



# Montcalm Area ISD Integrated Monitoring Activity Plan 2022-2025

Updated August 2023

## ISD Responsibilities

Montcalm Area ISD, as the sub-recipient of IDEA Part B funding, is obligated to ensure FAPE, coordinate continuous improvement efforts and monitor educational results for students with disabilities by

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1. Ensuring everyone knows the requirements of IDEA,
2. Verifying everyone is implementing the requirements correctly, **and**
3. Supporting improvement in identified areas of need

[Full MAISD General Supervision Monitoring Plan](#)

## MAISD General Supervision System Grant (GSSG) Identified Area of Need

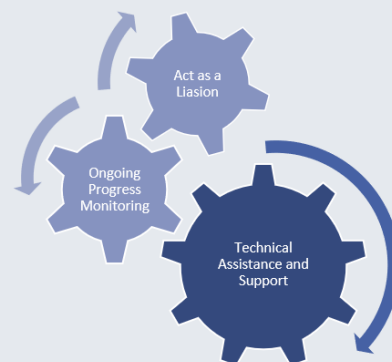
*Educational Environments ages 6-21 with a focus on Least Restrictive Environment*

## Purpose of MAISD Assisted Monitoring

Work to identify and support member districts specific to the GSSG identified area of need through open and transparent communication, data reviews and targeted technical assistance and systems improvement.

### General Supervision & Monitoring

Purpose: Understand and Meet Requirements of IDEA & Work Towards Improvement



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## Intended Outcomes of 2022-25 MAISD Assisted Monitoring

- Specific to Educational Environments as it relates to LRE:
  - Identify areas of Success and Compliance
  - Identify areas of concern, noncompliance, and/or procedures that need to be addressed
  - Create an action plan for the district/program that includes any professional development and technical assistance required from MAISD

*It is **not** the intention of MAISD Assisted Monitoring to provide district or student level corrective action. However, an egregious area of noncompliance will result in a student-level corrective action for the district to correct the identified area.*



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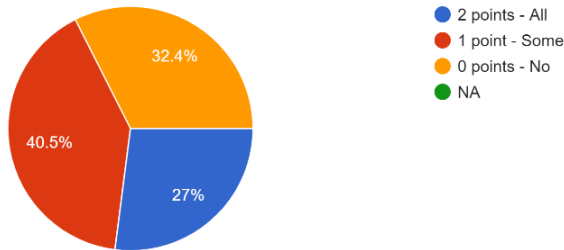
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## Compliance Data Reviewed

The countywide work completed through the IEP Audit Activity in 2021-22 reviewed all areas of compliance from the REED to Eligibility Recommendation to IEP. Much of the conversation revolved around the Present Level of Academic Achievement and Functional Performance as it connects to all other sections of the IEP to identify supplemental aids and services, specialized instruction and programs, and/or services for the student to make progress in the general education curriculum. The outcome of this work provides a platform for the MAISD Monitoring Specific to LRE.

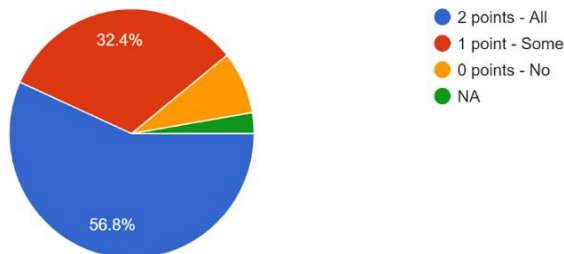
Based on data collected from the IEP Audit Professional Development Activity, areas of compliance that will be included in the review:

Section 3:1 Compliance -- The PLAAFP provides data which correlates to SAS that are needed to address the student's missing skills, concepts, an...cation curriculum (to the maximum extent possible)  
37 responses



Data from the PLAAFP correlates with the Supplemental Aids and Services (SAS) needed to help a student address missing skill(s), concepts and for accessibility and participating in the general education curriculum (to the maximum extent possible) § 300.320(a)(4) § 300.114

Section 3:2 Compliance--The SAS table specifies the frequency/timeline and location of use.  
37 responses



The SAS table specifies the frequency/timeline and location of use. § 300.320(a)(7)

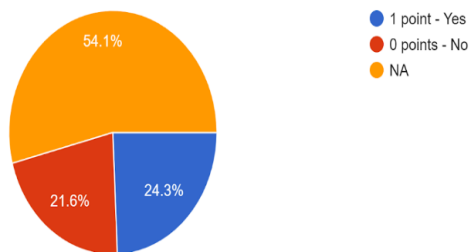


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Section 3:3 Compliance -- In the case of a student whose behavior impedes the student's learning or that of others, the IEP team considered the use ... the Notice as considered options if not selected.

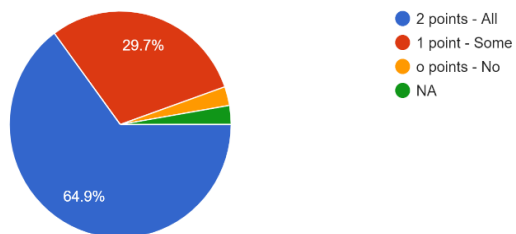
37 responses



In the case of a student whose behavior impedes the student's learning or that of others, the IEP team considered the use of positive behavior interventions and supports and other strategies to address the behavior. Needs are selected and included in the SAS table or included in the Notice as considered options if not selected. § 300.324(a)(2)(i)

Section 4:1 Compliance-- In each area of need that is being addressed through a goal, there is a connection between the PLAAFP and Goals. Consist... are described in both the PLAAFP and the goal.

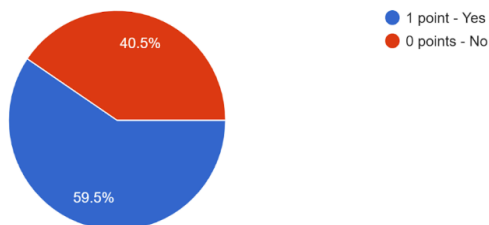
37 responses



In each area of need that is being addressed through a goal, there is a connection between the PLAAFP and Goals. Consistent Skills are described in both the PLAAFP and the goal. §300.320(a)(2)(i) R 340.1721e(1)(a)

Section 7:5 Compliance-- The IEP explains the extent, if any, to which the student will not participate with nondisabled peers in the regular ...a curricular services and other nonacademic areas.

37 responses



The IEP explains the extent, if any, to which the student will not participate with nondisabled peers in the regular class and in extracurricular services and other nonacademic areas. § 300.320(a)(5)



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## Cohorts for MAISD Assisted Monitoring

2022-23 Cohort 1	2023-24 Cohort 2	2024-25 Cohort 3
Tri County (315) Lakeview (199) Success Virtual (106) MAISD Seiter Education Center (83)  <b>**703 Students</b>	Greenville (549) Montabella (129) Flat River (19) Vestaburg (135)  <b>**832 Students</b>	Carson City-Crystal (160) Central Montcalm (192) MAISD Satellite Programs & MTC (96) MAISD Early On IFSPs and IEPs (137)  <b>**585 Students (IEPs and IFSPs)</b>

\*\*Data for Students with active IEPs collected June 2022 (Report Number 14431)

## Components of Assisted Monitoring Specific to SPP B-5 Educational Environments-6-21 and Providing Special Education within the Least Restrictive Environment for the 2023-24 SY:

- Cohort 2 will have a site review through:
  - [Student File Reviews](#) and/or
  - District Interviews and/or
  - District Policies/Procedures Review
- Cohort 2 districts will receive a summary the reviews and/or interviews through data graphics and narratives indicating bright spots, and area training and/or technical assistance is needed.
- Cohort 1 districts will be responsible for completing a self-monitoring activity that mimics the MAISD Assisted Monitoring activity completed in 2022-23. Districts will share the results with the Supervisor of Program Accountability & Improvement.



## General Supervision Activities for all Member Districts:

- Review 2021-22 Part B Results and Compliance data with local leadership (General Education, Special Education and/or Local School Board Members)
- Review of Part B and Part C (as applicable) State Performance Plan data at each Catamaran Release



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- Professional Learning offerings from MAISD Special Education Leadership as identified through local data sources, including but not limited to IEP Compliance Activity 2021-22 data, Integrated Monitory Activities, MIPSE reports for Educational Environments, Student Graduation Rates, Behavior Referrals and Documentation of Supplementary Aids and Services.

The [2022 23 Summary Educational Environments Summary Report](#) shares Data from the 2023-23 SY Monitoring was summarized and graphed for easy sharing.