

**Special Education  
General Supervision  
Continuous Improvement Monitoring System  
(CIMS)**



REPUBLIC OF PALAU, MINISTRY OF EDUCATION  
ROP-MOE

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**Updated May 2025**

## Contents

INTRODUCTION.....	3
GENERAL SUPERVISION SYSTEM.....	3
Authority.....	3
Description.....	3
About the ROP-MOE.....	4
ROP- MOE Special Education Integrated Monitoring Activities.....	5
Monitoring Procedures.....	5
Preparation for the On-Site Visit.....	7
During the On-Site Visit:.....	7
Follow-up Activities:.....	7
Written Notification of Findings.....	8
Dispute Resolution System.....	8
Findings of Noncompliance Identified through School Support.....	9
Correction of Noncompliance.....	9
Child Specific Correction.....	10
Systemic Correction.....	10
Subsequent Data Review to Demonstrate Correct Implementation of Specific Regulatory Requirement(s).....	10
Review of Revised Policies, Procedures, Practices.....	11
Documentation of Training Provided.....	11
Changes Made to Supervision and Oversight that Demonstrates Systems Are in Place to Ensure Systemic Compliance.....	11
Tracking Timely Correction.....	11
PROGRAM IMPROVEMENT & FOCUS AREA.....	12
Program Summary Report.....	12
External Monitor for Prioritizing Improvement and Focus Areas.....	12
System Review Implementation.....	12
Special Education Advisory Council (SEAC).....	13
ENFORCEMENT ACTIONS: INCENTIVES AND SANCTIONS.....	13
Incentives.....	13
Sanctions.....	13

Appendices.....	14
Appendix [ ].....	14

## INTRODUCTION

The purpose of the Special Education General Supervision Continuous Improvement Focused Monitoring System procedures is to provide guidance for how the Republic of Palau, Ministry of Education (ROP-MOE) exercises its general supervision responsibilities through monitoring the implementation of special education and related services for children with disabilities in the Republic of Palau. A description of the general supervision system and monitoring components are provided with specific monitoring activities and steps for implementation.

## GENERAL SUPERVISION SYSTEM

### Authority

The Individuals with Disabilities Education Act of 2004, Section 616, requires the Republic of Palau to have in place general supervision oversight of the implementation of Part B of the Act. This includes monitoring and enforcement procedures for providing special education and related services for children with disabilities. The primary focus of the monitoring activities is to improve results and functional outcomes for all children with disabilities and to ensure that the ROP-MOE meets the requirements of Part B of IDEA, particularly those requirements that are most closely related to improving educational results for children with disabilities.

Consistent with the basis of IDEA to provide free appropriate public education (FAPE), the Republic of Palau Public Law (RPPL) 3-9 recognizes the obligation of the national government to provide educational services to all children to enable them to lead fulfilling and productive lives. RPPL 3-9 declares that it is the responsibility of the national government to provide full educational opportunities and necessary related services to each child with a disability in order to ensure that each child with a disability acquires the skills and knowledge necessary to lead a fulfilling and productive life as a citizen of the Republic.

### Description

Demonstration of accountability measures under IDEA is seen through a system of general supervision; in particular, comprehensive monitoring of the implementation of IDEA in the Republic, with a focus on improving results for children and youth with disabilities.

The ROP-MOE general supervision system includes monitoring of indicators within the State Performance Plan / Annual Performance Report, regular data collection mechanisms, processes for identifying and correcting noncompliance, as well as monitoring activities. These activities help the Special Education Program ensure that services for students with disabilities are being provided appropriately and provide opportunities for supporting teachers and administrators in improving services when necessary.

Through general supervision activities, ROP-MOE supervises the programs that directly provide the necessary services and support to fulfill the requirements of IDEA and achieve the expected results. The ROP-MOE general supervision system:

1. Supports practices that improve educational results and functional outcomes for children and youth with disabilities;
2. Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after the noncompliance is identified; and
3. Utilizes mechanisms to encourage and support improvement and to enforce compliance.

### **About the ROP-MOE**

The ROP-MOE is a unitary education system that includes 18 elementary schools for grades K-8 and one public high school for grades 9-12. Appendix B: MOE Organizational Chart displays the positions and programs within the ROP-MOE. The Special Education Program is a program under the direct supervision of the Director of the Bureau of Curriculum and Instruction. The delivery of special education and related services is provided within the schools under the supervision of the school principals. The Minister of Education serves as the direct supervisor of the school principals.

The Head Start Program, administered through the Palau Community Action Agency, serves as the primary educational setting for preschoolers with disabilities. Consistent with Head Start Program Performance Standards on Services to Children with Disabilities, Section 1308.4, the ROP-MOE has general supervision oversight, including monitoring, of the special education and related services provided for preschoolers with disabilities within the Head Start Program.

The ROP-MOE has designated the Special Education Program to facilitate the implementation of the Continuous Improvement Monitoring System (CIMS) through the Director of Bureau of Curriculum and Instruction. For the Head Start Program, the CIMS will be facilitated through the Director of the Bureau of Curriculum and Instruction to the Director of the Head Start Program.

The ROP-MOE Special Education Program is administered by the Special Education Program Coordinator. The Special Education Program Coordinator supervises special education personnel responsible for supporting the development and delivery of special education and related services in the schools and other appropriate educational settings. Appendix C displays the organization of the major Special Education Program personnel. The Director of the Bureau of Curriculum and Instruction works with the Ministry of Finance to manage the budget and procurement processes of the program.

The Special Education Program facilitates the special education and related service needs of the schools/programs based on the educational needs identified in the IEPs. Technical support to the schools/programs is facilitated through the Special Education Specialists who are responsible for providing school-based training and technical assistance for meeting procedural compliance and program improvement strategies. The Special Education Specialists are assigned

schools/programs for early childhood programs, such as the Head Start Program, through high school.

The Special Education Program Coordinator is responsible for facilitating the monitoring activities to be conducted by the monitoring team. The composition of the monitoring team may change depending upon the schools being monitored and the specific monitoring activities.

### **Integrated Monitoring Activities**

The special education program's integrated monitoring activities include components, processes, and procedures for improving educational results and functional outcomes for all children with disabilities through improved general supervision, including monitoring implementation of special education programs and continuous improvement in providing special education services. Integrated monitoring is a continuing process that uses systematic collection and analysis of data on specified IDEA indicators/regulations to provide ROP-MOE and stakeholders with indications of the extent of progress and achievement of targets and progress in continuous improvement towards meeting the requirements of RPPL 3-9 and Part B of IDEA.

The ROP-MOE's integrated monitoring activities for the Special Education Program include onsite and when necessary, offsite monitoring, and a review of data from a variety of sources including, required data submissions, fiscal monitoring, dispute resolution, among others.

The outcomes of the integrated monitoring activities are designed to:

- Ensure that the local school or agency is providing special education and related services to children with disabilities according to procedures required by ROP-MOE and the United States Department of Education (USDOE). These procedures must be followed to ensure continued funding for special education services.
- Identify areas where assistance is needed by the school or agency to improve services to children with disabilities as a part of its Continuous Improvement Monitoring System (CIMS).
- To gather annual evaluation information to help ROP-MOE plan for future educational services for children with disabilities as a part of its Annual Performance Report (APR).

### **Cohort Monitoring Procedures**

The MOE conducts on-site monitoring visits to each school and program serving eligible students with disabilities on a three-year cycle. Schools are assigned to a monitoring cohort (refer to Appendix F for School/Program Cycle ). The on-site monitoring includes a review of the following areas:

1. Child Identification, Evaluation, and Eligibility Determination;
2. Individualized Education Programs (IEPs);
3. Placement in the Least Restrictive Environment (LRE);
4. Provision of a Free Appropriate Public Education (FAPE);
5. Confidentiality and Procedural Safeguards;
6. Transition;

7. Parent Involvement; and
8. Data and Record Management.

Based on the priorities established by the MOE, the monitoring team will review school information during the monitoring visit to address the areas of focus, such as a specific SPP indicator measure or complaint received. Information sources to be reviewed include, but are not limited to:

- Prior monitoring reports
- MOE data
- Special Education Data System (SEDS), including personnel qualification list
- IDEA 618 data
- School Improvement Plan
- School Annual Survey (end-of-year report)
- School management reports
- School performance on SPP indicator measures, including parent involvement
- Other school information

Included as Appendix G are the following checklist/forms used by the monitoring team as the basis for the review of each school/program. These checklists can also be used by each school/agency to complete a self-evaluation of their procedures for serving children with disabilities.

1. School Monitoring Checklist - This is provided to the school/program upon notification of the visit to serve as the basis for the review. The school/program completes the checklist prior to the visit.
2. Parent Interview Questionnaire
3. Special Education Teacher Questionnaire
4. General Education Teacher Questionnaire
5. IEP Record Review Form

The on-site monitoring team will include the Special Education Coordinator, and other staff as required by the nature of the review. The special education specialist assigned to the school for support will not be part of the monitoring team. The procedures established for conducting the on-site monitoring visit includes preparation, on-site, and follow-up activities.

In rare instances, the MOE may shift the onsite monitoring activities to an offsite monitoring process. Offsite monitoring will follow the same procedures but will be conducted virtually. Instances that may require offsite monitoring include, schools that are located on remote islands that are difficult to access, public health concerns such as the COVID-19 pandemic, or extreme weather that limits travel.

#### Preparation for the On-Site Visit

Preparation for the onsite visit includes the following processes:

1. **Notice of Visit** . The school/agency will be notified of the on-site visit at least two (2) weeks before the scheduled visit. This notice will include members of the monitoring

team and the individuals to be scheduled for interviews along with a schedule of when the monitoring team will be on site to review IEP records and conduct interviews. The visit and process will generally take from 1-3 days.

2. **Document Assembly and Review.** The Special Education monitoring team will review the Special Education Data System (SEDS) printout of cases (pending and active) of children with IEPs from the school to be monitored. From that list, the Special Education monitoring team will select a representative group of IEPs to be reviewed at the school. As much as possible, representation to include a distribution of grades, disabilities, assessment participation, and placement/LRE.

#### During the On-Site Visit:

1. **Visit Schedule.** The following on-site schedule will be followed:
  - a. Entry meeting with the principal and other school representatives.
  - b. Logistics: Policies/records are chosen for review based on the selection from the SEDS school printout; Interviews scheduled.
  - c. General Education and Special Education Teachers interviews. (As much as possible, interviews shall be with the teachers who work with the children whose IEPs were selected to be reviewed)
  - d. Interview with parent/s, and students where appropriate.
  - e. IEP files reviewed using the IEP Record Review Form. The number of IEP files to be reviewed will be 50% plus 1 of the total number of children with IEPs in that school/program. If the total IEPs in the school is 10 or less, 100% of the IEP files will be reviewed.
  - f. Compliance monitoring team reviews information collected.
  - g. Exit Meeting: Initial observations are shared with school/agency administrators.

#### Follow-up Activities:

Upon completion of the onsite visit, the Monitoring team reviews data. Within 90 calendar days of the monitoring activity, the Monitoring Team will complete a Monitoring Report, which will be finalized by the Special Education Coordinator. The monitoring report contains information about the integrated monitoring activities implemented including:

- The date of the visit
- Members of the monitoring team
- Specific monitoring activities conducted
- Conclusions based on the review of data
- Recommendations
- Findings of noncompliance (see below for a detailed description of the Written Notification of Findings)

#### Written Notification of Findings

If the team identifies noncompliance, they will issue a [Written Notification of Findings](#), included as Appendix C. The written notification of findings documents the conclusion that the school is in noncompliance and includes the following components:

- A description of the identified noncompliance;
- The statutory or regulatory IDEA requirement(s) with which the school or program is in noncompliance;
- A description of the quantitative and/or qualitative data (i.e., information, supporting the State's conclusion that there is noncompliance);
- A statement that the noncompliance must be corrected as soon as possible, and in no case later than one year from the date of the State's written notification of noncompliance;
- Any required corrective action(s); and
- A timeline for submission of a corrective action plan or evidence of correction

The monitoring report and written notification of findings, as applicable, will be forwarded by the Special Education Coordinator to the Director of Bureau of Curriculum and Instruction for transmittal to the school principal and other administrators as appropriate. For the Head Start Program, the monitoring report and written notification of findings will be facilitated through the Special Education Coordinator to the Director of the Head Start Program.

The principal of the school or administrator of the program, with the assistance of ROP-MOE Special Education personnel, will take specific actions to correct all areas of noncompliance within the timelines indicated. All areas of noncompliance must be corrected within the timelines described in the written notification of findings, and in no case later than one year of the date of the written transmittal notifying the school/program of the findings of noncompliance.

### **Dispute Resolution System**

Consistent with the dispute resolution procedures in the Special Education Procedural Manual and Procedural Safeguards, if the investigation of a formal complaint or due process decision results in a school/program being found in violation of an IDEA requirement, the Special Education Specialist will ensure implementation of the corrective action, verifying the individual correction and systemic implementation of the regulation via updated data as described above.

Additionally, ROP monitors and tracks informal complaints on an ongoing basis. Calls for support or concern are documented on the informal complaint excel sheet. These issues are reviewed on a monthly basis to check for issues that may rise to the level of an area of concern needing due diligence. If an area of concern is identified, the Special Education Coordinator will assign a team of special education specialists to exercise due diligence and reach a conclusion as to the presence of noncompliance. If noncompliance is identified, the team will issue a written notification of findings as described above in Written Notification of Findings, and ensure timely correction.

### **Findings of Noncompliance Identified through School Support**

The ROP-MOE Special Education Program provides onsite support to schools through the Special Education Specialists. These specialists visit their assigned schools on a weekly basis to:



- provide direct technical assistance and support to special education teachers
- observe classroom instruction
- support the school team in overseeing the special education student roster
- participate in IEP meetings
- review IEP documents

Through the ongoing support provided to schools, the Special Education Specialist will often identify noncompliance at the school level. Noncompliance identified while providing school-based support is immediately addressed using a pre-finding correction process. In these instances, no formal written finding of noncompliance is issued, as long as the school can demonstrate correction of each child specific noncompliance and provide verification of systemic implementation of the requirement within 90 days of identification.

Noncompliance corrected through the pre-finding correction process is documented on the Special Education Specialists Findings Google sheet located in a shared drive. The Specialist works with the special education teachers, and when necessary, the school principal to immediately correct each child specific instance of noncompliance. Verification of systemic implementation of the requirement is established through the systemic correction process outlined below.

### **Correction of Noncompliance**

The Special Education Program ensures that noncompliance is corrected as soon as possible, but in no case later than one year from the issuance of the written notification of findings.

The Special Education Specialist assigned to the school or program will work with the principal or program administrator to ensure the correction of all identified noncompliance. Consistent with OSEP Question and Answer 23-01, dated July 24, 2023, verification of correction of noncompliance includes:

- Accounting for the correction of all child-specific instances of noncompliance; and
- Accounting for the correct implementation of the specific regulatory requirements through the review of updated data demonstrating compliance.

Demonstration of timely correction of noncompliance occurs when the required evidence shows 100% compliance for each child-specific instance and required evidence of systemic compliance is verified via updated data. The requirements for updated data will depend on the nature of the noncompliance and the availability of additional data.

### **Child Specific Correction**

Child-specific correction refers to the requirement that each identified instance of noncompliance involving an individual student must be corrected, not just at the systemic level but for the specific child impacted. Consistent with Q&A 23-01, this means ensuring that the

student receives the services, supports, or actions that were missed or improperly implemented, although late. The Monitoring Team must confirm that each child-specific instance of noncompliance has been addressed and corrected in a manner that reflects full adherence to the requirement.

#### When the student no longer attends the school

If the child has graduated from the school or moved out of the school where the noncompliance was found with no known current address, the Special Education Program documents that the child is not within the jurisdiction of the ROP-MOE, and no individual correction will occur for that child.

If the child has moved to a different school, the school will document that it notified the student's new school of the noncompliance and depending on the Special Education Program's authority will either request corrections to the record or notify the applicable state or territory. Regardless of the status of the child, the school where noncompliance was found will need to demonstrate systemic correction.

The Special Education Program monitoring team will communicate requirements related to supplemental documentation submission to demonstrate individual corrections requirements for the Special Education Program verification.

#### Systemic Correction

The Special Education Program ensures the correction of noncompliance addresses the amount and root cause of the noncompliance. Verification of systemic correction is achieved through a variety of options based on the nature of the noncompliance and the availability of updated data.

#### Subsequent Data Review to Demonstrate Correct Implementation of Specific Regulatory Requirement(s)

In addition to correcting individual (student-specific) instances of noncompliance, the Special Education Program demonstrates that the school correctly implemented specific regulatory requirement(s) following the findings of noncompliance. This will involve the review of a sample of files and/or data related to each applicable area(s) of noncompliance. A review of files and/or data covers a reasonable time based on school size and the level of noncompliance. The Special Education Program Monitoring Team may ask the School to provide a sample of files/data/reports that demonstrate compliance.

If it is within one year and the sample does not show 100% compliance, the Monitoring Team will: (1) require individual correction for the new sample, (2) provide technical assistance, and (3) the Monitoring Team will review a new subsequent data sample for 100% compliance.

Data Requirements for Demonstration of Subsequent Compliance	
Instances of Noncompliance	Subsequent Data Verification

1-3 Student	Two consecutive files (demonstrating 100% compliance)
4-7 Students	Three consecutive files (demonstrating 100% compliance)
7-15 Students	Four consecutive files (demonstrating 100% compliance)
15+ Students	Five consecutive files (demonstrating 100% compliance)

In some cases, there is insufficient new data to review to demonstrate correct implementation within a reasonable data period. In those cases, the Special Education Program may use other evidence of change to demonstrate systemic correction. In all of these cases, the school and Monitoring team will have a conversation about the root cause of the noncompliance to match the required demonstration of systemic noncompliance with the method that will lead to future compliance.

#### Review of Revised Policies, Procedures, Practices

A school may need to revise their policies, procedures or practices to ensure noncompliance does not occur in the future. In this case, the school must discuss the changes that need to be made to policies, procedures, and/or practices with the Monitoring Team prior to making the changes. If the Monitoring Team agrees that revised policies, procedures and/or practices will address the root cause of the individual noncompliance, the school must make those changes and submit updated policies, procedures and/or practices to the Monitoring Team for their review and approval. Systemic compliance may be documented once the Monitoring Team has reviewed and approved the updated policies, procedures, and/or practices.

#### Documentation of Training Provided

A school may also demonstrate systemic compliance by providing training on the noncompliance and hands-on-activities to create compliant records moving forward. If training will address the root cause of the individual noncompliance, the school must discuss the type of training they would like to conduct and receive approval on the training and the materials to be used from the Monitoring Team. After the training, the school must provide all training materials and documentation that staff attended the training to document systemic compliance.

#### Changes Made to Supervision and Oversight that Demonstrates Systems Are in Place to Ensure Systemic Compliance

A school may also need to make changes to the supervision and oversight provided to staff to ensure future compliance. If additional oversight and supervision address the root cause of the noncompliance, the school and Monitoring Team must discuss what kind of changes will be made. If the Monitoring Team agrees, the school will provide evidence of changes to the supervision and oversight and documentation of the new practices to the Monitoring Team to document systemic compliance.

#### Tracking Timely Correction

The written notification of findings includes required actions necessary to correct the identified noncompliance. The Special Education Specialist will track all instances of noncompliance in the “Noncompliance Tracker” excel spreadsheet and will periodically report to the Special Education Coordinator on the status of all outstanding areas of noncompliance. Areas of noncompliance that have been corrected must be officially communicated, with appropriate documentation, by the school principal to the Special Education Specialist. The Special Education Coordinator will review the documentation submitted and recommend, in writing, to the Director of Bureau of Curriculum and Instruction whether the area of noncompliance has been corrected or whether additional documentation and/or actions should be required.

Verification of timely correction will include a review of evidence provided for the correction of the individual student file/s AND a review of updated data (as described above) demonstrating 100% compliance with the regulation.

If accepted, the Director of Bureau of Curriculum and Instruction will notify the school principal that the documentation of timely correction of noncompliance has been accepted. For noncompliance not corrected within the one-year timeframe from Written Notification of Findings, the Director of Bureau of Curriculum and Instruction will implement the appropriate sanction for failure to correct, as noted in the Section below Enforcement Actions.

The above procedures for tracking timely correction apply to the Head Start Program, with communication to the Director of Bureau of Education Administration.

## **PROGRAM IMPROVEMENT & FOCUS AREA**

### **Program Summary Report**

In July of each year, the Special Education Coordinator will submit to the Director of Bureau of Curriculum and Instruction with copies to appropriate officials, a summary report of the year’s monitoring activities as part of the Annual Evaluation Report of Program Effectiveness. The Program Summary Report also includes a plan for addressing any systemic issues identified through the year’s monitoring activities

The report will include specific data documenting the number of findings of noncompliance by school, the number of areas of noncompliance that were corrected within one year of the finding, the number of areas of noncompliance that have not been corrected within the one-year requirement, and information describing the reasons for any areas of noncompliance that exceed the one year time limit for completion.

### **Special Education Advisory Council (SEAC)**

As required by IDEA, ROP-MOE has in place the Special Education Advisory Council (SEAC) to serve as the main stakeholder group for providing advice and assistance to the Special Education Program. Under its general supervision responsibilities, ROP-MOE utilizes the SEAC for the review of data and information related to the Special Education Program, which includes providing input to the SPP targets and improvement activities. Annually, ROP-MOE meets with the SEAC to gather recommendations on focus areas for monitoring based on the review of

outcomes from the previous year's integrated monitoring activities and performance on meeting the SPP targets. This occurs at the [ANNUAL MEETING DATE] (Refer to Section IV, Systemic Issues)

## **ENFORCEMENT ACTIONS: INCENTIVES AND SANCTIONS**

### **Incentives**

The following list of incentive items may be applied each year. As a result of each monitoring activity completed, Item #1 may be issued for schools/programs in 100% compliance. Items #2-#4 may be issued at the discretion of the Director of Bureau of Curriculum and Instruction for schools/programs demonstrating 100% compliance with more than one monitoring activity completed within the school year.

1. At the discretion of the school principal, allotment of up to \$100 worth of School Supplies/Materials.
2. Certificate of Commendation for the School/Program.
3. Letter of Commendation to the School Principal, Teachers, and Special Education Specialists.
4. May recommend merit increase at the discretion of the supervisor.

### **Sanctions**

The ROP-MOE reserves the right to use any appropriate enforcement actions to correct deficiencies related to compliance with IDEA requirements. Deficiencies are defined as failure to correct findings of noncompliance identified by the ROP-MOE in the Written Notification of Findings based on the results of implementing the monitoring activity.

The Special Education Program will work closely with the school to correct the noncompliance, however, if the school does not correct the noncompliance within the specified timeline, with verified correction no later than one year of identification, the Republic of Palau Public Service System (PSS) Rules and Regulations shall serve as the basis for sanctions to be issued, in order as follows:

1. Conference held with the Director of Bureau of Curriculum and Instruction with the School Principal, Teachers, Special Education Coordinator, and assigned Special Education Specialists.
2. Conference will determine, in writing, required action with specific timeline. If actions are not met within the specified timeline, Sanction #3 will be issued.
3. Written warning from the Director of Bureau of Curriculum and Instruction to the School addressed to the School Principal.
4. Take further adverse action, as required in the PSS Rules and Regulations.

## Appendices

### Appendix [ ]. Transmittal letter – *Written Notification of Findings*

Transmittal letter – Written Notification of Findings

From Director of Bureau of Curriculum and Instruction to [Principal] [NAME OF SCHOOL]

Insert Date of Transmittal

#### MEMORANDUM

To: Principal XXXX School

From: Chief of School Management

Subject: Written Notification of Findings of Noncompliance

Thank you for your support and participation in the recent Special Education monitoring activity for your school. This letter, with enclosures, serves as the Written Notification of Findings of Noncompliance. Enclosed is the Special Education Monitoring Report, which provides a summary of the Findings of Noncompliance and Required Corrective Actions that must be implemented to improve special education programs and services at your school. The [Type of Monitoring] monitoring activity took place on (Insert Date). The Ministry of Education (MOE) provided a Monitoring Team made up of the following team members, (Insert Names).

Based on the priority of the [Type of Monitoring] monitoring activity, the team reviewed the special education program and services provided at your school. The Monitoring Report identifies the areas of noncompliance identified through the monitoring activity which must be corrected as soon as possible but no later than one year from the date of this letter. For each area of noncompliance, required corrective actions are specified with specific timelines and evidence for completion. (Insert additional information if needed.)

The MOE Special Education Coordinator and staff from the Special Education Program are available to assist you in meeting the required corrective actions. Please contact the Special

Education Coordinator if you have any additional questions concerning the Special Education Monitoring Report.

XXXX

Director of Bureau of Curriculum and Instruction

Enclosure: Special Education Monitoring Report for XXXX School, (Insert Date of Monitoring Activity

Cc: MOE Special Education Coordinator

Special Education Program  
Integrated Monitoring Activity

**Special Education Monitoring Report**  
**Findings of Noncompliance and Required Corrective Actions**

**School:**

**Monitoring Activity Date:**

**Monitoring Activity Priority:**

- ☐ On-Site Monitoring  
☐ Off-Site Monitoring  
☐ Dispute Resolution System Review

**Description of Monitoring Activity Priority:**

**Description of Monitoring Conducted:**

**Description of Commendations:**

#	Area of NC (IDEA Citation)	Finding of Noncompliance (NC)	Data Source (Evidence)	Corrective Action Plan	
				Required Corrective Actions for Individual Instances of Noncompliance (with Timeline & Evidence)	Required Corrective Actions for Verification of Correction (with Timeline & Evidence)



#	Area of NC (IDEA Citation)	Finding of Noncompliance (NC)	Data Source (Evidence)	Corrective Action Plan	
				Required Corrective Actions for Individual Instances of Noncompliance (with Timeline & Evidence)	Required Corrective Actions for Verification of Correction (with Timeline & Evidence)

**Other Areas for Improvement and Resources for Support:**

## Appendix [ ].

### Special Education Program General Supervision Process

Date	Activity
<b>January</b>	
	Submit 618 Assessment data.
	Examine B13, B11, B12 data to determine noncompliance.
	SPP/APR <ul style="list-style-type: none"> <li>● Draft indicators</li> <li>● Stakeholder input on draft, review targets, strategies for improvement</li> </ul>
<b>February</b>	
	Submit SPP/APR to OSEP.
	Submit 618 Personnel, Exiting, Discipline.
	Begin IDEA Grant Application
	Begin planning Integrated Monitoring <ul style="list-style-type: none"> <li>● Data review</li> <li>● Draft notification letters</li> <li>● Determine monitoring schedule and teams</li> </ul>
<b>March</b>	
	Begin Onsite Monitoring <ul style="list-style-type: none"> <li>● Site visits</li> <li>● Follow up interviews</li> </ul>
	Post Grant Application for Public Participation (including 30 day period for public comment)
	Plan for participation in statewide assessment with Assessment Office <ul style="list-style-type: none"> <li>● Verify assessment window</li> <li>● Send letters to parents/principals</li> <li>● Plan for accommodations <ul style="list-style-type: none"> <li>○ print out accommodations sheets</li> <li>○ distribute to schools</li> </ul> </li> </ul>
<b>April</b>	
	Submit 618 Child Count, LRE.
	Finish Onsite Monitoring Activities <ul style="list-style-type: none"> <li>● Wrap up onsite</li> <li>● Examine monitoring data</li> <li>● Draft Written Notification of Findings and Monitoring Report</li> </ul>
	Parent Survey
	Implement Statewide Assessment
<b>May</b>	
	Issue Written Notifications to schools (within 90 days of monitoring)

	<ul style="list-style-type: none"> <li>● Add noncompliance to Noncompliance tracker</li> <li>● Provide TA to support correction</li> </ul>
End of May	8 <sup>th</sup> grade Transition meetings (from middle to high)
End of May	Complete post-secondary and Head Start transition
<b>June</b>	
	Issue Written Notifications to schools (within 90 days of monitoring) <ul style="list-style-type: none"> <li>● Add noncompliance to Noncompliance tracker</li> <li>● Provide TA to support correction</li> </ul>
<b>July</b>	
	Report APR performance to the public.
	SSIP Core Team PDSA (and plan next school year).
	SSIP – Schedule training and share resources/tools.
	Follow-up on findings, review CAP progress, and verify correction (February - September)
<b>August</b>	
	Submit 618 MOE CEIS.
	Hold initial meeting of APR indicator teams.
	Follow-up on findings, review CAP progress, and verify correction (February - September)
	Monthly activities: <ul style="list-style-type: none"> <li>● TA + Monitoring               <ul style="list-style-type: none"> <li>○ Meetings with ESs, SPED specialists, Data and Monitoring Team and Program Directors</li> </ul> </li> <li>● IEP Analysis via Rubric and Student Portfolio</li> <li>● Evaluations Data Report (B11, B12)</li> <li>● Secondary Transition Report (B13)</li> <li>● SSIP Schools Progress Reports</li> </ul>
<b>September</b>	
	Review of data for SSIP.
	Follow-up on findings, review CAP progress, and verify correction (February - September)
	Monthly activities: <ul style="list-style-type: none"> <li>● TA + Monitoring               <ul style="list-style-type: none"> <li>○ Meetings with ESs, SPED specialists, Data and Monitoring Team and Program Directors</li> </ul> </li> <li>● IEP Analysis via Rubric and Student Portfolio</li> <li>● Evaluations Data Report (B11, B12)</li> <li>● Secondary Transition Report (B13)</li> </ul>

	<ul style="list-style-type: none"> <li>• SSIP Schools Progress Reports</li> </ul>
<b>October</b>	
	School visits (7-8 schools, October-January). Issue findings, enter CAPs in tracking log, review CAP progress, verify correction, and determine TA needs (as visits occur).
	Monthly activities: <ul style="list-style-type: none"> <li>• TA + Monitoring               <ul style="list-style-type: none"> <li>○ Meetings with ESs, SPED specialists, Data and Monitoring Team and Program Directors</li> </ul> </li> <li>• IEP Analysis via Rubric and Student Portfolio</li> <li>• Evaluations Data Report (B11, B12)</li> <li>• Secondary Transition Report (B13)</li> <li>• SSIP Schools Progress Reports</li> </ul>
<b>November</b>	
	Submit Dispute Resolution.
	School visits (7-8 schools, October-January). Issue findings, enter CAPs in tracking log, review CAP progress, verify correction, and determine TA needs (as visits occur).
	Monthly activities: <ul style="list-style-type: none"> <li>• TA + Monitoring               <ul style="list-style-type: none"> <li>○ Meetings with ESs, SPED specialists, Data and Monitoring Team and Program Directors</li> </ul> </li> <li>• IEP Analysis via Rubric and Student Portfolio</li> <li>• Evaluations Data Report (B11, B12)</li> <li>• Secondary Transition Report (B13)</li> <li>• SSIP Schools Progress Reports</li> </ul>
<b>December</b>	
	School visits (7-8 schools, October-January). Issue findings, enter CAPs in tracking log, review CAP progress, verify correction, and determine TA needs (as visits occur).
	Monthly activities: <ul style="list-style-type: none"> <li>• TA + Monitoring               <ul style="list-style-type: none"> <li>○ Meetings with ESs, SPED specialists, Data and Monitoring Team and Program Directors</li> </ul> </li> <li>• IEP Analysis via Rubric and Student Portfolio</li> <li>• Evaluations Data Report (B11, B12)</li> <li>• Secondary Transition Report (B13)</li> <li>• SSIP Schools Progress Reports</li> </ul>