

**Focused Monitoring Report for
Franklin Northeast Supervisory Union**



On-site Review: May 10-14, 2010



General Supervision and Monitoring Division

Assigned Monitoring Facilitator: Ernest Wheeler

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Franklin Northeast Supervisory Union Focused Monitoring Team Members

- Lisa Howarth, Parent Member
- Doug Dows, VTDOE Educational Consultant
- Alicia Hanrahan, VTDOE Monitoring Team Consultant
- Lynne Carpenter, VTDOE Special Education Auditor
- Kate Rogers, VT-DOE Essential Early Education Consultant
- Claire Bruno, VTDOE Autism Spectrum Disorder Consultant
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The Focused Monitoring Team wishes to thank everyone in the Franklin Northeast Supervisory Union for being gracious and flexible hosts.

I. Description of Monitoring Authority and Focused Monitoring

The Individuals with Disabilities Education Act (IDEA), (20 U.S.C. 1400 (c)(1)), provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly-funded educational agencies in the state comply with the requirements of IDEA and its implementing regulations. Further, Section 616 of IDEA states that the primary focus of Federal and State monitoring activities shall be on improving education results and functional outcomes for all children with disabilities and ensuring that States meet the program requirements with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. Vermont state law requires local education agencies to provide appropriate special education and related services and requires the Vermont Department of Education (VTDOE) to establish, monitor, and enforce regulations governing special education programs in the Vermont public schools and all institutions wholly or partly supported by the state. The state has adopted regulations implementing those requirements which are administered by VTDOE. VTDOE supervises and conducts the general supervision process in furtherance of the state's obligations under IDEA and Vermont law.

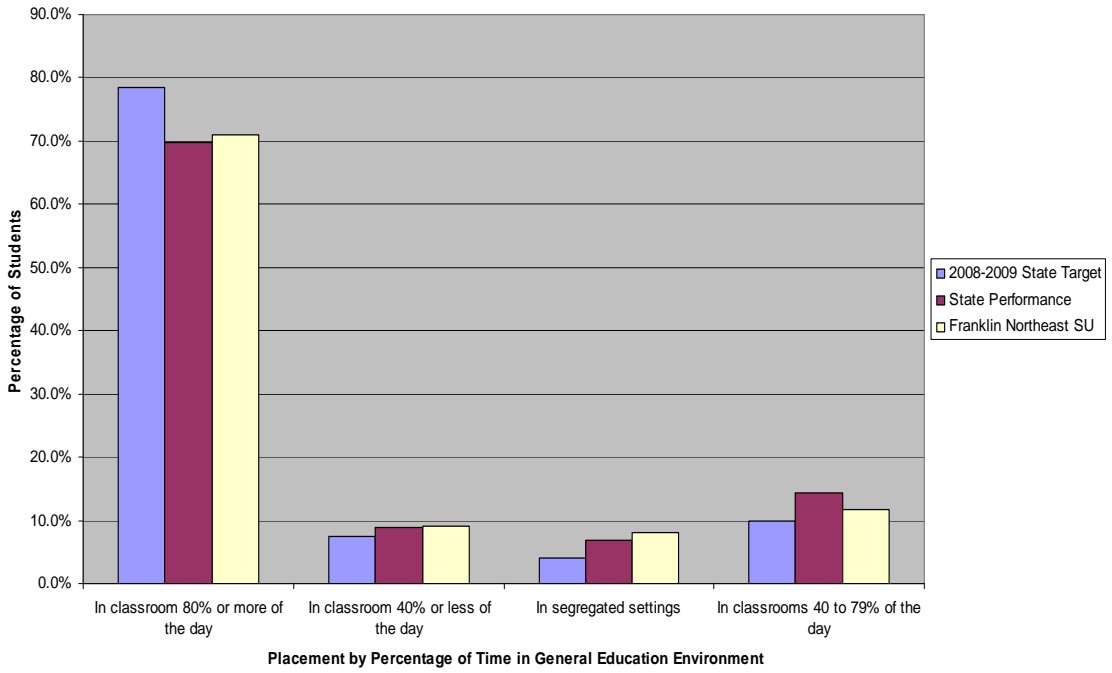
Focused Monitoring is a new approach to assess compliance with federal and state special education law and regulations while also addressing critical performance areas. It is a shift from a culture of compliance to a culture of accountability. It places the focus of a monitoring review on results versus process. The principles of Focused Monitoring are identified as follows:

- Focused Monitoring includes a limited number of priorities chosen by a diverse group of stakeholders.
- Available data are used to select priorities that will improve student educational performance, increase independence for children with disabilities, and lead to full participation in society.
- A limited number of indicators are identified within each priority area and are used as the basis for district ranking and selection for on-site reviews.
- A Focused Monitoring system is data and information-based. Data-based information is used to allocate limited resources in the direction of most need, which are determined by identifying what is most likely to lead to improvement in student performance.
- There is a relationship between monitoring and corrective actions—solutions are linked to identified problems. Corrective actions are designed to create systemic changes that result in improved student performance.
- Families have the opportunity to provide information on a continuous basis.

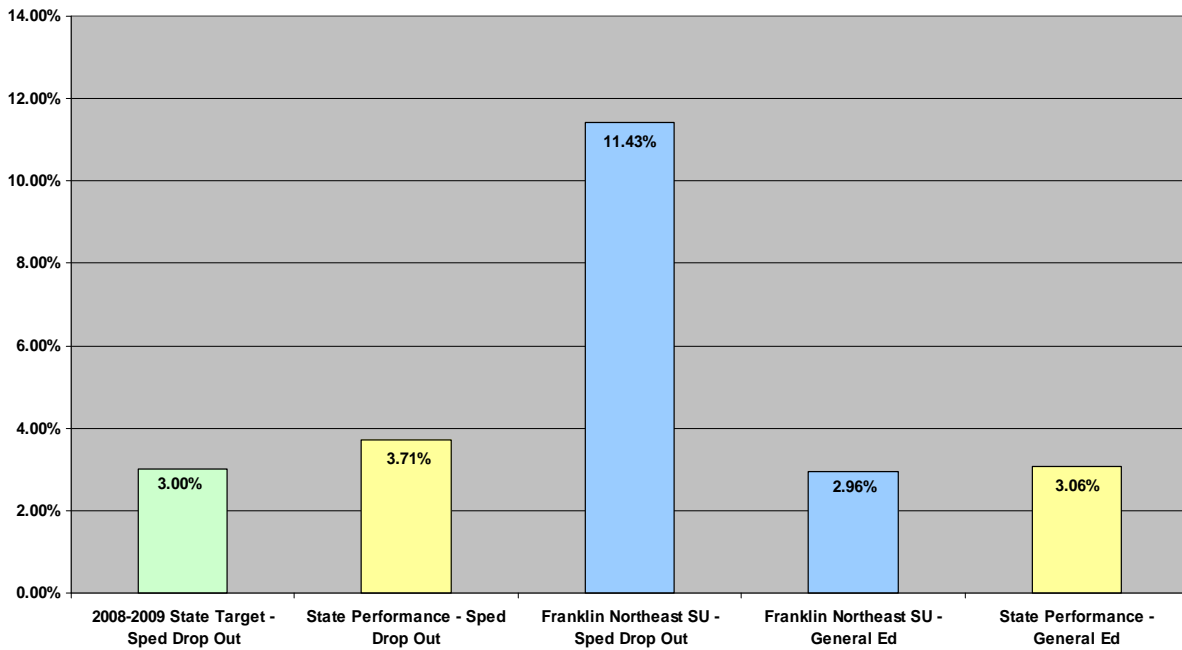
II. Focused Monitoring Methodology

The Franklin Northeast Supervisory Union (FNESU) was selected for an on-site visit based upon their performance on the 2008 State Performance Plan (SPP) Indicators 5 and 2 regarding Least Restrictive Environment and Student Dropout Rate. See the graphs on the following page which document the 2007-2008 state target, our average performance as a state and FNESU's performance in regards to the indicators:

Franklin Northeast Supervisory Union 2008 LRE Data



Franklin Northeast Supervisory Union
Sped and General Ed Dropout - 2007 - 2008



As a result of the initial meeting with the administrative team from FNESU, a chart of the individual school dropout rate data for the two high schools within the supervisory union was also compiled.

Dropout Trend Data

	Enosburg HS	Richford HS	Vermont
2005-06	4.24%	3.31%	2.85%
2006-07	3.75%	3.16%	3.08%
2007-08	6.65%	2.82%	3.25%
2008-09	4.45%	0.54%	2.89%

The charts (pages 5 and 6) indicate that as of the December 1, 2008 Child Count the FNESU had a higher percentage of students with disabilities (8.0%) placed in segregated settings in comparison to the State Target (4.0%) or the State Percentage (6.9%) at that time period. According to 2007-08 data, the FNESU also had a much larger percentage of students with disabilities drop out (11.43%) in comparison to both the State Percentage dropout rate for students with disabilities (3.71%) and the percentage of non-disabled youth within the district that had dropped out of school (2.96%). The dropout data trend chart shows that although the year the FNESU was selected was by far its worse in the two high schools combined that Enosburg High School was above the State Percentage in all four years reviewed. In contrast Richford High School has shown a downward trend and in the past two years has had a dropout percentage that was below the State Percentage.

The on-site Focused Monitoring review was conducted during the week of May 10-14, 2010. The team visited the Bakersfield, Berkshire, Enosburg, Montgomery and Richford Elementary Schools, the Enosburg Middle/High School and the Richford Junior/Senior High School, The team also visited the Essential Early Education Pre-School programs located within the Enosburg, Montgomery and Richford elementary school buildings.

The Focused Monitoring Team reviewed and analyzed the following data prior to and during the on-site review.

Data Reviewed

- Indicator data by disability, grade, and school building.
- LEA Profile information as submitted by the building principals, curriculum coordinator, math consultant, special education director and the director of the Cold Hollow Career Center.
- Vermont Agency of Human Services Community Profile 2007.
- Local Report of State Performance Plan indicators.
- Special education policies/procedures/forms/practices.
- Family/school collaboration related to the indicator(s) via parent surveys and interviews.
- Educational Support Team policies, procedures, and current plans.
- District disciplinary policies and procedures.
- 504 Plans, Individualized Education Programs, Evaluation Plans and Reports.

Parent Surveys

An online survey based on families' educational experiences in the FNESU was available for all parents of students within the supervisory union. The supervisory union provided documentation of adequate and appropriate public notice regarding the survey. The online survey was completed by twenty-one parents. In addition, ten parents were interviewed either in person or over the phone.

On-Site Interviews

Interviews were conducted with thirteen general and special education administrators or coordinators from the individual schools or at the supervisory union level, twenty-three general and special education teachers, three guidance counselors, three related service providers, four planning room personnel and five Educational Support Team coordinators. While on-site the Focused Monitoring Team also interviewed three students.

Record Reviews

Focused file reviews were conducted for thirty-seven students with Individualized Education Programs (IEPs), Section 504 Plans, Educational Support Team (EST) Plans, Behavioral Plans and Functional Behavior Assessments.

Classroom/Program Observations

Classroom observations were conducted in each of the following schools and/or programs:

- 1. Enosburg Middle and High School**
- 2. Enosburg, Montgomery and Richford Pre-School Programs**
- 3. Richford High School**
- 4. Enosburg Elementary School**
- 5. CASTLE – Creating Alternative Solutions to The Learning Environment**
- 6. Bakersfield Elementary School**

III. Supervisory Union Background

Franklin Northeast Supervisory Union (as of 10-1-09)		
School Name	Grades Served	FY 2010 Enrollment
Bakersfield Elementary	(K - 8)	155
Berkshire Elementary	(K - 8)	171
Enosburg Elementary	(PK - 5)	212
Enosburg Middle/High School	(6 - 12)	453
Montgomery Elementary	(PK - 8)	127
Richford Elementary	(PK - 6)	212
Richford Jr/Sr High School	(7 - 12)	264

The following information is taken from the 2007 Agency of Human Services (AHS) Community Profile. The AHS profiles utilize supervisory union boundaries when presenting data for a particular community. Thus, the information below concerns the towns of Bakersfield, Berkshire, Enosburg, Montgomery and Richford which comprise the Franklin Northeast Supervisory Union. According to the Agency of Human Services, the total population for this community was 9,183 in 2006.

The following information comes directly from the AHS profile:

Percent of children (ages 0-4) in families receiving welfare (Reach Up) in 2006

Vermont	FNESU Community	Difference
9.1%	12.4%	+ 3.3%

Percent of children (ages 5-17) in families receiving welfare (Reach Up) in 2006

Vermont	FNESU Community	Difference
4.3%	6.5%	+ 2.2%

Percent of kindergartners who met standards of readiness in 5 domains in 2007

Vermont	FNESU Community	Difference
44%	26%	- 18.0%

Teen pregnancy rate per 1,000 females ages 15-17 in 2004

Vermont	FNESU Community	Difference
15.8	11.3	- 4.5

Percent of 8th grade students who have () in the past 30 days in 2007

	Vermont	FNESU Community	Difference
Smoked Cigarettes	7%	21%	+ 14%
Smoked Marijuana	8%	16%	+ 8%
Used Alcohol	19 %	23%	+ 4%

Reports of child abuse and neglect per 10,000 children ages 0-17 in 2006

Vermont	FNESU Community	Difference
84.5	92.2	+ 7.7

2006 Custody rate for children (per 10,000 ages 10-17) deemed ()

	Vermont	FNESU Community	Difference
Unmanageable	28.5	54.8	+ 26.3
Delinquent	52.7	24.4	- 28.3

Socioeconomic Data

	Vermont	FNESU Community	Difference
Average Annual Wage (2006)	\$34,974	\$31,390*	- \$3,584
Median Family Income (1999)	\$48,625	\$37,758	- \$10,867
Percent of People above poverty level (1999)	90.6%	85.6%	- 5.0%

* As measured by county, not community

IV. Commendations for the LEA

Relative to the State Performance Plan Indicator(s) 2 (Dropout Rate) and 5 (Free Appropriate Public Education in the Least Restrictive Environment), the following efforts and/or initiatives have been implemented within the district schools and the alternative program operated by the district. These activities have been recognized as effective components in FNESU's current educational systems which engage students and families as well as affecting a positive school climate and positive student outcomes.

- There is an intentional and effective process for students transitioning from Richford Elementary School to Richford High School, including a mentoring program between Richford High School students and students the elementary school. We also heard evidence that other elementary schools within FNESU have developed procedures to help with the transition of their students to other high school schools where they have a choice of high schools from which to pick.
- Bakersfield Elementary School has implemented the use of Positive Behavioral Supports to address discipline and behavioral issues within the school.
- There was evidence that several schools were using Responsive Classroom techniques to address classroom or school-wide behavior management needs.
- The curriculum mapping process introduced across the supervisory union is recognized for its ability to share lesson parameters and to create a more consistent curriculum approach across the school of the supervisory union. We hope that FNESU will continue to support this effort and provide future assurances that the curriculum mapping results will be applied throughout the supervisory union.
- The FNESU offers many opportunities for professional learning communities, in-service and professional collaboration at the school and supervisory union levels.
- After-school programs developed throughout the supervisory union this year through the Century 21 Grants are commended for their vast array of offerings as well as the great participation rates they have achieved. These programs have provided remedial and enrichment opportunities in a highly supportive environment for many students.
- VTDOE observed evidence of educational technology (i.e. NetBooks, FM sound systems, Smart Boards) throughout the district that supported student access and performance within the general education curriculum and environment.
- At least five schools have a designated intervention/enrichment time slot during their school day schedule so that some support services can be accessed by students without removing them from their core instruction in a subject area.
- PowerSchool is being used to in schools to collect data, as well as to monitor and analyze student progress. While many parents have access to the information in PowerSchool, a plan needs to be developed to make the information available to parents without internet access.

- The Junior Reserve Officers Training Corps program at Enosburg High School is commended for its inclusionary practices as well as its emphasis on building a sense of community for at-risk students and encouraging good citizenship.
- The CASTLE and proposed OASIS programs are commended for their efforts to address the needs of the students with emotional and behavioral issues in an environment less restrictive than out of district educational environment.
- Enosburg Elementary school hosts a six week “Kindergarten Academy” that allows Kindergarten students access to the classroom and building prior to their entry into school in the fall.
- The strong, consistent leadership and teachers at Montgomery Elementary School are commended for their use of the pyramids of interventions which is applied throughout the academic, behavioral and social realms within the school to assist students, create a positive climate and ensure student progress.
- The special education and Educational Support Team files that were reviewed were well-organized, which made for easier review by the monitoring team and, we are certain, makes for easier access to records by district staff when necessary.

V. Triangulated Areas For Improvement Related to the Priority Indicators

The Monitoring Team must validate a concern through three separate sources (parent interviews, staff interviews, observations, data, file reviews, etc.) to determine that the concern is an area in need for improvement. These Triangulated Areas For Improvement (TAFI) make certain that the information is truly valid and reliable. During the Focused Monitoring Team’s review of the FNESU, the following issues were triangulated requiring the implementation of an Improvement Plan. The timeline for correcting any TAFI will be a required part of the Improvement Plan to be submitted to the Monitoring Facilitator. Any findings of non-compliance used as supporting evidence to the TAFI will also be identified under the Findings of Non-Compliance section of this report and must be corrected within one calendar year of the date of this report.

TAFI I: The Educational Support System (ESS), including academic and behavioral supports, needs to be cohesive and effective in all schools. (VT Statute § 2902)

Supporting Evidence:

1. The dropout rate for Enosburg High School has exceeded the State Percentage for the past four years and includes a much higher percentage for students with disabilities.
2. An Educational Support Team (EST) process at the Enosburg High School has not been implemented with integrity or fidelity for the past few years.
3. Educational Support Team plans developed at the Enosburg High School seem very general in nature and did not seem to individualize to student’s needs.
4. Special education supports were not always being provided as written on the student’s Individualized Education Plan.

5. Opportunities are needed for the collaboration of Educational Support Team Chairpersons as well as personnel currently employed in district planning room programs.
6. Parents are not fully aware of the services and supports available to all students prior to eligibility for special education services.

Corrective Action:

A collaborative team including general and special educators, administrators and parents shall review the Educational Support System concerns within the district and recommend procedures to improve consistency across the district that will meet the needs of the students they serve.

The collaborative team will identify the district's professional development needs regarding the development of an effective EST process, student data collection and analysis, as well as the use of positive behavior supports and make recommendations for future professional development training.

Required Evidence of Correction:

- Documentation of recommendations.
- Documentation of identified professional development needs and plans for providing it.
- Documentation of policies and/or procedures for operationalizing the system of supports.
- Documentation of supports and services available within each school, as described in their Parent/Student handbook.

TAFI II: Special education services provided for preschoolers at the Enosburg and Richford preschool programs are offered based upon preschool program parameters and not the individual needs of the children with disabilities.

Supporting Evidence:

1. Parents reported that services were offered to their child based upon the operational hours of the current preschool program.
2. A review of preschool files revealed that the vast majority of children, regardless of varying levels of need, were not offered services beyond the operational hours of the current preschool program. In response to this area for improvement, the FNESU submitted documentation that indicated that at least two preschool students were offered services beyond the 10 hour period cited as the program operation hours.
3. Staff reported that the preschool programs hours of operation are set to a maximum of 10 hours per week for children.
4. Observations of the preschool programs supported the hours of operation cited above.

Corrective Action:

A collaborative team including preschool staff, parents, and administration will review the concerns of the preschool programs and develop recommendations for the improvement and flexibility necessary to address the individual needs of children enrolled within the supervisory union's preschool programs.

Required Evidence of Correction:

- Documentation of preschool programming recommendations for the next school year.
- Documentation of identified preschool children's needs and plans for providing it.
- Documentation of policies and/or procedures for operationalizing the system of supports.

TAFI III: Despite very good documentation of discipline incidents within the schools, there is a lack of a unified system which documents the follow-ups, supports and services necessary to address the needs of students with behavioral challenges.

Supporting Evidence:

1. Students with multiple discipline incidents did not have documentation of any functional behavioral assessments.
2. Behavior plans were written as punitive responses to inappropriate behavior rather than positive responses to appropriate behavior.
3. Student IEPs for students identified with an emotional disturbance often lacked counseling as a related service offered as part of their programming needs.
4. Supervisory union data revealed that most students are removed from general education environments to more restrictive environments based upon behavioral or personal safety considerations.

Corrective Action:

A collaborative team including supervisory union teaching and planning room staff, parents, and administration will review the concerns of the programs and supports to students with behavior challenges in order to develop recommendations for the improvement the supervisory union's prevention measures and service delivery.

Required Evidence of Correction:

- Documentation of recommendations for review and analysis of school behavioral data.
- Documentation of behavioral interventions for students with disabilities.
- Documentation of procedures for operationalizing the system of behavioral supports.
- Documentation of at least three behavior plans from different FNESU schools.
- Documentation of three functional assessments completed within the FNESU.
- Documentation of three IEPs where a goal and objectives are supported through either district or district contracted counseling services.

VI. Areas of Concern Related to the Indicators

Other issues or areas of concern that cannot be triangulated are identified, but they do not rise to the level of an area for required improvement. The FNESU is encouraged to consider addressing these issues and concerns within an Improvement Plan.

- According to staff and parent interviews the district needs greater access to local and affordable mental health services that can support children and families. Public transportation to available services in St. Albans is unavailable and many families do not have reliable transportation.
- Many schools reported that they have a highly transient population, sometimes between schools within the supervisory union but also for students who move in from other areas. Few schools have tracked this data to specifically detail the level of this issue within the supervisory union.
- The VTDOE is concerned that, based upon observation, the delivery model at Richford High School does not provide for specialized instruction but rather is used for homework completion.
- Student learning activities, as described in the Richford High School's "*Program of Studies*," were not evident in the observation of students within the Learning Center Program. According the program description, when students are not working on assignments they are to be reading silently from books of their choosing.
- The supervisory union has a high percentage of students identified with a Speech/Language Impairment. A sampling review of the files for students under this disability category found that two files had not documented the disability adequately.
- In using the SpedDoc program to recreate documents from the student's file history (e.g. meeting notices), it is apparent that the information is printed onto the newest version of the State Form and hence has a date the State Form was developed for use (2009) which may be significantly different from date the actual meeting was originally noticed (2006). In light of this finding, when the re-creation of such documents is necessary a paragraph describing the reason for this inconsistency should also be attached or written onto each recreated document.

VII. Non-Compliance with State and Federal Rules & Regulations

Findings of Non-Compliance

Non-compliance finding are violations of State and/or Federal rules and regulations. The following findings of non-compliance must be corrected within one year from the date of this report. The FNESU must include a response to each these findings in their Improvement Plan.

Individual Findings of Non-Compliance

- Initials of required Evaluation Planning Team members were not documented on at least two of the files reviewed indicating the team member's agreement with the eligibility decision. *VT State Regulation 2362.2.5(5)*
- Individual questions developed or a disability category suspected in the Evaluation Plan was not answered in the Evaluation Report in two files. *VT State Regulations 2362.2.4(e) and 2362.2.4 (k)*
- The Adverse Effect section of three Evaluation Reports lacked appropriate documentation for the minus 1.0 standard deviation or lowest 15th percentile. *VT State Regulation 2362 (d)*
- Three Adverse Effect sections did not include the team's conclusion statement within the Evaluation Report. *VT State Regulation 2362.2.5(a)(1)(ii)*
- The Need for Special Education Services section documented what the student "would benefit from" rather than would need special education services to benefit from his or her educational program in two files. *VT State Regulation 2362.2.5 (a)(1)(iii)*
- One initial evaluation did not meet the 60 day timeline and the notice of delay did not document a reason that would be considered an exceptional circumstance for the delay. *VT State Regulation 2362.2.3 (b)*
- One triennial evaluation was not completed within the three year anniversary date. *VT State Regulation 2362.2.4 (a)*
- Two evaluations were considered a record review but did not include a documented record review Evaluation Report or the signed Form 8 necessary when exempting a student from triennial testing. *VT State Regulation 2362.2.5*
- The Initial Consent to Special Education form could not be found in one student file. *VT State Regulation 2363.9*
- Two IEPs did not identify the disability category correctly according to the last Evaluation Report on file. *VT State Regulation 2362.2.5 (a)(1)(i)*
- The IEP duration dates for a senior expecting to graduate continues into the following school year when the student is expected to be in college. *VT State Regulation 2363.8(d)*
- Required IEP Team members were not checked as in attendance on the cover page of four student IEPs. *VT State Regulation 2363.4*
- Form 5b was used to document changes made to an IEP without a formal meeting but did not secure a parent signature prior to initiating the service change. *VT State Regulation 2363.7(c)(3)*

- The amount of time identified for paraeducators support (Item #4 of TAFI 1) does not match the time on the paraeducator's schedule for one student. *VT State Regulation 2363.13(a)(1)*
- The Least Restrictive Environment category checked on the IEP did not reflect the actual amount of time two students were in the general education environment according to a calculation based upon the services page of the IEP. *VT State Regulation 2363.1(b)*
- Four multi-year plans developed within the supervisory union did not specify the alternative classes the student would be taking in lieu of regular credit bearing classes. *VT State Board Regulation 2120.8.2.1(c)*
- Four multi-year plans were not considered for students until an upper high school grade level. State rule requires that such a plan shall be considered at the IEP meeting when a student turns 14. *VT State Board Regulation 2120.8.2.1(c)*
- Multi-year plans were developed but not attached to the student's IEP, suggesting it was not addressed in the IEP meeting as per State regulation. *VT State Board Regulation 2120.8.2.1(c)*
- Students have been suspended or expelled from public school for a length of time that exceeded 10 school days (Item #4, TAFI 3) without documentation that a manifestation hearing was scheduled. It was not evident how the special education services were being provided for these expelled or suspended students. *VT State Regulation 4313.1(b) and (d)*
- Files did not always contain documentation (Form 7) of the school's decision to refuse parent requests for meetings, services and special education evaluations. *VT State Regulation 23651.1*
- Files were unable to be reviewed for two students who had recently moved from the schools they were in because the entire special education file was sent to the new district and the sending school had not kept copies of the student's records. *VT State Regulation 2365.2.13(a)*

VIII. Improvement Plan Process

Upon receiving the final report following a Focused Monitoring visit, the LEA is required to initiate the development of an Improvement Plan (which includes improvement activities related to the priority indicator and correction of non-compliance) with your VTDOE Monitoring Facilitator within a period of 30 calendar days from the date of the final report. The Improvement Plan should be a comprehensive, interdisciplinary plan that targets LEA-wide improvement. In developing the plan, the LEA should consider the triangulated areas for improvement related to the indicators, areas of concern related to the indicators, findings of non-compliance, and the supporting evidence contained within this report. The VTDOE Monitoring Facilitator will provide technical assistance and consultation during the development of the Improvement Plan. It is important to note that improvement activities may extend beyond one year, but the correction of non-compliance must happen within one year from the date of written notification via the final report.

In order to assure that the Improvement Plan is comprehensive, interdisciplinary, and LEA-wide, the plan must be developed by a collaborative team which includes general and special education stakeholders. This plan must not be a uniquely special education response developed in isolation from other LEA initiatives. The VTDOE Monitoring Facilitator provides technical assistance to the team in the vein of a facilitator. The Monitoring Facilitator may not provide the technical assistance that the LEA identifies it needs, but rather functions as a liaison for needed services.

Development of the Improvement Plan will include:

- Use of the VTDOE template to develop the Improvement Plan.
- Review of the areas of non-compliance and the expected evidence of change in the final report.
- Coordination of the Improvement Plan with other LEA initiatives.
- Addressing the following components per activity:
 - What specific tasks/activities are planned to address the targeted area?
 - Why were these particular tasks/activities deemed most appropriate?
 - When will the tasks/activities be completed?
 - Who will complete the tasks/activities?
 - Why will this activity work to bring the LEA into compliance?
 - Who will monitor the progress and completion of activities?
 - What are the needed resources (fiscal, human) within/outside the LEA that will be used to implement change?
 - What are the deliverables, products, materials, documentation or action plans that will be developed?
 - How will progress be monitored to ensure that the expected changes take place (self-assessment)?
 - What are the intended outcomes/impact related to the targeted area?

The VTDOE Monitoring Team reviews the LEA's proposed Improvement Plan, requesting clarifications and revisions, as necessary. Upon approval of the Improvement Plan, the LEA is issued an approval letter that outlines the schedule of reporting the LEA's progress monitoring to VTDOE. The purpose of this Monitoring Progress Report is to provide the LEA with a format in which to demonstrate evidence of their efforts to correct the deficiencies identified through the Focused Monitoring process. In addition, the process allows the LEA to monitor and evaluate the success of their Improvement Plan activities. The scheduling of the progress reports depends on the complexity of the Improvement Plan and the individual needs of the LEA.

Prior to the one year anniversary of notification via the final monitoring report, an Evidence of Change review meeting is scheduled between LEA representatives and the VTDOE Monitoring Facilitator to assess whether the LEA has met or is making adequate progress towards meeting the required evidence of change at the expected standard as set by the collaborative team and approved by the VTDOE. Based on the results of the meeting, the VTDOE determines whether (1) the LEA has met the standards required and the Improvement Plan is officially closed, (2) the LEA has not met the standards required and additional time will be allowed with Improvement Plan amendments or (3) sanctions will be imposed. The correction of non-compliance must occur within the one year timeline; the above refers to improvement activities related to the priority indicator.

Your Monitoring Team contact for all follow up activities is:

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Focused Monitoring Improvement Plan template

**Focused Monitoring Improvement Plan
for the
Franklin Northeast Supervisory Union**



Prepared for Submission:

To:



LEA:
Contact Person:
(802) -

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**Franklin Northeast Supervisory Union Improvement Planning Team
Members**

NAME	ROLE	SIGNATURE AGREEING WITH PLAN
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LEA Areas for Improvement Related to the Priority Indicators

The Monitoring Team must validate a concern through three separate sources of data to determine that the concern is an area for improvement. These triangulations of data make certain that the information is truly valid and reliable. Other issues or areas of concern (see Section VI of the report) that cannot be triangulated were also identified in this report, but they do not rise to the level of an triangulated area for improvement. The HSD is encouraged to consider these issues and concerns using the following Improvement Plan template.

Areas of Concern Related to the Indicators

- .
- .
- .
- .
- .

Improvement Plan:

BENCHMARKS	ACTIVITIES FOR ACHIEVING THE TARGET	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	EVALUATION PROCEDURES	DOCUMENTATION TO BE SUBMITTED TO VT-DOE
BY					
BY					
BY					
BY					

Non-Compliance with State and Federal Rules & Regulations

Findings of Non-Compliance

Non-compliance findings are violations of state and/or federal rules and regulations. The following findings of non-compliance must be corrected within one year from the date of this report. HSD must include a response to each finding in their Improvement Plan.

Systemic Findings:

-
-
-
-
-

Individual Findings:

-
-
-
-
-
-
-
-
-
-

Improvement Plan:

BENCHMARKS	ACTIVITIES FOR ACHIEVING THE TARGET	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	EVALUATION PROCEDURES	DOCUMENTATION TO BE SUBMITTED TO VT-DOE
BY					
BY					
BY					
BY					