



Mecosta-Osceola Intermediate School District Education Center

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for the Mecosta Osceola Education Center (MOEC). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jenny Knopf, MOEC Special Education Supervisor for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2XeB5g2>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a not been given one of these labels. The MOEC is a center-based special education school. We provide services to students aged 3-26 with moderate to severe cognitive impairments, severe emotional impairments, and autism spectrum disorder. Along with core academic subject areas, students are taught functional skills at his/her individual level.

Students are enrolled at the MOEC based on a referral process that may include academic achievement and/or cognitive assessments, adaptive skills, social/emotional/behavior information, speech and language assessments, data from local schools/programs regarding academic and/or behavior interventions, and or medical documentation. Based specifically on present level of the student, and Individualized Education Program (IEP) is developed which provides a plan for goals and services for that specific student. Each student at the MOEC has an IEP for which goals are reported out to parents/guardians at the end of each trimester.

Academic goals for our K-12 students are aligned with the Common Core Essential Elements.

Our School Improvement Plan is focused on improving reading and math skills as well as having students become as independent as possible through daily living, functional skills, and self-advocacy. Through an online curriculum program called *Unique Learning Systems* (www.n2y.com), K-12 students are instructed in core academic subject areas modified to fit the individual needs of our students. Students practice these skills in and out of the school setting through classroom lessons, common lunch periods, and community-based project-based learning. Based on the individual structure of the program through each student's IEP, we do not hold parent-teacher conferences but meet with individual parents/students at his/her annual IEP meetings and scheduled parent meetings as needed.

Students in our transition program (post high school-age 26), have instruction geared to life beyond school such as independent (or semi-independent) living and job skills. These young adults participate in Transition/Community Living Experiences (TCLE) which is an opportunity for them to train in a community job setting with the support of MOEC staff. Due to the modification of the curriculum, students at the MOEC do not earn a high school diploma but work toward a Certificate of Completion once all transition goals are met and/or when they age out of the program at age 26.

The MOEC teachers, support staff, and ancillary staff are a wonderfully skilled and dedicated group of educators. They have an ongoing commitment to obtain professional development and/or attend trainings through the MOISD and/or other venues to continue to learn and improve strategies for instruction to meet the unique academic, social, emotional, and physical needs of all our exceptional learners.

Sincerely,

Jenny M. Knopf
MOEC Special Education Supervisor/Building Administrator