



UNITED STATES DEPARTMENT OF EDUCATION
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DEC 9 2004

Ms. Sharon Wells
Education Program Specialist
U. S. Department of the Interior
Bureau of Indian Affairs
Office of Indian Education Programs
1849 C St., NW, Room 3512, MIB
Washington, DC 20240

Dear Ms. Wells:

This **Final Audit Report** (ED-OIG/A06-E0002) presents the results of our audit of the Individuals with Disabilities Education Act (IDEA), Part B requirements at Circle of Nations School (Circle of Nations) for the period July 1, 2001, through September 30, 2003. Our objective was to determine whether Circle of Nations administered IDEA, Part B funds in accordance with requirements, laws and regulations, and provided services to eligible children in accordance with each student's Individualized Education Program (IEP).

We provided a draft of this report to the Bureau of Indian Affairs (BIA), Office of Indian Education Programs. In its response to our draft report, BIA officials agreed with our recommendations but did not agree with the assessment that the school did not have procedures in place to demonstrate services were being provided to children with IEPs. We have summarized BIA's comments in the body of the report and have included the response as an Attachment to this report.

BACKGROUND

The Department of Education (Department) provides funding from major program grants to the Bureau of Indian Affairs (BIA), an agency within the Department of the Interior. The BIA allocates these funds to elementary and secondary schools operated or funded by the Secretary of the Interior, including tribally operated schools that are funded by the BIA. These grants support students with disabilities and disadvantaged children. The Department provided \$140 million (22 percent) of BIA's school operating funds in 2002. The program funds from the Department have constituted an increasing share of these schools' operating budgets since fiscal year (FY) 1999 (from 18.2 percent to 22 percent in fiscal year 2002). This is due in part to large increases since 1999 in two major Department programs under which BIA receives funds, IDEA, Part B, and Elementary and Secondary Education Act, Title I (Title I). At BIA funded schools, funds for students with disabilities under IDEA increased by 50 percent, and Title I funds for disadvantaged students increased by 21 percent for fiscal years 1999 through 2002. As the IDEA, Part B appropriation increased, IDEA, Part B funds provided to the Secretary of the

Interior have been capped in the FY 2002, 2003, and 2004 appropriation language at the prior year's funding level, plus inflation.

IDEA, Part B requires the Department to provide funds to the Secretary of the Interior to assist in providing special education and related services to children with disabilities. From the amount appropriated for any fiscal year, the Department shall reserve 1.226 percent to provide assistance to the Secretary of the Interior, of which 80 percent is allotted for serving children ages 5 through 21 with disabilities enrolled in elementary and secondary schools for Indian children operated or funded by the Secretary of the Interior. The Secretary of the Interior is required to submit information to the Department that it meets the requirements of IDEA. In addition, the Secretary of the Interior will provide several assurances, including an assurance that the Department of the Interior will cooperate with the Department in its exercise of monitoring and oversight requirements.

BIA funded schools are to use 15 percent of the Indian School Equalization Program (ISEP) formula funds generated by their base instructional administration to fund their special education programs. ISEP funds constitute the largest amount of the Department of Interior funds used for school-level administration, such as principals' salaries and administrative assistance, in addition to salaries for teachers, teacher aides, and the cost of materials. If the 15 percent is not sufficient to fund the services needed by all eligible ISEP students with disabilities, then the school may apply for IDEA, Part B funds. Schools must demonstrate need when applying for these funds.

Circle of Nations is a boarding school located in Wahpeton, North Dakota. The BIA disbursed \$1,554,466 of IDEA, Part B funds to Circle of Nations for our two-year audit period as follows—

School Year 2001-2002	\$ 330,834
School Year 2002-2003	<u>\$1,223,632</u>
Total	\$1,554,466

For the 2001-2002 school year, Circle of Nations had an enrollment of 208 students with 138 classified as disabled; and in the 2002-2003 school year, enrollment was 201 students with 145 classified as disabled. The average amount of IDEA, Part B funds per pupil was \$2,397 in the 2001-2002 school year, and \$8,439 in the 2002-2003 school year.

AUDIT RESULTS

Circle of Nations was unable to demonstrate that it provided the planned special education and related services to 97 percent of the students in our sample in accordance with their IEP.

According to 34 C.F.R. § 300.341(a)(1)(2), The [Secretary of the Interior]¹ shall ensure that each public agency develops and implements an IEP for each eligible child with a disability served by

¹ The regulations specifically refer to the SEA (State Educational Agency). However, 34 C.F.R. § 300.267 requires the Secretary of the Interior to comply with specific sections of 34 C.F.R. Part 300, including 34 C.F.R. § 300.341.

that agency. The IEP must contain certain elements according to 34 C.F.R. § 300.347, including—

(a)(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, . . .

(a)(7)(ii)(A) A statement of how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress of, . . . Their child's progress toward the annual goals.

Further, 34 C.F.R. § 300.350(a)(1) requires that each public agency must provide special education and related services to a child with a disability in accordance with the child's IEP.

An IEP has several elements including the child's present level of educational performance, the annual goals and objectives, as well as the direct special education and related services that will be provided to help meet those goals and objectives. The IEP must include a statement of how the parents will be informed of their child's progress including the extent to which the progress is sufficient to enable the child to achieve the annual goals. However, the progress reports provided to parents do not address the frequency and duration of services being provided. The frequency and duration of actual services provided should be documented in teachers' attendance records.

Concerning the need to document special education services provided, OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments, Attachment A, Paragraph C.1 (a)(b)(j)* (1997) provides that—

To be allowable under Federal awards, costs must . . . Be necessary and reasonable for proper and efficient performance and administration of Federal awards . . . Be allocable to Federal awards . . . Be adequately documented.

To determine whether Circle of Nations was providing the required services and documenting those services, we selected a 10 percent random sample of 15 of 138 students with disabilities in school year 2001-2002 and 17 of 145 students in school year 2002-03. We increased the 10 percent random sample to include three additional files because 3 of the 32 student files did not contain an applicable IEP, and we were unable to do any additional review work. Although 25 of the 29 remaining students had an IEP, 4 students did not receive any services as required by their IEPs, and 24 did not have adequate documentation to support what special education and related services were provided. Additionally, Circle of Nations did not develop the required progress reports informing the parents of their child's progress as specified in the student's IEP for 5 of the 29 students reviewed.

We concluded that these conditions occurred because school officials did not have procedures in place to (1) ensure special education and related services were provided in accordance with the student's IEP, (2) ensure that parents are informed of their child's progress as specified in the student's IEP, and (3) document that special education and related services were provided to all students with disabilities in accordance with their IEPs.

As a result of the 97 percent error rate (31 of 32 files reviewed), Circle of Nations was unable to document that it provided the required special education services for the students with disabilities during our two-year audit period. The high error rate and lack of documentation indicates that Circle of Nations has a management system that does not meet the management standards set forth in the regulations. The regulations at 34 C.F.R. § 80.12(a) state that a grantee may be considered “high risk” if an awarding agency determines that a grantee—

- (1) Has a history of unsatisfactory performance, or
- (2) Is not financially stable, or
- (3) Has a management system that does not meet the management standards set forth in this part, or
- (4) Has not conformed to terms and conditions of previous awards, or
- (5) Is otherwise not responsible; and if the awarding agency determines that an award will be made, special conditions and/or restrictions shall correspond to the high risk condition and shall be included in the award.

RECOMMENDATIONS

We recommend that the Assistant Secretary for Special Education and Rehabilitative Services instruct the Bureau of Indian Affairs to—

1. Obtain assurance from Circle of Nations officials that the \$1,554,466 of IDEA, Part B funds was used to deliver the educational assistance proposed in each of the IEPs for the 283 children with disabilities.
2. Instruct Circle of Nations to document all special education and related services provided to each current student with disabilities and develop a progress report to inform parents of their child’s progress.
3. Submit a corrective action plan, which includes strategies, benchmarks, proposed evidence of change, targets and timelines, to ensure the noncompliance identified in this audit is corrected.

We also recommend the Assistant Secretary for Special Education and Rehabilitative Services—

4. Evaluate the corrective action plan submitted and determine whether the action proposed will correct the noncompliance identified in this audit.
5. Monitor the corrective action taken and determine if it was effective. If the corrective action was not effective, determine whether Circle of Nations should be designated as a high-risk grantee.

BIA'S COMMENTS TO THE DRAFT REPORT

BIA agreed to implement our recommendations, however it did not agree with our assessment that the school did not have procedures in place to demonstrate services were being provided to children with disabilities. BIA included attachments to its response to demonstrate how the Midwest Regional Office validates the delivery of services every October through the Indian School Equalization Program.

Further, BIA responded, "In addition, Circle of Nations now uses an Inclusion Report form for each student to document both the progress and hours of service time (See Attachment F). In addition, a Monthly Service Attendance sheet (See Attachment G) is also used by each special education teacher to document services."

OIG'S RESPONSE

We reviewed BIA's response and have not changed our finding. We acknowledge that the Midwest Regional Office validates the delivery of services each October. We believe however, that the Inclusion Report and Monthly Service Attendance sheet are also necessary to provide the Department with the assurance that the children with disabilities receive services throughout the year.

We believe the proposed corrective actions will address the issue of documenting services provided to children with disabilities.

OBJECTIVE, SCOPE, AND METHODOLOGY

Our objective was to determine whether Circle of Nations administered IDEA, Part B funds in accordance with requirements, laws and regulations,² and provided services to eligible children in accordance with each student's IEP.

To accomplish our objective, we—

- Reviewed the financial statement and compliance report for July 1, 2001, to June 30, 2002;
- Reviewed Circle of Nations's Special Education application and budget;
- Reviewed detailed expense reports and payroll information regarding IDEA, Part B expenditures. We compared the information to budget information and performed reasonableness tests on the information provided;

² Code of Federal Regulations 34 Part 300 to 399 revised as of July 1, 2002.

- Reviewed the Student Roster – Final Certification Listing for Central Office for the 2001-2002 and 2002-2003 school years;
- Reviewed the Final Monitoring Report (April 2003);
- Reviewed the Special Education Review (December 2001);
- Reviewed the Annual Report Card for school years 2001-2002 and 2002-2003;
- Reviewed Circle of Nations’s Education – Organization Chart and Special Education Staff roster;
- Randomly selected 32 students for review, 15 of 138 students in school year 2001-2002 and 17 of 145 students in school year 2002-2003. We reviewed the files for IEPs, progress reports, and a list of services to be provided. We then compared the list of services to supporting documentation (i.e., teacher attendance books, special education providers’ attendance books, and other relevant documentation); and,
- Interviewed various Circle of Nation employees and Department of the Interior/BIA officials in Albuquerque, New Mexico, and Minneapolis, Minnesota.

We relied upon the computerized student roster lists provided by Circle of Nations officials for selecting our sample. We tested the student roster lists for accuracy and completeness by comparing selected source records to the roster list. Based on this test, we concluded the student roster list was sufficiently reliable to be used for the sample population.

We conducted our fieldwork at Circle of Nations in Wahpeton, North Dakota, from November 10 - 13, 2003. We discussed the results of our audit with Circle of Nations officials on November 13, 2003. An exit conference was held with BIA officials on April 27, 2004.

Our audit was performed in accordance with generally accepted government auditing standards appropriate to the scope of audit described above.

STATEMENT ON INTERNAL CONTROLS

As part of our review, we assessed Circle of Nation’s system of internal controls, policies, and procedures applicable to providing special education services to children with disabilities. Because of inherent limitations, a study and evaluation made for the limited purposes described above would not necessarily disclose all material weaknesses in the internal controls. However, our review identified that Circle of Nations needs to improve its internal controls related to documenting special education and related services provided to children with disabilities in accordance with each child’s IEP. Those weaknesses and their effects are discussed in the AUDIT RESULTS section of this report.

ADMINISTRATIVE MATTERS

Statements that managerial practices need improvements, as well as other conclusions and recommendations in this report represent the opinions of the Office of Inspector General. Determinations of corrective action to be taken will be made by the appropriate Department of Education officials.

If you have any additional comments or information that you believe may have a bearing on the resolution of this audit, you should send them directly to the following Education Department officials, who will consider them before taking final Departmental action on the audit:

Troy Justesen, Ed.D.
Acting Assistant Secretary
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Federal Building No. 6, Room 3W315
400 Maryland Avenue, SW
Washington, DC 20202

It is the policy of the U.S. Department of Education to expedite the resolution of audits by initiating timely action on the findings and recommendations contained therein. Therefore, receipt of your comments within 30 days would be greatly appreciated.

In accordance with Freedom of Information Act (5 U.S.C §552), reports issued by the Office of Inspector General are available, if requested; to members of the press and general public to the extent information contained therein is not subject to exemptions in the Act.

Sincerely,

Jon E. Kucholtz /s/ (for)
Sherri L. Demmel
Regional Inspector General
for Audit

Attachment



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

Washington, D.C. 20240

IN REPLY REFER TO:

OCT 20 2004

Sherri L. Demmel
Regional Inspector General for Audit
U.S. Department of Education
Office of Inspector General
1999 Bryan Street, Suite 2630
Dallas, Texas 75201-6817

Dear Ms. Demmel:

This letter is written in response to the results of the Office of Inspector General audit of the Individuals with Disabilities Education Act (IDEA), Part B requirements at Circle of Nations School (Circle of Nations) for the period July 1, 2001, through September 30, 2003. As stated in your letter, the objective was to determine whether Circle of Nations administered IDEA, Part B funds in accordance with requirements, laws and regulations, and whether they provided services to eligible children in accordance with the student's Individualized Education Program (IEP).

The audit report suggests that the school officials did not have procedures in place to demonstrate services were being provided to children with IEPs. However, according to OIEP's monitoring of Circle of Nation on March 17-18, 2003, Circle of Nations had Special Education Policies and Procedures. This was used as a data source to complete their self-assessment dated February 2003.

Generally, there is agreement with the proposed recommendations of your letter. Specifically, our response is outlined below:

1. **Draft Audit Report Recommendation:** Obtain assurance from Circle of Nations officials that the \$1,554,466 of IDEA, Part B funds was used to deliver the educational assistance proposed in each of the IEPs for the 283 children with disabilities.

Response: A written assurance from Circle of Nations will be obtained through the Grant Officer/Education Line Officer, indicating that IDEA funds were used to provide services to the 283 students with disabilities during SY 01-02 and SY 02-03 in accordance to each student's IEP. In addition, Circle of Nations submitted the IDEA (Part B) budget to the Midwest Region Office (MRO) as part of their annual Consolidated School Reform Plan Application amendment for SY 01-02 and SY 02-03. This budget provides information as to how expenditures were followed for that two-year period and is filed at the MRO and the Center for School Improvement. In addition, a detailed expenditure report for those two years is kept at the school's budget office.

2. **Draft Audit Report Recommendation:** Instruct Circle of Nations to document all special education and related services provided to each current student with disabilities and develop a progress report to inform parents of their child's progress.

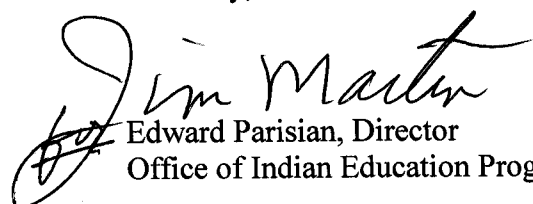
Response: The MRO will continue to validate services through the Indian School Equalization Program (ISEP) count process conducted in October 2004 and each October thereafter. This is conducted using a checklist completed on 100% of the students in the school's special education program. (See Attachment A) The MRO conducts a Second Tier monitoring review that occurs between January-April of each year and involves a more extensive checklist of 67 items on 10% of student files. (See Attachment B) Each year a new group of student files are reviewed in order to gather more quantitative data. As part of the IEP, Circle of Nations uses Form 21D to document how the parents are informed of the progress of their children. (See Attachment C) The progress report is customarily sent to parents simultaneously when report cards are mailed out. (See Attachment D) Because of the distances covering the United States reaching 18 tribes, it is even more critical that Circle of Nations establish this effort to contact parents informing them of the progress their child is making toward the goals stated on the IEP. Form 27 of the IEP is a Contact Log which identifies any contact made with parents, including progress of the students. (See Attachment E) In addition, Circle of Nations now uses an Inclusion Report form for each student to document both the progress and hours of service time (See Attachment F). In addition, a Monthly Service Attendance sheet (See Attachment G) is also used by each special education teacher to document services. Circle of Nations has updated their special education policies and procedures which specifically states: *The special educator assures that the monitoring is done and the updates regarding the child's progress are sent to parents at the same time the school's report cards are sent to parents.* This document is on file at the MRO and the Center for School Improvement. The MRO staff will also conduct random audits on site throughout the year to check for these compliance issues.

3. **Draft Audit Report Recommendation:** Submit a corrective action plan, which includes strategies, benchmarks, proposed evidence of change, targets and timelines, to ensure the noncompliance identified in this audit is corrected.

Response: See Attachment H.

Thank you for allowing this office the opportunity to respond to the audit. If you should have questions, please contact Gloria Yepa at (505) 248-7541.

Sincerely,


Edward Parisian, Director
Office of Indian Education Programs

Enclosures

Office of Indian Education Programs
ISEP Special Education Certification
School Year _____

School _____ Reviewer _____ Date _____

Student/Grade	Disability Category.	Current Date on IEP.	Hours of Service Stated on IEP and Verified by Lesson Plan(s) and/or Special Education Attendance Roster.	Permission for Placement – Parental or Guardian Signatures.	Present Level of Education Performance, Annual Goals, Benchmarks/Objectives & Progress Reports.	Transition Planning 14 years +.	Verified Paraprofessional Consultation with Special Education Teachers for Students Participating in Inclusion.	Appropriate Certification of Teachers and Assessment Team members.
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2.								
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21.								
23.								
24.								

Check (√) Indicates Missing Item.

Attachment A

Agency _____ Monitor _____ Date Monitored _____
 School System _____ Teacher _____
 Student _____ DOB _____ Age _____ Grade _____
 Disability _____ Primary Language in Home
 Student Status _____

KEY: Y = Yes N = No T = Transfer
 NA = Not Applicable O = Old (Activity that happen 3 or more years in the past.)

Directions: Select the acronym, defined above, that best describes each compliance concern. Explain an "N" in the comment section by selecting the proposed responses or defining your own using "Edit" or "Other".

<p>1. GENERAL REQUIREMENT a. File in secure location. (300.572) Comment:</p>	
<p>b. Access log is included in file and completed correctly. (300.563) Comment:</p>	
<p>2. Evaluation Procedures a. Prereferral interventions completed prior to referral to special education. Date: (300.527(b)(4), (300.533 (a)(1)(ii) and BIA Eligibility Document) Comment:</p>	
<p>b. Referral form included in file. Date: _____ (BIA Eligibility Document) Comment:</p>	
<p>c. Information gathered regarding student participation and progress in the general education curriculum. (300.533(a)(1)(ii)) Comment:</p>	
<p>d. Evaluation procedures related to the referral and prior interventions. (300.532 & 300.533) Comment:</p>	
<p>e. Evidence of asking students age 14 years and older their needs, preferences and interests. (300.344 (b)(2) & 300.533 (a)) Comment:</p>	
<p>f. Consent for initial evaluation in writing and in the file. Date: _____ (300.505 (a)(1)(i)) Comment:</p>	

Student _____ Teacher: _____ Date: _____

g. Variety of evaluation tools and strategies used to gather relevant, functional & developmental information. (300.532 (b)) Comment:	
h. Tests are not biased in terms of race, gender, culture, or socioeconomic status. (300.532 (a)(1)(i)) Comment:	
i. Evaluation conducted in native language or other mode of communication where appropriate. (300.532)(a)(1)(ii)) Comment:	
j. Student evaluated in all areas of suspected disability. (300.532)(g)) Comment:	
k. Current evaluation was conducted by a team of professionals, including parental input. (300.532 (b)) Comment:	
l. Current evaluation is less than three years old. DATE: (300.536)(b)) Comment:	
m. Most recent three-year evaluation/review was held within required timeline. (300.536)(b)) Comment:	
n. Consent for Reevaluation in file if team determines reevaluation is necessary, DATE: or documentation of attempts to get & lack of parental response. (300.505(a)(i), 300.505 (c), 300.533 & (300.536)) Comment:	
o. Continued eligibility documented if team determines that a reevaluation is not required to document the students continued eligibility for special education services. (300.533 (d)) Comment:	
3. Eligibility	
a. Evaluation Report completed and in the file. DATE: (300.534 (a)(2)) Comment:	
b. Eligibility determination documented & in file. DATE: (300.534 (a)(2)) (Evaluation Report and Eligibility determination may be the same document.) Comment:	
c. Determination by multidisciplinary team, including parent. (300.534 (a)(1)) Comment:	
d. All eligibility criteria documented. (300.534 (a)(2) & 300.535(a)(2)) Comment:	

Student _____

Teacher: _____

Date: _____

<p>e. Student exited when eligibility team determines that student is no longer eligible for services. (300.534)</p> <p>Comment:</p>	
<p>f. Section 504 is used as another service option for children with disabilities. (BIA Eligibility Document)</p> <p>Comment:</p>	
<p>g. Copy of report given to parent(s). (300.534 (a)(2))</p> <p>Comment:</p>	
<p>4. INDIVIDUALIZED EDUCATION PROGRAM (IEP)</p>	
<p>a. Current IEP in student's file. DATE: _____ (300.342 (a&b))</p> <p>Comment:</p>	
<p>b. Initial IEP development date within 30 days of eligibility determination. (300.343 (b)(2))</p> <p>Comment:</p>	
<p>c. Current IEP is less than one year (365 days) old. (300.343 (c)(1))</p> <p>Comment:</p>	
<p>d. IEP implementation date is defined on the IEP. (300.347)(a)(6))</p> <p>Comment:</p>	
<p>5. Appropriate participants included on the IEP team:</p>	
<p>a. Parent(s) (300.344 (a)(1))</p> <p>b. School administrator who is qualified to provide or supervise the provision of specially designed instruction, who is knowledgeable about the general education curriculum, and who is knowledgeable about the availability of resources (can commit school funds). (300.344 (a)(4))</p> <p>c. Special education teacher. (300.344 (a)(3))</p> <p>d. General education teacher(s). (300.344 (a)(2))</p> <p>e. Individual who can interpret test results and instructional implications. (300.344 (a)(5))</p> <p>f. Student (must be invited if 14 or older). (300.344 (a)(7), 300.344 (b) & 300.347 (b) (1 & 2))</p> <p>g. Representative of private school or a representative, if appropriate (300.349 (a)(2))</p> <p>Comment:</p>	
<p>6. IEP content:</p>	
<p>a. Statement of present levels of educational performance, including how disability affects involvement and progress in general education curriculum. (300.347 (a)(1))</p> <p>Comment:</p>	

Student _____

Teacher: _____

Date: _____

<p>b. Measurable annual goals. (300.347)(a)(2))</p> <p>Comment:</p>	
<p>c. Goals are challenging, reflect high expectation and yet attainable. (300.347(a)(2))</p> <p>Comment:</p>	
<p>d. Two or more short-term objectives/benchmarks for each goal. (300.347)(a)(2))</p> <p>Comment:</p>	
<p>e. A statement of how the child's parent(s) will be regularly informed on their child's progress toward the goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. (300.347 (a)(7))</p> <p>Comment:</p>	
<p>f. Consideration of extended school year services. (300.309)</p> <p>Comment:</p>	
<p>g. Consideration of assistive technology needs. (300.346 (a)(2)(v))</p> <p>Comment:</p>	
<p>h. Consideration, if appropriate, of LEP needs, monitoring hearing aids, and/or use of Braille. (300.346 (a)(2)(ii & iii) & 300.303)</p> <p>Comment:</p>	
<p>i. Consideration of behavior intervention needs. (300.346 (a)(2)(i))</p> <p>Comment:</p>	
<p>j. If required, positive behavioral supports are appropriate to reduce suspension/expulsion. (300.346 (a)(2)(i))</p> <p>Comment:</p>	
<p>k. A statement of individual modifications in the administration, state, or school wide assessment, or why the assessment is not appropriate and how the student will be assessed. (300.347 (a)(5))</p> <p>Comment:</p>	
<p>l. An explanation of the extent, if any, to which the child will not participate with non disabled peers in the general education classroom, general education curriculum, extracurricular, and/or other nonacademic activities. (300.347 (a)(4))</p> <p>Comment:</p>	
<p>m. A listing of each special education and related services indicating amount of time, start date and duration. (300.347 (a)(3 & 6))</p> <p>Comment:</p>	

Student _____

Teacher: _____

Date: _____

<p>n. A listing of accommodations, modifications, and support in general and special education. (300.347 (a)(3) & 300.342(b)(3)(ii))</p> <p>Comment:</p>	
<p>o. IEP focuses on improving academic skills and educational performance. (300.347)</p> <p>Comment:</p>	
<p>7. Statement of transition service needs beginning at age 14:</p> <p>a. At age 14, a course of study is defined. (300.347 (b)(1))</p> <p>Comment:</p>	
<p>b. At age 16, a statement of interagency responsibilities or any need linkages. (300.347 (b)(2))</p> <p>Comment:</p>	
<p>c. Representatives from other agencies are invited and attend the transition meeting (age 16+). (300.345 (b)(3)(iii))</p> <p>Comment:</p>	
<p>d. Not later than their 17th birthday, an explanation that rights will transfer to the student at age 18. (300.347 (c))</p> <p>Comment:</p>	
<p>e. Graduation requirements addressed. (300.122 (a)(3)(iii) & 300.347 (b))</p> <p>Comment:</p>	
<p>f. Students age 14 and older are being prepared to successfully transition to work, independent living, or additional education services that facilitate successful transition from school to work or from school to post-secondary education. (300.347 (b)(1 & 2))</p> <p>Comment:</p>	
<p>8. Documentation of alternative methods of gaining input from participants not in attendance, where appropriate:</p> <p>a. Parent(s). (300.345 (c))</p> <p>Comment:</p>	
<p>b. Transition-age student. (300.344 (b)(2) & 300.345 (a)(2))</p> <p>Comment:</p>	
<p>c. Agency representative(s) responsible for providing preschool or secondary transition services. (300.132 & 300.344 (b)(3))</p> <p>Comment:</p>	
<p>d. Private school representative(s). (300.349 (a)(2))</p> <p>Comment:</p>	

<p>9. Placement and Services:</p> <p>a. Parental Consent for Placement included in file. DATE: 00.505 (a)(1)(ii)</p> <p>Comment:</p>	
<p>b. All services defined on the IEP are provided and promote a high quality education. (300.350(a)(1))</p> <p>Comment:</p>	
<p>10. Invitation</p> <p>a. Parent informed of purpose, time location and attendees of formal meetings. (300.345 (b)(1))</p> <p>Comment:</p>	
<p>b. Invitation includes information regarding the parents' rights to bring other people to the meeting. (300.344 (a)(6) & 300.345 (b)(1) (ii))</p> <p>Comment:</p>	
<p>c. Invitation meets secondary transition requirement. (300.345 (b)(2 & 3))</p> <p>Comment:</p>	
<p>d. Current Procedural Safeguards brochure provided along with invitation to meeting. (300.504 (a)(2))</p> <p>Comment:</p>	
<p>e. Documentation of attempts to arrange a mutually agreed upon time and place for the meeting. (300.345 (d))</p> <p>Comment:</p>	
<p>11. WRITTEN NOTICE Provided:</p> <p>a. For the initial assessment. (300.503 (a))</p> <p>Comment:</p>	
<p>b. Prior to implementation of IEP. (300.503 (a))</p> <p>Comment:</p>	
<p>c. Prior to a change in an IEP. (300.503 (a))</p> <p>Comment:</p>	
<p>d. Prior to a change in placement, which includes graduation. (300.503 (a))</p> <p>Comment:</p>	
<p>e. Following the reevaluation determination and continued eligibility for services. (300.503 (a))</p> <p>Comment:</p>	
<p>f. All Written Notices address the seven required areas. (300.503 (b))</p> <p>Comment:</p>	

STUDENT: _____ DOB: _____ DATE: _____

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE- Describe in PLAIN TERMS: (a) What the student and CANNOT DO compared to the same grade peers, (b) how the child's disability affects involvement and progress in the general education curriculum, (c) as appropriate, performance on any general school-wide assessment programs, and (d) parental concerns.

Parents will be informed of progress: Method:

Annual Goal# _____ (Linked to PLEP, MEASURABLE & reasonably accomplished within 12 months.)	Goal Code

EXTENDED SCHOOL YEAR Yes No Postponed until (Initial IEP only) Complete ESY form to make determination.

SHORT TERM OBJECTIVES or BENCHMARKS (Minimum of 2)
(If STO's are used each objective must have a Behavior, Condition & Criteria.)

#1

Evaluation Procedures: _____ Positions Responsible: _____

#2

Evaluation Procedures: _____ Positions Responsible: _____

#3

Evaluation Procedures: _____ Positions Responsible: _____

#4

Evaluation Procedures: _____ Positions Responsible: _____

Attachment C

IEP DATE: _____

EXCEPTIONAL EDUCATION PROGRESS REPORT

--

ctions: Update and provide to parents with report cards.

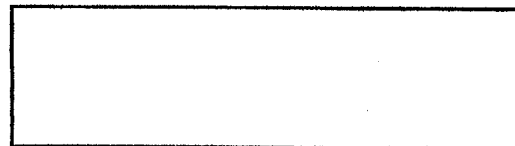
STUDENT: _____

DOB: _____

DATE: _____

Goal Progress: 1= This goal has been met. 2= Progress has been made toward the goal. It appears that the goal will be met by the annual review date. 3= Progress has been made toward the goal but the goal may not be met by the time the annual review date. 4= Progress is not sufficient to meet this goal by the annual review date. An IEP amendment is required. 5= Your child did not work on this goal during this reporting period. (Provide an explanation to the parents.)		
Annual Goal # _____	Define goal in space provided.	Goal Code
Report 1: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 2: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 3: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 4: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 5: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 6: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Report 7: Date: _____ Comment: _____	Goal Progress: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
At the end of the IEP goal period, answer the following questions.		
Progress: Is the child making progress expected by the IEP team? <input type="checkbox"/> Goal met <input type="checkbox"/> Goal not met, but performance improved <input type="checkbox"/> No change or poorer performance <input type="checkbox"/> Insufficient data for decision making	Independence: Is the child more independent in goal area? <input type="checkbox"/> Greater independence <input type="checkbox"/> Unchanged independence <input type="checkbox"/> Less independence <input type="checkbox"/> Insufficient data for decision making	
Comparison to peers or standard: How does the child's performance compare with general education peers or standards? <input type="checkbox"/> Comparison to age or grade level peers or standards not appropriate <input type="checkbox"/> Less discrepancy from peers or standard <input type="checkbox"/> Same discrepancy from peers or standard <input type="checkbox"/> More discrepancy from peers or standard <input type="checkbox"/> Insufficient data for decision making	Goal Status: Will work in the goal area be continued or discontinued? Discontinue goal area: <input type="checkbox"/> Success, no further education needs in goal area <input type="checkbox"/> Goal area is not a priority for the next year <input type="checkbox"/> Limited progress, plateau	Continue goal area: <input type="checkbox"/> More advance work in goal area <input type="checkbox"/> Continue as written

Exceptional Education Contact Log



Student Name: _____

Parent/Guardian Name: _____

Daytime Phone: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

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 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
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 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
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 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Date: _____ **Person Contacted:** _____ **Purpose of Contact:** _____
 Meeting Notice: Meeting Date Meeting Time Meeting Location Person(s) Attending
 Comments: _____

Attachment E



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

Midwest Regional Office

Bishop Henry Whipple Federal Building

One Federal Drive, Room 550

Ft. Snelling, MN 55111



IN REPLY REFER TO:

Office of Indian
Education Programs

SEP 24 2004

Memorandum

To: Chief School Administrator, Flandreau Indian School
School Administrators, Grant Schools
Attention: Special Education Coordinators and Special Education Teachers

From: Office of Indian Education Programs, Midwest Region

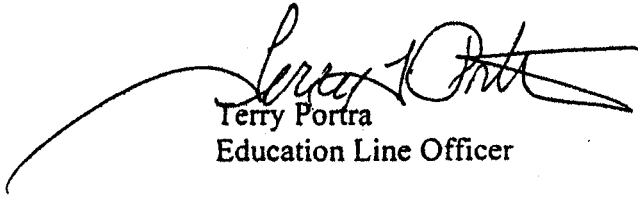
Re: Documentation of Direct Services for Students with Disabilities

Dr. Fern Diamond and Everett Bad Wound, Field Education Specialists reviewed methods and/or procedures that are utilized to document the amount of service time a student with a disability receives. The attached Inclusion Report, originally drafted by one of our schools, and a page from a teacher attendance book, have been reviewed by the Center for School Improvement and are **highly recommended** for use by all of our schools as a way to document direct services that can be tied back to the students Individual Education Plan (IEP). The documentation should be equal to those hours/minutes stated on the IEP.

The paraprofessionals can use the Inclusion Report to document service time. Related service personnel will also need to document service time clearly in their attendance books. It is very important that all staff in a school be consistent in their documentation of service time. The Inspector General's Office, Department of Education has found this to be a weakness in our programs.

If you have any questions or need clarification you may contact Fern at 612-713-4400, ext. 1095 or Everett at ext. 1094.

Attachments


Terry Portra
Education Line Officer

ATTACHMENT

F

Inclusion Report

Attachment

Name _____ School _____
Teacher _____ Paraprofessional _____

This confidential report is to be completed by the paraprofessional/aide assigned to assist with inclusion and participation of the student in the regular education classroom and the school environment.

Comment Code: A.) On-task B.) Generally Cooperative C.) Displayed effort D.) Participated E.) Completed assignment(s) F.) Pleasant demeanor G.) Worked independently H.) Required several prompts I.) No effort J.) Withdrawn/avoided peers K.) Lethargic/tired L.) Defiant/argumentative M.) Obscene language/gestures N.) Physical aggression O.) Other
NOTE: Please provide a brief narrative of your daily observations. Some examples of narrative descriptors: "On-task 20 out of 30 minutes"; "used profanity 1x"; "followed directions 3rd x prompted"

Monday: _____ (Date)

Time Period: _____

Subject	Standard/Benchmark taught	Comment Code	Teacher & Para Initials
1)			/
2)			/
3)			/
4)			/
5)			/
6)			/
7)			/

Narrative: _____

Tuesday: _____ (Date)

Time Period: _____

Subject	Standard/Benchmark taught	Comment Code	Teacher & Para Initials
1)			/
2)			/
3)			/
4)			/
5)			/
6)			/
7)			/

Narrative: _____

Wednesday: _____ (Date)

Time Period: _____

Subject	Standard/Benchmark taught	Comment Code	Teacher & Para Initials
1)			/
2)			/
3)			/
4)			/
5)			/
6)			/
7)			/

Narrative: _____

ATTACHMENT F

Thursday: _____ (Date) Time Period: _____

Subject	Standard/Benchmark taught	Comment Code	Teacher & Para Initials
1)			/
2)			/
3)			/
4)			/
5)			/
6)			/
7)			/

Narrative: _____

Friday: _____ (Date) Time Period: _____

Subject	Standard/Benchmark taught	Comment Code	Teacher & Para Initials
1)			/
2)			/
3)			/
4)			/
5)			/
6)			/
7)			/

Narrative: Describe Weekly Progress: _____

Comment Code: A.) On-task B.) Generally Cooperative C.) Displayed effort D.) Participated
E.) Completed assignment(s) F.) Pleasant demeanor G.) Worked independently H.) Required
several prompts I.) No effort J.) Withdrawn/avoided peers K.) Lethargic/tired L.)
Defiant/argumentative M.) Obscene language/gestures N.) Physical aggression O.) Other

This Inclusion Report will be maintained with the school for a minimum of three years.

Special Education Teacher

Sample of an attendance sheet from teacher attendance book.

Setting/Environment: Math, Reading, Resource Room, etc.

Teacher Name: (Should be on the cover of the Attendance Book)

Subject:	Assignment																						
Time:																							
Section:																							
Month:		1 st Week					2 nd Week					3 rd Week											
Date:																							
		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F					
Students																							
1. Peter Pan		30	30	30	A	30		30	30	30	30	30		30	30	30	30	30					
2. Mickey Mouse		P	P	P	P	P		T	P	P	P	P		A	P	P	P	P					
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							

Need: Legend to identify absences, tardy, etc.

A=Absent T=Tardy E=Excused P (or √) = Present

Peter is on an IEP that reflects 150 minutes of service per week.

Mickey is not on an IEP.

ATTACHMENT H
CIRCLE OF NATIONS CORRECTIVE ACTION PLAN FOR 2004-2005

<i>Objective</i>	<i>Strategies</i>	<i>Benchmarks/ Evidence of Change</i>	<i>Timeline</i>
<p>School will have progress reports in 100% of student files with evidence to show that parents have received them as evidenced through scheduled and random visits from the MRO.</p>	<p>(1) Special education teachers will use required forms to document progress of students with disabilities; (2) Special education teachers will use required forms to document contact made with parents to inform them of their child's progress. (See Attachments D, E, F, G)</p>	<p>(1) ISEP validation of all special education files; (2) Second Tier monitoring done between Jan. and April of each year; on-site visits from the MRO to verify that progress notes were sent to parents of all children with disabilities. (3) Parent survey results; School special education coordinator will collect and verify the documentation.</p>	<p>(1) ISEP by October 22, 2004; (2) Second Tier results due by April 2005; (3) parent surveys by July 2005; (3) quarterly</p>
<p>School will provide documentation in 100% of their student files showing services have been provided to students with disabilities as verified through scheduled and random visits from the MRO.</p>	<p>(1) Special education teachers will use required forms to document progress of students with disabilities therefore indicating service was provided; (2) Special education teachers will maintain attendance records documenting frequency and duration of services provided to students with disabilities. (See Attachments D, E, F, G)</p>	<p>(1) ISEP validation of all special education student files; (2) Second Tier monitoring done yearly; on-site visits from the MRO to verify services for all children with disabilities. (3) Parent survey results; School special education coordinator will collect and verify the documentation.</p>	<p>(1) ISEP by October 22, 2004; (2) Second Tier results due by April 2005; (3) parent surveys by June 2005; (3) quarterly</p>
<p>School will update their Special Education Policies & Procedures Manual to include a statement of how and when parents are notified of their child's progress.</p>	<p>(1) Circle of Nations special education staff will meet to update their policies and procedures manual for submission to the MRO for review and revision, if necessary. (2) The P&P will be presented to school board for approval and signature.</p>	<p>The updated policies and procedures manual will be available on-site at the school, and kept on file at the MRO and the Center for School Improvement.</p>	<p>November 30, 2004 May 2005</p>