



***SPECIAL EDUCATION COMPLIANCE
TIERED FEDERAL MONITORING***

***SELF-ASSESSMENT
TRAINING***

COHORT 3

OCTOBER 2013

Missouri Department
of Elementary and Secondary Education



WELCOME COHORT 3!

2

- Introductions
- Housekeeping Items
- Overview of Materials



THANKS in advance
for turning off your cell
phones!





Learning Objectives

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Participants will know:

1. The steps in the special education monitoring process for federal tiered monitoring
2. The required activities included in the self-assessment and due dates for submission
3. The process to gain access to IMACS
4. How to enter information into IMACS
5. Resources for questions and assistance



Why Monitor Compliance?

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Compliance is the **FOUNDATION**
of your district's
Special Education Program

Process

Following all the steps
In the correct order
Within the timelines

Content

Implementing the IEP
as written and
documenting correctly
(Implementation and Evidence)

General Supervision

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Program Evaluation

State Performance Plan (SPP)

- Graduation and Dropout rates
- State Assessments
- Discipline
- Least Restrictive Environment
- ECSE
- Disproportionate Representation
- Evaluation timelines
- Part C to B timelines
- Transition
- Post-high school Outcomes



Program Monitoring

Annual and Cyclical Reviews

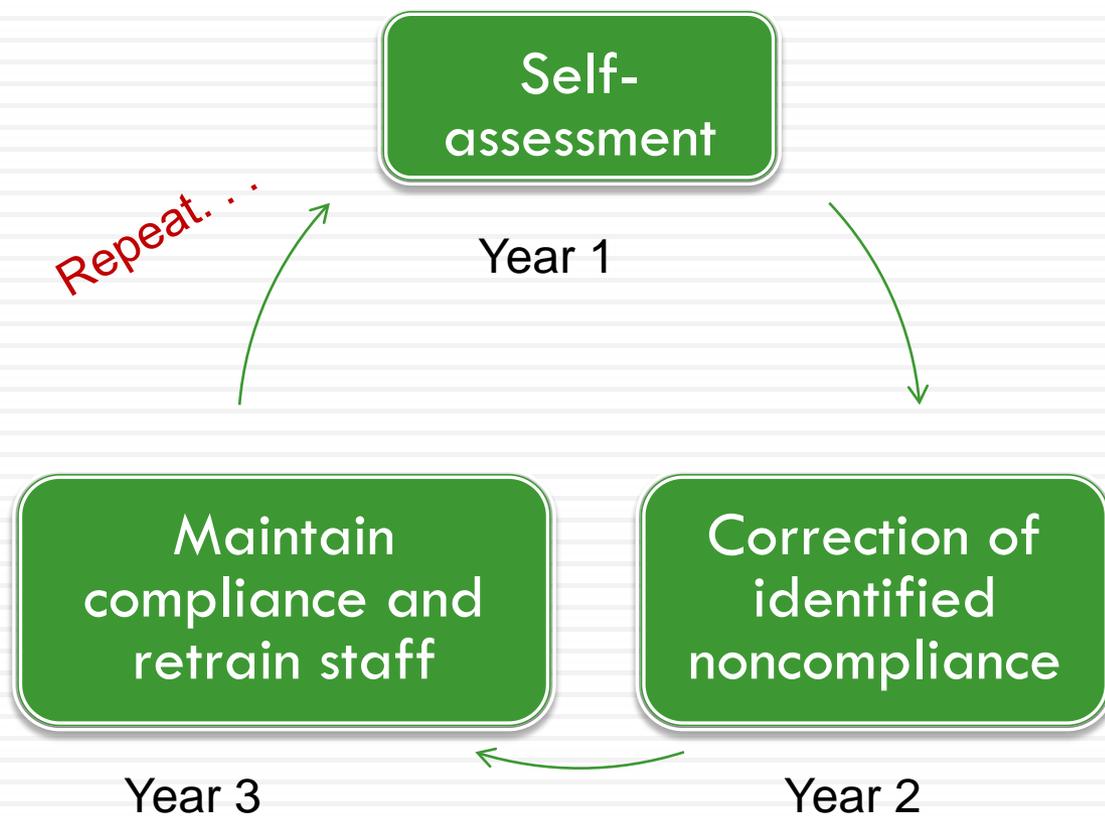
- Disproportionate Representation
- Discipline
- Significant Disproportionality:
 - Identification
 - Discipline Rates
 - Placement
- Annual Determinations
- SPED Profiles
- HQT
- Cohort Monitoring





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Special Education Tiered Monitoring



Year 1: Self- Assessment

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Self-monitor
for HQT –
Oct. - April

Training for Self-Assessment - **Oct**

Conduct Self-Assessment - **Nov-Jan**

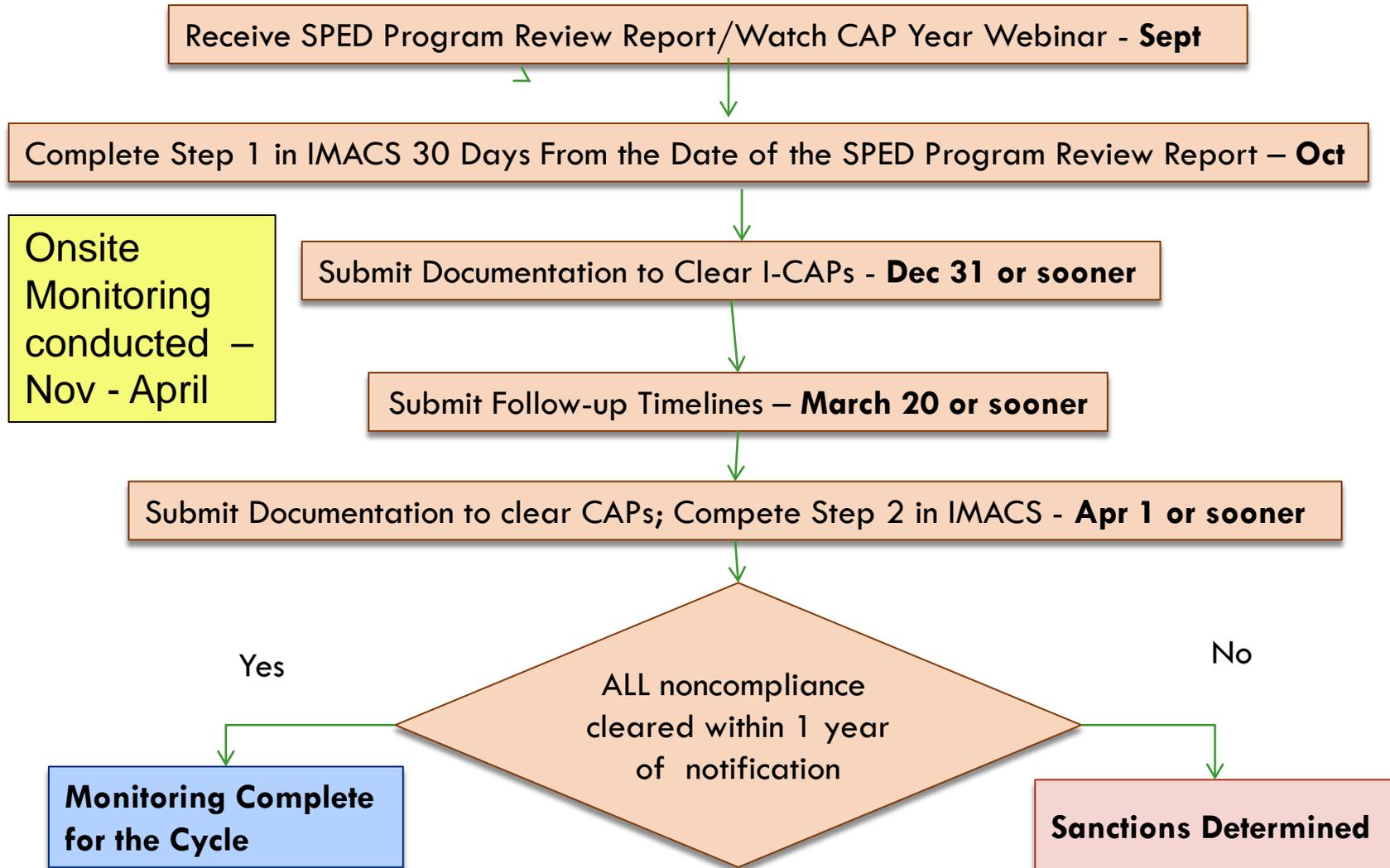
Submit Self-Assessment in IMACS - **Feb 1**

Submit Verification Documentation for the Desk Review - **Apr 1**

Submit Timelines (Initial/C to B) - **May 15**



Year 2: Corrective Action Plans





Year 3: Maintain and Retrain

LEA is IN compliance - Identify areas needing retraining or improvement to maintain compliance

Work with RPDC for targeted training

Review, maintain, and/or establish policies, procedures and practices to ensure special education compliance





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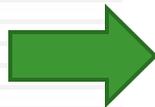


Special Education Monitoring Checklist

District Special Education Monitoring Checklist: Cohort 3

School Year: 2013-14

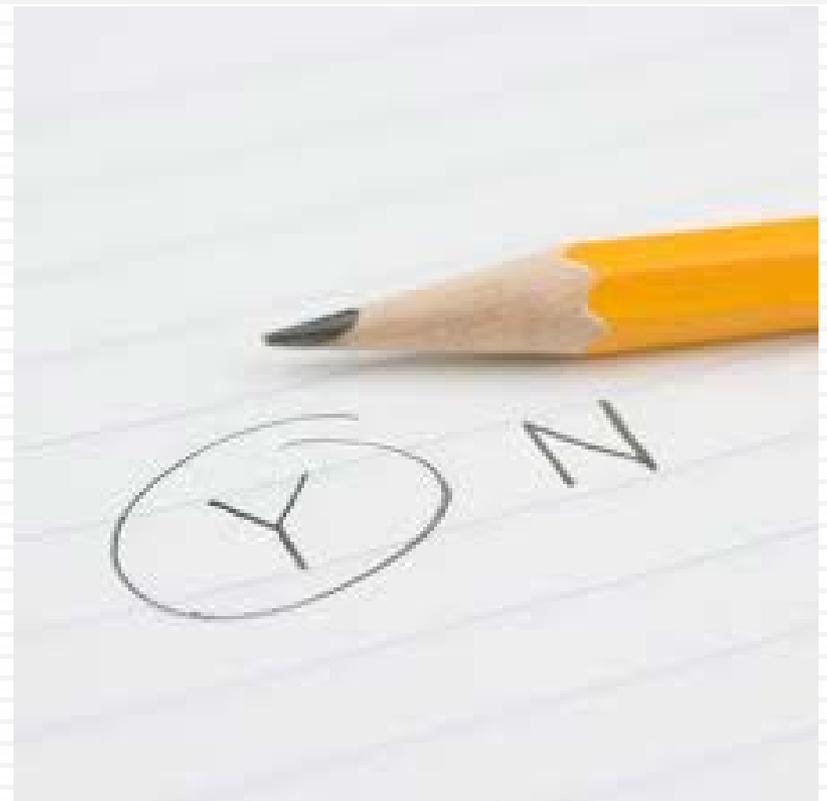
Complete	TASK in the Process
<input type="checkbox"/>	Attend Fall Self-Assessment Training Date attended: _____
<input type="checkbox"/> Due February 1, 2014	File Review <ul style="list-style-type: none"> • Identify areas to be included: Initial Evaluations, Reevaluations, Transition, IEP, LRE-placement, Discipline • Identify # of files to be reviewed by district: _____ • Conduct file review and enter into IMACS • Submit in IMACS
<input type="checkbox"/>	Monitor the Department's...



Conducting the Self-assessment

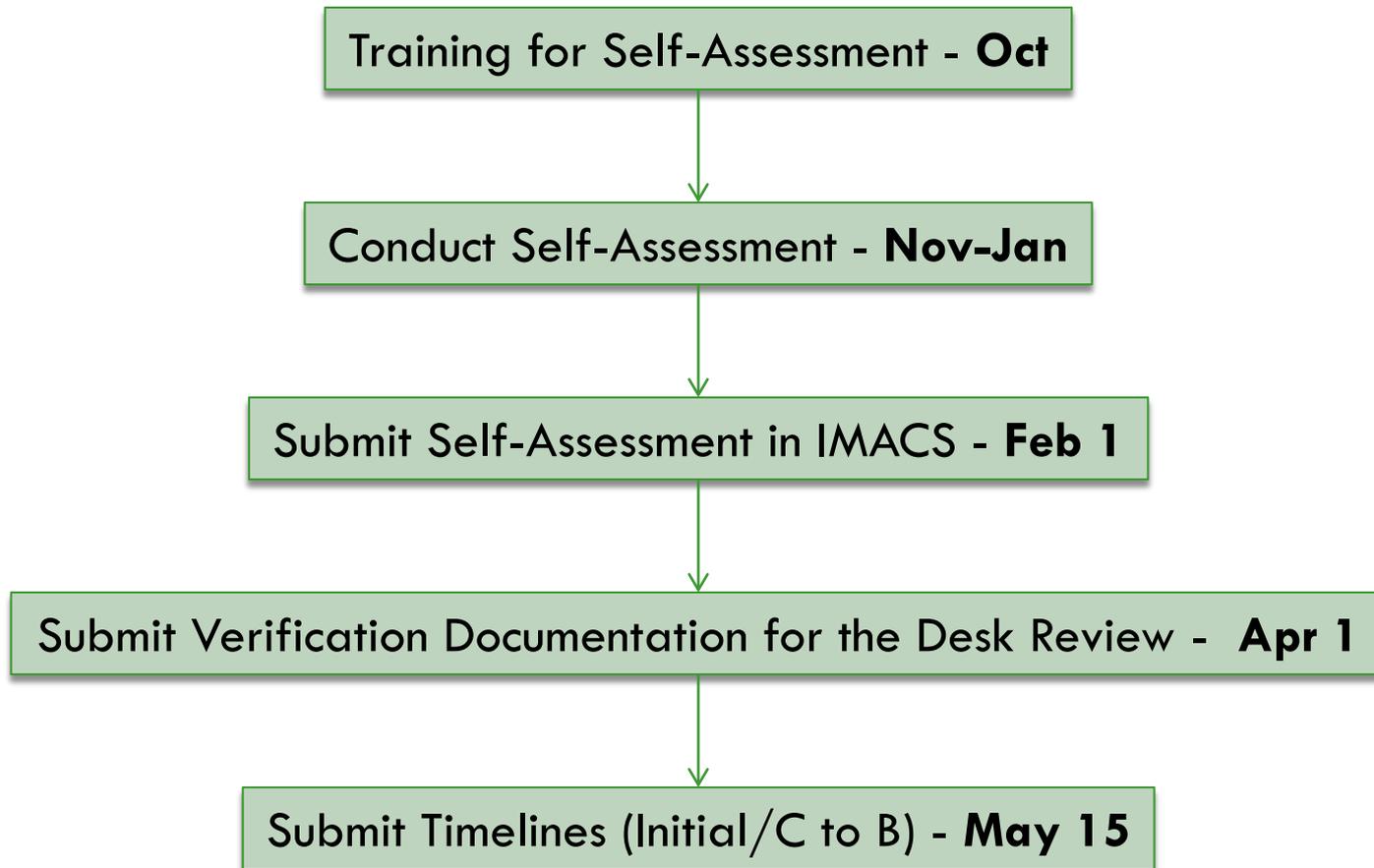
FOUR ACTIVITIES:

1. File Review
2. Timelines
3. Documentation for the desk review
4. HQT



Year 1: Self- Assessment

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1. File Review: Preparing

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- **File Review** due February 1, 2014
 - Areas to be reviewed
 - Initial Evaluations
 - Referral, Review of Existing Data and Evaluation Report
 - Reevaluation
 - With additional assessments and without assessments
 - Additional Areas (based on district's SPP indicator results in District Special Education Profile*)
 - IEP
 - Placement in LRE
 - Transition
 - Discipline

***NOT** required if SPP indicator is MET on district's SPED Profile





1. File Review: Selecting

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- Files should be selected
 - Randomly
 - To represent a cross section of ages, grade levels and buildings within the district including ECSE
 - To represent a variety of disabilities and placements
- Do NOT review files of students that were found ineligible for special education
- Select files from the current and prior school year
- SPP indicators may trigger specific files to review for transition and discipline



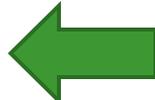


Special Education Monitoring Checklist

District Special Education Monitoring Checklist: Cohort 3

School Year: 2013-14

Complete	TASK in the Process
<input type="checkbox"/>	Attend Fall Self-Assessment Training Date attended: _____
Due February 1, 2014	<p>File Review</p> <ul style="list-style-type: none"> • Identify areas to be included: Initial Evaluations, Reevaluations, Transition, IEP, LRE-placement, Discipline • Identify # of files to be reviewed by district: _____ • Conduct file review and enter into IMACS • Submit in IMACS
<input type="checkbox"/>	Verify that District has a list of files to be reviewed





1. File Review: Conducting

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- Read the entire indicator
- Refer often to the Special Education Compliance Program Standard and Indicators Manual for guidance and clarification
- Do not rely only on the brief checklist summary language
- Determinations are: Yes No N/A
- MUST be submitted in IMACS by February 1, 2014





2. Timeline Submission

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- **Timeline Submission** due May 15, 2014
 - Initial Evaluations
 - Include all students (ineligible and eligible)
 - Part C to Part B Transition
 - Include all students referred from Part C whose referral date and birthday fall within the data collection period

- Data collection for Timelines will cover the period from July 1, 2013 to April 30, 2014





3. Documentation for Desk Monitoring

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- Districts will be required to submit selected documentation from the files of specific students for the desk review
- This documentation is due to DESE no later than
April 1, 2014
- DESE Supervisors will review and verify each district's self-assessment in IMACS during Desk Monitoring conducted from April – July, 2014



4. HQT Monitoring

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- Accomplished as part of Verification /Desk Monitoring
- During the self-assessment year, LEAs will:
 - Self-monitor for HQT through core data reports
 - Correct any non-HQT warnings for individual staff
 - Verify/correct Staff Assignment Report in core data
 - Develop and implement a plan for individual teachers to be HQT
 - Update core data to reflect any changes in assignment, credentials or core competencies for individual teachers in order to meet HQT standards
- Verification will occur during the desk review





How to Self-Monitor for HQT

- Report of Appropriate Certification and Highly Qualified status of educators
- Available through
 - Data Collection (Core Data): Reports, Special Reports, Staff Assignment Report
 - Educator Qualifications: Report Menu, Staff Assignment Report
- Special Education specific:
 - Select Program 06, 09, 17, 19 and/or
 - Select Course Range 190000 to 199999 or other specific course codes



What's next?

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1. Webinar Training for Corrective Action Plans will be held in early September 2014 for all Cohort 3 LEAs



2. Special Education Program Review Reports will be sent to districts in September 2014





Learning Objectives

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IMACS



Where to Access IMACS

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Chris L. Nicastro, Commissioner

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Adult Learning & Rehab. Services	College & Career Readiness	Data System Management	Early & Extended Learning	Educator Quality	Financial & Admin. Services	Quality Schools	Special Education
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Meet the 2013-14
Missouri Teacher of the Year

Jamie Manker
Rockwood Summit High School

News & Updates

- ▶ [Statement on Incident at Ashland High School](#)
- ▶ [State Board of Education Reaches Agreement on Gordon Parks Ruling](#)
- ▶ [Department Requests Motion to Amend Gordon Parks Decision](#)
- ▶ [State Releases Annual Performance Reports for Districts and Schools](#)
- ▶ [Fenton Educator Named Missouri Teacher of the Year](#)
- ▶ [Guidance for Student Transfers \(Effective September 5\)](#)

[more news...](#)

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Quick Links

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- [Teachers](#)
- [Counselors](#)
- [Families](#)
- [FAQs](#)
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- [Social Media](#)

▶ 08-20-13 - New Paraprofessional Assessment and Missouri Qualifying Score

▶ [School Directory](#)

Where to Access IMACS

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Contact Us | Site Map | Jobs | missouri.gov

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

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Google Search
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- Complaint System
- Forms
- General Guidance
- Laws and Regulations
- Post-Secondary Transition
- Private and Home School
- Program Monitoring & Improvement Planning
- DESE Web Applications**

Special Education Compliance

News and Updates

Tiered Monitoring and IMACS
Frequently Asked Questions

- Registration: Cohort 2 Special Education Monitoring Training**
- New Directors Training, July 2012**
Presentations from Compliance 101, 102 and both Focus Sessions.
- Assurance Statement Procedures for FY 2013**
 - SELS message se-ls04.18.12.htm
- IDEA/State Imposed Requirements Under the Individuals with Disabilities Education Act (IDEA) 2004**

How Do I Find?

- Coordinated Early Intervening Services (CEIS)
- Discipline Monitoring
- Disproportionality Monitoring
- Educational Surrogate
- Frequently Asked Questions**
- Juvenile Justice System
- MAP-A Eligibility Criteria
- Monthly Webstreams
- MoVIP and Special Education FAQ
- Notice of Action
- OT/PT Guidelines
- On-site Monitoring Manual
- Parents' Bill of Rights**

Get ADOBE® READER®
About Video



DESE Web Application Logon

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DESE Secured Web Application Logon

IMPORTANT NOTICE:

- All Systems** - Due to general maintenance, all applications will be unavailable every Monday morning from 12:30 am to 3:30 am.
- Inactive Account** - Received an email concerning your inactive account? If so, please click [HERE](#) for more information.

If you already have a User Name, enter it below. Click [LogIn]

User Name:

Password :

LogIn



To view information available to the general public, Click [View Public Applications]

View Public Applications

If you do not have a user name and password, Click [Register]

Register

If you forgot your Username/Password, Click [Forgot Username/Password?]

Forgot Username/Password?

Still having problems logging in to Web Applications? Please send your questions to webapphelp@dese.mo.gov or (573) 751-9821 providing your name, user id, school district name, phone number, and county-district code with your request.

[Privacy Statement](#)

Web Application Menu

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▼ User Applications

▼ Administrative and Financial Services

- Annual Report of the County Clerk to the State Board of Education
- School Finance Menu

▼ Cross-Divisional Systems

- ARRA
- ePeGS

▼ Office of Educator Quality

- Licensure (Educator Certification System)
- Teacher Certification

▼ Reports

- Missouri Comprehensive Data System (MCDS)

▼ School Improvement

- Data Collection

▼ Special Education

- Special Education IMACS
- Special Education Profile
- Special Education: Early Childhood



▼ User Information

- User Manager
- Change Password
- Edit User Profile
- Edit Security Question/Answer

▼ Report

- Report Menu -- All data and/or reports are now available through the Missouri Comprehensive Data System (MCDS) Portal.
- Logon/Logoff

Granting User Access

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IMACS Home for Jefferson School District

Self Assessment: Your Agency has a status of Self Assessment for the 2011-2012 school year.

Performance Data

[Special Education Performance Report for the 2010-2011 school year](#)

Correspondence

[Correspondence](#) (13 unread items)

Required activities

Due

Status

File Review	03/02/2012	Not Started
Initial Evaluations	05/15/2012	Not Started
Part C to B Transitions	05/15/2012	Not Started
Corrective Action Plan (CAP)	02/07/2013	
Discipline Review	02/15/2013	Not Started

Grant(s)

Date of Invitation

You currently have no grants assigned.

Optional Activities

[Improvement Plan](#)
[Administrative Review](#)

Maintenance

[Agency Maintenance](#)
[Document Uploads](#)





User List

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[Home](#) >

Manage Agency Users Access

If you change the active status on any of the users listed, click the Submit button. To add or modify the permissions of a user to various IMACS functions, click on the user's name.

Full Name	Active
DESMOND, DANA	<input checked="" type="checkbox"/>



Individual User Permissions

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[Home](#) > [Users Access](#) >

Manage Modules for DANA DESMOND

Module	Allow Edit	Allow Submit	Allow View
Administrative Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Corrective Action Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Correspondence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ePeGS Improvement Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
File Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improvement Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Key Performance Indicators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maintenance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timelines (C to B Transition,Initial Eval)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Submit

Cancel

Special Education Performance Report

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File Review

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Initial Timelines

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[Improvement Plan](#)
[Administrative Review](#)

Maintenance

[Agency Maintenance](#)
[Document Uploads](#)

Part C to B Transition

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[Administrative Review](#)

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[Agency Maintenance](#)
[Document Uploads](#)

Things to Keep in Mind

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[Agency Maintenance](#)
[Document Uploads](#)



Learning Objectives

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Participants will know:

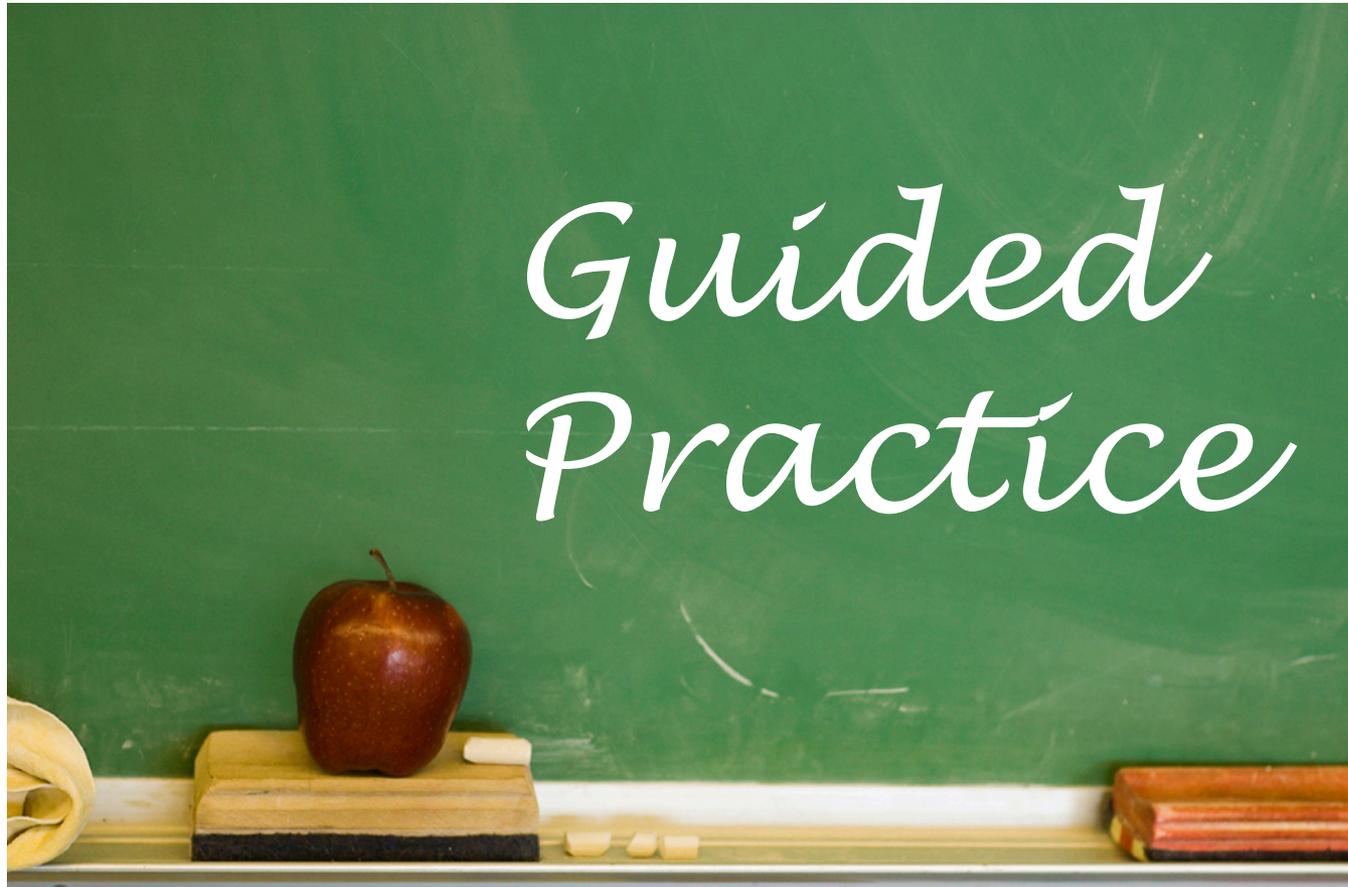
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Guided Practice

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Menu

Monday, September 24, 2012

Info

District: **Jefferson School District**
Logged in as: **Demo Agency**
User ID: **JKING7**

Functions

Year: 2012-2013 (Change)

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

IMACS Home for Jefferson School District

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[Correspondence](#) (14 unread items)

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Due

Status

Required activities	Due	Status
Improvement Plan		
File Review	03/02/2013	Not Started
Initial Evaluations	05/15/2013	Not Started
Part C to B Transitions	05/15/2013	Not Started
Corrective Action Plan (CAP)	02/07/2013	
Discipline Review	09/06/2013	Completed

Grant(s)

Date of Invitation

You currently have no grants assigned.

Optional Activities



[Home >](#)

File Review

Document status:	Not Started You have not yet started this document.
Due date:	03/02/2013 You have 158 days until this document is due.
Contact person:	Name:  Phone: Email:
Lead supervisor:	None Assigned
	Most Recent Files
File Review:	N/A
Student Non-Compliance:	N/A
Individual Student Reviews:	N/A

Select a section to begin:

- [File review](#)
- [File review summary](#)

Completing the document

- Click on the File Review link to begin/continue entering student file review information. When you've entered all file review information, return to this

Info

District: **Jefferson School District**

Logged in as: **Demo Agency**

User ID: **JKING7**

Functions

Year: 2012-2013 ([Change](#))

Navigation

- [IMACS Home](#)
- [IMACS Help](#)
- [Web Application Menu](#)
- [Logon/Logoff](#)

Modules

- [WebSurrogate](#)
- [Federal Monitor](#)



[Home](#) > [File Review](#) >

File Review: Select Student

Each student file review consists of a series of Yes/No/NA questions, along with a text box for explanation, if needed. For required file reviews, all questions MUST be answered for every student before you're allowed to submit your file review process.

- [Add a new student file review](#)

* A file has been uploaded for this student.

** A file review cannot be deleted once the file review has been submitted to DESE.

You do not currently have any file reviews entered. Click the link above to add one.

Info

District: **Jefferson School District**

Logged in as: **Demo Agency**

User ID: **JKING7**

Functions

Year: 2012-2013 ([Change](#))

Navigation

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Modules

- [WebSurrogate](#)
- [Federal Monitor](#)



Info

District: **Jefferson School District**
Logged in as: **Demo Agency**
User ID: **JKING7**

Functions

Year: **2012-2013** ([Change](#))

Navigation

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- [IMACS Help](#)
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- [Federal Monitor](#)

File Review Part 1: Questions

Student information:

MOSIS ID:	<input type="text" value="1234567890"/>
First Name:	<input type="text" value="Johnnie"/>
Last Name:	<input type="text" value="Doe"/>
DOB:	<input type="text" value="09/22/2001"/> Age: <input type="text" value="11"/> <input type="checkbox"/> ECSE
Case Manager:	<input type="text" value="Susie Speakeasy"/>
Building:	<input type="text" value="Elementary"/>
Placement Category:	<input type="text" value="(K-12)-Inside regular class at least 80% of time"/>
Disability Category:	<input type="text" value="Sound System Disorder"/>
Initial Evaluation:	<input checked="" type="checkbox"/>
Reevaluation:	<input type="checkbox"/>
Transition:	<input type="checkbox"/>
Transition Only:	<input type="checkbox"/>



REFERRAL PROCESS:

Set Section to NA

Referral is present for an initial evaluation or a reevaluation at parent request:

10, 15, 9	200.10.a	Name(s) and role(s) of individual(s) making the referral.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.10.b	Reason(s) for the referral and description of concern(s) which address information that describes why the child is suspected of having a disability and in need of evaluation.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.10.c	Date of referral (m/d/y).	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Full explanation of all Procedural Safeguards:

10, 15, 9	200.20.a	The Procedural Safeguards statement was provided within 5 school days of the date of the referral.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
-----------	----------	--	--	----------------------

INITIAL EVALUATION/ELIGIBILITY DETERMINATION:

Set Section to NA

Existing evaluation data on the child is reviewed:

10, 15, 9	200.30.a	A description of all data reviewed and a summary of the information gained from the review of the data.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.30.b	The date conclusions and decisions are finalized.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.30.c	The name(s) and role(s) of each individual conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Identify what additional data, if any, are needed:

10, 15, 9	200.40.a	Documentation is present that on the basis of the review of existing evaluation data, and input from the child's parent, the team made a determination of what additional data, if any, is needed to determine: 1) whether the child is a child with a disabili	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.40.b	The conclusions and decisions resulting from the review must be documented.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Written Notice, no additional data needed, no consent required:

10, 15, 9	200.50.a	Date of Notice (m/d/y) is not more than thirty (30) calendar days from date of the referral.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.50.b	Date of Notice (m/d/y) is prior to eligibility determination.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Written Notice, additional data needed, no consent required:

10, 15, 9	200.60.a	Date of Notice (m/d/y) is not more than thirty 30 calendar days from date of agency referral or parent request to evaluate.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.60.b	Date of Notice (m/d/y) is prior to eligibility determination.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Written Notice, consent required for initial evaluation:

10, 15, 9	200.70.a	Date of the Notice (m/d/y) is not more than 30 calendar days from date of referral.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.70.b	Consent is obtained prior to administration of any tests or assessment instruments.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10.	200.70.c	Parent signature and date (m/d/y):	<input type="radio"/> N/A	<input type="text"/>

Content of Notice, when additional data is collected:[Set Section to NA](#)

10, 15, 9	200.80	Description and explanation of action proposed:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
-----------	--------	---	--	----------------------

Area(s) to be evaluated and methods or tests/assessments to be used, if additional data required:

10, 15, 9	200.90.a	Name(s) and description(s) of area(s) of functioning to be assessed.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.90.b	Names(s) of test(s)/assessment(s) to be used, if known.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Options considered and why rejected

10, 15, 9	200.100.a	Specific other options considered by the IEP team prior to the decision to propose or refuse the action.	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
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10, 15, 9	200.100.b	Why each option was rejected	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.110	Information used as a basis for the action:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.120	Other relevant factors to the action:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.130	Statement of protection for parents and children under Procedural Safeguards:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.140	Means to obtain a copy of Procedural Safeguards for Children and Parents statement:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.150	Sources to obtain assistance in understanding Procedural Safeguards:	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
10, 15, 9	200.160	Parent is notified of the eligibility staffing:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>



Notification (verbal or written) includes:

10, 15, 9	200.170.a	The purpose of the meeting is to review evaluation information to determine whether the child is a child with a disability as defined by Missouri eligibility criteria, and the educational needs of the child.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
10, 15, 9	200.170.b	The time, date and location of the meeting.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
10, 15, 9	200.170.c	A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
10, 15, 9	200.170.d	The parent's and the agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	

10, 15, 9	200.190	An evaluation report is present:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
10, 15, 9	200.200	Parent is provided a copy of the evaluation report:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	

A synthesis of information from the evaluation is present:

10, 15, 9	200.210.a	The evaluation report addresses the results of all assessed areas generally related to the suspected disability.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.230	Description of any variations from standard assessment conditions:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.240	Statement of the existence and nature of the categorical disability(ies):	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.250	For Initial Eligibility: Basis for the determination of eligibility and need for special education and related services for initial evaluation:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency:

10, 15, 9	200.260.a	A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA): (1) Phonemic Awareness; (2) Phonics; (3) Vocabulary Development; (4) Reading Fluency including oral reading	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
10, 15, 9	200.260.b	A lack of appropriate instruction in math	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>



10, 15, 9	200.260.c	Limited English proficiency	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
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Names and roles of the individuals making the eligibility determination.

10, 15, 9	200.270.a	The names and roles of the individuals attending the eligibility determination meeting.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
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CONTENT OF NOTICE IS PRESENT AS FOLLOWS:

Set Section to NA

15	200.420.a	If the parent fails to respond, documentation of two (2) attempts to obtain parental consent is present.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	200.430.a	The parent is notified early enough to ensure an opportunity to participate.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

PLACEMENT:

Set Section to NA

Notice and Consent for Initial Services is provided/ obtained

15	200.1050.a	A written notice is provided to the parent prior to provision of services.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	200.1050.b	Signed parental consent for the initial services is obtained prior to provision of services.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>



ELIGIBILITY DETERMINATION - SOUND SYSTEM DISORDER

Set Section to NA

Delay in correct sound production in one (1) or more of the following:

15	1600.10.a	Substitution(s):	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.10.b	Omission(s):	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
15	1600.10.c	Distortion(s) :	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.10.d	Addition(s) :	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.10.e	Phonological Pattern(s) :	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.20	Extent sound production is outside normal development:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>



Sound system evaluations:				
15	1600.30.a	Specific sound production errors identified using a single word test and/or a sentence/phrase repetition task/connected speech sample	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.30.b	Speech sampling procedure, Method of elicitation, Setting for the activity, Analysis procedures used, Identification of sound errors, Degree of intelligibility and/or impact on listener perception	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.40	Professional judgment:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.50	Adverse educational impact:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>
15	1600.60	Dialectal differences and second language influence:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

MO Department of Elementary and Secondary Education - Send questions to webreplvspeimacs@dese.mo.gov
 Audit ID: Demo Agency Last modified userid: NA Last modified date: NA
 "Making a positive difference through education and service."



Menu

Info

District: **Jefferson School District**
 Logged in as: **Demo Agency**
 User ID: **JKING7**

Functions

Year: 2012-2013 **(Change)**

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

[Home](#) > [File Review](#) >

File Review: Select Student

Each student file review consists of a series of Yes/No/NA questions, along with a text box for explanation, if needed. For required file reviews, all questions MUST be answered for every student before you're allowed to submit your file review process.

- [Add a new student file review](#)

MOSIS ID	Student Name	DOB	Primary Disability	Initial Eval	Reeval	Transition	Transition Only	ECSE	Maintain Uploads	Delete
1234567890	Doe, Johnnie	9/22/2001	Sound System Disorder	<input checked="" type="checkbox"/>					Maintain Uploads	X

* A file has been uploaded for this student.

** A file review cannot be deleted once the file review has been submitted to DESE.

MO Department of Elementary and Secondary Education - Send questions to webreplies@imacs@dese.mo.gov
 Audit ID: Demo Agency Last modified userid: NA Last modified date: NA
 "Making a positive difference through education and service."

Done

Internet | Protected Mode: On

115%





Info

District: **Jefferson School District**
 Logged in as: **Demo Agency**
 User ID: **JKING7**

Functions

Year: **2012-2013 (Change)**

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

[Home >](#)

Initial Evaluations

Document status:	Not Started
Most recent file:	N/A
LEA Due date:	05/15/2013
Contact person:	Name: Phone: Email:
Lead supervisor:	None Assigned

Totals		
	Summary of Eligibility Determined within 60 days	Summary based on LEA acceptable Reasons
Yes:	0	0
No:	0	0
NA:	0	0
Percent:	N/A	N/A
Total student records: 0		

- [Add a new Initial Evaluation record](#)
- [No Students to Report](#)

There are no Initial Evaluation records entered for the current year.





Menu

Info

District: Jefferson School District
Logged in as: Demo Agency
User ID: JKING7

Functions

Year: 2012-2013 (Change)

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

Home >

Initial

Document

Most rece

LEA Due c

Contact p

Lead sup

• Add

• No

Initial Evaluation

Student's Initials:

Date of Parental Consent to Evaluate: (mm/dd/yyyy)

Date of Eligibility: (mm/dd/yyyy)

Student Eligible?:
 Yes
 No

Eligibility Determined within 60 Days?:

If NO, reason::

Acceptable Reason?:
 Yes
 No

Save Save and Add Another Cancel

Totals

ty Determined days	Summary based on LEA acceptable Reasons
	0
	0
	0
	N/A
al student records: 0	

year.





Menu

Monday, September 24, 2012

Info

District: **Jefferson School District**
 Logged in as: **Demo Agency**
 User ID: **JKING7**

Functions

Year: 2012-2013 [\(Change\)](#)

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

[Home >](#)

C to B Transitions

Document status:	Not Started 						
Most recent file:	N/A						
LEA Due date:	05/15/2013						
Contact person:	<table border="1"> <tr> <td>Name:</td> <td></td> </tr> <tr> <td>Phone:</td> <td></td> </tr> <tr> <td>Email:</td> <td></td> </tr> </table>	Name:		Phone:		Email:	
Name:							
Phone:							
Email:							
Lead supervisor:	None Assigned						

Totals		
	Summary of IEP in place	Summary based on LEA acceptable Reasons
Yes:	0	0
No:	0	0
NA:	0	0
Percent:	N/A	N/A
Total student records: 0		

- [Add a new C to B Transition record](#)
- [No Students to Report](#)

There are no C to B Transition records entered for the current year.





Menu

Info

District: Jefferson School District
Logged in as: Demo Agency
User ID: JKING7

Functions

Year: 2012-2013 (Change)

Navigation

- IMACS Home
- IMACS Help
- Web Application Menu
- Logon/Logoff

Modules

- WebSurrogate
- Federal Monitor

Home >

C to E

Document

Most recent

LEA Due

Contact p

Lead sup

• Add

• No

MO Departm

Audit ID: De

"Making a positive difference through education and service."

Student's Initials:

Date of Birth: (mm/dd/yyyy)

Date of Referral: (mm/dd/yyyy)

Parental Consent Received:

Yes

No

Date of Eligibility (NA if no parental consent received): (mm/dd/yyyy)

Student Eligible?:

Yes

No

Date of IEP: (mm/dd/yyyy)

IEP in place by 3rd birthday?:

If NO, reason:

Acceptable Reason? Y/N:

Yes

No

Save Save and Add Another Cancel



Monday, September 24, 2012

Totals

in	Summary based on LEA acceptable Reasons
	0
	0
	0
	N/A
al student records: 0	

t year.





Learning Objectives

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Participants will know:

- ✓ 1. The steps in the special education monitoring process for federal tiered monitoring
- ✓ 2. The required activities included in the self-assessment and due dates for submission
- ✓ 3. The process to gain access to IMACS
- ✓ 4. How to enter information into IMACS
5. Resources for questions and assistance





Resources

Office of Special Education

Special Education Compliance (Part B)

P.O. Box 480, Jefferson City, MO 65102-0480

Phone: 573-751-0699

Email: secompliance@dese.mo.gov



Standard and Indicators Manual

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Special Education Compliance Program Review Standards and Indicators



Missouri Department of Elementary and Secondary Education
Office of Special Education

Revised July 2013

<http://www.dese.mo.gov/divspeced/documents/SpeEdMonManual.pdf>



Where to Access IMACS / Resources

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Contact Us | Site Map | Jobs | missouri.gov

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Home >> Special Education >> Compliance

Google Search
Advanced Search

- About Compliance
- Approved Private Agency
- Complaint System
- Forms
- General Guidance
- Laws and Regulations
- Post-Secondary Transition
- Private and Home School
- Program Monitoring & Improvement Planning
- DESE Web Applications

Special Education Compliance

News and Updates

Tiered Monitoring and IMACS
Frequently Asked Questions

- Registration: Cohort 2 Special Education Monitoring Training**
- New Directors Training, July 2012**
Presentations from Compliance 101, 102 and both Focus Sessions.
- Assurance Statement Procedures for FY 2013**
 - SELS message se-ls04.18.12.htm
- IDEA/State Imposed Requirements Under the Individuals with Disabilities Education Act (IDEA) 2004**
 - SELS Message se-ls04.16.12.htm
- UPDATE to Technical Assistance Bulletin - Focus on Issues in Special Education: State & District-wide Assessments of School Achievement**
 - SELS Message se-ls03.27.12-2.htm
- Private Schools/Parent Placements/Requirement for Consultation with Representatives of Private Schools**

How Do I Find?

- Coordinated Early Intervening Services (CEIS)
- Discipline Monitoring
- Disproportionality Monitoring
- Educational Surrogate
- Frequently Asked Questions**
- Juvenile Justice System
- MAP-A Eligibility Criteria
- Monthly Webstreams
- MoVIP and Special Education FAQ
- Notice of Action
- OT/PT Guidelines
- On-site Monitoring Manual
- Parents' Bill of Rights**
- Parent's Guide to Special Education
- Procedural Safeguards
- Professional Development Series
- Program Monitoring Manual
- Referral Process
- Section 504:

Get ADOBE® READER®
About Video

Department Communication

61

Be sure your
EMAIL
AND
PHONE NUMBERS
are UP-TO-DATE
in CORE DATA . . .

YOU DON'T WANT TO
MISS OUT
ON REMINDERS AND UPDATES!!

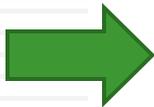




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Special Education Monitoring Checklist

<input type="checkbox"/>	<ul style="list-style-type: none"> Continue until each I-CAP is cleared
<p>Due by April 1, 2015 or sooner*</p> <p>*ALL noncompliance MUST be corrected within 12 months of the SpEd Review Report</p>	<p>CAP</p> <ul style="list-style-type: none"> For each indicator identified as not in compliance: <ul style="list-style-type: none"> Mail multiple samples of compliant documentation Document in IMACS and submit Continue until each Indicator identified in the CAP is cleared



Resources:

Agency	Name	Phone #	Email address
RPDC			
DESE			

Special Education Compliance/ PO Box 480, Jefferson City, MO 65102
573-751-0699

RPDC Compliance Consultants

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- Tiffiney Smith tdsmith@semo.edu 573-651-2621
- Jennifer McKenzie mckenziej@missouri.edu 573-882-7553
- Susan Borgmeyer borgmeyersk@umkc.edu 816-235-5957
- Joetta Walter jwalter@truman.edu 660-785-6080
- Lois Jones loisjones@missouristate.edu 417-836-4082
- Rodney Cook rcook@csd.org 314-692-1239



DESE Compliance Supervisors

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- Samantha Boucher, samatha.boucher@dese.mo.gov
573-522-3489
- Julie Bower, julie.bower@dese.mo.gov
573-751-0727
- Corina Henderson corina.henderson@dese.mo.gov
573-526-1539
- Rick Lewis, rick.lewis@dese.mo.gov
573-751-7953
- Donna Catt, donna.catt@dese.mo.gov
573-751-1541
- Sandy Kliethermes, sandy.kliethermes@dese.mo.gov
573-751-3520





Learning Objectives

65

Participants will know:

- ✓ 1. The steps in the special education monitoring process for federal tiered monitoring
- ✓ 2. The required activities included in the self-assessment and due dates for submission
- ✓ 3. The process to gain access to IMACS
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- ✓ 5. Resources for questions and assistance





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Last Chance for Questions

