

Sample Preliminary Summary

Suspension and Expulsion by Race/Ethnicity (B-4B) • On-site
February 2016

District Name Special Education Focused Monitoring Preliminary Summary On-site Review

District Code:	00000
ISD Code:	00
Date of Summary:	<input type="text"/>
On-site Review Date(s):	<input type="text"/>
Focused Monitoring Team:	
Name:	Title:
<input type="text"/>	<input type="text"/>
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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 districts 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 districts that have:

- 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).
- 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 districts with 2014-2015 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 district must ensure that its policies, procedures, and practices are compliant for students with an IEP who are {Race/Ethnicity}.

Section 3: Preliminary Summary:

The policies, procedures, and practices used by the district in the suspension and expulsion of [race/ethnicity] students with an IEPs were reviewed to determine whether they:

- Contributed to the significant discrepancy.
- Complied with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The student record reviews yielded _____ instance(s) of noncompliance related to specific students.

Next Steps:

A focused monitoring report will be issued to the local on May 15, 2016. This report will provide written notification of any noncompliant policies, procedures, or practices requiring revision. All areas of noncompliance must be corrected as soon as possible but no later than one year from the date of notification. If this deadline is not met, this will impact the local's Determination and the State will take action to promptly bring the local into compliance; this may include increased state supervision and/or financial sanctions.

If findings of noncompliance are issued, the local must submit a focused monitoring corrective action plan by July 1, 2016 to address all areas of noncompliance. The OSE will assign staff to provide technical assistance to the local.