

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
McLaughlin School District  
Extraordinary Cost Fund Monitoring Report 2018-2019**

**Team Leader:** Lisa Reinhiller

**Team Members:** Amy Beasley

**Dates of Review:** November 8, 2018

**Date of Report Sent to District:** January 10, 2019

**All non-compliance must be corrected within 1 year of this report date.**

**Date Closed: April 24, 2019**

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Type of Extraordinary Cost Fund Review: \_\_\_\_\_ High Cost Student or \_\_\_\_\_X\_\_\_\_\_ High Cost Program

Utilizing a risk matrix, the Extraordinary Cost Fund (ECF) Board recommended a review of the ECF application documentation from the 2017-2018 school year. The purpose of the review was to ensure costs requested through ECF are justified and special education policies and procedures are being implemented appropriately. This review was conducted by Special Education Programs (SEP) and focused on the details of the ECF application. It is the responsibility of SEP to identify for correction any areas that may be identified out of compliance during the review related to the general supervision requirements of IDEA.

**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;

(2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and

(3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

**High Cost Program Section**

13 individual files were reviewed related to the high cost program application.

The following files were found to be out of compliance and/or do not support the costs identified in the high cost student application.

<b>Prong 1: Correct each individual case of noncompliance</b> <b>Timeline for Completion: March 11, 2019</b> <b>All Prong #1 corrections must be completed and documents submitted to the team leader 60 calendar days from the “report date” noted above.</b>		
<b>Student Name: 112054077</b> <b>Teacher’s Name: Rhonda Frederick</b>	<b>Required Action:</b>	<b>Documents To Be Submitted:</b>
Student File # (1):  <b>IEP Content</b> 1. No behavior strengths and needs listed in Present Level Academic Achievement and Functional Performance (PLAAFP) yet annual goal #6 is a behavior goal. <b>ARSD 24:05:27:01.03</b> 2. Participation with Non-Disabled Peers – nothing checked <b>ARSD 24:05:28:04</b> 3. Description of Services—Speech and Language Services should be broken apart <b>ARSD 24:05:27:01.03</b> 4. Extended School Year (ESY) services: needed is checked but not goals, location, frequency and duration listed for ESY services	<b>IEP Content</b> 1. Staff will be trained on content of the IEP including the following items: documentation on PLAAFP, linking PLAAFP needs, goals and services, and ESY documentation 2. Hold IEP Meeting (amendment or annual review): a. Update PLAAFPs page by documenting current strengths and needs that link to all goals and the services provided. 3. IEP team will consider and check areas that the student is participating with non-disabled peers. 4. Make sure that all services are clearly identified; including speech and language list required components: location, frequency and duration. 5. ESY services cannot be corrected.	<b>IEP Content</b> <b>Submit a copy of the following:</b> Submit an agenda for the required training which includes dates, facilitator, and a list of participants. Copy of Meeting Notice Copy of IEP amendments or annual review Copy of parental prior written notice (PPWN)  <b>Prong 2: Submit another student file that address issues identified in Prong 1.</b>

<b>ARSD 24:05:25:26</b>		
Prong 1 Documents Submitted: 3/19/19 Prong 2 Documents Submitted: 3/19/19 Status: Complete		

<b>Teacher's Name: Rhonda Frederick</b>	<b>Required Action:</b>	<b>Documents To Be Submitted:</b>
<b>IEP Content</b> 1. Description of Services was written incorrectly in 9 of the 13 files reviewed. <b>ARSD 24:05:27:01.03</b>	<b>IEP Content</b> 1. Training will be provided to staff on content of the IEP including the following items: <ul style="list-style-type: none"> <li>• Description of services list all required content; location, duration, frequency.</li> <li>• Description of services links to goals and PLAAFP needs</li> </ul> 2. Amend or develop IEPs to clearly document the description of services.	<b>Submit a copy of the following:</b> 1. Submit an agenda for the required training which includes dates, facilitator, and a list of participants. 2. Copy of the amended or new IEP with corrected description of services.  <b>Prong 2: Submit another student file that address issues identified in Prong 1.</b>
Prong 1 Documents Submitted: 3/19/19 Prong 2 Documents Submitted: 3/19/19 Status: Complete		

<b>Prong 2: Correctly implement the regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.</b>
<b>Required Action:</b> The district must review and update its policy, procedure and practice regarding the following: <ul style="list-style-type: none"> <li>• Development of Individual Education Plans</li> </ul> The district will receive technical assistance regarding these issues noted in this report.
<b>Documents To Be Submitted: Documents To Be Submitted: Each case manager identified above, who is responsible for submitting a prong 1 file, must submit a prong 2 file to verify continued correction of the issue found in prong 1.</b>
<b>Target Date for Submission of Prong #2 Documents: October 2019</b>

**Documentation reviewed related to high cost program application:**

1. ECF Application
2. Child Count
3. Statistical Profile
4. Students IEP
5. Staff/Student schedules/time allocations

**Interviews conducted:**

1. Superintendent
2. Special Education Director

**Areas of Focus:**

<b>Area:</b>	<b>Recommended Areas to Consider</b>
High Cost program vs high cost student	Review the criteria for high cost program vs. high cost student. If need more information or clarification, contact SD Office of Special Education Programs.
Program efficiencies	Review program efficiencies to determine if there are additional areas that can be adjusted to reduce overall program costs.
Time/duties of para educators	Complete and evaluate current staff schedules and use of personnel resources. Determine if para educators are being used beyond service minutes required. Consider technology options and inclusive practices available to make students more independent.
Special Education Teacher use of time and resources	Evaluate special education teacher's schedule and use of time and resources to ensure that they are working with students that require their expertise for specialized instruction. Review practices and develop strategies for teacher retention.