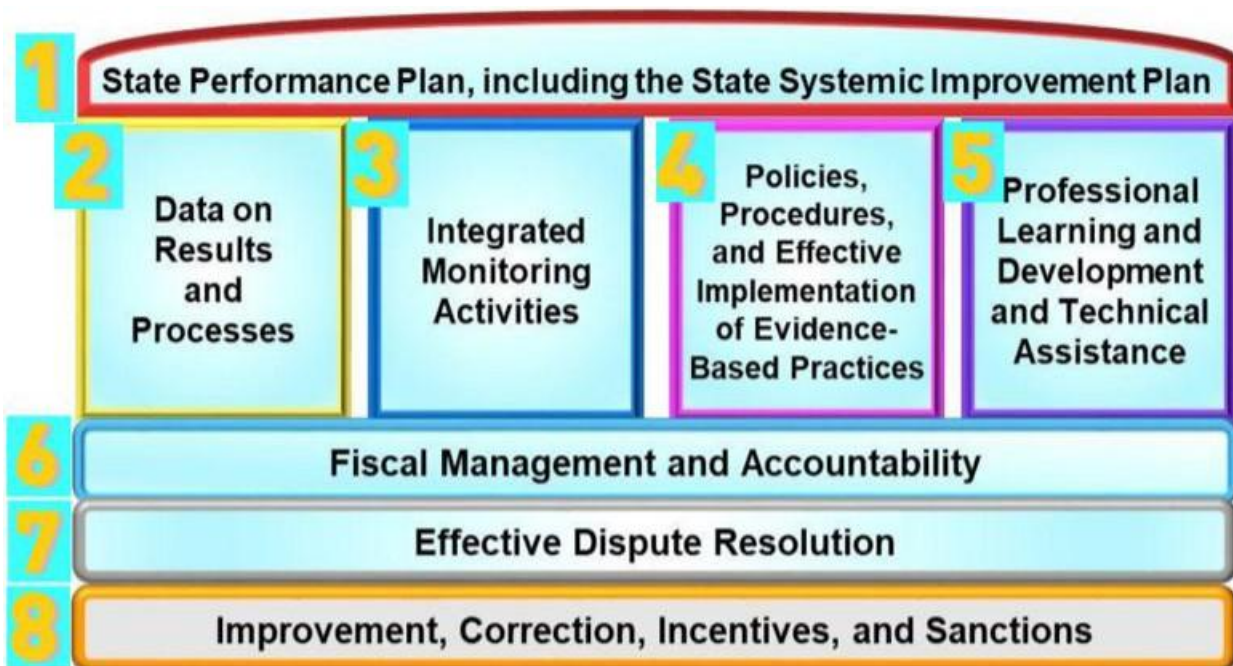


In response to the MDE-OSE requirement for a General Supervision Monitoring system, the Montcalm Area ISD Strategic Plan at the ISD and Local District level becomes the priority to ensure the understanding and effective implementation of FAPE. The collaboration between the ISD and Local Districts will support improved student outcomes for our students with disabilities in Montcalm County.

Components of General Supervision and IDEA Accountability Systems

The MDE-OSE has identified eight interconnected components that comprise the state of Michigan's system of General Supervision Monitoring (GSM):

1. State Performance Plan, including the State Systemic Improvement Systems
2. Data on Results and Process
3. Integrated Monitoring Activities
4. Policies, Procedures, and Effective Implementation of Evidence Based Practices
5. Professional Learning, Development and Technical Assistance
6. Fiscal Management and Accountability
7. Effective Dispute Resolution
8. Improvement, Correction, Incentives, and Sanctions



Original Source: Concepts of General Supervision: Accountability for Implementation & Improved results. National Center for Special Education Accountability Monitoring (NCSEAM), 2007 puzzle pieces. Graphic adapted and Updated Source: Jane Nell Luster, Ph.D., Com-Link, LLC. 2018

Montcalm Area ISD's general supervision process targets all eight components of the MDE-OSE model with an understanding that there is an interaction and fluidity between the components. The process emphasizes accountability in all eight components with the intent to adhere to the requirements of IDEA and support evidenced based practices to improve outcomes for all students with disabilities in Montcalm County. Additionally, Montcalm Area ISD's General Supervision and Monitoring Plan is aligned with and developed through the lens of the Marzano High Reliability Schools™ framework (specifically, Level 1: Safe, Supportive, and Collaborative Culture; Level 2: Effective Teaching in Every Classroom; and Level 3: Guaranteed and Viable Curriculum).

General Supervision Monitoring Components

GENERAL SUPERVISION COMPONENT 1: State Improvement Plan (SPP)/Annual Performance Report, included in the State Systematic Improvement Plan (SSIP)

Montcalm Area ISD will routinely examine the performance of the ISD through the completion of a Comprehensive Needs Assessment (when needed), ongoing strategic planning, and progress monitoring. The ISD will also examine Local Districts and ISD operated programs specifically on indicators of results and compliance included in the State Performance Plan (SPP).

GENERAL SUPERVISION COMPONENT 2: Data on Results and Processes

Through state reporting and Montcalm Area ISD's utilization of the MiPSE IEP software system, the ISD has a system to ensure Local Districts and ISD operated programs collect and report data that is valid, reliable, timely and reflect actual practice and performance.

GENERAL SUPERVISION COMPONENT 3: Integrated Monitoring Activities

The Montcalm Area ISD has a system to support the integrated monitoring activities through the SPP Part B Indicators and General Supervision Monitoring activities which engages and supports Local Districts and ISD operated programs towards continued compliance.

GENERAL SUPERVISION COMPONENT 4: Policies, Procedures and Effective Implementation of Evidence Based Practices

The Montcalm Area ISD Strategic Plan has identified and embedded a commitment to 5 overarching goals that support the ongoing development, implementation, and maintenance of ISD, Local District, and ISD operated programs. Within these goals are specific targeted goals to support policies, procedures and effective implementation of evidenced based practices.

Montcalm Area ISD Strategic Plan Overarching Goals and Special Education Targets

1. Expand educational opportunities for all students, staff, and community.
 - a. Analyze special education programs and services, build upon existing strengths
2. Provide ongoing, forward-thinking, leadership.
3. Create connectedness in MAISD, in Districts, and between districts.
 - a. Improve mutual understanding and better target services, explore ways to share data and information between MAISD and local districts.
4. Maintain financial integrity of MAISD and local districts.
 - a. Identify additional resources of revenue & resource sharing to support the MAISD vision.
5. Establish a unified legislative voice.

GENERAL SUPERVISION COMPONENT 5: Professional Learning and Development and Technical Assistance

The Montcalm Area ISD Strategic Plan promotes robust professional development and technical assistance for all districts annually. Targeted professional learning, technical assistance and student level, teacher/team level, and systems level coaching is also offered through district action planning and capacity building processes for Local Districts and ISD operated programs. Additional and targeted professional development and technical assistance will be provided through the development of the Local District Continuous Improvement Plans and GSM action plan as part of the Montcalm Area ISD GSM activities.



GENERAL SUPERVISION COMPONENT 6: Fiscal Management and Accountability

Montcalm Area ISD's Strategic Plan and professional development facilitates policies, procedures, and practices around Maintenance of Effort (MOE), excess cost, proportionate share, and timely use of funds, to ensure IDEA requirements are met and funds are spent for allowable purposes across Local Districts.

GENERAL SUPERVISION COMPONENT 7: Effective Dispute Resolution

Montcalm Area ISD's Strategic Plan prioritizes instructional leadership and parent collaborative planning. This prioritization facilitates the development and implementation of written materials that promote understanding and the partnership between school and families. This partnership is reasonably designed to reduce disputes and effectively resolve differences.

GENERAL SUPERVISION COMPONENT 8: Improvement, Correction, Incentives, and Sanctions

Montcalm Area ISD will provide assistance for improvement, correction, incentives, and sanctions through the development of the specific monitoring activities that require student level corrective action (completed within 30 days) and systems level corrective action (completed within the 1st year of identified issue of non-compliance) and in the development of the Local District Continuous Improvement and GSM Action Plan as part of the Montcalm Area ISD GSM ongoing monitoring process.

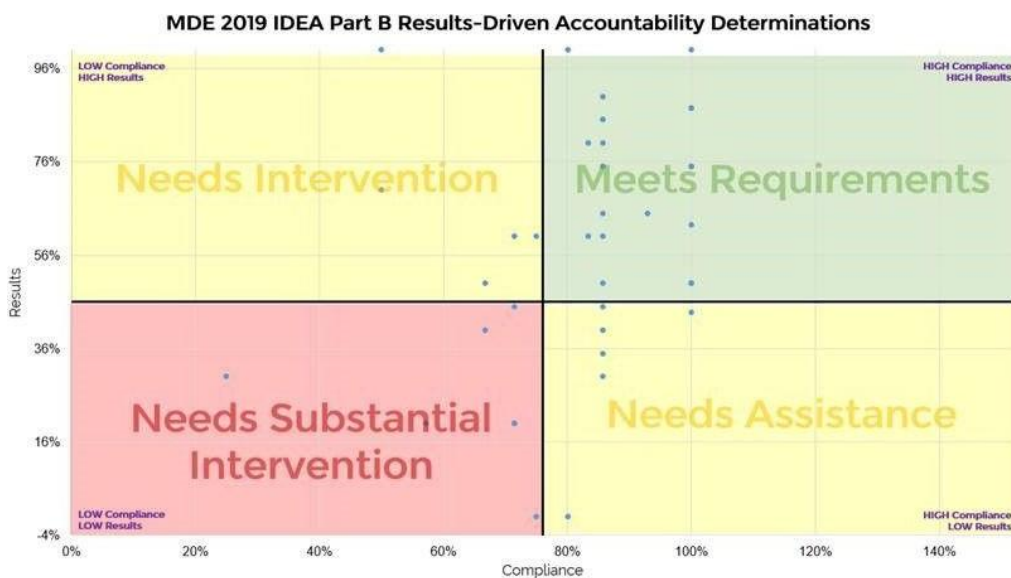
Ongoing Monitoring Process

Montcalm Area ISD is using a system of identification and support for continuous improvement that addresses both outcomes and compliance. The Continuous Improvement and General Supervision Monitoring process fulfills the obligation of ensuring a (FAPE) Free and Appropriate Public Education in the LRE (Least Restrictive Environment) through collaborating with districts around their procedures and in using the results and compliance data from Michigan Part B Determinations for Local Districts.

The Office of Special Education Programs (OSEP), MDE, and Montcalm Area ISD will use the results and compliance data and the same four determination categories to support Local District participation.

- Meets requirements and purposes of IDEA
- Needs assistance in implementing the requirements of IDEA
- Needs intervention in implementing the requirements of IDEA
- Needs substantial intervention in implementing the requirements of IDEA

Results	Needs Intervention High Results Low Compliance DIRECTED SUPPORTS	Meets Requirements High Results High Compliance UNIVERSAL SUPPORTS
	Needs Substantial Intervention Low Results Low Compliance INTENSIVE SUPPORTS	Needs Assistance Low Results High Compliance TARGETED SUPPORTS
Compliance		

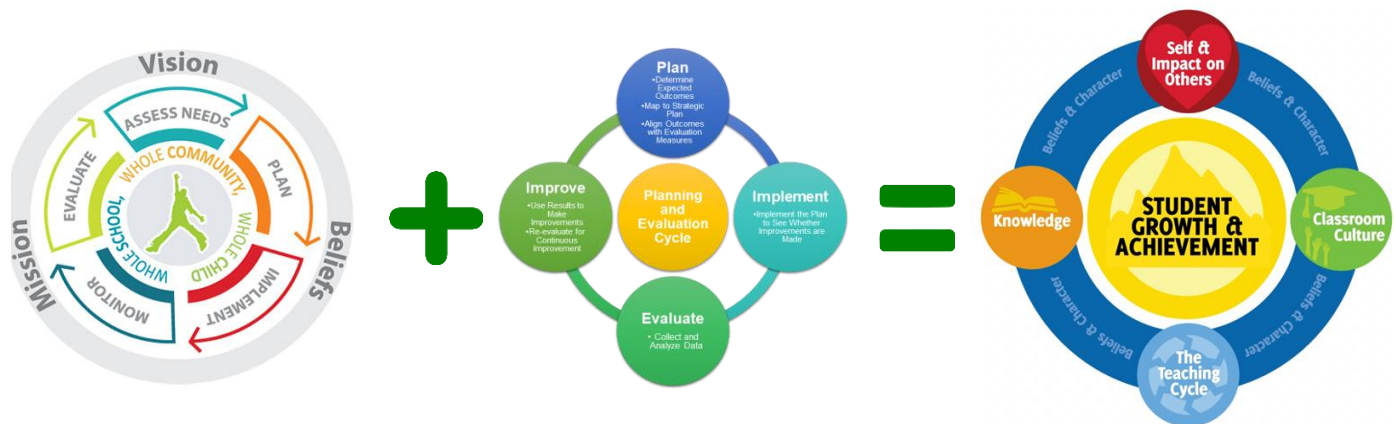


Montcalm Area ISD and Local Districts will review data on compliance and results indicators as well as periodic reviews of IEP implementation. Based on the outcomes of the data reviews, Montcalm Area ISD will assist Local Districts in the development of improvement/action plans as well as corrective action when needed as it relates to the statewide monitoring system.

ELEMENTS USED IN CALCULATING ISD DISTRICT DETERMINATIONS	
RESULTS INDICATORS	COMPLIANCE INDICATORS
<ul style="list-style-type: none"> SPP/APR Indicator 3B and 3C: Statewide Assessment Participation and Proficiency <ul style="list-style-type: none"> Participation at 4th grade English Language Arts (ELA) Proficiency at 4th grade ELA Participation at 4th grade math Proficiency at 4th grade math Participation at 8th grade ELA Proficiency at 8th grade ELA Participation at 8th grade math Proficiency at 8th grade math Graduation Dropout 	<ul style="list-style-type: none"> SPP/APR Indicator 4B: Suspension/Expulsion by Race/Ethnicity SPP/APR Indicator 9: Disproportionate Representation - Child with a Disability - due to inappropriate identification SPP/APR Indicator 10: Disproportionate Identification - Six Disability Categories - due to inappropriate identification SPP/APR Indicator 11: Child Find (Timely Initial Evaluations) SPP/APR Indicator 12: Early Childhood Transition SPP/APR Indicator 13: Secondary Transition Submission of Timely Data Submission of Valid and Reliable Data Audit Findings (Finance) Timely Correction of Noncompliance

It is important to note that in 2019-2020 both the MDE and Montcalm Area ISD were determined to be in the “Needs Intervention” in implementing the requirements of Part B of IDEA by the U.S. Department of Education in June of 2019. The MDE initiated a response to the determination through the MDE’s Path Forward. Montcalm Area ISD has responded through the identification of priority, ongoing, and long term goals developed in a three year countywide Strategic Plan.

Michigan Integrated Continuous Improvement and GSM Action Planning



Ongoing- Analysis, Fact Finding, And Design

Based on statewide assessment, compliance, and self assessment data, Montcalm Area ISD will work collaboratively with Local Districts to identify areas of strength and challenges to support continuous improvement through the following activities:

1. Local District will complete a self assessment focused on Child Find, IEP Implementation, and Least Restrictive Environment (LRE) to review all areas of special education systems, compliance, implementation, and student outcomes.
2. Montcalm Area ISD will conduct Interviews with Local Districts around the requirements of FAPE which may include:
 - Special Education Coordinator
 - Building Administration
 - Special Education Teacher
 - General Education Teacher
 - Related Service Provider
3. Montcalm Area ISD and/or Local District team will utilize the Montcalm Area ISD IEP Rubric to support district progression with IEP compliance and development which supports access, participation, and proficiency in general education.
4. Final Report will be provided to the Superintendent and Director with identified Student and District level strengths and areas of need for the development of the Local district's Continuous Improvement and GSM Action Planning.
 - a. Student level Corrective Action to be completed within 30 days from the date issued
5. Development of a Continuous Improvement District Team (inclusive of Coordinator, principals, elementary and secondary teaching and related service representation) that will develop a Continuous Improvement and GSM Action Plan to be completed with the following identified:
 - a. Areas of focus for improved result and compliance
 - b. Areas of focus for continuous improvement and improved student outcomes
 - c. Identification of professional development and/or coaching needed within the district and/or from Montcalm Area ISD to build capacity at the student, teacher/team, and systems level
 - d. Identification of Targeted Technical Assistance needed from Montcalm Area ISD
 - e. Progress monitoring and evaluation process
 - f. Staff responsible

Ongoing Implementation

Local Districts will begin the implementation of Continuous Improvement and GSM Action Plan. Montcalm Area ISD will provide technical assistance to Local District through continued coaching and professional development opportunities to support monitoring and potential revisions needed in the Local district's Continuous Improvement and GSM Plan.

Ongoing Activities - Progress Monitoring

Local Districts will continue implementing and monitoring their targeted area(s) identified in the Continuous Improvement and GSM Action Plan, evaluating their implementation of the plan, and adjusting practices to support continuous improvement. These actions are completed to ensure fidelity towards improving special education outcomes, student results, and compliance. This planning will ensure that all eligible students are provided with a Free and Appropriate Public Education in the Least Restrictive Environment.

Montcalm Area ISD will provide continued technical assistance, coaching and professional development opportunities as well as continued monitoring as part of the process. This includes support for revisions needed as part of an ongoing evaluation of the Local District's Continuous Improvement and GSM Plan.



Appendix A: Part B (Age 3 to 21) State Performance Plan Indicator Descriptions

Results and Compliance Indicators of the Individual with Disability Education Act

Part B State Performance Plan Results Indicators¹

- 1 **Graduation:** Percent of youth with individualized educational programs (IEPs) graduating from high school with a regular diploma.
- 2 **Dropout:** Percent of youth with IEPs dropping out of high school.
- 3 **Statewide Assessment:** Participation and performance of children with an IEP on statewide assessments.
- 4A **Rates of Suspension and Expulsion:** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
- 5 **Educational Environments (Ages 6 through 21):** Percent of 6-21 year old children with an IEP served inside the regular class and in public/private separate schools, residential, homebound/hospital placements.
- 6 **Early Childhood Education Environments (Ages 3 through 5):** Percent of children with an IEP aged 3 through 5 attending a regular early childhood program and in separate special education class, separate school or residential facility.
- 7 **Preschool Outcomes:** Percent of preschool children with an IEP aged 3 through 5 who demonstrate improved positive social-emotional skills; acquisition & use of knowledge and skills; and use of appropriate behaviors.
- 8 **Facilitated Parent Involvement:** Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
- 14 **Postsecondary Outcomes:** Percent of youth who had an IEP, are no longer in secondary school and who have been employed, enrolled in higher education, or some other postsecondary education/training program within one year of leaving high school.
- 15 **Resolution Session Agreements:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 16 **Mediation Agreements:** Percent of mediations held that resulted in mediation agreements.
- 17 **State Systemic Improvement Plan (SSIP):** A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Part B State Performance Plan Compliance Indicators²

- 4B **Rates of Suspension and Expulsion by Race/Ethnicity:** Percent of districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.
- 9 **Disproportionate Representation (Child with a Disability):** Percent of districts with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.
- 10 **Disproportionate Representation (Eligibility Categories):** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
- 11 **Child Find (Evaluation Timelines):** Percent of children with parental consent to evaluate and were evaluated within 30 school days.
- 12 **Early Childhood Transition:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and had an IEP developed and implemented by their 3rd birthday.
- 13 **Secondary Transition:** Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age appropriate transition assessment and transition services.

¹ Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

² Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.

Appendix B: Glossary of Acronyms and Terms

Acronyms & Terms	Description
Cohort	Districts assigned to participate in a given year to complete the Continuous Improvement & General Supervision process
Continuous Improvement and GSM Action Plan	Identifies areas of focus for: improved results and compliance, continuous improvement and improve student outcomes, identification of professional development and/or coaching needed, identification of targeted technical assistance needed, progress monitoring and evaluation process, and staff responsibilities.
Corrective Action	A scheduled, systematic set of actions to correct an issue, problem, non-compliance or underperformance. A plan to improve performance and/or reduce risk.
FAPE	Free Appropriate Public Education
GSM	General Supervision Monitoring - Monitors the requirements and implementation of IDEA within the Local districts, including Montcalm Area ISD operated programs.
IDEA	Individuals with Disabilities Education Act
LRE	Least Restrictive Environment
Local District(s)	All public schools and public school academies within the Montcalm Area ISD boundaries.
MDE-OSE	Michigan Department of Education – Office of Special Education
OSEP	Office of Special Education Programs (Federal)
SPP	State Performance Plan
TTA	Targeted Technical Assistance

* Adapted and modified from MDE/MAISD Targeted Technical Assistance Cycle Guidance