

Cyclical Compliance Monitoring

YEAR ONE

WHAT HAPPENS NEXT?

State Board of Education

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

5-Year Strategic Plan for 2016-2020

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Alignment of Training to Strategic Plan

This training is designed to provide participants with tools and information on monitoring and evaluating critical priority areas that impact educational results and functional outcomes for all students, including students with disabilities and their families. Participants will analyze performance using data from the State Performance Plan and other program areas to ensure all students are proficient and showing growth utilizing the MS College and Career Readiness Standards.

Cyclical Compliance Monitoring

- **Focus of the Cyclical Compliance Monitoring:**
- **Alignment of compliance monitoring to Strategic Plan;**
 - Ensure continuous examination of ALL Local Education Agencies' (LEAs) practices in priority areas;
 - Identify noncompliance;
 - Ensure correction in a timely manner; and
 - Ensure consistency with the requirements set forth in OSEP Memorandum 09-02.

Cyclical Compliance Monitoring

- **PRIORITY AREAS:**

- Child Find process;
- Delivery of services and alignment with IEPs;
- Least restrictive environment (LRE) decisions;
- Discipline; and
- Fulfillment of IDEA Part B fiscal requirements.

Cyclical Compliance Monitoring

- **WHERE ARE WE IN THE PROCESS?**
 - Completed year one/monitored 35 districts;
 - Issued 16 monitoring evaluation reports, 19 reports in process;
 - Scheduling technical assistance for selected districts in response to required corrective actions; and
 - Drafted tentative 2015 -2016 calendar.

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- **CHALLENGES/WHAT HAVE WE LEARNED?**
 - Collaborative planning/scheduling visits;
 - Sped director's time on-site for fiscal and programming components of visit;
 - Issuing reports (30 day timelines);
 - Staff resource (four monitors), more people;
 - Current process – paper monitoring;

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- **CHALLENGES/WHAT HAVE WE LEARNED?**

- Protocols/not addressing FAPE;
- Record selection;
- Requested documentation (Attachment A and B);
- TST documentation;
- Self-review process; and
- Procedures/protocols.

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- **RECOMMENDATIONS:**
 - District feedback;
 - Revise procedures;
 - Revise protocols;
 - Expand process; and
 - Utilize contractual staff.

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POST-SITE VISIT ACTIVITIES

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POST-SITE VISIT ACTIVITIES

- Issue Monitoring Report;
- District submission of Improvement Plan (IP);
- MDE review of IP;
- Follow-up/Technical Assistance;
- Follow-up visit within 6-8 months after the initial visit;

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- **POST-SITE VISIT ACTIVITIES**
 - Development of a follow-up report; and
 - Notify Office of Accreditation regarding compliance status with Standard 17.4.

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- **POST-SITE VISIT ACTIVITIES**
- **MONITORING AUTHORITY**
- SPP/APR (Indicator 15) General supervision system identifies and corrects non-compliance as soon as possible, but in no case no later than one year from identification.
- Target: 100% of non-compliance related to monitoring priority area and indicators will be corrected within one year of identification.

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MONITORING EVALUATION REPORT

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- **POST-SITE VISIT ACTIVITIES**
- **MONITORING REPORT**
- Upon completion of the visit, a summary report is developed to summarize the findings from each area of the on-site review;
- Report identifies findings of individual and systemic noncompliance with IDEA and State Board Policy 7219;
- OSE will review the final report before submitting the report to the district;

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- **POST-SITE VISIT ACTIVITIES**
- **MONITORING REPORT**
 - Report is sent to the district's Superintendent with copies to the Special Education Director; and
 - The report will address findings of noncompliance, required corrective actions, and recommendations for improvement.

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- **POST-SITE VISIT ACTIVITIES**
- **MONITORING REPORT**
- Correction of noncompliance:
 - The MDE/OSE issues the report of findings to the district within 30 days of the visit;
 - The OSE is available to provide technical assistance and training in identified areas of noncompliance; and
 - All noncompliance must be corrected as soon as possible, but no later than 12 months from the date of identification.

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- **COMMON FINDINGS**

- Delivery of Services – Revisions to IEPs, missing components, not meeting the unique needs of the students, Secondary Transition services (In six (6) of six (6) records.

➤ Corrective Actions: timeline (30 days)

- Review/revise the IEPs of identified students to include all requirements in accordance with 34 C.F.R. §§ 300.320 through 300.324 and State Board Policy 7219.

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➤ COMMON FINDINGS

(Child Find)

- A review of the district's Child Find policies indicate the policies are inconsistent with IDEA and State Board Policy 7219. The policies do not address not limiting the number of requests for an initial evaluation by the number per year or the time of year request are received and procedures for accepting referrals when school is not in session.

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- **COMMON FINDINGS**
- Delivery of Services – Revisions to IEPs, missing components, not meeting the unique needs of the students, Secondary Transition services.
- Corrective Actions: timeline (90 days)
 - Provide additional IEP training to appropriate personnel;
 - Submit district procedures detailing how the district will implement the board approved policies;
 - Provide training on policies and procedures.

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➤ COMMON FINDINGS

(Delivery of Services)

- One of five student records reviewed indicated transition planning elements of the IEP are noncompliant with criteria established on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.

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- **COMMON FINDINGS (SYSTEMIC FINDINGS):**
 - Inconsistent/insufficient district policies and procedures for Child Find, LRE and Discipline
 - Corrective Actions: timeline (90 days)
 - Submit to MDE board approved policies;
 - Submit district procedures detailing how the district will implement the board approved policies; and
 - Provide training on policies and procedures.

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➤ COMMON FINDINGS

(Least Restrictive Environment)

- In one (1) of fifteen (15) student records reviewed there was no evidence to indicate placement decisions were made by a group of persons, including the parents, who are knowledgeable about the child, the meaning of the evaluation data and the placement options.

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➤ COMMON FINDINGS

(Discipline)

- Two (2) of twenty (20) student records reviewed indicated the district failed to complete a manifestation determination review to determine if the conduct was a manifestation of the student's disability.

Top Ten Fiscal Audit Findings

- 1. Time sheets/Semi-Annual Certification forms not available and/or not signed by employee and/or supervisor**
- 2. Equipment not on the Asset List**
- 3. Equipment not tagged and funding source not indicated**
- 4. Purchasing of equipment not approved or deleted from Project Application**
- 5. Invalid or no contracts for contractual services**

Top Ten Findings

6. Asset Listing does not indicate description of item, serial number or location
7. Equipment not properly hand receipted
8. Equipment not being used for its intended purpose
9. Unauthorized use of IDEA funds
10. Equipment purchased with IDEA funds used in general education classrooms

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- **POST-SITE VISIT ACTIVITIES**
- **Correction of noncompliance:**
 - Two prongs of verifying correction of noncompliance;
 - Prong 1 – district has corrected each individual case of identified noncompliance; and
 - Prong 2 – district is correctly implementing the specific regulatory requirements.

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- **POST-SITE VISIT ACTIVITIES**
- **IMPROVEMENT PLAN**
 - The district will develop an IP within 30 days of receiving the report from the OSE;
 - The district will receive an electronic IP template within 2-3 days following submission of report;

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- **POST-SITE VISIT ACTIVITIES**
- **IMPROVEMENT PLAN**
 - The IP must include corrective actions for each noncompliant finding; and
 - The IP must be submitted to the MDE for review.

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- **POST-SITE VISIT ACTIVITIES**
- **IMPROVEMENT PLAN**
- IP must include:
 - Corrective Actions (What?)
 - Timelines (When?)
 - Persons Responsible (Who?)

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- **POST-SITE VISIT ACTIVITIES**
- **IMPROVEMENT PLAN**
- IP must include:
 - Deliverables
 - District Follow-Up Self-Assessment
 - Resources

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DIRECTIONS/ACTIVITY (FACTORS)	TIMELINE	BY WHOM	DELIVERABLES	METHOD/ FOLLOW-UP SELF ASSESSMENT	RESOURCES
CF-5: Provide Training on Child Find policies and procedures to administrators, teachers and other appropriate school personnel.	Completed and submitted to MDE by June 1 2015	Carlen Henington, PhD, NCSP Special Education Director	Sign in sheets, PowerPoint, Agenda	Randomly check files	State Board Policy 7219 Child Find Policy and Procedures MET Procedures
CF-6: Provide Training on Child Find policies and procedures to administrators, teachers, and other appropriate school personnel.	Completed and submitted to MDE by June 1, 2015	Carlen Henington, PhD, NCSP Special Education Director	Sign in sheets, PowerPoint, Agenda Documentation of following policies and procedures for conducting a MET meeting with required members.	Randomly check files	State Board Policy 7219 Child Find Policy and Procedures MET Procedures
CF-7: Provide documentation of following policies and procedures for conducting a multi-disciplinary MET meeting.	Completed and submitted to MDE by June 1 2015	Special Education Director	Documentation of implementation of policies and procedures for conducting a MET meeting	Randomly check files	State Board Policy 7219 Child Find Policy and Procedures MET Procedures
DS-2: Reconvene the IEP Committee to revise the Student's IEPs to appropriately address the identified areas of noncompliance for students 7 & 8. Reconvene the IEP committee to develop appropriate transition plans with required components for all students with disabilities ages 14 and older in accordance with the Indicator 13 Checklist.	Completed and submitted to MDE by June 1, 2015	Special Education Teachers	Revised IEP	Randomly check files for Indicator 13 checklist	State Board Policy 7219 Indicator 13 checklist
DS-3, DS-4, DS-6, DS-7, DS-8, DS-9, DS-11, DS-12, LRE-8, LRE-10: Provide training on the implementation of the new IEP form	Complete and submitted to	Special Education Sped Staff Director and MDE	Sign in sheets, PowerPoint, Agenda	Randomly check files	MDE IEP Training

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- **POST-SITE VISIT ACTIVITIES**
- **TECHNICAL ASSISTANCE**
- **Components of technical assistance are:**
 - Assistance with developing Improvement Plans;
 - Training;
 - Identification and dissemination of promising practices; and
 - Other strategies, which meet the needs of local school districts.

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- **POST-SITE VISIT ACTIVITIES**
- **TECHNICAL ASSISTANCE**
- Additional follow-up and technical assistance are provided until district corrects all identified noncompliance.

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- **POST-SITE VISIT ACTIVITIES**
- **FOLLOW-UP VISIT PROCEDURES**
 - Communication with district;
 - Scheduling follow-up visit;
 - Desk audit/on-site follow-up visit; and
 - Follow-up scheduled six to eight months following initial on-site visit.

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- **FOLLOW-UP VISIT PROCEDURES**
- On-site follow-up visit schedule:
 - Arrive at district, 8:30 a.m.
 - Meet with special education director;
 - Review records and other supporting documentation to verify correction of noncompliance;

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- **FOLLOW-UP VISIT PROCEDURES**
 - Conduct interviews and classroom observations (if appropriate);
 - Collect documentation to support correction or non-correction of findings; and
 - Exit with special education director and others as designated by the district.

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- **FOLLOW-UP VISIT PROCEDURES**
- The district will need to have the following items available for the visit:
 - All documentation necessary to clear citations;
 - Student-specific action, i.e. revised IEPs, provision of services (related services);
 - Evidence of implementation;

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- **FOLLOW-UP VISIT PROCEDURES**
- District submission of documentation evidencing correction of noncompliance;
 - Revised Policies and Procedures;
 - Sustained training opportunities/professional development;
 - Verification of implementation; and
 - All other pertinent documentation.

Cyclical Compliance Monitoring

- **QUESTIONS AND ANSWERS**
- **ONE-ON-ONE SESSION WITH STAFF**
 - Gloria Lacey
 - Minnia Winters
 - Katherine Green
 - Keisha Dixon

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