



# Special Education Compliance Monitoring Review

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**Special Education Leadership Meeting  
Dover, Delaware  
May 14, 2012**

# Root Cause Analysis of Findings



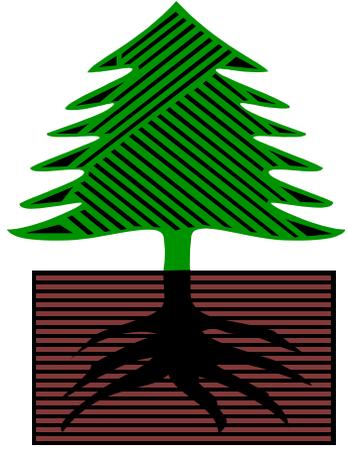
# Root Cause Analysis

A Process at the Local Level to  
Review the Findings and Determine the Specific  
Reasons for the Findings of Noncompliance



# Root Cause Analysis

The Local Corrective Action Plan Incorporate the Root Cause Analysis and Address How the School is Responding to the Each Reason for the Noncompliance



# Examples

“Not Enough Training on Sections of the IEP”

“Not Enough Time to Review Incoming Student Records from Other Schools to Ensure the IEPs are Acceptable”

“Huge Need for Goal Writing for All Teachers”

“No Training for New Teachers to Learn IEP Plus”

# Examples

“Drop Downs on IEP Plus”

“History of Drafting IEPs a Certain Way”

“Need Examples of Compliant and Noncompliant IEP Goals”

“Provide Time for Case Managers to Prepare Appropriate Transition IEPs”

# Examples

“History of Drafting IEPs a Certain Way”

“Need Examples of Compliant and Noncompliant IEP Goals”

“Provide Time for Case Managers to Prepare Appropriate Transition IEPs”

“Need Training for IEP Goals, PLEPS, and Benchmarks”

# Examples

“No Meetings or Consultation with Schools Sending Transfer IEPs”

“No Process of Reviewing Draft IEP Prior to Meeting”

“Reviewing IEP After the Meeting Does Not Prevent Mistakes”

# Examples

“Areas of IEP Left Blank”

“IEP Did Not Describe All We are Doing for the Child”

“We Started Transition Planning But Didn’t Complete it”

# Examples

“Courses of Study Listed, But Not Electives”

“Used the Same Generic Transition Services and Activities Description for Every Student”

“Transition Assessments Did Not Tie to Postsecondary IEP Goals”

“Transition Services and Activities Not Specific”



# Examples

“Postsecondary Goals Not Measurable”



# Focus Areas for Discussion

Let's Look at Some Examples of Goal Pages

Statement of Services

Services, Aids & Modifications

PLEP

Benchmarks

Annual Goals

Let's Look at Some Examples of LRE Explanations



# LRE Explanation

The IEP must contain an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and extra curricular activities.

14 DE Admin Code § 925.20.0

# LRE Explanation

Reasons for Noncompliance:

- (1) Statement left blank; or
- (2) Insufficient statements, such as:

The child's needs cannot be met in the regular education environment

The child requires a more restrictive setting



# LRE Explanation

Use the option below to determine the appropriate setting.

<input type="checkbox"/>	A.	<b>Regular Setting</b> Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
<input type="checkbox"/>	B.	<b>Services Provided Both in Separate Special Education Classes and Regular Setting</b> Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
<input checked="" type="checkbox"/>	C.	<b>Separate Special Education in an Integrated Setting</b> Student served inside the regular classroom less than 40% of the day. (10/11/2011-6/11/2012) (6/12/2012-7/30/2012) (9/6/2012-10/10/2012)
<input type="checkbox"/>	D.	<b>Separate School</b> Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.
<input type="checkbox"/>	E.	<b>Residential Facility</b> where student resides during the school week.
<input type="checkbox"/>	F.	<b>Homebound or Hospital</b>
<input type="checkbox"/>	G.	<b>Correctional Facilities</b> (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities.

An explanation must be provided about the extent, if any, to which the child will not participate with nondisabled children in the regular class.

-Rodney has trouble with grade level reading material and needs support where ever reading is required. Accommodations need to be used to help him access all grade level material. Oftentimes, his behaviors can be monitored more effectively in a small group setting with additional staff support. Frequently he will need one-on-one instruction to re-teach newly learned concepts or use simplified language to explain a difficult concept.