DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS

Harrold School District
Continuous Improvement Monitoring Process Report 2005-2006

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Dates of On Site Visit: March 14, 2006

Date of Report: March 20, 2006

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Staff survey
- Data Table C

Meets requirements
The steering committee conclude the Harrold School District 32-1 effectively implements an ongoing child find system to locate, identify, and evaluate children with disabilities, ages birth through 21 years, who may need special education or special education and related services. The pre-referral and referral system meets requirements as outlined in the comprehensive plan.

A review of the recommended data indicates compliance with the requirements for data-based decision making procedures to review and analyze school district level data to determine if the Harrold School District 32-1 is making progress toward the state's performance goals and indicators. The district reviews/analyzes discipline data and policies/procedures to determine if significant discrepancies are occurring between the long-term suspension and expulsion rates for children with and without disabilities.

The district ensures that it employs or contracts with an adequate supply of personnel who are appropriately supervised, and fully licensed or certified, to work with children with disabilities.

Needs Improvement:
The Harrold School District has utilized non-documented procedures to determine personnel development needs and has taken appropriate action to meet those identified needs. A more formal and well documented process needs to be implemented. The steering committee recommends that the district implement the use of state approved in-service training needs assessment documents and procedures at the earliest feasible date.

Validation Results

Meets Requirement
The monitoring team agrees that the district child find procedures, pre-referral and referral system and the suspension/expulsion procedures meet requirements.

Needs improvement
The monitoring team agrees with all areas identified as needing improvement under the area of general supervision as concluded by the steering committee.

Out of compliance
ARSD 24:05:18:03. Procedures for identification of misclassified children.
Each public agency must maintain specific documentation as to the identification, evaluation, program, and placement of each child with disabilities.
ARSD 24:05:18:05. Program reviews.
The division shall conduct program administrative reviews to determine whether students have been classified according to this article. If, as a result of these reviews, the division determines that Individuals with Disabilities Education Act, Part B funds have been made available to an eligible public agency as the result of a misclassified child, the division shall begin recovery procedures.

The monitoring team was unable to validate an IEP was in effect on December 1st, 2004 for two students who were listed on the district's 2004 child count. One student was dismissed from special education on October 4th, 2004 and the other did not have an IEP in effect on December 1st, 2004.

ARSD 24:05:16:16. Personnel standards.
To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, the division shall

determine that all personnel providing special education or related services, including early intervention and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing instruction or other service.

Through interview and a review of student records the monitoring team noted the district does not have on staff or under contract a special education teacher certified to provide services to children ages six through 21 years of age.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Student survey
- Parent survey
- Staff survey
- Data Table I
- IDEA application
- Record/data review

Meets requirements

The steering committee concluded the district provides a free appropriate education (FAPE) to all eligible children with disabilities. Eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative school days will be provided with FAPE should such a situation occur.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirement under free appropriate public education as concluded by the steering committee.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for

evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Data Table A
- Parent survey
- Staff survey

Meets requirements

The steering committee concluded the district provides appropriate written notice and obtains informed consent before assessments are administered to a child as a part of an evaluation or reevaluation. Reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.

Needs improvement

The steering committee concluded that the functional assessment is an area that is in need of improvement. In-service training is needed in this area.

Validation Results

Meets requirements

The monitoring team agrees with all areas identified as meeting requirements under appropriate evaluation as concluded by the steering committee.

Out of compliance

ARSD 24:05:25:04. Evaluation procedures.

School districts shall ensure, at a minimum, that evaluation procedures include the following:
(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining:

(a) Whether the child is a child with a disability; and
(b) The content of the child's IEP

ARSD 24:05:25:04.03. Determination of eligibility.

Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Through interview and review of two student records, the monitoring team did not find evidence of parent input into the evaluation process. Information generated from evaluation protocols for two students (achievement and transition) were not summarized into a written report for determining eligibility, developing the IEP or so the information could be provided to parents. Functional assessment was not conducted as part of the reevaluation process for three of four students.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Parent survey
- Document review
- Record/data review

Meets requirements

The steering committee concluded that parents are informed of their parental rights under the Individuals with Disabilities Act and the rights of a child are protected if no parent can be identified. The district provides the parents of a child in need of special education or special education and related services with the opportunity to inspect and review all educational records concerning the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education. Policies and procedures are in place for responding to complaint and due process actions.

Validation Results

Meets requirement

The monitoring team agrees with all areas identified as meeting requirements under procedural safeguards as concluded by the steering committee.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Student survey
- Parent survey
- Staff survey

Needs improvement

The steering committee concluded that improvement is needed in addressing transition services, transition planning and membership. The improvement effort should include transition planning in-service as appropriate. The steering committee believes that improvement is needed in coordinating transition activities to a much higher level among the school, the student, the family, other agencies and post-secondary programs.

The steering committee concluded that better documentation is needed in the area of measuring progress toward achieving each individual student's measurable goals and objectives.

Validation Results

Needs improvement
The monitoring team agrees that better documentation is needed in the area of measuring progress toward achieving each individual student's measurable goals and objectives.

Out of compliance
ARSD 24:05:27:13.02. Transition services.
Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through interview and a review of two student records the Transition Planning Inventory (TPI) was administered, however the information was not summarized into a written report or included as strengths and needs in the students present levels of performance. The IEP did not contain a set of coordinated activities to facilitate the student's movement from school to post-school activities.

ARSD 24:05:27:01.03. Content of individualized education program.
Each student's individualized education program shall include:
(1) A statement of the student's present levels of academic achievement and functional performance, including:
(a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students).

Through a review of four student records, present levels of performance did not consistently contain specific skills link to functional evaluation or state the student's involvement/progress in the general curriculum.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- District comprehensive plan
- Special education file review
- Staff survey

- Data tables J and F

Meets requirements
The steering committee concluded that all children receive services in the least restrictive environment with the supports each needs for their successful participation.

Validation Results

Meets requirements
The monitoring team agrees with all areas identified as meeting requirements under least restrictive environment as concluded by the steering committee.