

**Sample Public Schools
Special Education Focused Monitoring Report
On-site Review**

District Code: Sample Public Schools (00000)
ISD Code: Sample ISD (00)
Date of Report: _____
On-site Review Date: _____
Focused Monitoring Team:

Name:	Title:
_____	Team Lead
_____	Technical Assistance Provider
_____	ISD Monitor

Section 1: Focused Monitoring Priority:
Suspensions and Expulsions by Race/Ethnicity

State Performance Plan:

The State Performance Plan (SPP), as authorized by the *Individuals with Disabilities Education Act* (IDEA) 2004, sets the context for focused monitoring. States are required under federal law to evaluate and report on efforts to implement the requirements and purposes of the IDEA. The plan includes evaluating and reporting on specific indicators. As required by the U.S. Department of Education, Office of Special Education Programs, all locals in the state must meet the federally established rigorous target of zero percent for SPP Indicator 4B.

SPP Indicator 4B - Suspensions and Expulsions by Race or Ethnicity

SPP Indicator 4B is the percent of locals that have:

- (a) A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year of children with an individualized education program (IEP).
- (b) Policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(§ 300.600(d) and 20 U.S.C. 1412(a)(22))

Section 2: Selection Criteria:

Michigan identifies locals with 2013-2014 data greater than or equal to the State threshold of 3.6 percent in at least one racial/ethnic group of students with an IEP suspended/expelled out of school for greater than ten days as having a significant discrepancy.

The local must ensure that its policies, procedures, and practices are compliant for students with an IEP who are Black.

Section 3: Local Hypotheses:

The local's staff hypothesized that the high rate of out-of-school suspensions and expulsions for greater than ten days for Black students with an IEP could be due to:

- Change of philosophy of various administrators over time.
- High minority population.

Areas of Strength Related to the Focused Monitoring Priority:

During the on-site review, the Office of Special Education (OSE) team identified the following areas of strength for the local:

- Implementation of a new Special Education Manual.
- Special education professional development for Deans.
- High expectations, 'everyone is expected to improve'.
- Improved retention rate for staff and administration.
- Parent engagement activities.

Results of On-site Review:

The following monitoring activities were conducted by the OSE team:

- A review of 3 student records
- Interviews with 8 staff members
- A review of the local's policies, procedures, and practices related to students with IEPs

The on-site review yielded no findings of noncompliance.

Correction of Noncompliance:

The on-site review yielded no findings of noncompliance. No corrective action is required.