Back to School 2019-20

WiFi passcode: school

August 19, 2019
Welcome

Dr. Daniel Boyd
Deputy State Superintendent of Education Division of Instruction
Components of General Supervision

Dr. Elisabeth Davis
Assistant State Superintendent
State System of General Supervision

- Must have a system to monitor implementation of IDEA
  - Enforces Requirements
  - Ensures Continuous Improvement
  - Consists of 8 components that connect, interact, and articulate to form a comprehensive system
General Supervision Expectations

• Supports practices that improve educational results & functional outcomes for students with disabilities

• Uses multiple methods to identify & correct noncompliance ASAP

• Utilizes mechanisms to encourage & support improvement and enforce compliance
“A continuing function that uses **systematic collection of data on specified indicators** to provide management and ... intervention with indications of the extent of progress and achievement of objectives an progress in the **use of allocated funds.**”
Primary Focus of Federal & State Monitoring Activities

• Improve educational results & functional outcomes of students w disabilities
• Ensure SEA meets program requirements
• Emphasis MUST be on requirements most closely related to improving educational results
State Performance Plan (SPP) - “A blueprint for systems change.”

- Evaluates the state’s efforts to implement IDEA requirements & purposes
- Describes how state will improve implementation
- Measurable indication of state’s performance in priority areas
Policies, Procedures, and Effective Implementation

- Aligned with IDEA and State policies and procedures
- Designed to support program improvement
- Focuses attention on specific areas of compliance & program performance based on data analysis
- Includes TA & professional development as an ESSENTIAL COMPONENT
Integrated Monitoring Activities

“Focused monitoring activities should be geared toward identifying solutions and activities through TA & PD.”

- Includes various stakeholders
- Investigates issues related to compliance & program improvement
- Includes continuous examination of performance for compliance and results
Fiscal Management

- Provides oversight in distribution & use of IDEA funds at state and local level
- Issues, reviews, & collects data and reports from subgrantees as needed to meet specific federal requirements including maintenance of effort; coordinated early intervening services; and American Recovery and Reinvestment Act and Section 618 reports
Data on Processes and Results

• Provides oversight in distribution & use of IDEA funds at state and local level

• Issues, reviews, & collects data and reports from subgrantees as needed to meet specific federal requirements including maintenance of effort; coordinated early intervening services; and American Recovery and Reinvestment Act and Section 618 reports
Improvement, Correction, Incentives & Sanctions

- Includes explicit State authority to enforce regulations, policies, and procedures
- Use TA to ensure correction of noncompliance
- Includes improvement planning to meet state and local targets
- Includes means for corrective action planning and follow up tracking of correction and improvement
- Includes a range of formalized strategies and/or sanctions for enforcement with written timelines
Effective Dispute Resolution

- Timely, tracks issues, and informs on-site and off-site monitoring activities
- Periodically evaluates effectiveness of resolutions
Targeted Technical Assistance & Professional Development

- Connects directly to SPP & improvement activities
- Corrects noncompliance & improves results for students with disabilities
- Measures the effectiveness of implementation, outcomes, and sustainability
1% Assessment
See you tomorrow!!
Back to School
2019-20

WiFi passcode: school

August 20, 2019
PowerSchool Update

Dr. Elisabeth Davis
Assistant State Superintendent
PowerSchool Student Information System (SIS)

» ALSDE – Cross-Sectional; Technology in Motion staff

» LEA Pilots - Alabaster City, Baldwin County, Hartselle City, Jefferson County, Lee County, & Opelika City

» PowerSchool Summit at Point Clear in December is sold out. Continue to register and get on the waiting list.
Student Information System (SIS)

- PowerSchool Platform
  - Landing page/Single sign-on
  - Easy-to-use dashboards
  - Data auditing feature that tracks changes to enrollment, lunch status, transportation, course enrollment, student contacts, demographic, attendance, CTE, permissions, discipline, historical grades, state reports, etc.
SIS – Professional Development Platform

- Unified Talent/Talent Ed’s Professional Development Management System
- Course catalog
- Expedited electronic enrollment in chosen PD
- Tracks & records PD completed
SIS – Data Analytics (Dashboard)

- Performance Matters Analytics
  - Provides longitudinal analysis of both academic & non-academic measures
  - Allows analysis at state, system, school, class, & student levels
  - Creates custom reports using near real-time data
  - Provides teachers with ability to utilize real-time data to measure student growth & achievement
Unified Classroom

- Gradebook components including creating class, setting rosters, adding activities, & tracking student progress
- Manages assignments
- Tracks homework
- Creates engaging multi-media rich lessons that can be shared with colleagues
- Parent portal
Centralized Operational Data Source (ODS)
- Pulls state data from multiple sources into single, online reporting portal
- Minimizes duplication
- Allows students to immediately move from 1 system to another and have ALL records
- Enterprise Reporting provides identical reporting at LEA & school level
SIS – Enhanced Special Programs Solution (SPS)

- Electronic updating for special education, 504, EL, RtI, Gifted data and other special programs data
- All updates can be done with talk-to-text (assist with IEP meetings)
- Alerts BOTH receiving & sending LEAs when student transfers
- Secure document transfers
All Alabama SPED & Gifted forms will be added to SIS
National model forms are in SIS for 504 & RTI
PowerSchool is working to get the EL Home Language Survey into the program
The student Assessment (ACAP) forms will not be in SIS for go live.
These forms are being reviewed by the ALSDE and may be added on a later date
SIS – Enhanced Special Programs Solution (SPS)

➢ Continue use of SETS for the 2019-2020 school year

➢ Spring 2020 IEPs will be created in SETS

➢ State reports will continue to be collected from SETS

➢ Continue to review data in SETS for completion and accuracy (allows for clean data migration to the new software)
PowerSchool SIS Training Rollout

» Face-to-Face Sessions at RICs (Train-the-Trainer)
  » Talent Ed (PD) - ½ day session
  » SIS & Reporting: 5-day sessions for each platform
  » Data Analytics & LMS: 2-day sessions for each platform
  » Special Programs: 3-day sessions

» Recorded Face-to-Face Sessions

» Interactive Webinars

» FAQ Documents
### PowerSchool State & LEA Rollout

<table>
<thead>
<tr>
<th>Component</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent ED PD (STIPD)</td>
<td>September 2019; 22 full days provided (44 sessions total)</td>
</tr>
<tr>
<td>Student Information System (SIS)</td>
<td>Session 1(April 20); Session 2 (May 20)</td>
</tr>
<tr>
<td>Enterprise Reporting</td>
<td>Session 1(May 20); Session 2 (June 20)</td>
</tr>
<tr>
<td>Performance Analytics</td>
<td>TBD Spring 2020</td>
</tr>
<tr>
<td>Learning Management System (LMS)</td>
<td>TBD Spring 2020</td>
</tr>
<tr>
<td>Special Programs</td>
<td>TBD Spring 2020</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Forms</td>
<td>Forms</td>
</tr>
<tr>
<td>Process 1- 2019 Mastering the Maze</td>
<td>Process 1: Special Education Process-Referral Through IEP Implementation is contained in this document. This is the newest version of Mastering the Maze as of August 2019.</td>
</tr>
<tr>
<td>Process 2- 2019 Mastering the Maze</td>
<td>Process 2: Reevaluation to Determine Continued Eligibility. This is the newest version of Mastering the Maze as of August 2019.</td>
</tr>
<tr>
<td>Process 3- 2019 Mastering the Maze</td>
<td>Process 3: Reevaluation to Determine if Changes Need to be Made to the IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.</td>
</tr>
<tr>
<td>Process 4- 2019 Mastering the Maze</td>
<td>Process 4: Annual IEP Team Meeting to Develop the IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.</td>
</tr>
<tr>
<td>Process 5- 2019 Mastering the Maze</td>
<td>Process 5: IEP Meeting to Amend the Annual IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.</td>
</tr>
</tbody>
</table>
Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be a core academic content area (e.g., community participation, communication, self-determination).
Persons Responsible for IEP Implementation

The following school personnel have access to the IEP and have been informed of their responsibility in implementing the IEP, and of the specific accommodations, modifications, and supports that must be provided for

for the School year:

<table>
<thead>
<tr>
<th>DATE</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature and position of person responsible for informing school personnel of their responsibility:

(Signature of Person Responsible)  (Position)
Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?

If Yes is checked for related service, a representative from the transportation department was either included in the meeting or in discussions prior to the meeting about the transportation needs for this student. Personnel have been informed of his/her specific responsibilities for IEP implementation.

If checked, describe ____________________________________________________________

Wheelchair lift
If checked, select one [ ] Transfer to bus seat [ ] Wheelchair securement system

Restraint system
If checked, Specify type:
Summary of Academic Achievement and Functional Performance (SAAFP)
Things to Remember
## Things to Remember

Provide prior written notice for **ALL** meetings.
Notice of Proposal or Refusal to Take Action

Send Notice of Proposal or Refusal to Take Action
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide diagnosed results from the Comprehensive evaluation/report on the Notice and Eligibility Decision Regarding Special Education Services.
AdvanceED Piece

Data gathering process

Identify priorities with Special Education Coordinator

Technical assistance training and root cause analysis

Review and approve plan

Correct, prioritize and develop improvement plan
Working Together

Ongoing Effective Communication

ALSDE
Parents
Stakeholders
LEA
### On-Site Schedule

<table>
<thead>
<tr>
<th>On-Site Schedule</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30-Oct 3, 2019</td>
<td>Jackson Co.</td>
</tr>
<tr>
<td>October 7-10, 2019</td>
<td>Haleyville City</td>
</tr>
<tr>
<td>October 28-31, 2019</td>
<td>Lanett City</td>
</tr>
<tr>
<td>November 12-15, 2019</td>
<td>Roanoke City</td>
</tr>
<tr>
<td>November 18-21, 2019</td>
<td>Satsuma City</td>
</tr>
<tr>
<td>December 2-5, 2019</td>
<td>Hoover City</td>
</tr>
<tr>
<td>December 9-12, 2019</td>
<td>Phenix City</td>
</tr>
<tr>
<td>December 16-19, 2019</td>
<td>Dallas Co.</td>
</tr>
<tr>
<td>January 6-9, 2020</td>
<td>Tarrant City</td>
</tr>
<tr>
<td>January 13-16, 2020</td>
<td>Shelby County</td>
</tr>
<tr>
<td>January 21-24, 2020</td>
<td>Wilcox County</td>
</tr>
<tr>
<td>February 3-6, 2020</td>
<td>Sheffield City</td>
</tr>
<tr>
<td>February 12-14, 2020</td>
<td>Jasper City</td>
</tr>
<tr>
<td>February 18-21, 2020</td>
<td>Fairfield City</td>
</tr>
<tr>
<td>February 24-27, 2020</td>
<td>Tuscumbia City</td>
</tr>
</tbody>
</table>

### On-Site Schedule

<table>
<thead>
<tr>
<th>On-Site Schedule</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2-5, 2020</td>
<td>Houston Co.</td>
</tr>
<tr>
<td>March 9-12, 2020</td>
<td>Marshall Co.</td>
</tr>
<tr>
<td>March 16-19, 2020</td>
<td>Pell City</td>
</tr>
<tr>
<td>March 23-26, 2020</td>
<td>Enterprise City</td>
</tr>
<tr>
<td>March 30-April 2, 2020</td>
<td>Scottsboro City</td>
</tr>
<tr>
<td>April 7-10, 2020</td>
<td>Lawrence Co.</td>
</tr>
<tr>
<td>April 13-16, 2020</td>
<td>Perry Co.</td>
</tr>
<tr>
<td>April 20-23, 2020</td>
<td>Anniston City</td>
</tr>
<tr>
<td>April 27-30, 2020</td>
<td>Geneva City</td>
</tr>
<tr>
<td>May 4-8, 2020</td>
<td>Leads Academy Charter</td>
</tr>
<tr>
<td>May 4-8, 2020</td>
<td>Legacy Prep Charter</td>
</tr>
<tr>
<td>May 11-14, 2020</td>
<td>Piedmont City</td>
</tr>
<tr>
<td>May 18-21, 2020</td>
<td>University Charter School</td>
</tr>
<tr>
<td>May 26-29, 2020</td>
<td>ACCEL Academy Charter</td>
</tr>
</tbody>
</table>
Local Education Agencies at Risk

• Staff will conduct a Risk Assessment Annually as a form of monitoring.
• SES will assign a level of risk:
• Elements Include:
  ✓ Data integrity
  ✓ Indicator data
  ✓ Fiscal data
  ✓ Determination status
  ✓ Other (i.e., Special Education Coordinator/Director experience, professional Learning).

<table>
<thead>
<tr>
<th>Risk</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>&lt;34</td>
</tr>
<tr>
<td>Medium</td>
<td>34-67</td>
</tr>
<tr>
<td>High</td>
<td>&gt;67</td>
</tr>
<tr>
<td>RESULTS INDICATOR DATA</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dropout Rates (Indicator 2)</td>
<td></td>
</tr>
<tr>
<td>Suspensions/Expulsions (Indicator 4a)*</td>
<td></td>
</tr>
<tr>
<td>LRE - Inside general education 80% or more of the day (Indicator 5a)</td>
<td></td>
</tr>
<tr>
<td>LRE - Inside general education less than 40% of the day (Indicator 5b)</td>
<td></td>
</tr>
<tr>
<td>LRE - Separate Schools, Residential Facilities (Indicator 5c)</td>
<td></td>
</tr>
<tr>
<td>Preschool LRE (Indicator 6a)</td>
<td></td>
</tr>
<tr>
<td>Preschool LRE (Indicator 6b)</td>
<td></td>
</tr>
<tr>
<td>Preschool Outcomes (Indicator 7A2)</td>
<td></td>
</tr>
<tr>
<td>Preschool Outcomes (Indicator 7B2)</td>
<td></td>
</tr>
<tr>
<td>Preschool Outcomes (Indicator 7C2)</td>
<td></td>
</tr>
<tr>
<td>Parental Involvement (Indicator 8)</td>
<td></td>
</tr>
<tr>
<td>Post School Outcomes (Indicator 14a)</td>
<td></td>
</tr>
<tr>
<td>Post School Outcomes (Indicator 14b)</td>
<td></td>
</tr>
</tbody>
</table>

Total Points 28
# Risk Rubric

## FISCAL DATA

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Audit Review (Federal IDEA Findings/Corrections)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Coordinated Early Intervening Services, CCEIS</td>
<td></td>
</tr>
<tr>
<td>Subgrants/Financial Support - Timely Submission</td>
<td></td>
</tr>
<tr>
<td>Subgrants/Financial Support - Corrections Required</td>
<td></td>
</tr>
<tr>
<td>Allocation of Funds-use of funds (carryover &gt;31%)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**: 10
## Risk Rubric

<table>
<thead>
<tr>
<th>DETERMINATIONS</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Intervention (NI) or Needs Substantial Intervention (NSI)</td>
<td>45</td>
</tr>
<tr>
<td>Needs Assistance (NA)</td>
<td></td>
</tr>
<tr>
<td>Meet Requirements (MR)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Back to School - September 2017</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Special Education Director/Coordinator</td>
<td></td>
</tr>
<tr>
<td>0-5 Years Experience</td>
<td>5</td>
</tr>
<tr>
<td>5-10 Years Experience</td>
<td></td>
</tr>
<tr>
<td>&gt; 10 Years Experience</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL SCORE** 100
Monitoring Terms

CMT - Compliance Monitoring Team
LAAG I - LEA-At-A-Glance I
LAAG II - LEA-At-A-Glance II
TAT - Technical Assistance Team
The Bridge - Liaison who works with TAT and CMT
CAP – Corrective Action Plan
FONC – Findings of Non-Compliance
Improvement Plan
Monitoring Changes for 2019-20

- Student Service Reviews
- Improvement Plan
- Desk Audit
- Parent and Teacher Surveys
- On-Site Procedures
- Comprehensive Monitoring Report
- CMT, Bridge and TAT
Why Monitoring Changes for 2019-20

1. Streamline compliance monitoring to align with Accreditation Process

2. Avoid overloading LEAs with multiple onsite visits

3. Provide onsite support with TAT assistance as the ONLY component of onsite monitoring for SES

4. Attempt to identify effective method to report citations

5. Feedback from SES coordinators and other stakeholders
# One Pager

## Pre-Monitoring

**Ten Weeks**
- CMT will review LEA documents and data collected from the Data team
  - CMT will conduct the LEA at a glance (LAAg) 1, pre-staffing meeting with Bridge, Data and TAT team
  - Bridge will pull the random sample of students for the desk-audit review and provides the LEA Special Education Coordinator/Director the names of students via the secure share file
  - CMT will email and call the LEA Special Education Coordinator/Director to discuss current Monitoring procedures, timelines and requirements.
    - Random Sample
    - Desk Audit Review
    - Self-Assessment
    - Parent Survey
    - Teacher Survey
    - Indicator Verification
    - Internal Monitoring (CVTs)
    - Teacher Certification Verification
    - System Profile/Fiscal Review (eProve)

**Eight Weeks**
- CMT emails the LEA Special Education Coordinator/Director to request documentation of Indicator Verification information
  - LEA Special Education Coordinator/Director will submit the names and addresses of the students' parents selected for the random sample
  - LEA Special Education Coordinator/Director will submit the email addresses for all special education teachers

**Six Weeks**
- CMT will send a teacher survey via email to be completed by all special education teachers in the LEA
  - Parent surveys will be mailed

**Five Weeks**
- CMT team will conduct the Desk-Audit Review
- CMT and Data team will complete Teacher Certification Review

**Four Weeks**
- CMT team will develop the Findings of Non-Compliance Report based on the desk-audit review

## Three Weeks
- LEA parent and teacher surveys are due

## Two Weeks
- LEA Special Education Coordinator/Director submits Indicator Verification information
- LEA Special Education Coordinator/Director completes the System Profile/Fiscal Review and uploads required documentation in eProve

## One Week
- CMT, Bridge and TAT will review all data and finalize the Findings of Non-Compliance Report

## During SES On-Site Visit
- TAT representatives will meet with the LEA Special Education Coordinator/Director to discuss the following:
  - Self-Assessment
  - Information from LAAg 1
  - Findings of Non-Compliance Report (Desk Audit)
  - Internal Monitoring
  - Parent and Teacher Survey Results
  - Verification of inventory purchase with LEA funds
  - Indicator Verification
  - Teacher Certification Verification
  - System Profile/Fiscal Review
- TAT representatives will develop the draft Improvement Plan, determine the Technical Assistance (TA) needed and who will provide it and any other action.
- TAT representatives will conduct the SES Exit Conference

(Note: SES Exit Conference is held prior to the Compliance Monitoring Exit Conference. The SES anticipates the on-site visit being 3-4 days.

## After SES On-Site
- CMT, Bridge and TAT will meet to complete the Comprehensive Monitoring Report (CMT) II and discuss findings resulting from:
  - Desk Audit
  - Findings of Non-Compliance Report
  - Indicator Verification
  - Internal Monitoring
  - Parent and Teacher Survey Results
  - Teacher Certification Verification
  - System Profile/Fiscal Review
  - Final Report

- CMT, Bridge and TAT will request additional information, if needed, after the review.

- Bridge will alert the LEA Special Education Coordinator/Director to determine if the process for the 30-day corrections sends email to begin the process for corrections.
- LEA will correct the immediate corrections within 30 calendar days.
- All changes made to the IEP must follow the IEP Team Meeting to Amend (Current IEP process (see Process Chart 1))
- LEA is required by AdvancED that the corrective action plan (CAP) has been created in eProve and the Comprehensive Monitoring Report has been sent (NOTE: this action begins the timeline)
- LEA receives clearance letter if there are no compliance issues. If there are issues of non-compliance, then the timelines are indicated in the CAP in eProve.

- After these issues are corrected, the LEA is notified by the Bridge of the corrections (Procog 1) and the date the review of new updated data will begin (Procog 2)
  - LEA must correct noncompliance according to citations that are indicated as “Immediate Corrective Strategies” or the “30-Day Items” (Note: First requirement is to complete "Procog 1" activities)
  - LEA receives email indicating correction of each individual case of noncompliance and the date the review of new updated data will begin (Note: to obtain “clear status”, all cited items on Comprehensive Monitoring Report must be corrected and completed)
  - LEA must maintain 100% compliance on all new updated data for the LEA to determine if the LEA is correctly implementing the regulatory requirements (Note: Second requirement is to complete “Procog 2” (new updated data) requirements)

- Bridge will facilitate a discussion with CMT and TAT regarding results from training, TA and (Procog 3) requirements
- Final clearance letter submitted to LEA Special Education Coordinator/Director when all phases of monitoring are completed.
Why Monitor
The purpose of the memo is twofold:

1) A State must report that the previously identified noncompliance has been corrected

2) States must demonstrate substantial compliance
Purpose of Monitoring

Steps that an LEA must take to correct the noncompliance and to document such correction, the state may consider a variety of factors:

1) Was noncompliance extensive or found in only a small percentage of files
2) Resulted in the denial of a basic right under IDEA
3) Represents an isolated incident in the LEA or reflects a long standing failure to meet the IDEA requirements.
Purpose of Monitoring

• The State must report identified noncompliance that was not corrected within a year

• Regardless of the level of noncompliance a state must notify an LEA in writing the findings of non compliance
Integrated Monitoring Activities

Improvement, Correction, Incentives & Sanctions

Targeted Technical Assistance & Professional Development
Pre-Monitoring Process

- Before the scheduled monitoring visit an On-Site visit or WebEx may take place if requested by the LEA

- SES will follow the on-site Compliance Monitoring schedule
How?
Pre-Monitoring Process

Ten Weeks Prior

- CMT will review LEA documents and data collected from the Data team
- CMT conducts the LAAG I
- The Bridge will pull random sample (provide to LEA)
- CMT will email and call to discuss monitoring procedures, timelines and requirements
Pre Monitoring Process

• CMT will contact the LEA Special Education Coordinator to discuss monitoring process

• CMT will provide the LEA Special Education Coordinator the random sample
Self-Assessment

Compliance Monitoring Process in eProve

Customer Process

- Self-Assess
- Review
- Evaluate
- Improve

eProve process

**State**
- Start self-assessment administration in eProve diagnostics
- Assign self-assessment assurance/diagnostic
- Assign a due date and publish the self-assessment
- Monitor progress and completion status

**Districts**
- Open the self-assessment in eProve diagnostics
- Answer assurances and upload evidences
- Lock the self-assessment diagnostic
- Send completed self-assessment from eProve diagnostics to eProve workspace

SES
**Parent Survey**

The Office for Special Education Services (OSES), at the Alabama State Department of Education (ALSDE), is conducting a review of your child’s school. This is a survey for parents of children with disabilities receiving special education services. By filling out this survey, you will help improve your child’s school’s services and contribute to the improvement of the education of children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable.

If you have any questions or concerns when filling out this survey, please direct them to [osesspecialeducation@ed.alabama.gov](mailto:osesspecialeducation@ed.alabama.gov).

Child’s School District: ___________________  Child’s Age: _________  Grade Level: _________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A referral was done within a reasonable amount of time when my child was suspected of having a learning disability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When my child has learning problems, the school provides timely help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am involved in the development of goals for my child’s special education services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I have enough information about my child’s IEP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I was given a copy of my child’s IEP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The school keeps me informed about my child’s progress on IEP goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the Office for Exceptional Children, at the Ohio Department of Education.
Teacher Survey

The Office for Special Education Services (OSES) at the Alabama State Department of Education (ASDOS) is conducting an on-site monitoring review of your local education agency (LEA). The monitoring process requires selected LEAs to analyze their special education program and services. As part of this process, our office examines compliance with federal and state laws and regulations applicable to the education of students with disabilities (SWD).

Your participation in the survey is part of OSES’s monitoring process, and your responses will help guide efforts to improve services for students and families.

For each statement below, please select one of the following responses: Agree, Disagree, Don’t Know, or Not Applicable.

If you have any questions or concerns when filling out this survey, please direct them to special.ed@alabama.edu.

<table>
<thead>
<tr>
<th>School District</th>
<th>Title</th>
<th>First Name</th>
<th>Last Name</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Students with disabilities are actively engaged in all instructional settings.

2. Students with disabilities are included in all educational settings.

3. Adopted curricula and instruction are provided to implement specially designed instruction.

4. Interventions to address students’ needs are effective in improving the achievement of students with disabilities.

5. A coordinated system of support to assist struggling or at-risk students is utilized in the classroom.

6. I am a member of the IEP Team.

7. During IEP meetings, the LEA uses data (classroom, intervention, record review, parental input, etc.) in the evaluation process.

8. During IEP meetings, a LEA staff member with the authority to authorize the necessary services to implement the IEP is always present.

9. Parents are actively engaged in all aspects of their child’s education.

10. The specially designed instruction provided to a student with a disability in any classroom is based upon the student’s individual needs and is different from what other students receive in the general education classroom.

11. Guidance based programs are implemented with fidelity.

12. When determining the least restrictive environment for students with disabilities, we consider all settings including placement in the general education classroom.

Adapted from the Office for Exceptional Children, at the U.S. Department of Education.
LEA:

### *Verification List for Indicator 7*

<table>
<thead>
<tr>
<th>Student</th>
<th>ID Number</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### *Verification List for Indicator 11*

<table>
<thead>
<tr>
<th>Student</th>
<th>ID Number</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### *Verification List for Indicator 13*

<table>
<thead>
<tr>
<th>Student</th>
<th>ID Number</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Compliance Verification Forms (CVFs)

## Compliance Verification Form

**Use this form to document the IEP Process**

**Systems**

**Student’s Name**

**Date of Review**

**Reviewer**

**Disability**

**Race**

**DOB**

**Age**

**Grade**

**Form Review**

**30 days**

**20 days**

**10 days**

**New Date**

**Reevaluation for IEP Changes Process**

YES

NO

NA

**COMMENTS**

**DATE**

**REASONS FOR IEP CHANGES PROCESS**

**A.**

**B.**

**C.**

**D.**

**E.**

**F.**

**G.**

**H.**

**I.**

**J.**

**K.**

**L.**

**M.**

**N.**

**O.**

**P.**

**Q.**

**R.**

**S.**

**T.**

**U.**

**V.**

**W.**

**X.**

**Y.**

**Z.**

**Internal Monitoring**
### Teacher Certification Verification

School Year 2017-2018

<table>
<thead>
<tr>
<th>Case Manager Teacher Number</th>
<th>Case Manager Last Name</th>
<th>Case Manager First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST1678</td>
<td>Sippy</td>
<td>Missy</td>
</tr>
<tr>
<td>ST1851</td>
<td>Ovsell</td>
<td>Bill</td>
</tr>
<tr>
<td>ST1681</td>
<td>Panther</td>
<td>Pink</td>
</tr>
<tr>
<td>ST1496</td>
<td>Dixie</td>
<td>Winn</td>
</tr>
<tr>
<td>ST2947</td>
<td>Wrinkles</td>
<td>Noah</td>
</tr>
<tr>
<td>ST3118</td>
<td>Smith</td>
<td>Aero</td>
</tr>
<tr>
<td>ST2026</td>
<td>Appleseed</td>
<td>Johnny</td>
</tr>
<tr>
<td>ST1472</td>
<td>Sonic</td>
<td>Pana</td>
</tr>
<tr>
<td>ST2475</td>
<td>Done</td>
<td>Already</td>
</tr>
<tr>
<td>ST2137</td>
<td>Rock</td>
<td>Sheet</td>
</tr>
<tr>
<td>ST3100</td>
<td>Mass</td>
<td>Boston</td>
</tr>
<tr>
<td>ST3264</td>
<td>Tide</td>
<td>Roll</td>
</tr>
<tr>
<td>ST3276</td>
<td>Buy</td>
<td>Best</td>
</tr>
</tbody>
</table>
Compliance Monitoring

LEA System Profile/Fiscal Review

The LEA System Profile/Fiscal Review consists of requirements that are related to improving the educational results for children with disabilities. This fiscal review also consists of fiscal information that is required by the EDGAR regulations.

The LEA System Profile/Fiscal Review documentation is required for LEAs that will participate in the on-site Comprehensive Monitoring process. All requested information must be provided to SES and documentation uploaded.

The results of the LEA System Profile/Fiscal Review will be incorporated into the LEA Comprehensive Monitoring Report.
AMENDMENTS TO THE ANNUAL IEP

If the annual IEP needs to be amended,

Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by amending the IEP rather than redefining the entire IEP. In making changes to a student’s IEP after the annual IEP Team meeting for a school year, the parent of a student with a disability and the public agency may agree not to convene an IEP Team meeting for the purpose of making changes, and instead use the Written Agreement Between the Parent and the Public Agency to Amend the IEP form to amend or modify the student’s current IEP.

If changes are made to the student’s IEP without a meeting of the IEP Team, the public agency must use the Written Agreement Between the Parent and the Public Agency to Amend the IEP form to obtain the parent’s written agreement to not convene an IEP Team meeting and to approve the proposed changes.

If necessary, update the Annual Goal Progress Report before the next reporting period.
Eight Weeks Prior

CMT contacts Coordinator to request the following:

- Indicator Verification documentation
- Parent names and addresses
- Email addresses for all special education teachers
Six Weeks Prior

CMT will send:

• teacher survey via email
• parent survey via mail
Five Weeks Prior

- CMT team will conduct the Desk-Audit Review
- CMT and Data team will complete Teacher Certification Review
Pre-Monitoring Process

Four Weeks Prior

CMT team will develop the Comprehensive Monitoring Report (based on the desk-audit review)
Pre-Monitoring Process

Three Weeks Prior

LEA parent and teacher surveys are due
### Parent Survey

The Office for Special Education Services (SES) at the Alabama State Department of Education (ALSDOE) is conducting a review of your child’s school. This is a survey for parents of children with disabilities receiving special education services. By filling out this survey, you will help improve your child’s school’s services and contribute to the improvement of the education of children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable.

If you have any questions or concerns when filling out this survey, please direct them to: special@alabedk.edu.

<table>
<thead>
<tr>
<th>Child’s School District</th>
<th>Child’s Age</th>
<th>Grade</th>
<th></th>
</tr>
</thead>
</table>

1. A referral was done within a reasonable amount of time. I was offered an opportunity to participate in the IEP review process. (Agree / Disagree / Don’t Know / Not Applicable)

2. The school worked with me to help my child make a smooth transition from grade to the next. (Agree / Disagree / Don’t Know / Not Applicable)

3. The school kept me informed about my child’s progress on IEP goals. (Agree / Disagree / Don’t Know / Not Applicable)

4. Related services such as occupational therapy (OT), physical therapy (PT), speech & language pathologist (SLP), etc. have been considered when developing my child’s IEP. (Agree / Disagree / Don’t Know / Not Applicable)

5. My child has access to all school programs, services, and extracurricular activities. (Agree / Disagree / Don’t Know / Not Applicable)

Adapted from the Office for Exceptional Children, at the State Department of Education.

### Teacher Survey

The Office for Special Education Services (SES) at the Alabama State Department of Education (ALSDOE) is conducting an annual monitoring review of your local education agency (LEA). The monitoring process requires selected LEAs to analyze their special education program and services. As part of this process, our office evaluates compliance with federal and state laws and regulations applicable to the education of students with disabilities (SWD).

Your participation in the survey is part of SES monitoring process, and your responses will help guide efforts to improve services for students and families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don’t Know, or Not Applicable.

If you have any questions or concerns when filling out this survey, please direct them to: special@alabedk.edu.

<table>
<thead>
<tr>
<th>School District</th>
<th>Title</th>
<th>Grade</th>
<th></th>
</tr>
</thead>
</table>

7. During IEP meetings, the LEA uses data (classroom, intervention, record review, potential and teacher input, etc.) in the identification process. (Agree / Disagree / Don’t Know / Not Applicable)

8. During IEP meetings, the LEA staff member with the authority to authorize the actions necessary to implement the IEP is always present. (Agree / Disagree / Don’t Know / Not Applicable)

9. Parents are actively engaged in all aspects of their child’s education. (Agree / Disagree / Don’t Know / Not Applicable)

10. The specially designed instruction provided to a student with a disability in my classroom is based upon that student’s individual needs and is different from what other students receive in the general education setting. (Agree / Disagree / Don’t Know / Not Applicable)

11. Evidence-based programs are implemented with fidelity. (Agree / Disagree / Don’t Know / Not Applicable)

12. When determining the least restrictive environment for students with disabilities, the benefits of setting including placement in the general education classroom. (Agree / Disagree / Don’t Know / Not Applicable)

Adapted from the Office for Exceptional Children, at the State Department of Education.
Pre-Monitoring Process

Two Weeks Prior

Coordinator submits:

• Indicator Verification (upload into SETS)
• Completes the System Profile/Fiscal Review
• CMT, Bridge and TAT will review and finalize Comprehensive Monitoring Report
Findings of Non-Compliance

Special Education Comprehensive Monitoring Report

Alabama State Department of Education

Special Education Compliance Monitoring Report

Education Agency:

Special Education Coordinator:

Immediate Correction Strategies

Improvement Strategies

3 - Month Training:

4 - Month Training:

B. Individualized Education Procedures

Compliance Report: Part I

A. Protection and Evaluation

Citations:

Documentation:

6 - Month:

SES

SPECIAL EDUCATION SERVICES
Targeted Technical Assistance & Professional Development

Technical Assistance Team (TAT)

Tina Sanders
On-Site Visit

TAT representatives will meet with the LEA Special Education Coordinator/Director to discuss the following:

- Self-Assessment
- Information from LAAG I
- Findings of Non-Compliance Report (Desk-Audit)
- Internal Monitoring
- Parent and Teacher Survey Results
- Verification of Inventory purchased with IDEA funds
- Indicator Verification
- Teacher Certification
- System Profile/Fiscal Review

TAT representatives will develop the draft Improvement Plan, determine level(s) of Technical Assistance (TA) needed and who will provide support and timelines

TAT representatives will conduct the SES Exit Conference

(Note: SES Exit Conference is held prior to the Compliance Monitoring Exit Conference. The SES anticipates the on-site visit being 1-day)
**Professional Support Request Form**

**Alabama State Department of Education**  
**Office of Student Learning**  
**Professional Support Request Form**

<table>
<thead>
<tr>
<th>Area(s) of Professional Support (PS) Requested from:</th>
<th>Instructional service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Math</td>
<td>□ Workshops</td>
</tr>
<tr>
<td>□ Science</td>
<td>□ Administrative Code</td>
</tr>
<tr>
<td>□ Technology</td>
<td>□ Grants</td>
</tr>
<tr>
<td>□ Computer Science</td>
<td>□ N.Trad./Diplomats</td>
</tr>
<tr>
<td>□ Professional Learning</td>
<td>□ R.TCs</td>
</tr>
<tr>
<td>(please indicate specific request)</td>
<td>□ Library/Media</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ SREB Student Courses</td>
</tr>
<tr>
<td></td>
<td>□ Instructional Resources</td>
</tr>
<tr>
<td></td>
<td>□ Future Ready/Talent Development (including Enrollments, AP, IB, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Professional Learning (please indicate specific request)</td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
</tr>
</tbody>
</table>

**Systemic Support**  
**Professional Learning**  
(please indicate specific request)

<table>
<thead>
<tr>
<th>Instructional service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Special Education Services</td>
</tr>
<tr>
<td>□ Individualized Education Program (IEP)</td>
</tr>
<tr>
<td>□ Eligibility</td>
</tr>
<tr>
<td>□ Transition</td>
</tr>
<tr>
<td>□ Preschool</td>
</tr>
<tr>
<td>□ Curriculum</td>
</tr>
<tr>
<td>□ Student Achievement</td>
</tr>
<tr>
<td>□ Behavior</td>
</tr>
<tr>
<td>□ Least Restrictive Environment</td>
</tr>
<tr>
<td>□ Family Engagement</td>
</tr>
<tr>
<td>□ Fiscal</td>
</tr>
<tr>
<td>□ Administrators' Training</td>
</tr>
<tr>
<td>□ Data Analysis (Disproportionality, Child Count)</td>
</tr>
<tr>
<td>□ Assistive Technology</td>
</tr>
<tr>
<td>□ Special Education Indicator(s) (Number(s)):</td>
</tr>
<tr>
<td>□ Professional Learning (please indicate specific request)</td>
</tr>
<tr>
<td>□ Other</td>
</tr>
</tbody>
</table>

**Statement of Specific Professional Support Need(s):**

1. What data or other cause prompted this request?
2. What previous training (within the last 2 years) has been provided and how has that training been implemented?
3. What specific goals do you hope to accomplish as a result of the professional support?

**Additional Comments:**

**Suggestions for Proposed Professional Support**

1. What is your timeline?
2. Who is the targeted audience for the Professional Support?
3. What is the preferred delivery method of the Professional Support?

**Additional Comments:**

**Instructions for Submission of this Request:**

Please sign the completed request and any supporting documentation to the appropriate section of the ALADE. In case of an emergency request for professional support, please contact your Regional Specialist immediately to discuss the issue.

**This request for professional support has been submitted by:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**For ALADE/SES use only:**

- Date Requested by SES:  
- Date of PS:  
- Name of Individual:  
- Type of PS:  
- Details of PS:  
- Location of PS:  
- Name of Person to Provide PS:  

**DRAFT**
Improvement Plan

Alabama State Department of Education
Office of Student Learning
Special Education Services
Improvement Plan

Current Areas of Strength:

Current Areas for Improvement:

What documents are useful for improvement?

- Findings of Noncompliance Report
- Performance Report
- Examination Results
- Progress Diary
- Parent Survey
- Teacher Survey
- Self-Monitoring

- Previous Monitoring Results
- Suspension/Expulsion
- Attendance
- Proportionality
- Phone Log
- Written Complain
- Email
- Other (please specify):

What is the measurable goal(s)?
Steps Towards Improvement of Special Education Services in Your LEA

Step 1: Identify the Issue

Step 2: Determine the Extent/Level of the Issue

Step 3: Determine the Cause(s) and Solution(s)

Step 4: Assign Accountability for the Issue(s) and Solution(s)

Step 5: Implement CAP and Improvement Plan

Step 6: Follow up
Step 1: Identify the Issue

A variety of methods, tools and activities will be implemented to identify local level issues with performance and implementation of IDEA.

• During the onsite visit the LEA and the TAT will review and analyze LEA data:
  • Annual Performance Report (All Indicator Data);
  • Child Count Data;
  • Disproportionality;
  • Dispute Resolution (Complaints, Due Process, Mediation);
  • Desk Audit Review (Findings of Noncompliance);
  • Previous Monitoring Reports;
  • Fiscal Compliance;
  • Determination Status;
  • Self Assessment;
  • Risk Rubric;
  • Parent/Student Surveys *new to the 2019-2020 monitoring process; and
  • Additional Information (Phone Calls, Emails, etc.).
Step 2: Determine the Extent/Level of the Issue

The LEA and TAT will collaborate to determine:

• Whether the issue is noncompliance or is noncompliance contributing to the issue;

• Where and with whom the issue is occurring (one or more teachers, specific program areas, specific disability areas, isolated or systemic);

• Historical or trend data (repeat offenders);

• Requisite knowledge (ability to correct prior to desk review, etc.);

• Number of issues found in the Findings of Noncompliance (FONC).
Step 3: Determine the Causes and Solutions

The LEA and the TAT will identify the possible cause(s) of the issue, prioritize the causes, and identify solutions to the underlying issue(s) in order to effect change.

1. Identify what is causing the problem:
   • Identify the underlying cause;
   • What is the factor or combination thereof leading to this;
   • Identify as many causes as possible, do not think of solutions at this stage;
   • Involve teams and relevant stakeholders; and
   • Consider using a root cause analysis method to understand the cause of the issue.

2. Prioritize the causes:
   • Consider causes that have the greatest impact on students;
   • Consider the effort required to effect change; and
   • Remember that multiple causes may need to be prioritized instead of addressed simultaneously.
3. Identify Solutions to the Underlying issue:
   • Consider local policies, procedures, and practices;
   • Consider state and local resources (financial, personnel, programs, community, etc.);
   • Consider possible barriers (culture, attitude, excuses, etc.);
   • Develop and correlate possible solutions with data as appropriate; and
   • Develop a measurable goal with action steps, activities, benchmarks, etc.

Analysis of the root cause(s) should be thoughtful and sufficient in detail to ensure that corrective actions/improvement efforts are meaningful and effective (change policies, procedures, practices, personnel development, administration, etc.).

The TAT and LEA will collaborate to develop an Improvement Plan to document causes and solutions identified in this step.
Step 4: Assign Accountability for the Issue(s) and Solution(s)

The LEA and TAT make decisions on the extent/level and the cause(s) of the issue(s), including whether there is noncompliance, will be used to determine:

- At what level does solution need to happen?
- Who (state level, LEA level, building level, etc.) is responsible?
- What actions are required?
- What data will be used to verify correction during progress monitoring?
- How will verification of correction occur?

Document accountability and anticipated progress monitoring in the Improvement Plan.

For the written findings of noncompliance, a Corrective Action Plan (CAP) will be developed with the LEA following a review of the document.
Step 5: Implement CAP and Improvement Plan

- Systemic improvement issues, such as those requiring culture change, may need to occur over several years.

- For the CAP, the timeline for verification of corrections (as soon as possible but in no case later than one year) begins on the date that the Bridge notifies the coordinator/director.

- Technical assistance (training, professional development, coaching, guidance, etc.) may be provided as needed regarding the CAP and/or Improvement Plan by the TAT at any time during this process.
Step 6: Follow Up

• If CAP items are not corrected in a timely manner (within one year of identification), processes will be in place to continue to collect updated data to reflect 100% correction, and to reflect that child-specific noncompliance has been corrected. The TAT team will provide support as needed.

• Goal(s) developed in the Improvement Plan will be monitored for progress as outlined in the plan. Modifications to goals may be made by the TAT and LEA as indicated by progress monitoring and related data.

• The TAT and LEA will analyze data and progress toward the goal(s) in the Improvement Plan in order to ensure sustainability, providing additional support as indicated.
Universal Technical Assistance (TA)

This type of TA includes mass electronic information dissemination to address identified areas of needed TA, resource documents posted on the ALSDE website, and state-wide conferences. For example:

- “News You Can Use”;
- TAT Treats: Weekly Webinars on Specific Topics;
- Topical One-Pagers;
- Recorded Presentations;
- Council of Administrators in Special Education (CASE) Fall and Spring Conferences;
- MEGA Conference (Special Education Strand);
- Back-to-School Conference;
- Novice Coordinators Meetings; and
- Subject-Specific Conferences (EI & Preschool, Autism, AASP, SHAA, etc.).
Targeted Technical Assistance (TA)

• This type of TA consists primarily of regionally-provided TA to address specific areas in both general and special education (e.g., co-teaching/co-planning, behavioral concerns, IEP reasoning, etc.).

• Other examples of targeted TA include those delivered in response to needs identified through the monitoring process.

• Training under targeted TA is responsive support delivered by the TAT, local leadership, and other stakeholders to implement Improvement Plan(s) and Corrective Action Plan(s).
Intensive Technical Assistance

• This type of TA is delivered to LEAs identified with specific extensive needs through a review and analysis of data (see steps 1 and 2) to correct an area of non-compliance and/or address another training need in order to improve the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) to children with IEPs.

• Substantive and ongoing support will be provided by the TAT and other stakeholders to collaboratively implement the Improvement Plan(s) and Corrective Action Plan focused on systems change through ongoing assistance and assessment. This type of TA may be necessary when the universal or targeted TA does not meet the LEA’s needs.
Regina Sankey

Improvement, Correction, Incentives & Sanctions

The Bridge
After SES On-Site Visit

CMT, Bridge and TAT:
- will meet to complete LAAG II
- will collaborate to finalize the CAP and Improvement Plan

Bridge:
- Sends email to begin correction timeline
- Calls coordinator to determine review process
After SES On-Site

- LEA completes corrections for 30 day items “Prong 1”
  - ✓ all changes to the IEP must follow the amendment process – (Process Chart 5)
  - ✓ best practice is for Special Education Coordinator to provide training prior to making “30 day” corrections

- LEA will be notified by AdvancED that Corrective Action Plan (CAP) has been created in eProve (this action begins the timeline)

- LEA will receive email indicating correction of each individual case of noncompliance
New Data (Prong 2)

• New data pull consists of new eligibilities and IEPs completed within a given window

• No more than 25 student records will be pulled (or 1% for larger LEAs)

• SES will look at systemic issues cited on FONC

• All LEAs must show 100% compliance to meet OSEP Memo 09-02 requirements
Second Data Pull

• Second data pull occurs only if new DATA do not show 100% compliance.

• If second data pull does not show compliance the Special Education Coordinator and Superintendent must meet with Program Director, Monitoring Administrator and SES staff.
Improvement, Correction, Incentives & Sanctions

• Includes explicit state authority to enforce regulations, policies and procedures
• Uses technical assistance to ensure correction of noncompliance
• Includes improvement planning to meet state and local targets
• Has means of corrective action planning and follow up tracking of correction and improvement
• Includes a range of formalized strategies and/or sanctions for enforcement with written timelines
• Determines the status of local programs annually
Mental Health/Behavior Updates

Tina Sanders,
ALSDE - SES
The goal of the School-Based Mental Health Services (SBMH) collaboration between Alabama Department of Mental Health and its providers and the Alabama State Department of Education and Alabama’s local education agencies is to ensure that children and adolescents, both general and special education, enrolled in local school systems have access to high quality mental health prevention, early intervention and treatment services. The aim is to achieve greater integration of mental health services between the mental health centers and the public schools and to increase the utilization of evidence-based practices. The integration of these services will foster continuity of care and ensure sustained gains in academic and developmental domains for children, youth, and their families.
SBMH History

• Began in 2011 with ADMH & ALSDE asking the question: “How do we meet unmet C/A social and emotional needs that keep growing, with budgets that keep shrinking?”

• SBMH Model based upon Riverbend program established in 2002 with Florence City Schools in the Shoals Area.

• Currently 16 Community Mental Health Centers and 60 School Systems involved in Collaboration at some level, with many others requesting information on participation.
SBMH Referral Process

1. Gatekeeper (usually the school Guidance Counselor) receives referral from teacher, other school staff or from student him/herself.

2. Gatekeeper contacts parent (or asks student if 14 or older) to obtain consent to refer to Mental Health.

3. Gatekeeper completes referral form (see at right) and consults with MH Therapist.

4. MH Therapist contacts student/parent and arranges Intake Assessment to begin MH services.
The Need for Data

• Great anecdotal evidence SBMH is working!

• “Hard” data will aid future sustainment and expansion.

• Standardized referral process/document.

• Most data collected at State level.

• Data sharing with SBMH Partners.
What Is Required to Be an “SBMH Collaboration Partner?”

• Initial Orientation Meeting;
• Formalized Agreement (MOA, Contract, etc.);
• Participate in Data Collection & Reporting;
• Standardized Referral Process/Documentation;
• Use of “Gatekeeper” (Preferably School Counselor);
• Regular MH-LEA Leader Meetings;
• Schools Provide Space, MH Provides Therapist;
• Separation of MH and Education Records;
• Annual “Re-Commitment”.
The Future of SBMH

• Expansion to all Community Mental Health Center (CMHC) catchment areas and all LEA’s who wish to participate.

• State-wide improvements in access to care and integration of health services for children and adolescents and their families.

• Positioning for future funding and expansion opportunities.
Youth Mental Health First Aid (YMHFA)

Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.
ALGEE

Assess for risk of suicide or harm
Listen nonjudgmentally
Give reassurance and information
Encourage appropriate professional help
Encourage self-help and other support strategies
YMHFA Certified Instructors
Multiple Needs Child

- **Multiple Needs Child.** A child coming to the attention of the juvenile court or one of the entities listed herein who is at imminent risk of out-of-home placement or a placement in a more restrictive environment, and whose needs require the services of two or more of the following entities: Department of Youth Services, public school system (services for exceptional needs), Department of Human Resources, Department of Public Health, juvenile probation officers, or Department of Mental Health (MI & DD).
Past Training

• The ALSDE, SES has provided training to Local Education Agencies (LEAs) on the administration of the Autism Diagnostic Observation Schedule (ADOS) for LEA personnel to enable them to conduct their own evaluations.

• The ALSDE, SES has provided training for classroom providers through a 3-day intensive Autism workshop to demonstrate skills needed to work with students with autism in the classroom.

• The ALSDE, SES has provided training for approximately 1500 service providers in the use of the Picture Exchange Communication System (PECS).
Current & Continuous Activities

• For years, the ALSDE, SES has funded evaluations for students suspected of having Autism through a contract with Glenwood, Inc.
REQUEST FOR SERVICES
Glenwood, Inc.

LEA: ____________________ Date: ____________________

Person Requesting: ____________________ Position: ____________________

Contact Phone Number: ____________________ Email: ____________________

Please email this form along with the required information to Ms. Tina Sanders at
Sanders.1@alsde.edu or call 334-242-8114 for more information.

All requested documents that contain Personally Identifiable Information (PII) must be sent through
the ALSDE Secure File Sharing Server. Upon receipt of this request, you will be emailed the secure
file sharing server to upload the documents. Do not send this request directly to Glenwood, Inc.
Special Education Services will not be responsible for payment for requests sent directly to
Glenwood, Inc.

After all required information is received and approved, this request for service form will be sent to
Glenwood, Inc. by the ALSDE. You will be contacted by Glenwood for additional information and to
schedule the requested service.

Initals of the student to be evaluated: ____________

Reason for Educational Diagnostic Evaluations for Autism Spectrum Disorders:

____ Initial Evaluation

Date the public agency received a parent’s signed consent: ____________

____ Reevaluation

Glenwood, Inc. will coordinate and provide timely diagnostic evaluations in the area of Autism
Spectrum Disorders (ASD) for students referred for an evaluation by local education agencies.
Glenwood, Inc. will provide experienced and qualified consultants to administer the evaluations.
Evaluations include: case preparation, on-site parent interview with the ADR, teacher/school
personnel interview, student observation, ASD rating scales, ADOS 2 administration, consultation,
and feedback with school and family. A diagnostic summary will be left at the school with a
comprehensive report provided to the LEA within 14 calendar days of evaluation.

Information required: Signed Notice and Consent for Initial Evaluation
Or
Signed Notice and Consent for Reevaluation

APPROVED: (special education coordinator approval must be received prior to request being initiated)

________________________
Special Education Coordinator
April 2019 Data

• In 2018, Glenwood completed 246 evaluations in 65 different counties across Alabama.

• By April 2019, Glenwood had completed 90 evaluations in 40 different counties.

• At the end of the 2018/19 school year approximately 110 evaluations were in process.
Current & Continuous Activities

• For years, the ALSDE, SES has provided consultation and technical assistance to LEAs for students with Autism, currently the services are provided through a contract with The Learning Tree, Inc.
REQUEST FOR SERVICES
The Learning Tree

LEA: ____________________________ Date: ____________________________

Person Requesting: ____________________________ Position: ____________________________

Contact Phone Number: ____________________________ E-mail: ____________________________

Please e-mail this form along with the additional required information to Ms. The Sanders at thelearningtree@hsd.k12.al.us or call 334-349-2814 for more information. All requested documents that contain Personally Identifiable Information (PII) must be sent through the ALDOE Secure File Sharing Server. Upon receipt of this request, you will be e-mailed the secure file sharing server upload the documents. Do not send this request directly to The Learning Tree. Special Education Services will not be responsible for payment for requests sent directly to The Learning Tree.

After all information is received, this request will be reviewed for accuracy and required documentation and sent to The Learning Tree by the ALDOE. The Learning Tree will contact you for additional information and to schedule the requested service(s).

Consultation for Individual Students: Board Certified Behavior Analyst - The need for this service should be determined by the IEP team for students with critical behavioral needs. Consultation services may be requested for behavior reduction or skill acquisition issues that are outside of the expertise of the LEA. Services may include a specific functional approach and behavioral intervention program for a student based on his or her individual needs. Services will be provided by a Board Certified Behavior Analyst from The Learning Tree.

Information required: Signed Notice and Consent for Reevaluation. Submission of documentation of strategies and interventions that have been attempted and proven ineffective.

Applied Behavior Analysis and Technical Assistance - Training will be provided by a Board Certified Behavior Analyst for small groups of teachers in classroom management techniques demonstrating various behavior analytic techniques. Training in the use of a data driven model of assessment and development of a program will also be offered. These trainings will be conducted onsite and will allow the trainers to demonstrate the learned techniques in his/her classroom environment.

Information required: Submission of the specific technical assistance need that has been identified by the system.

Preschool Best Practices for Students with ASD - In order to build capacity for providing evidence-based practice for preschool students with ASD, on-site individual preschool program assessments for LEAs will be conducted by the Learning Tree staff. Five days of follow-up training in the identified areas of the assessment will be provided at a preschool program site operated by The Learning Tree. LEA preschool teachers will be paired with a Learning Tree teacher to have specific behaviors modeled. The LEA preschool teachers will demonstrate the behaviors with feedback provided by Learning Tree staff. A one to two day follow-up at the LEA preschool will be conducted by The Learning Tree staff within three weeks after training to monitor progress.

Information required: Submission of the specific technical assistance need that has been identified by the system.

Follow-up consultation - Board Certified Behavior Analyst - This request is limited to a student for whom the LEA has already received consultative services and the student is no longer making progress.

Information required: A minimum submission of 3 weeks of data collection demonstrating regression of behavior that has been reported to parents.

APPROVED (Special Education Coordinator approval must be received prior to request being initiated)

__________________________
Special Education Coordinator
April 2019 Data

- The Learning Tree's Consultation and Outreach Services team began the 2018-2019 school year serving 247 students by providing behavioral intervention plan follow-up services.

- Between August 2018 and March 2019, 194 referrals for behavior support and 30 requests for technical assistance trainings were received across 85 school districts.

- At the end of the 2018/19 school year there were approximately 214 students either in the functional behavioral assessment or behavioral intervention plan follow-up process.
Current & Continuous Activities

• For years, the ALSDE, SES has funded pilot sites across the state to serve both preschool and school-aged students with Autism.
THE LITTLE TREE PRESCHOOL
Teacher & Paraprofessional Training

OUR MISSION
The mission of The Learning Tree is to provide a warm and loving environment with individualized, empirically-revealed services and supports to persons with significant educational, medical and behavioral challenges, helping them develop and maintain in a quality of life expected by other members of their family and community.

Call to register for a training session at your preferred location.
Annie Spratt
(205) 770-7623
1844 Powervu Avenue
Auburn, Alabama 36830

Jessica Zazio
(205) 267-8464
HAMP-Aspin Early Education Center
731 E. University Drive
Auburn, AL 36830

Cindy McSpadden
(205) 308-2816
1176 Austin Road
Mobile, AL 36603

www.learning-tree.org

The Learning Tree provides preschool educational and behavioral services to children with disabilities as well as typical children in an inclusive classroom setting with an emphasis on applied behavior analysis (ABA) strategies. The classes are taught by certified teachers who address the Alabama Developmental Disabilities Standards established by the Alabama State Department of Education. ABA strategies are closely directed and monitored by a nationally board-certified and state licensed applied behavior analyst (BCBA).

The Little Tree Preschool is an excellent choice for on-site training for teachers and paraprofessionals to gain the skills to become confident in the use of behavior and classroom management. The training is intensive and hands-on and provides individual attention for the participants. The Learning Tree supervisors will also provide group discussion sessions that will review materials and discuss program models. The participants will receive individual observations to ensure competency and foster a confidence that will lead to a proficient implementation of the skills learned. Our skilled staff has led the way in providing preschool training sessions for teachers and paraprofessionals for more than ten years.

You can make a difference in a child's future today.

Registration: Please call the program contact noted above for your desired training location.

Be prepared to indicate your preferences below:

Training forum preference?  ☐ Two Day Observation  ☐ Three Day Training  ☐ Five Day Training

Please note your interests in specific training sessions:

Classroom Management
☐ Reinforcement
☐ Classroom Scheduling (activities & schedules)
☐ How to create materials & utilize daily schedules
☐ Promote self management skills

Individualized Instruction
☐ DTT
☐ Preference assessments

Behavior Management
☐ General procedure training (attend & ignore, least to most prompting, etc)
☐ Implement data collection system for problem behaviors/skill acquisition
☐ Individualized behavior plans
☐ Functional behavior assessments
Current & Continuous Activities

• For years, the ALSDE, SES has assisted LEAs with the costs of services for students to maintain placement in the LEA of residence, and for residential placements if determined necessary. These costs are approximately $12,000,000.00 per year.
ACT #2018-460
Alex Hoover Palliative and End of Life Care Act

• Relating to terminally ill students participating in school activities.
• An IHP shall be developed from the Order for PPEL Care.
• To provide Pediatric Palliative End of Life (PPEL)-Individual Health Plan (IHP) to be created by school nurse in conjunction with parents/guardians of a minor with a terminal illness.
• To provide immunity to individuals, physicians, and school employees who undertake to follow the directives of a PPEL-IHP.
Responsibility of Teachers

• Receive PPEL-IHP care plan from school nurse and understand the essential actions needed to help manage a PPEL student under your supervision.

• Work with parents, school nurse and other appropriate school personnel to determine if any classroom accommodations are needed.

• Share information and responsibilities with appropriate school personnel on a need to know basis as outlined in FERPA and any other federal or state laws that protect the confidentiality or privacy of student information (para educators, aides, instructional specialists).
Responsibility of Teachers cont.

• Complete training to help you recognize and understand the following:

• Basic understanding of ethical, legal and liability issues surrounding the PPEL-IHP.
• Emergency procedures for the school, where to take the student in the event of a fire, bomb threat, and tornado drill etc.
• Proper techniques or use of equipment needed by student.
• Signs and symptoms of a change in condition and how they are manifested and communicated by the student.
• How to reach the school nurse on school campus.
• How and when to activate the crisis team.
• Procedures for how, when and who should call the parents and/or EMS as directed in the PPEL-IHP.
• Procedures for when the student has a change of condition or in the event of sudden death as directed by the PPEL-IHP.
PPEL Pediatric Crisis Team
(Required members)

- Parents/Legal Guardians
- Teacher(s)
- Nurse (School)
- Counselor
- Social Worker
- School Principal
- Bus driver
- EMS Represented
- School Administrator
- Student’s Physician & or Palliative Care Physician
- (PPEL-IHP) must be reviewed by team and updated at least quarterly
Effective Dispute Resolution

Dispute Resolution Team

Dr. DaLee Chambers
<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>DaLee Chambers</td>
<td>All areas of Dispute Resolution Charter Schools Virtual Schools</td>
</tr>
<tr>
<td>Bernice Rush-Harrison</td>
<td>Complaint Investigator Mediation Coordinator IEP Facilitation Coordinator</td>
</tr>
<tr>
<td>Melissa Card</td>
<td>Complaint Investigator Due Process Hearing Coordinator</td>
</tr>
</tbody>
</table>
ALSDE Due Process Hearing Officers

Amanda D. Bradley, Esq.
P. Michael Cole, Esq.
Steve Morton, Jr., Esq.
Wesley Romine, Esq.
# ALSDE Mediators

|-------------------------|-------------|------------------------|---------------------|----------------|

[Image of each mediator]
ALSDE IEP Facilitators

Amanda D. Bradley, Esq.
Sharon Brown
CL May, Esq.
Tamika Miller, Esq.
Kia Scott, Esq.
Special Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda D. Bradley, Esq.</td>
<td>800-555-1212</td>
</tr>
<tr>
<td>Sharon Brown</td>
<td>800-555-1212</td>
</tr>
<tr>
<td>CL May, Esq.</td>
<td>800-555-1212</td>
</tr>
<tr>
<td>Tamika Miller, Esq.</td>
<td>800-555-1212</td>
</tr>
<tr>
<td>Kia Scott, Esq.</td>
<td>800-555-1212</td>
</tr>
</tbody>
</table>
SPEED Round... ALSDE MEDIATORS...

ALSDE Due Process Hearing Officers

Amanda D. Bradley, Esq.
P. Michael Cole, Esq.
Steve Morton, Jr., Esq.
Wesley Romine, Esq.
Mediation

• Rotational assignment
• Signature of representative of the agency that has the authority to bind such agency
Due Process Hearings
Due Process Hearing Resolution Meeting

• Within 15 calendar days of receiving the parent’s hearing request and prior to the opportunity for a hearing, the LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process hearing request.

• Unless the parties utilize one of the exceptions to holding a resolution meeting as outlined in the AAC, the meeting must be held within the required 15 calendar day timeline.

Alabama Administrative Code (AAC) 290-8-9.08(9)(c)3
Due Process Hearing Timeline

Resolution Meeting
- within 15 days

Resolution Period
- +15 more days
- (+*30 days total*)

Hearing & Decision
- +45 days
Due Process Hearing Timeline

Resolution Meeting

Resolution meeting waived

Hearing & Decision

+45 days
Due Process Hearing **Timeline**

Avoiding a *Letter of Finding* for Resolution Meeting

1. Schedule the meeting.
2. Meet. ✔
Virtual Schools
ACCESS Virtual Learning

• In order to receive accommodations during the Summer, students in ACCESS courses must have a current IEP.

• Implementation and Duration Dates

• Special Education Services and Supplementary Aids and Services Implementation Dates
ACCESS Virtual Learning

Special Populations Information

Delivering equitable, quality learning opportunities for all citizens.
37 IEPs pulled from 10 virtual schools across the state of Indiana
• There was a consistent lack of **multisource** and **multimethod baseline data** to inform the level at which students are functioning at in all domains affected by their disabilities.
• Students with documented **failing grades** across a variety of subjects routinely went without **goals** to address these areas.
• SDI was consistently treated as if it was some action or behavior that the student would need to complete. Statements starting with “Student will...” or “Student needs to...” is not SDI. Rather, SDI is what the teacher is going to provide that is going to get that student to their individualized goal.

Individualized Education Programs: Present Levels of Academic and Functional Performance, Annual Goals, Specially Designed Instruction, and Related Services in Indiana Virtual Schools.
• Only 15% of the IEPs had SDI statements that prescribed an appropriate **duration** of services in light of the student’s PLAAFP.
The Possible Selves Program is designed to support students with diverse learning needs to identify their hopes, expectations, and fears for the future.

By Michael F. Rock, Jean B. Schumaker, and Donald D. Deehler
Erika Richburg

Fiscal Management

Fiscal Team
Reminders and Updates
Special Education must adhere to the following:

Rules and Regulations

✓ Individuals with Disabilities Education Act (IDEA)
✓ Every Student Succeeds Act (ESSA)
✓ Education Department General Administrative Regulations (EDGAR)
✓ Uniform Grants Guidance (UGG)
✓ Alabama Administrative Code (AAC)
✓ Alabama State Laws
Grants Under IDEA

IDEA Formula Grants

- **Part B, IDEA**: OSEP provides formula grants to states to assist in providing FAPE in the least restrictive environment for children with disabilities ages 3-21.

OSEP.grads360.org

- **Regular**: Section 611, AL Fund Source 3210 (ages 3-21)
- **Preschool**: Section 619, AL Fund Source 3220 (ages 3-5)
Fiscal Reminders and Updates
IDEA Part B Fiscal Funding:

Must be used for students identified based on the **13 Disability Categories Covered Under IDEA**

Cannot be used for students identified for **504 or Gifted Services**
IDEA and Federal
"General Fiscal Requirements"

- Budget (eGAP)
- Equitable Services (Proportionate Share)
- EDGAR Grants Management Systems (i.e. Financial, Procurement, Inventory Management)
- Supplement Not Supplant
- Maintenance of Effort (MOE)
- Excess Cost
- Allowable Costs (i.e. Allocable, Necessary, Reasonable)
- Time and Effort Reporting and Certification
- Internal Controls
Focused Monitoring:
Inventory Management

| COST CENTER | INVENTORY NUMBER | DESCRIPTION | SERIAL # | DATE PURCHASED | PURCHASE PRICE | USEFUL LIFE | SALVAGE % | P.O. # | LOCATION |
|-------------|------------------|-------------|----------|----------------|----------------|--------------|-----------|---------|---------|----------|
| 8620        | T61110-05        | HP ProDesk 400 G1 SFF CPU | 2UA518172Y | 06/01/15 | 615.24         | T61188      | MES - G. Kay |
| 8620        | T61110-06        | HP ProDesk Pro Display P20 Monitor | CNO1004JZ | 06/01/15 | 135.00         | T61188      | MES - G. Kay |
| 8620        | T61113-05        | HP ProLiant DL360 Server Storage Cabinet (black) | US24471052 | 02/03/05 | 4,977.00       | T61132      | Network Admin. Office |
| 8620        | T6233-36         | "3' x 18' x 72" | 09/30/96 | 219.99         | T600333      | SPE Office |
| 8620        | SPE 84-1         | Legal Size Filing Cabinet w/Viewcase, letter & hanging, carrying case & writing stand | 04/30/84 | 180.00         | T6000666     | SPE Office |
| 8620        | T699-01          | 4-drawer File Cabinet w/lock | 01/10-327 | 07/31/1 | 2,594.00       | T600048     | SPE Office |
| 8620        | T6111A-69        | 4-drawer File Cabinet w/lock | 02/02/95 | 112.50         | T6-111       | SPE Office |
| 8620        | T6-12           | 2-drawer File Cabinet | 01/26/92 | 137.50         | T6-8         | SPE Office |
| 8620        | T6448-00U        | Environ Ultra V Premier Infant/Toddler Car Seat (Model #23417AP1) | 03/04/99 | 81.99         | T6000488     | SPE Office |
| 8620        | T6476-00         | Tilman Carrying Case (for tympanometer) | 08/30/99 | 240.57         | T6000476     | SPE Office |
| 8620        | T6860-02-2       | 2-drawer File Cabinet w/lock (putty) | 09/30/02 | 125.99         | T6000858     | SPE Office |
| 8620        | T6133J-07        | 4-shell Wooden Bookcase (for shredder) | 09/01/06 | 199.50         | T6061259     | SPE Office |
| 8620        | T6133J-07        | Kyocera KM-5050 Copy Machine | 08/07/07 | 329.99         | T6071338     | SPE Office |
| 8620        | T6135S-10        | HP Color LaserJet CP2025n Printer | 02/14/07 | 4,393.00       | T6071334     | SPE Office |
| 8620        | T6135S-10        | 4-drawer Letter-Size File Cabinet w/lock (putty) | 02/10/10 | 349.00         | T6010565     | SPE Office |
| 8620        | T6135S-10        | 4-drawer Letter-Size File Cabinet w/lock (putty) | 12/01/11 | 219.00         | T6112624     | SPE Office |
| 8620        | T6135S-10        | 4-drawer Letter-Size File Cabinet w/lock (putty) | 12/01/11 | 219.00         | T6112624     | SPE Office |
| 8620        | T61212-15-14     | HP 250 G4 Laptop Computer | 11/05/15 | 555.24         | T61212       | SPE Office |
| 8620        | T61215-15-3      | HP ProDesk 400 G4 CPU | 11/05/15 | 575.24         | T61215       | SPE Office |
| 8620        | T61215-15-4      | HP ProBook 450 Monitor | 11/05/15 | 134.00         | T61215       | SPE Office |
| 8620        | T61215-15-6      | HP LaserJet Pro 400 M401dn Printer | 11/05/15 | 213.25         | T61215       | SPE Office |
| 8620        | T699-03-1        | 4-drawer Filing Cabinet w/lock (putty) | 03/31/03 | 169.99         | T6000624     | SPE Office |
Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS)

- CCEIS requires LEAs identified as having significant disproportionality to reserve the maximum (15%) amount of the IDEA funds allocated. This includes the IDEA Part B (611) or function 3210 allocation and Preschool (619) or function 3220 allocation used for at-risk students.

- Permits LEAs to use up to 15 percent of IDEA funds allocated to develop and implement CEIS for at-risk students only.
Proportionate share is on going....

Proportionate share should be used to provide equitable services. The amount of funding for the private school will depend on the number of identified students. The funds should be proportionate to the number of students who qualify as of October 1st. School systems must spend the allotted money in services, teaching materials, personnel, etcetera but not to benefit other private school students.

34 CFR 300.133 (b &c)
Preparation throughout the year

On going documents...

Keep a list of whom you evaluate & the results

- If they qualify
- Record the private school they attend and zoned for which public school.

Child Find

- Identify Students
- Be Timely and Meaningful
- Keep an accurate count of those served

Differences in Services for Public vs. Private School Students

Students placed by the LEA must receive FAPE

Students parentally placed must receive equitable services

Students placed by the LEA or not must collaborate

Use your proportionate share worksheet to calculate funds

Parents may refuse services

Parents may refuse services
<table>
<thead>
<tr>
<th>Reporting Documentation</th>
<th>Data Collection Timeline</th>
<th>Report Submission Due Date</th>
<th>Reporting Form Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated Early Intervening Services (CEIS)</td>
<td>July 1st - June 30th</td>
<td>2nd Friday in July</td>
<td>Data Collection Form for CCEIS &amp; CEIS</td>
</tr>
<tr>
<td>Proportionate Share</td>
<td>On-going</td>
<td>September 15th Annually</td>
<td>Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities</td>
</tr>
<tr>
<td>Written Procedures</td>
<td>July 1st – June 30th (Review Annually)</td>
<td>September 15th Annually</td>
<td>Assurance Statement of Financial Management</td>
</tr>
</tbody>
</table>
# Written Procedures

The Alabama State Department of Education, Special Education Services, has developed written procedures for the assurance statement of financial management. These procedures ensure that the local education agency (LEA) has sufficient financial management plans in place regarding the use of federal funds, including IDEA Part B funds and IDEA Preschool funds. By signing this assurance statement, an authorized official certifies that the LEA has all necessary plans in place.

<table>
<thead>
<tr>
<th>Local Education Agency Name</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Assurance Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

This certification assures that the LEA has established sufficient financial management plans for federal funds. By signing this assurance statement, the authorized official certifies the implementation of these plans on behalf of the LEA.

<table>
<thead>
<tr>
<th>Name of Authorized Official or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Authorized Official or Designee</th>
<th>Date</th>
</tr>
</thead>
</table>
# Data Collection Form for Comprehensive Coordinated Early Intervening Services, CCEIS (34 CFR § 300.646) & Coordinated Early Intervening Services, CEIS (34 CFR § 300.226)

**LEA**

**LEA Code**

The Alabama State Department of Education (ALSDE), Special Education Services (SES) has developed a process for Local Education Agencies (LEAs) to submit information regarding Early Intervening Services. The data reporting period is July 1 - June 30 annually. Please complete this form and upload to the documents library of the ALSDE electronic grant application process (e-GAP) by the second Friday in July each year. Failure to submit accurate and timely data may impact an LEA’s Determination Status.

<table>
<thead>
<tr>
<th>Identification Year</th>
<th>Required:</th>
<th>Reserved: 15%</th>
<th>Amount $</th>
<th>Voluntary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Year</td>
<td>% Reserved</td>
<td>Amount $</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Area in which the LEA was identified as having significant disproportionality? (CCEIS/CEIS Only)**

- Identification
- Placement
- Disciplinary Actions
- (by specific disability category)

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>CCEIS/CEIS Tracking Documentation</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation School Year</td>
<td>1. The number of non-identified students with disabilities who received CCEIS/CEIS during your Implementation Year. This includes students in grades K-12 who received instruction from personnel who participated in professional development activities supported with ESE Fund. These students are identified in the Implementation Year.</td>
<td>Number of Students</td>
</tr>
<tr>
<td></td>
<td>2. The number of non-identified students with disabilities in grades K-12 who were identified under Part B of the IDEA during the Implementation Year. This is an unduplicated count of students.</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Tracking Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td>3. The number of non-identified students with disabilities in grades K-12 who subsequently received special education and related services under Part B of the IDEA during tracking year two.</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Tracking Year Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td>4. The number of non-identified students with disabilities in grades K-12 who subsequently received special education and related services under Part B of the IDEA during tracking year three.</td>
<td>Number of Students</td>
</tr>
</tbody>
</table>

**Name of person to contact regarding this report:**

- (print or type)
- Submitted by:
- Signature:
- Title:
- Email Address:
- Phone Number:

**Report Completion Date:**
Completing the Proportionate Share Report

The link to check for Private School status as non-Profit or for Profit:
http://arc-sos.state.al.us/CGI/CORPNAME.MBR/INPUT
Use this form if an LEA has NO Private Schools within the district.

http://www.alsde.edu/sec/pcs/Pages/fiscalinformation-all.aspx?navtext=Fiscal Information
FISCAL UPDATES & REMINDERS Continued

Review the following items:

- Maintenance Of Effort (MOE)
- Carryover over >30%
- Time & Effort
- FY20 Grant Information
FISCAL UPDATES & REMINDERS CONTINUED

eGAP Annual DUE DATE: September 15th
<table>
<thead>
<tr>
<th>FUNCTION CODES</th>
<th>OBJECT CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td><strong>INSTRUCTION</strong></td>
</tr>
<tr>
<td><strong>ATTENDANCE SERVICES</strong></td>
<td><strong>ATTENDANCE SERVICES</strong></td>
</tr>
<tr>
<td><strong>GUIDANCE AND COUNSELING SERVICES</strong></td>
<td><strong>GUIDANCE AND COUNSELING SERVICES</strong></td>
</tr>
<tr>
<td><strong>TESTING SERVICES</strong></td>
<td><strong>TESTING SERVICES</strong></td>
</tr>
<tr>
<td><strong>HEALTH SERVICES</strong></td>
<td><strong>HEALTH SERVICES</strong></td>
</tr>
<tr>
<td><strong>SOCIAL SERVICES</strong></td>
<td><strong>SOCIAL SERVICES</strong></td>
</tr>
<tr>
<td><strong>WORK STUDY SERVICES</strong></td>
<td><strong>WORK STUDY SERVICES</strong></td>
</tr>
<tr>
<td><strong>PSYCHOLOGICAL SERVICES</strong></td>
<td><strong>PSYCHOLOGICAL SERVICES</strong></td>
</tr>
<tr>
<td><strong>SPEECH PATHOLOGY AND AUDIOLOGY SERVICES</strong></td>
<td><strong>SPEECH PATHOLOGY AND AUDIOLOGY SERVICES</strong></td>
</tr>
<tr>
<td><strong>SALARIES (010 - 199)</strong></td>
<td><strong>SALARIES (010 - 199)</strong></td>
</tr>
<tr>
<td><strong>EMPLOYEE BENEFITS (200 - 299)</strong></td>
<td><strong>EMPLOYEE BENEFITS (200 - 299)</strong></td>
</tr>
<tr>
<td><strong>PURCHASED SERVICES (300 - 399)</strong></td>
<td><strong>PURCHASED SERVICES (300 - 399)</strong></td>
</tr>
<tr>
<td><strong>MATERIALS + SUPPLIES (400 - 499)</strong></td>
<td><strong>MATERIALS + SUPPLIES (400 - 499)</strong></td>
</tr>
<tr>
<td><strong>CAPITAL OUTLAY (500 - 599)</strong></td>
<td><strong>CAPITAL OUTLAY (500 - 599)</strong></td>
</tr>
<tr>
<td><strong>OTHER OBJECTS (600 - 899)</strong></td>
<td><strong>OTHER OBJECTS (600 - 899)</strong></td>
</tr>
<tr>
<td><strong>INDIRECT COSTS (910)</strong></td>
<td><strong>INDIRECT COSTS (910)</strong></td>
</tr>
<tr>
<td><strong>FUND TRANSFERS (920 - 929)</strong></td>
<td><strong>FUND TRANSFERS (920 - 929)</strong></td>
</tr>
<tr>
<td><strong>OTHER FUND USES (931 - 999)</strong></td>
<td><strong>OTHER FUND USES (931 - 999)</strong></td>
</tr>
</tbody>
</table>

<p>| <strong>INSTRUCTION</strong> | <strong>188,897.00</strong> | <strong>105,223.00</strong> | <strong>3,300.00</strong> | <strong>13,055.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>310,475.00</strong> |
| <strong>ATTENDANCE SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>GUIDANCE AND COUNSELING SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>TESTING SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>HEALTH SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>SOCIAL SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>WORK STUDY SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>PSYCHOLOGICAL SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |
| <strong>SPEECH PATHOLOGY AND AUDIOLOGY SERVICES</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> | <strong>0.00</strong> |</p>
<table>
<thead>
<tr>
<th>NONPUBLIC SCHOOL PROGRAMS (9200)</th>
<th>Salaries (010-199)</th>
<th>Employee Benefits (200-299)</th>
<th>Purchased Services (300-399)</th>
<th>Materials &amp; Supplies (400-499)</th>
<th>Capital Outlay (500-599)</th>
<th>Other Objects (600-899)</th>
<th>Indirect Costs (910)</th>
<th>Fund Transfers (920-929)</th>
<th>Other Fund Uses (931-999)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
</tr>
</tbody>
</table>
3.9.) SPED - Procedures to Improve Results for Preschool

**Strategy Details**

**Description:**
To provide preschool students with disabilities with a supportive environment that is supportive in developing age appropriate academic and social skills.

**Performance Measures**
To increase the number of preschool students with disabilities in meeting goals outlined in the Individualized Education Program, as well as reaching proficiency on preschool standards.

**Estimated Costs**
$1,776

3.9.1.) SPED - Preschool Instruction/Educational Materials

**Action Step Details**

**Description:**
To purchase supplemental instructional and educational materials that will support effective learning and skill mastery of preschool students with disabilities.

**Performance Measures**
To increase the number of preschool students with disabilities who meet goals of the Individualized Education Program and preschool standards.

**Estimated Costs**
$1,776

Grant Relationships

IDEA Preschool

Notes
$400 (9140:300-399) & $1,376 (9140:400-499)
3.1.22.) IDEA Indirect Cost

Action Step Details

Description:
IDEA allows 3.2% of funding to be used as Indirect Cost. Function - 6910 Object - 910

Performance Measures
Indirect Cost is the amount of money allowed to be used for general office and operations cost. Records of this dollar amount are maintained.

Estimated Costs
15,112.00

Grant Relationships
Special Education, Part B-IDEA

Notes
Indirect Cost $15,112.00 Function - 6910 Object 910
5.2.3. IDEA Part B Speech Pathology & Audiology Services (2180) AMENDMENT

Action Step Details

Description:
Provide salaries and benefits for 1 Speech Language Pathologist (SLP) to conduct speech and language assessments and provide speech and language therapy to students who are eligible to receive speech therapy as a related service as indicated in the Individualized Education Program (IEP). AMENDMENT: Salary and benefits will be paid from IDEA Part B funds for only 1 SLP. All others will now be paid from the general fund. 2180:(010-199); $45,193.00 2180:(200-299); $18,143.37

Performance Measures
The speech language pathologist (SLP) will adhere to the testing guidelines in the Alabama Administrative Code (AAC). A review of Assessment Protocols, Eligibility Reports, Progress Monitoring Reports, and Data Collection Forms will determine if compliance was met.

Estimated Costs
63,336.37

Grant Relationships
Special Education, Part B-IDEA

Notes
Salaries (010-199)- $45,193.00; Benefits (200-299)- $18,143.37
Special Education FY20 Financial Assistance

AL High Cost Fund
- Federal Funds
- Must have a Current Determination Status of “Meets Requirements”
- Typically does not adversely affect MOE
- Funding based per student

Catastrophic Grants
- State Funds
- Determination Status not a factor
- May have an adverse affect on MOE
- Funding based per student, multiple students or shared needs
AL High Cost Fund (ALHCF)

34 CFR 300.704

- Federal funds
- Catastrophic Nature- Those cases where special education and related services are required for a particular child that are unduly expensive, extraordinary and/or beyond the routine and reasonable special education and related services provided by the LEA.

- The costs to provide FAPE to a child with a disability must exceed three times the average state per-pupil expenditure.

- The Application and Guidance are Available On-Line Application Submission Timeline- September 1st ** November 30th (if additional funds remain after the first submission)

- Review and Approval Process is in the ALHCF State Plan

- Receipt of Claim for Reimbursement to be Submitted Monthly
Catastrophic Grants

Alabama Administrative Code Chapter 290-080-092 or Appropriations Act No. 2018-481

- **Catastrophic Nature:**
  
  A. Those cases where special education and related services are required for a particular child or multiple children that are unduly expensive, extraordinary and/or beyond the routine and reasonable special education and related services provided by the LEA.
  
  B. Those cases where the special education population changes significantly due to an influx of students with disabilities or a number of students requiring a specialized resource, etc.

- Grant Guidance and Application Form Available On-Line
- Grant Application Submission Timeline:
  
  ✓ September 1\textsuperscript{st}
  
  ✓ November 30\textsuperscript{th}

- Review and Approval Process Set Forth in the AAC and/or Appropriations Act. 2018-481
- Receipt of Claim for Reimbursement to be Submitted Monthly
FY20 Electronic Path to IDEA Part B
Fiscal Guidance and Forms:

ALSDE Website\Support Systems\Special Education Services\Fiscal Info
Guidance: Children with Disabilities Placed in Private Schools by Education Agencies §300.325
(3) **LRE Continuum.** Public agencies must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Provisions must be made for supplementary aids and services in conjunction with placement in the regular education class placement. The continuum of alternative placements must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
290-8-9.10(6)(a-e) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies.

§300.325

(6) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies. The public agency must ensure that children with disabilities who have been placed in or referred to private schools or facilities by the public agency are provided special education and related services in accordance with the child's IEP and at no cost to the parent.
290-8-9.10(6)(a-e) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies. §300.325

PAY SPECIAL ATTENTION TO A thru C AND...
290-8-9.10(6)(a-e) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies.

§300.325

(e) Even if a private school or facility implements a child’s IEP, the responsibility for compliance with these rules remains with the public agency and the SEA.
Stephanie Frucci,
ALSDE, SES
Developmental Delay (DD) Eligibility

• As of 11/1/18, the primary assessment for DD must be administered via the **direct assessment** method.

• Any list of acceptable assessments provided is to be used only as a guide for your convenience, **not** an exhaustive list.

• The primary assessment for DD must be: “A standardized, norm-referenced instrument(s) that evaluates all five developmental domains.” (AAC, 290-8-9.03(3)(c)(2))

• **DP-3**: At this time, the DP-3 may **NOT** be used as either a primary or secondary assessment for eligibility for DD.
New Preschool Standards

• Anticipated release this fall.

• Intended for children ages 0-5 in all types of early childhood environments.

• Training will be offered when new standards are released.

• When writing IEPs, use the current standards for now.
Eligibility for Preschool Students

• Preschool students may be determined eligible for special education services under **ANY** of the 13 disability categories.

• “The child must be assessed in all areas related to the suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.” (AAC, 290-8-9.02(1)(g))

• Evaluations must be sufficiently comprehensive to identify **all** of the child’s special education and related service needs.
Missed Services

OSEP 3/8/07 Letter to Clarke (reaffirmed in 2016)

• LEAs “are required to ensure that all children with disabilities have available to them FAPE, consistent with the child’s IEP.”

Does ANY interruption in services constitute a denial of FAPE?
  • individually determined
  • case-by-case basis
Missed Services (cont.)

• IEP Teams should “consider the impact of a provider’s absence or a child’s absence on the child’s progress and performance and determine how to ensure the continued provision of FAPE in order for the child to continue to progress and meet the annual goals in his or her IEP.”
Assistive Technology (AT)
What is Assistive Technology?

Assistive Technology as defined by *Individuals with Disabilities Education Act* (IDEA) has two components: devices and services.
Any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a child with a disability.
The term does not include a medical device that is surgically implanted, or the replacement of such device.
Assistive Technology Service

Defined as –

any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device
Assistive Technology Service (continued)

- **Evaluation** and **selection** of an assistive technology system
- **Purchasing, leasing, or acquiring** devices
- **Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing,** or **replacing** assistive technology devices

- **Coordinating** services
- **Training** and **technical assistance** for:
  - student
  - family / caregiver
  - school staff
  - employer
  - those providing services
What is Consideration?

Consideration is defined as careful thought: the act of thinking carefully about something you will make a decision about; typically over a period of time.

In the case of assistive technology, it is a discussion.
Special Instructional Factors

- Does the student need assistive technology devices and/or services

- If a Special Instructional Factor is checked “yes,” it must be addressed in the IEP
Special Instructional Factors (continued)

• You must consider assistive technology at every IEP meeting

• You must consider AT for every student, every disability, every time*

*At a minimum (can be considered more often as conditions, situations, and environments change)
Documenting AT in the IEP

Assistive technology **devices and services** that are determined **educationally necessary** by the student’s IEP Team should be **clearly documented** in the IEP.

It is **not necessary** to name **brands** of equipment or apps, rather features of technology solutions should be described.

*Personally provided parental devices* should only be documented on the profile page in the “**Other section**”.
Where to Document AT in the IEP

- Special Instructional Factors
- Present Levels of Educational Achievement and Functional Performance
- Annual Goals
- Related Services
- Supplementary Aids and Services
- Supports for School Personnel
- Participation in State and Local Assessments
- Transition Services
AT and Transition

• Self-Advocacy
• ADA vs IDEA
• Vocational Rehabilitation
• Centers for Disability
Hearing and Visual Impairments Update
“How we think about the impact of what we do is more important than what we do.”

Source: 10 Mindframes for Visible Learning, Teaching for Success
John Hattie and Klaus Zierer
Cycle of Reporting

**Fall**
- District-Approved Report Collection [Sept]
- Child Count Collection [Oct]
- Notification of Noncompliance

**Winter**
- SPP/APR Submission [Feb]
- Parent Survey

**Spring**
- Annual Data Report Collection [May/Jun]
- State Systemic Improvement Plan (SSIP) Submission [Apr]
- ELPP Submission [Jun]

**Summer**
- State and LEA Determinations [Jun/Jul]
- LEA Performance Profiles (SPP/APR Indicators 1 – 14)
Determination

Alabama in *Needs Assistance* in implementing the requirements of Part B of the IDEA
Meet the Indicators

“Because we treasure what we measure...”
About the Indicators...

• In the 2004 IDEA Statute, Congress authorized multiple indicators to determine state compliance and results achieved for students with disabilities to be included within a State Performance Plan;

• Therefore, we have **Compliance Indicators** (4B, 9, 10, 11, 12, and 13) which impact LEA Determinations) and **Results Indicators** (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, 17).

• In 2013, OSEP revised the indicators to ensure an emphasis on both compliance and results; thereby, creating Indicator 17 as the State Systemic Improvement Plan (SSIP).
The Tree of Influence: SPP/APR Indicators
Indicator 1: Graduation with Regular Diploma, Four-Year Adjusted Cohort Graduation Rate

1. Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Results Indicator

Data Source: Same data as used for reporting to the Department of Education under Title I of the Elementary and Secondary Act (ESEA) [Prevention and Support Services Section].
Indicator 2: Dropout

2. Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Results Indicator**

*Data Source: Annual Data Report (ADR), StudentExiting Report [Special Education Services Section]*
Indicator 3: Statewide Assessments

3. Participation and performance of children with IEPs on statewide assessments:
A. Reserved
B. Participation rate for children with IEPs
C. Proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Results Indicator

Data Source: Same data as used for reporting to the Department under Title I of the ESEA [Student Assessment Section]
Indicator 4: Suspension and Expulsion Rates

4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

Results Indicator

4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416 (a)(3)(A); 1412(a)(22))

Compliance Indicator

Data Source: Student Incident Report (SIR) [Prevention and Support Services Section]
Indicator 5: School Age Least Restrictive Environment

5. Percent of children with IEPs aged 6 through 21 served:
A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Results Indicator

Data Source: Child Count [Special Education Services Section]
Indicator 6: Preschool Least Restrictive Environment

6. Percent of children with IEPs aged 3 through 5 attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school, or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Results Indicator

Data Source: Child Count [Special Education Services Section]
Indicator 7: Preschool Outcomes

7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Results Indicator

Data Source: Early Learning Progress Profile (ELPP) [Special Education Services Section]
Indicator 8: Parent Involvement

8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)C))

Results Indicator

Data Source: Alabama Parent Survey [Special Education Services Section]
Indicator 9: Disproportionate Representation

9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416 (a)(3)(C))

*Compliance Indicator*

*Data Source: Child Count [Special Education Services Section]*
Indicator 10: Disproportionate Representation

10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Compliance Indicator

Data Source: Child Count [Special Education Services Section]
Indicator 11: Child Find (Timely Initial Evaluation)

11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

**Compliance Indicator**

*Data Source: IEP, Eligibility Information in SETS via District Approved Reports Submission [Special Education Services Section]*
Indicator 12: Early Childhood Transition

12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Compliance Indicator

Data Source: Part C GIFTS and SETS via District Approved Reports Submission [Special Education Services Section]
Indicator 13: Secondary Transition

13. Percent of youth with IEPs 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)B))

Compliance Indicator

Data Source: IEP in SETS via District Approved Reports Submission [Special Education Services Section]
Indicator 14: Post-School Outcomes

14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B)).

Results Indicator

Data Source: Alabama Post-School Survey in SETS [Special Education Services Section]
Indicator 15: Resolution Sessions

15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B)).

Results Indicator

Data Source: Received state complaints, mediations and due process hearings [Special Education Services Section]
Indicator 16: Mediation


Results Indicator

Data Source: Received state complaints, mediations and due process hearings [Special Education Services Section]
Indicator 17: State Systemic Improvement Plan (SSIP)

• The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

• Alabama submitted its Phase I SSIP in April 2015 and has submitted additional phases each year thereafter.

• More information will be provided by Theresa Farmer.
AL State Systemic Improvement Plan vs. AL State Personnel Development Grant

SSIP: 2015-2020
➢ Goal: Improve post-school outcomes (Indicator 14)
➢ 7 objectives: effective instruction, classroom behavior, schoolwide behavior, systems of support, transition sites, transition infrastructure, project management, parent and stakeholder collaboration

SPDG: 10/2017-9/2022
Creating Effective School Climates and Cultures (Project CESCC)
➢ Goals: To improve post-school outcomes through 1) Improved school climates; 2) Improved transition services
➢ 5-6 objectives for each goal: selection, training, coaching, data/dissemination, infrastructure (and transition state infrastructure)
SSIP OUTCOMES
2015-2020

- Improved post-school outcomes
  - Effective Instruction (CT/CP, Reading and Math)
  - Behavior (CHAMPS & Foundations)
  - System of Support for Initiatives
  - Transition Sites
  - Transition Infrastructure
  - Parent/Stakeholder Collaboration

Center Street Consulting
SSIP vs. SPDG: SPDG Sites

Cohort 1 (4 feeder patterns): Andalusia (ES, JHS/HS), Calhoun (Saks ES, MS, HS and White Plains), Hale (Greensboro ES, MS, HS), Midfield City (Rutledge)

<table>
<thead>
<tr>
<th></th>
<th>Selection</th>
<th>Initial DIT/SIT</th>
<th>Initial PD</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>Pre-selected</td>
<td>On-going</td>
<td>On-going</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>Fall 2018</td>
<td>Spring 2019</td>
<td>Summer 2019</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td>Summer 2021</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Cohort 4</td>
<td>Fall 2021</td>
<td>Spring 2022</td>
<td>Summer 2022</td>
<td>(Post-project)</td>
</tr>
</tbody>
</table>

Center Street Consulting
SPDG OUTCOMES 2017-2022
Project: Creating Effective School Climates & Cultures (CESCC)

- Improved Post-School Outcomes
  - PBIS District and Site Team Development
  - Elementary, Middle, High School PBIS Sites
  - Transition Team Development
  - Transition Infrastructure
  - Middle and High School Transition Sites
  - Parent/Stakeholder Collaboration

Center Street Consulting
Cohorts by LEA

- **Cohort I (2015-2020):** Andalusia City, Calhoun County, Elmore County, Hale County, Lauderdale County, Midfield City, Monroe County, Sylacauga City

- **Cohort II (2017-2020):** Bibb County, Calhoun County, Chickasaw City, Enterprise City, Hale County, Marshall County, Midfield City, Monroe County, Montgomery County, Oxford City, Tarrant City

- **Cohort III (2019-2021):** Decatur City, Enterprise City, Roanoke City, Marshall County, Oxford City, Lauderdale County, Pike Road City, Lowndes County, Hale County, Tuscaloosa County, Selma City

Center Street Consulting
## SSIP & SPDG
### Professional Learning 2015-2019

<table>
<thead>
<tr>
<th>SSIP &amp; SPDG DISTRICTS</th>
<th>SSIP SITES</th>
<th>FOUNDATIONS Cohort I Teams</th>
<th>Foundations Cohort II Teams</th>
<th>Foundations Cohort III Teams</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
</table>
| **22 DISTRICTS**      | 12         | 17 Teams                   | 17 Teams                   | 22 Teams                   | 15 Districts participated in Training  
20 Sites are Implementing CT/CP |
|                       |            |                            |                            |                            |                            |
|                       |            | CHAMPS                     | DSC                        |                            |                            |
|                       |            | 42 Sites participated in Trainings | 16 Sites participated in Trainings |                            |                            |
SSIP & SPDG SITES  
2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANDALUSIA CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDALUSIA JR. HIGH</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ANDALUSIA SR. HIGH</td>
<td></td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ANDALUSIA ELEMENTARY</td>
<td></td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHENS CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATHENS MIDDLE</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALHOUN COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE PLAINS MIDDLE</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SAKS ELEMENTARY</td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAKS MIDDLE</td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SAKS HIGH</td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALHOUN COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEXANDRIA MIDDLE</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEAVER ELEMENTARY</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEAVER HIGH</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELLBORN ELEMENTARY</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELLBORN HIGH</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SSIP & SPDG SITES
## 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELMORE COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WETUMPKA MIDDLE</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>WETUMPKA ELEMENTARY</td>
<td></td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTERPRISE CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COPPINVILLE MIDDLE</td>
<td>X</td>
<td>Cohort III</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ENTERPRISE HIGH</td>
<td>Cohort II</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>HALE COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREENSBORO MIDDLE</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GREENSBORO ELEMENTARY</td>
<td></td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GREENSBORO HIGH</td>
<td></td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HALE COUNTY MIDDLE</td>
<td></td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOUNDVILLE ELEMENTARY</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HALE COUNTY HIGH</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------</td>
<td>---------------------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>LAUDERDALE COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BROOKS HIGH</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BROOKS ELEMENTARY</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEXINGTON HIGH</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARSHALL COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASBURY HIGH</td>
<td>X</td>
<td>Cohort II</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ASBURY ELEMENTARY</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDFIELD CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUTLEDGE MIDDLE</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MIDFIELD ELEMENTARY</td>
<td></td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDFIELD HIGH</td>
<td></td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SSIP & SPDG SITES 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYLACAUGA CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NICHOLS-LAWSON MIDDLE</td>
<td>X</td>
<td>Cohort I</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>


## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTGOMERY COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPITOL HEIGHTS MIDDLE</td>
<td>X</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBB COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CENTERVILLE MIDDLE</td>
<td>Cohort II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BIBB COUNTY HIGH</td>
<td>Cohort II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICKASAW CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHICKASAW ELEMENTARY</td>
<td></td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHICKASAW HIGH</td>
<td></td>
<td>Cohort II</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>OXFORD CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEARMANVILLE ELEMENTARY</td>
<td>Cohort II</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OXFORD HIGH</td>
<td>Cohort II</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OXFORD ELEMENTARY</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OXFORD MIDDLE</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. E. HANNAH ELEMENTARY</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLDWATER ELEMENTARY</td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>TARRANT CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARRANT ELEMENTARY</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARRANT INTERMEDIATE</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARRANT HIGH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SSIP & SPDG SITES  
2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROANOKE CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANDLEY MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNIGHT ENLOE ELEMENTARY</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SSIP & SPDG SITES 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIKE ROAD CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIKE ROAD ELEMENTARY</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIKE ROAD MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIKE ROAD HIGH</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>LOWNDES COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAYNEVILLE MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWNDES MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SSIP & SPDG SITES
## 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUSCALOOSA COUNTY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECHOLS MIDDLE</td>
<td></td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HOLT ELEMENTARY</td>
<td></td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DISTRICTS &amp; SITES COHORTS I, II, III</td>
<td>SSIP SITE</td>
<td>FOUNDATIONS School-Wide Project</td>
<td>CHAMPS K-8 Classroom</td>
<td>DSC Grades 9-12 Classroom</td>
<td>CO-TEACHING &amp; CO-PLANNING</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>SELMA CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. B. HUDSON MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SSIP & SPDG SITES
### 2015-2019

<table>
<thead>
<tr>
<th>DISTRICTS &amp; SITES COHORTS I, II, III</th>
<th>SSIP SITE</th>
<th>FOUNDATIONS School-Wide Project</th>
<th>CHAMPS K-8 Classroom</th>
<th>DSC Grades 9-12 Classroom</th>
<th>CO-TEACHING &amp; CO-PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECATUR CITY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECATUR MIDDLE</td>
<td></td>
<td>Cohort III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


## SSIP Outcome Data

### Percentage of SSIP Sites Showing Improvements in Attendance Measures: Spring 2015 (Baseline) vs. Fall 2018

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015 Baseline</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>77.78</td>
<td>81.82</td>
</tr>
<tr>
<td>Tardies</td>
<td></td>
<td>81.82</td>
</tr>
<tr>
<td>Unexcused Absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absences</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

Instructional Property of Center Street Consulting
SSIP Tardies Data

Median Number of Tardies per Month by Semester for SSIP Sites: Spring 2015 to Fall 2018

Baseline | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018
---|---|---|---|---|---|---
229.5 | 168.8 | 144.85 | 168.375 | 114 | 169.5 | 92.8
SSIP Chronic Absences

Median Number of Individuals with Chronic Absences by Semester for SSIP Sites: Spring 2015 to Fall 2018

<table>
<thead>
<tr>
<th>Semester</th>
<th>Median Number of Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>51</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>53.5</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>19.5</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>30.5</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>45</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>19</td>
</tr>
</tbody>
</table>
Office referrals decreased by 72% for all students and 77% for SWD compared to baseline.
SSIP vs. SPDG: SPDG Transition

- Cohort 2: 8 schools (middle and high schools)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Selection</th>
<th>Team Develop. Begins</th>
<th>Initial PD</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>Summer 2018</td>
<td>Fall 2018</td>
<td>Spring 2019</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>Fall 2019</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>Fall 2020</td>
<td>Fall 2020</td>
<td>Spring 2021</td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>
SSIP vs. SPDG: SPDG Transition

- Evidence-based Transition Curriculum 45 Sites (middle and high schools)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Selection</th>
<th>Team Develop. Begins</th>
<th>Initial PD</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>Spring 2018</td>
<td>Summer 2018</td>
<td>Summer 2019</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>Spring 2019</td>
<td>Summer 2019</td>
<td>Summer of 2019</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>Spring 2020</td>
<td>Summer 2020</td>
<td>Summer 2020</td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

Center Street Consulting
I understand WHY I have an IEP.

I attended my last IEP meeting.

During my IEP meeting, I spoke about MY STRENGTHS AND NEEDS.

During my IEP meeting, I spoke about what I WHAT I WANT TO DO AFTER I GRADUATE.

Percentage of Students Reporting IEP Meeting Participation Among Students in Transition Classes

- 87.27%
- 78.81%
- 72.55%
- 75.51%
Transition: Skill Readiness

Percentage of Students Reporting Post-School Skill Readiness Among Students in Transition Classes

- I know how to look for available jobs: 83.33%
- I know how to apply to take classes if I want to get more education or training after high school: 55.56%
- I know how to apply for a job: 75.93%
- I know how to interview for a job: 83.33%
Indicator 13 – Transition Verification Report
ALABAMA HIGH SCHOOL DIPLOMA

Explaining the Three Pathways for a Student with an Individualized Education Program (IEP) to earn an Alabama High School Diploma
Effective Communication

for Students with Hearing, Vision or Speech Disabilities in Public Elementary and Secondary Schools

Mrs. Billie Thompson
Education Specialist
September 15, 2010 – Department of Justice published revised final regulations implementing the American with Disabilities Act (ADA) for Title II and Title III in the Federal Register.
ADA requires that Title II entities (State and local governments) and Title III entities (businesses and nonprofit organizations that serve the public) communicate effectively with people who have communication disabilities.

The **GOAL** is to ensure that communication with people with these disabilities is **equally** effective as communication with people without disabilities.
• Students with disabilities must have the opportunity to fully participate in our public schools.

• A critical aspect of participation is communication with others.
FAQs on Effective Communication

Three Federal Laws

1. Individuals with Disabilities Education Act (IDEA)

2. Title II of the Americans with Disabilities Act of 1990 (ADA) (Title II)

3. Section 504 of the Rehabilitation Act of 1973 (Section 504)
FAQs on Effective Communication

1. **Title II** – requires schools to ensure that students with disabilities receive communication that is as effective as communication with others through the provision of appropriate auxiliary aids and services.

2. **Section 504** – address the obligations of all public schools to meet the communication needs of students with disabilities, but do so in different ways.

3. **IDEA** - free appropriate public education (FAPE), consisting of special education and related services, to all eligible children with disabilities.
**Comparison**

**IDEA**

- Make FAPE available to provide meaningful educational benefit to the student.
- Public schools must apply both the IDEA analysis and the Title II effective communication analysis in how to meet the communication needs of an IDEA-eligible student with a hearing, vision or speech disability.
- In some instances, a district may have to provide the student with services that are **not required** under the IDEA.

**Title II (ADA)**

- Specific effective communication requirements for individuals with disabilities to be “as effective as” communications with other persons.
- Applies to individuals with disabilities who are **NOT** students, such as family members and members of the **public** seeking information from, or access to, the services, programs, and activities of the public school.
Title II of the Americans with Disabilities Act (Title II)

- Protects students with disabilities regardless of their eligibility for special education and related services under IDEA.
- Applies to every public elementary and secondary school in the country.
- Prohibits disability discrimination against qualified individuals with disabilities by all state and local governments, regardless of whether or not those entities receive Federal funds.
- Applies to all programs, activities, and services of public school districts, including all public schools within school districts (includes charter and magnet schools).
Title II of the Americans with Disabilities Act (Title II)

- Public school students with disabilities are covered by Title II regardless of their eligibility for special education and related services under the IDEA.
- Title II regulations require that public schools provide students with disabilities an equal opportunity to participate in all school activities.
- Through the provision of auxiliary aids and services, communication with students with disabilities is as effective as communication with students without disabilities.
- Entities must give “primary consideration” to the auxiliary aid or service requested by the student with the disability when determining what is appropriate for that student.
Title II of the Americans with Disabilities Act (Title II)

• If providing a particular auxiliary aid or service would be a fundamental alteration in the nature of a service, program, or activity, or be an undue financial and administrative burden, the school does not need to provide that auxiliary aid or service.

• The school still has the obligation to provide, to the maximum extent possible, an effective auxiliary aid or service. If not, a written statement by the decision maker of the reasons for concluding that a requested auxiliary aid or service would cause such alteration or burdens should be submitted.

• Compliance with the effective communication requirement would, in most cases, not result in undue financial and administrative burdens.
Title II of the Americans with Disabilities Act (Title II)

- Interpreters must be qualified; both receptively and expressively.
- Thus, a teacher or other staff member who signs “pretty well” is not a qualified interpreter.
- Persons who are blind, deaf-blind or have low vision may need the services of qualified readers, taped texts, audio recordings, Braille materials and displays, screen reader software, magnification software, optical readers, secondary auditory programs (SAP), large print materials and accessible electronic and information technology.
- Persons with a speech disability may need word or letter boards, writing materials, spelling to communicate, a qualified interpreter, taped texts, a computer, a portable device that writes or produces speech.
Title II of the Americans with Disabilities Act (Title II)

1. The determination of what auxiliary aids or services are needed:
   • Provides effective communication
   • Made on a case-by-case basis
   • Considers the communication used by the student
   • Considers the nature, length and complexity of communication involved
   • Considers the context in which communication is taking place

2. Individualized determination.

3. Requirements apply to all of a student’s school-related communications, not just those with teachers or school personnel.
Given the on-going exchanges with teachers, students, coaches, and school officials, any student who requires a sign language interpreter in order to receive effective communication in class would likely need interpreter services throughout the day and may also need them to participate in school-sponsored extracurricular activities.

The Department of Justice and the US Department of Education have responsibility for enforcing Title II and its regulations; this includes the Title II rights of IDEA-eligible students.
Section 504 of the Rehabilitation Act (Section 504)

• Public school students with disabilities are covered by Section 504 regardless of their eligibility for special education and related services under the IDEA.

• Section 504 regulations require that public school students with disabilities have an equal opportunity to participate in school and they receive FAPE consisting of regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

• As a general rule, violations of Section 504 also constitute violations of Title II.

• The vast majority of students with hearing, vision or speech disabilities are IDEA-eligible, and one way of meeting a school’s FAPE requirements is to comply with the IDEA FAPE requirements.
States receiving IDEA funds must ensure that school districts locate, identify, and evaluate children with disabilities through the provision of special education and related services.

Each eligible child must have a written individualized education program (IEP), developed by an IEP Team includes a statement of special education and related services that the school district will provide to the child.

Districts must ensure that FAPE is provided in the least restrictive environment to all eligible children.

The IEP must address the communication needs of eligible children, among other things.
Strongly encourages schools to reassess the effectiveness of communication regularly as a situation changes.

- Auxiliary aid or service provided **MUST** permit the person with the disability to access the information.

- Auxiliary aid or service **MUST** be provided in a timely manner. (as soon as possible, even if the IDEA’s evaluation and IEP processes are still pending).

- Auxiliary aid or service **MUST** be provided in a way that protects the privacy and independency of the student with the disability.
The school district must ensure that both sets of legal obligations are met.

Title II does not require IDEA eligibility.

Parents do not have to make a specific request for different or additional auxiliary aids. When the school district knows that a student needs assistance with communication because he or she has a hearing, vision, or speech disability, the school district also has an **affirmative obligation** to provide effective communication under Title II, whether or not a parent requests specific auxiliary aids and services under Title II.

This obligation is in addition to the requirement that the school district make FAPE available if the student is eligible under the IDEA.
Dear Colleague Letter – Effective Communication
https://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf

FAQs on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf

Mrs. Billie Thompson
Education Specialist
billiet@alsde.edu