Back to School Workshop

September 18, 2017
Alabama State Department of Education
Special Education Services
Prattville Marriott Hotel and Conference Center
Welcome & Hot Topics

Crystal Richardson
Public Charter Schools

Start Up Public Charter Schools

- Authorized by an LEA Public Charter School Authorizer
- Authorized by the Alabama Public Charter School Commission

Conversion Public Charter Schools
Start Up Public Charter Schools

Mobile, AL (Start Up, Open 2017-2018)
- Mobile Area Education Foundation, The Acceleration (Accel) Day and Evening Academy
- Grades 9-12; Overaged/Under credited students

Livingston, AL (Start Up, Approved to Open in 2018)
- University Charter School, R³EACH (R³: Recruitment, Retention, Renewal)
- K-5 in 2018; All grades in second year of implementation

Birmingham, AL (Start Up, Approved to Open in 2018)
- Star Academy; STEAM: Science, Technology, Engineering, Art, & Math
- School growth model, adding one grade per year for K-8

Huntsville, AL (Start Up, Start Date TBD due to desegregation order)
- Sports Leadership and Management, SLAM
- K-5
Conversion Public Charter Schools

Athens, AL (Conversion, Students are currently enrolled in Athens Renaissance School; the conversion will occur when everything is in order)

- Alabama Renaissance School (Formally Athens Renaissance School)
- K-12
- Blended virtual and face-to-face classes
Please reference the memo dated December 11, 2015.

MEMORANDUM

December 11, 2015

MEMORANDUM

December 11, 2015

MEMORANDUM

November 10, 2015

MEMORANDUM

Subject: Virtual Schools (and Programs)

The LEAs have completed the Virtual School (and Programs) Implementation Form and have set up virtual education programs for students in Grades 9-12 before the 2016-2017 school year.

The LEAs have completed the Virtual School (and Programs) Implementation Form and have set up virtual education programs for students in Grades 9-12 before the 2016-2017 school year.

Please see the enclosed “Virtual Schools (and Programs)” for additional information.

Should you need further assistance in this matter, please contact either Dr. Dulee Chambers or Mr. Joe Elland at (334) 242-8114. You may also contact them by e-mail at dchambers@abdc.edu or jelland@abdc.edu.

Enclosure

cc: City and County Special Education Coordinators
    Mrs. Sherrill W. Parris
    Dr. Melinda Maddox
    Dr. Linda Felton-Steal
    Ms. Crystal Richardson
    Mrs. Erika Richburg
    Dr. Dulee Chambers
    Mr. Joe Elland

FY16-2023
December 11, 2015

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice 
State Superintendent of Education

SUBJECT: Virtual Schools (and Programs)

As you know, Act 2015-89 requires each local education agency (LEA) to adopt a policy providing, at a minimum, a virtual education option for eligible students in Grades 9-12 before the 2016-2017 school year.

The LEAs have complete autonomy in and responsibility for the development and implementation of the virtual education option; however, please keep in mind that all public education programs are required to abide by federal education statutes, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA).

Please see the enclosed “Virtual Schools (and Programs) Guidance for Students with Disabilities” for additional information.

Should you need further assistance in this matter, please contact either Dr. DaLee Chambers or Mr. Joe Eiland at (334) 242-8114. You may also contact them by e-mail at daleec@alsde.edu or jeiland@alsde.edu.

TRB/DC/SR

Enclosure

c: City and County Special Education Coordinators
    Mrs. Sherrill W. Parris
    Dr. Melinda Maddox
    Dr. Linda Felton-Smith
    Ms. Crystal Richardson
    Mrs. Erika Richburg
    Dr. DaLee Chambers
    Mr. Joe Eiland

FY16-2023
Virtual Schools (and Programs)
Guidance for Students with Disabilities

Virtual public schools (and programs) are required to abide by all federal education statutes, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA).

Child Find Mandate
The IDEA requires each state to "have in effect policies and procedures to ensure that all children with disabilities residing in the state who are in need of special education and related services are identified, located, and evaluated." The requirement to identify, locate, and evaluate children with disabilities who are in need of special education and related services applies to all public schools, both traditional (i.e., brick and mortar) and virtual. Identifying, locating, and evaluating students who are in need of special education and related services is an affirmative duty that may not be ignored.

OCR Requirements for Virtual Schools
According to the United States Department of Education, Office for Civil Rights, virtual public schools must:

- Develop policies and procedures so that students with disabilities are appropriately identified, evaluated, and provided services to ensure they receive a Free Appropriate Public Education (FAPE).
- Ensure websites and on-line learning environments are accessible to individuals with disabilities, including students with visual, hearing, or print disabilities and those who otherwise require use of assistive technology to access the school's program.


Enrollment of Students with Disabilities in Virtual Schools (and Programs)

- All students, regardless of disability, must be provided equal opportunity to participate in and benefit from a virtual school or program. Discrimination (e.g., refusing to accept and/or counseling students out of applying) based on disability is prohibited by the ADA.
- LEA-Arranged Students. If the LEA of residence of a student with a disability contracts with another LEA to provide educational services through a virtual school, the LEA where the student resides is responsible for either providing the special education and related services or contracting those services for a student with a disability.
- Out-of-District Students. If a student with a disability applies and is accepted as an out-of-district enrollee, the LEA sponsoring the virtual school is responsible for the educational program and the special education and related services.

Alabama State Department of Education, Special Education Services, December 2015
• LEAs that enroll students who reside outside of the local district must identify a means to complete the evaluation and/or reevaluation components of the IDEA.
• LEAs that enroll students who reside outside of the local district must ensure compliance with assessment and accountability requirements in whatever manner these requirements apply to students enrolled in virtual schools and programs.

Availability and Accessibility of Virtual Schools (and Programs)
• Virtual schools (and programs) must be wholly available to all students with disabilities.
• Virtual schools (and programs) may have admission criteria for all students. Virtual schools (and programs) may not, however, have separate requirements for students with disabilities.
• An IEP Team meeting should be held after a student with a disability applies to and meets criteria for admission in a virtual school (or program) to determine if the virtual setting is an appropriate placement for the student. The IEP Team should determine if the student can be successful in the virtual environment, with or without accommodations.
• The IEP Team must start with the presumption that the virtual setting is an appropriate environment and determine what special education and related services are needed in order for the student to participate in and benefit from the virtual school or program.
• Parents have a right to revoke consent for all special education services; however, revoking consent should never be a condition of application for a virtual school or program or a requirement for admission in a virtual school or program.

REMINDER: Providing a Free Appropriate Public Education (FAPE) for Students with Disabilities
• A Free Appropriate Public Education is required for students with disabilities.
• Local education agencies (LEAs) can fail to provide FAPE in a variety of ways:
  o Violation of Child Find provisions, failure to Identify, and NO services.
  o Failure to offer an appropriate IEP, INAPPROPRIATE Services, and services that do not meet the student’s unique needs.
  o Failure to implement an appropriate IEP, the Right Services, and NO Delivery.
  o Inappropriate implementation of an appropriate IEP, the Right Services, and INCORRECT/INADEQUATE delivery.

(Adapted from: http://www.caryloberman.com/articles/compensatory-education-what-why-when-where-and-how/)
Out-of-District Students.
If a student with a disability applies and is accepted as an out-of-district enrollee, the LEA sponsoring the virtual school is responsible for the educational program and the special education and related services.
Dear Colleague: Virtual Schools
WHO is Responsible for FAPE?

- Where a virtual school is a public school operated by the LEA in which the parent resides, that LEA generally would be responsible for making FAPE available to an eligible child with a disability.

- LEAs retain this responsibility even if they choose to contract with virtual schools to provide educational services to children with disabilities.

- In situations where the State designates a virtual school as its own LEA, consistent with 34 CFR-§300.28, and the child attends that virtual school LEA, but the child’s family resides in a different LEA in the State, the State has the discretion to determine which LEA is responsible for ensuring that the requirements of Part B are met* with respect to the child, so long as the State designates one LEA that is responsible for ensuring the provision of FAPE to the child.
The LEA where the child is enrolled is responsible for ensuring the provision of FAPE.
When a Child with a Disability is Enrolled in an Out-of-District Virtual School... Who is Responsible?

- Child Find
- Reevaluation
- FAPE
- State Assessments

Along with information related to online learning & LRE.
A message for: Specialized Treatment Centers!

ACCESS Virtual Learning courses for high school students are requested through iNow.
Coming together is a beginning; keeping together is progress; working together is success.

Henry Ford
Child Count & Disproportionality
IDEA CHILD COUNT & DISPROPORTIONALITY IN SPECIAL EDUCATION

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

September 2017
PURPOSE

To provide an overview for the following:

• Child Count data collection and reporting requirements

• Disproportionate representation, including significant disproportionality
IDEA CHILD COUNT
To Access the *Child Count Help Document 2017*:

Go to the ALSDE Website  
(Path: [www.alsde.edu](http://www.alsde.edu) > Support Systems > Special Education Services > Data/Reporting > General Information)
IDEA CHILD COUNT

• Data Collection Window
  – Begins October 2\textsuperscript{nd}
  – Ends October 10\textsuperscript{th}

• Capture Date/Snapshot
  – \textbf{Must} be taken in SETS on October 2\textsuperscript{nd}

• Child Count Certification Form
  – \textbf{Must} be submitted by October 27\textsuperscript{th}

\textbf{Note:} Failure to submit Child Count and/or the Child Count Certification Form in a timely manner may negatively impact your LEA’s determination status.
IDEA CHILD COUNT

• Only submit data for students who began receiving special education services in the education agency on or before October 2\textsuperscript{nd} of the collection year.

• Ensure that students are enrolled in the current academic year in INow.

• Students who exited your school system in a previous school year should not be reported on Child Count.
IDEA CHILD COUNT

• A student that has transferred to your system from out-of-state and has an IEP that is in effect may be counted on Child Count even though the initial evaluation has not been completed.

• Each student counted (ages 3-21) must have:
  1. A documented eligibility determination,
  2. A current Individualized Education Program (IEP), and
  3. Documentation (attendance information) that special education and related services were being provided on October 2nd.
IDEA CHILD COUNT

• Report race/ethnicity of all students on Child Count using only the categories listed below:

1. Hispanic/Latino (H)
2. American Indian/Alaska Native (I)
3. Asian (A)
4. Black or African American (B)
5. Native Hawaiian or Other Pacific Islander (P)
6. White (W)
7. Two or more races (M)

• Note: For Child Count purposes, each student should be reported in only one category.
IDEA CHILD COUNT

• Data Validation (Errors/Warnings)
  – The SETS Child Count Error List should be routinely reviewed.
  – All errors (X) must be corrected prior to submission
  – All warnings (W) should be checked to determine if appropriate changes need to be made prior to taking the Child Count Snapshot
  – Child Count Error List (refer to the Child Count Help Document, p. 10)
IDEA CHILD COUNT

• Data Verification

Duplicates
– All submitted data files will be reviewed for students with duplicate records within and between education agencies and for inaccuracies or missing data.
– The date of enrollment will be used to determine which education agency will be permitted to claim the student for Child Count.
– The agency demonstrating an enrollment date closest to the October 2nd Snapshot date will automatically be awarded the student on the agency’s Child Count.

Inaccurate/Missing Data
– The education agency will be notified and must promptly complete all needed corrections in the student folder under the Edit Student’s Snapshot.
IDEA CHILD COUNT

• No changes or corrections to a public agency Child Count data file will be made after the Child Count Verification Process has been completed.

• Child Count Verification Procedure (refer to Child Count Help Document, pp. 11-13)
IDEA CHILD COUNT

• Child Count Certification
  – Child Count Certification Form (see Attachment 1, p. 17 in the Child Count Help Document)
  – Must be mailed and received at the ALSDE no later than October 27th.

• Data Submission
  – District Approved Process
  – No Start Date or End Date should be entered for this collection on the State Reports district-approved screen.

• Note: When checking the District Approved box in SETS, you are certifying that the data are accurate and represent an unduplicated count of students with disabilities.
THINGS TO REMEMBER

- Change date to current Child Count date (10/02/17)
  - To change date in SETS, go to Utilities Desktop, System Files
- Only take the Snapshot **once** on October 2\textsuperscript{nd}.
- Review the Child Count data Errors (X) and Warnings (W) (refer to *SETS Child Count Error List*, p. 10).
- Correct all Errors (X) before submitting data.
- When checking the District Approved box in SETS, you are certifying that the data are accurate and represent an unduplicated count of students with disabilities.
Disproportionality in Special Education
WHAT IS DISPROPORTIONALITY IN SPECIAL EDUCATION?

Disproportionality is defined as the “overrepresentation” and “underrepresentation” of a particular population or demographic group in special education or gifted education programs relative to the presence of this group in the overall student population.

2002, National Association for Bilingual Education.
WHAT DOES DISPROPORTIONALITY (OVER-REPRESENTATION) LOOK LIKE?

% of students in school population % of students in special education programs
ALABAMA’S PROCESS TO DETERMINE DISPROPORTIONALITY

Conduct analysis of Fall Enrollment and October Child Count data using the OSEP Disproportionality Template.

**Disproportionality Data for Child Count only includes children with disabilities ages 3-21 and excludes GT.

Calculate a risk ratio and, if necessary, an alternate risk ratio.
SD ANALYSIS CATEGORIES

Identification (ages 3-21)

• All Disabilities
• Autism
• Emotional Disturbance
• Intellectual Disabilities
• Other Health Impairment
• Specific Learning Disability
• Speech or Language Impairment
SD ANALYSIS CATEGORIES

Placement (ages 6-21)

- LRE 04 – inside regular ed environment < 40% of the day
- LRE 06&10 – separate schools and residential facilities
SD ANALYSIS CATEGORIES

Disciplinary Actions (ages 3-21)

- OSS/E > 10 days
- OSS/E ≤ 10 days
- ISS > 10 days
- ISS ≤ 10 days
- Total disciplinary removals (including ISS and OSS/E, removal by school personnel to an interim alternative education setting, and removals by a hearing officer)
Risk is a measurement for proportion expressing likelihood.

A risk ratio is a comparison of risks (i.e., a likelihood of outcome for one group versus outcome for all others in the LEA).

An alternate risk ratio is a comparison of risks (i.e., a likelihood of outcome for one group vs. outcome for all others in the State).
SD CALCULATION METHOD

Risk = \( \frac{\text{Number of children from racial or ethnic group}}{\text{Number of enrolled children from racial or ethnic group}} \times 100 \)

Risk Ratio = \( \frac{\text{Risk for racial or ethnic group for disability category}}{\text{Risk for comparison group for disability category}} \times 100 \)
SD CALCULATION METHOD

Risk Ratio answers the question: What is a specific racial/ethnic group’s risk of

- Receiving special education and related services for a particular disability
- Being placed in a particular educational environment
- Experiencing a particular disciplinary removal

As compared to the risk for all other children?
DISPROPORTIONALITY RESOURCES

• ALSDE website (Path: www.alsde.edu > Support Systems > Special Education Services > Data Reporting > Disproportionality)
  – OSEP Disproportionality Template
  – OSEP CEIS Guidance
  – Instructions for Calculating Disproportionality
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<td>31-Oct</td>
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**June - August**

- **30-Jun**
- **1-Jul**
- **2-Jul**
- **31-Jul**
- **1-Aug**
- **2-Aug**
- **31-Aug**
- **1-Sept**
- **2-Sept**
- **30-Sept**
- **1-Oct**
- **2-Oct**
- **31-Oct**
- **1-Nov**
- **2-Nov**

**Notes:**

- Find completion date of all evaluations for initial evaluation.
- Date signed Notice and Consent for Initial Evaluation received in public agency.

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**Sixty-Day Calculation Chart for Indicator #1**

Please note the calculations included in this chart do NOT include leap years.
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* Sixty-Day Calculation Chart for Indicators

**Please note:** This calculation chart includes February 29 (leap year).
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<td>31-Dec</td>
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*PLEASE NOTE THIS CALCULATION CHART INCLUDES FEBRUARY 29 (LEAP YEAR)*
BREAK - 15 minutes
Fiscal Updates & Financial Responsibilities

Erika Richburg & Celeste Minor
Fiscal Agenda Items:

- Resource Materials Provided
- Special Education Financial Calendar
- High Cost Fund & Catastrophic Grants
- Focused Monitoring Components:
  - Allowable Costs (Written Procedures)
  - Coordinated Early Intervening Services
  - Proportionate Share for Equitable Services
  - Time & Effort
  - Inventory Management
- eGAP
Fiscal Resource Materials Provided

REMINDER:
Please stop by the resource materials table to sign for your copy of these books.
I've decided to make some new year's resolutions...

In April? You're a little late don't you think?

Not at all...

I have my own fiscal year!

Special Education Financial Calendar
High Cost Fund & Catastrophic Grants

**High Cost Fund**
Submission Timeline- October 31st & January 31st

**Catastrophic Funds**
Submission Timeline- On-going
Team will review the last week of each month

http://www.alsde.edu/sec/ses/Pages/fiscalinformation-all.aspx?navtext=Fiscal Information
Focused Monitoring Reminders:

- Allowable Costs (Written Procedures)
- Coordinated Early Intervening Services
- Proportionate Share for Equitable Services
- Time & Effort
- Inventory Management
Allowable Costs: Written Policies & Procedures for IDEA Grants
2 CFR Part 200

For Focused Monitoring regarding IDEA funds:

- Review the district’s current Written Policies and Procedures regarding Federal Funds which includes IDEA funds.

- Provide the completed Assurance Statement of Financial Management or Provide a comment regarding the absence of Written Policies and Procedures regarding Federal Funds.
Allowable Costs: IDEA Funds 200.405

- LEAs must use IDEA funds to pay excess costs of providing special education and related services.
- LEAs must make sure costs are necessary, reasonable and allowable.
- LEAs must follow regulations to ensure that funds are handled in a way that will meet all funding requirements (i.e. posting, bidding, recording, tracking, written procedures, guidelines, etc.)

IDEA grant funds that flow through to the LEAs may be used for:
- staffing
- educational materials
- equipment
- other expenses for providing special education and related services
- supplementary aids and services for children with disabilities

*Funds may only be used for special education purposes.
Focused Monitoring: CEIS
34 CFR § 300.646 & 300.226

http://www.alsde.edu/sec/ses/Fiscal%20Information/CEIS%20%20filliable%20form%202017.pdf
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.

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<tr>
<th>LEA</th>
<th>LEA Code</th>
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Please complete one of the following:

- **Identification Year**
  - Required: □
  - Reserved: 15% Amount $___________

- **Implementation Year**
  - Voluntary: □
  - % Reserved: ______ Amount $___________

Area in which the LEA was identified as having significant disproportionality? (CCEIS ONLY)

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

<table>
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<tr>
<th>Reporting Year</th>
<th>CCEIS/CEIS Tracking Documentation</th>
<th>Total #</th>
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<tbody>
<tr>
<td>Implementation Year One</td>
<td><strong>Implementation School Year</strong></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 EIS funds. These students are identified in the Implementation Year. Number of Students</td>
</tr>
<tr>
<td>Tracking Year Two</td>
<td><strong>School Year</strong></td>
<td>2. The number of non-identified students with disabilities in grades K-12 from the Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during the Implementation Year. This is an unduplicated count of students. Number of Students</td>
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<tr>
<td>Tracking Year Three</td>
<td><strong>School Year</strong></td>
<td>3. The number of non-identified students with disabilities in grades K-12 from Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during tracking year two. Number of Students</td>
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<td>4. The number of non-identified students with disabilities in grades K-12 from Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during tracking year three. 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: 


Focused Monitoring: Proportionate Share

Use this form if an LEA has NO Private Schools within the district.

http://www.alsde.edu/sec/ses/Pages/fiscalinformation-all.aspx?navtext=Fiscal Information
Focused Monitoring: Proportionate Share

The link to check for Private School status as non-Profit or for Profit: http://arc-sos.state.al.us/CGI/CORPNAME.MBR/INPUT
<table>
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<th><strong>Fiscal Year:</strong> 2017</th>
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**Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities**

**PART II (A) — WORKSHEET:** Calculate the Proportionate Share  
IDEA Part B (Fund Source 3210)

| A. Number of eligible children with disabilities enrolled in public schools within the LEA (include enrolled in public elementary and secondary schools, ages 3-21) | 5013 |
| B. Number of eligible parentally-placed children with disabilities ages 3-21 in private elementary and secondary schools located within the LEA, as of October 1st, total enrollment from child count of the previous school year (Note: proportionate share for parentally-placed private school children with disabilities is based on total children eligible, not children served) | 22 |
| C. Total Number of eligible children with disabilities, ages 3-21, as of October 1st, total enrollment from child count of the previous school year (A + B + C) (Note: proportionate share for parentally-placed private school children with disabilities based on total children eligible, not children served) | 5035 |
| D. Total LEA IDEA, Part B Allocation (Federal Flow-Through Funds) for the current fiscal year | $8,537,505.00 |
| E. Average Allocation per eligible child—Total LEA Allocation (Item D), divided by Total Number of eligible children with disabilities, ages 3-21 (Item C). (D / C = E) This number indicates the average allocation per eligible child of the LEA's subgrant | $1,895.63 |
| F. Amount of money to be expended by LEA on special education and related services. Average Allocation (Item E), multiplied by Number of eligible parentally-placed children with disabilities ages 3-21 in private elementary and secondary schools located within the LEA (Item B). (E x B = F) | $37,303.86 |

**PART II (B) — BUDGET DETAIL:**

Identify at least as many federal dollars that will be used to serve eligible parentally-placed private school students as are identified in Part II A-F, above.

**Reminders:**
- Child find activities and evaluation activities cannot be included as expenditures under the proportionate share.
- The line item amounts identified below indicate the type of service or materials provided and the type of line item is aligned with the eGAP budget application for Fund Source 3210, Section 611 funds. Any identified amounts below must be equal to the identified amount submitted by the school district in its eGAP application for funds under Fund Source 3210, Section 611 funds.
- Line items that may not be attributed to proportionate share services are shaded and no entries should be included in those line items for private school student proportionate share equitable services.
- The explanation section should provide sufficient detail to effectively document the proportionate share equitable services and/or materials provided, but should not provide information that could result in individual student identification because this form may be used to document spending to private schools and/or parents.
<table>
<thead>
<tr>
<th>LINE ITEM</th>
<th>Proportionate Amount for Fund Source 3210, Section 611 Funds</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Instructional/ Direct Service Staff</td>
<td>$45,511.92</td>
<td>The Private School Plan indicates a provision for speech therapy services.</td>
</tr>
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<td>3. Non-Instructional/ Support Staff</td>
<td>$</td>
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<td>4. Fringe Benefits</td>
<td>$8,974.95</td>
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<td>5. Contractual Services</td>
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<td>6. Supplies</td>
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<td>7. Travel</td>
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<td>8. Other</td>
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<td>9. Indirect Costs</td>
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<td>10. Equipment</td>
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<td><strong>Total Proportionate Share Amount to be Expended</strong></td>
<td><strong>$54,486.87</strong></td>
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Provision of Equitable Services to Children with Disabilities
Enrolled by Parents in Private Schools

Remember the process:

1. **CONSULTATION**—The LEA of location must invite and meet with the private school representative(s), and representatives of parent(s) of children with disabilities in private schools, to conduct a meaningful conversation about services. Be sure to have an agenda and a sign in sheet.

2. **EQUITABLE PARTICIPATION**—The private school must qualify as an elementary school or secondary school that is not for profit to qualify for equitable services/proportionate share. The LEA does have the final say in the services to be delivered but should consider the needs of the students in the private schools after meaningful consultation.

3. **CHILD FIND**—The LEA where the private school is located and the LEA where the child resides are responsible for conducting child find for parentally placed private school children.

4. **DATA COLLECTION & RECORD KEEPING**—LEAs are responsible for tracking who qualifies for services whether he/she attends a public school or not. LEAs are also responsible for child find for students who attend private schools.

5. **SERVICE PROVIDER**—Students who attend a private school in the LEA’s jurisdiction must be offered equitable services. Students who reside in one LEA and attend a private school in another LEA should be provided equitable services by the LEA where the private school is located. Note: These services are not required to be a free and appropriate education but must be equitable services. Unless the child is ages 3-5 and the parent places the child in a private school that meets the required definition of a public school then only equitable services are required. If a child is in a preschool program not connected to a state defined elementary school or secondary school then FAPE must be offered.

6. **TRANSPORTATION**—LEAs are encouraged to provide the equitable services at the private school. However, if services are not provided at the private school, the LEA is responsible for transportation to and from the service site.

7. **PROVISION OF SERVICES**—The final private school plan should be in writing and mailed to all the private school(s). Be sure to explain the reasoning for the decision(s) regarding the equitable services/proportionate share being provided to identified students. If the plan differs from the previous year submit the updated plan to the Administrator overseeing monitoring at ALSDE, SES & copy it to the Superintendent, Directors, Principals and Special Education staff.

8. **SERVICES PLAN OR IEP**—Each student receiving equitable services should have a service plan or an IEP.

9. **PROPORTIONATE SHARE**—To meet the requirements of IDEA, every year each LEA must expend a proportionate share of federal IDEA funds on equitable services for parentally placed private school children with disabilities. The form and formula for determining the proportionate share is provided by the ALSDE. After timely and meaningful consultation with representatives of parentally placed private school children with disabilities, each LEA must determine the number of parentally placed private school children with disabilities attending private schools located in the LEA and complete the Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities.

Resources: 34 CFR § 300.13; 34 CFR § 300.137 (a); 33 CFR § 300.132 and AAC, Chapter 290-8-9, Special Education Services page 565

October 2016
Focused Monitoring: Time & Effort 34 CFR §200.430

- Is required when IDEA Part B Program funds are used for salaries of district employees.
- *Not* used with Contracted Workers.
Time & Effort:
A) 100% Semi-Annual Certification

Semi-Annual Certification

- Completed at least every six (6) months
- Completed after work has concluded
- Signed by an employee or supervisor with firsthand knowledge of the activity performed
- Accounts for the total activity for which employee is compensated
Who Must Complete a PAR?

- **All** employees paid with federal funds and multiple cost objectives but must also look at the work being done.
- **Some** employees paid with non-federal funds (when salaries are split/match funded)
- Not Contracted Workers

Documentation Required Personnel Activity Reports (PAR)

- Completed at least monthly
- Finalized after work completed
- Accounts (dollar amount or percentage) for the total activity for which employee is compensated
- Must coincide with one or more pay period(s)
- Reconcile-make adjustments so that the final amount charged is accurate, allowable and properly allocated.
### County Schools

#### Time & Effort
2015-2016

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**Example:**

- **Name of Employee:**
- **Month:** August 2016
- **Total Hours Worked:** 100.00
- **Employer:** [Signature]
- **Supervisor:** [Signature]
Inventory and Property Management Requirements that must adhere to the following, if the item purchased is less than $5,000.00:

- Property records must be maintained that include a description of the property, a serial number or other identification number, the Federal award in which it was acquired, the location, use and condition of the property and any ultimate disposition date.

- A physical inventory must be taken of the property and the results reconciled with the property records at least every two years.

- A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft must be investigated.

- If the non-Federal entity is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

- Disposition regulations must be followed.
### Focused Monitoring: Inventory Management

**Example**

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Every item on the Budget Matrix should be addressed and explained in the Improvement Planning or “the narrative”.

When SES reviews the application we go to “Funding Application” because it lists every item that must be cross referenced. A good practice once the LEA has completed the application is to go to the bottom of funding application sections, right click on the last printer on the right hand side and click open link in a new tab to print your application. When SES reviews the application with the LEA it is easier to review in the printed form.

Also, it is very helpful if special education funds have individual strategies and actions and are not listed with other funding sources. However, it is okay to list IDEA Part B and Preschool funds together. See the next page.
1.2.7 Administrative

Action Step Details

Description:
Support administration expenses to include salaries, related fringes, and a prorated share of auditing expenses as noted per each program. TITLE I: Auditing (6190-323 $1500), 1 Federal Programs Coordinator (.95 FTE) (6220-081 $82,372), 1 Federal Programs Administrative Assistant (.70 FTE) (6220-083 $51,584), Office Supplies (6220-361 $500), Publications (6220-424 $1500) Computer Hardware (6220-495 $4,000), TITLE I C: Auditing (6190-323 $100), TITLE III: Auditing (6190-323 $100), IDEA Part B: SPECIAL EDUCATION Secretary 1.0 FTE salary and benefits (50,000) purchased services (1200) Administrative materials and supplies (500)

Performance Measures

The percentage of students in the aggregate and for each subgroup who are at or above the proficient level in reading/math on the state’s assessment will increase by 7%.

Grant Relationships

<table>
<thead>
<tr>
<th>Grant</th>
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<tr>
<td>Title I A, Schoolwide</td>
<td>$265,225</td>
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<td>Title I C</td>
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<tr>
<td>Special Education, Part B IDEA</td>
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</table>
Diving into the LEA’s eGAP application

On the left hand side of the screen click on Improvement Planning.

Once the page opens, make sure you are in the correct fiscal year, 2018, and then click on SYSTEM PLAN. The next page to open will start with Challenging Curricula. Under this item is a Fiscal Resource Box. The box should have the Program-Special Education listed and the allocation for Part B-IDEA and IDEA Preschool. The amounts listed must match your total allocation for Part B and for Preschool.
Following the Resource Box are Strategies and Action Steps that should align with the budget matrix. The strategy should provide:

**Description** - How the funds will be used and the **purpose** of the funds. It should state that the funds are being used for students with special needs.

**Performance Measures** - The measure should address the description of how the funds will be used and how the use of the funds will be measured. The measure should align with the description. For example, a description may state that funds will be used for the salaries and benefits of personnel to serve students with disabilities who require special transportation (it is okay to name the personnel by title and funding percentage). Another example, of a Performance Measure may be that the personnel will provide the required transportation support per the IEP and it will be measured through the personnel’s ability to support the successful transport of the student(s), student(s) attendance, and student(s) lack of discipline reports. The measure should not be limited to this example but gives guidance as to how the measure should tie back to the description.

**Estimated Costs** - Should be a close estimate of what the item will cost if not the exact amount.

**Grant Relationships** - List if it is IDEA Part B or Preschool or both.
An Action Step follows the Strategy. The action step typically provides a narrower view of the description, performance measure and estimated costs.

So to review...

Again the Description should state what is going to be done with the funds to help students with special needs and the Performance Measure should specifically measure what the funds are being used for (this description should be more specific than the one in the Strategy) and then the Estimated Costs should closely match or be exact with the Budget Matrix. The Grant Relationship(s) must be listed.
Many LEAs include in the Description or the Grant Relationship exactly how the funds align with the Budget Matrix. For example, if the Action Step states Administrative Support then the description or the grant relationship will state (2300-2399)/(010-199). By stating which fund the action step is referencing in the Budget Matrix, there is less confusion when the fiscal team has to cross reference the application. Below, the Improvement Plan references the codes in the Budget Matrix. This practice supports a more cohesive process and faster eGAP approval.

EXAMPLE INDICATING BUDGET MATRIX ALIGNMENT

Description:
Funds will be used to hire nine (9) special education teachers at the Elementary and Middle school level to educate and implement the IEPs of students with special needs. ($517,358) = Teacher salary 1100-010/199 ($351,936), benefits 1100-200/299 ($156,422) **Amendment #1 ($550,773.10) = Teacher salary 1100-010/199 ($379,849), benefits 1100-200/299 ($161,924.10) **Amendment #2 No Change
2.1) Preschool Program
Action Step Details
Description:
Provide one (1)-(9140-FTE-.24 Part B IDEA) (9140-FTE-.49-IDEA Preschool) teacher and three (3) support personnel (9140-FTE-3- IDEA Part B) to assist with instruction and evidence based programs for preschool children with disabilities to foster prevention and early intervention services to develop reading and math skills. Teacher and support personnel salary and fringes.
Performance Measures
Increase readiness proficiency levels in reading and math for students with special needs by 2%. Observation of behavior, language, socialization and other readiness skills will be documented during the program.
Estimated Costs
Grant Relationships
Grant Notes
Special Education
IDEA Preschool Notes
Special Education, Part B-IDEA Notes

$35,017 Salary/Fringes .49 FTE

$109,188 Salaries/Fringes 3.24 FTEs
How to view the eGAP application in the same format as the SES...

On the left hand side click on Funding Application and then choose Special Education (4th down on the left). That page lists the entire application excluding any items the LEA uploaded into the Document Library. For example, it lists your View Status/Comments History Log, Allocations, Budget (which is the budget matrix), Budget Details (which is Personnel, FTEs and the Improvement Planning) and other pages. It will also show if there are alerts or warnings.
Personnel and FTEs: Figure your FTEs based upon the percentage paid with idea funds and the personnel in whole numbers. For example, a teacher paid .10% is recorded as .10% in FTEs in *instruction, certified* and as a one (1) in the Personnel in *instruction, certified*. Remember to list what “other” is and that anyone hired on contract, that you do not pay benefits to, does not go on this page.
This year documents of various types related to fiscal requirements will be placed by the LEA under the LEA’s document library or under the related documents. There will be more information forthcoming.
Congratulations....

You have reached the finish line!!!

ALSDE, Special Education Services, Fiscal Team is always willing to help, support and resolve any fiscal issues. You may call Celeste Minor or Erika Richburg at 334-242-8114. Thank you!
LUNCH
THANK YOU
LEXIA LEARNING!
Preschool Reminders & Updates
EI to Preschool (Indicator 12)

✓ Please do not wait until September to check your EI to Preschool Tracking log for completeness and accuracy.

✓ Children transitioning from Early Intervention must have an eligibility and IEP in place by their 3rd birthday.

✓ If no Referral meeting was held for ANY reason, the child should not be on the EI to Preschool Tracking Log.

✓ Parental referrals should not be on the Log.

✓ OSEP target is 100%. Indicator 12 is included in both System Determination and the Data Scoring Rubric for monitoring.
EETS will be mechanism for Indicator 7 data collection for SY 17-18.

Why use the EETS?
- Increase accountability
- Ensure ELPP completed with fidelity
- Allow LEAs to view and analyze data

Submission date for EETS spreadsheet will be June 1, 2018.

ELPP data reporting is an OSEP requirement.
Related Services

- Related Services include: Speech, PT, OT, interpreting, psych. services, recreation, counseling, O&M, school nurse, social work, parent training, transportation, etc.

- If a child is eligible in any of the 13 disability areas, there is NO eligibility criteria required for any related service.
  - This is an IEP Team decision based on the child’s needs.
  - Standard scores must be considered, but do not have to be below 70 for a child to receive any related service.
“(b) The LEA where a child with a disability resides is responsible for offering FAPE to a child with a disability. However, should a parent unilaterally place their child in a day-care center or other program outside of the jurisdiction of residence, the LEA of residence is not responsible for providing FAPE if appropriate services are available in the LEA of residence. If the LEA where the parent unilaterally placed the child has a policy of accepting children from outside its jurisdiction, it will be responsible for ensuring that FAPE is provided to these children in accordance with the LEA’s out of district policies. If not, these children would not be entitled to receive FAPE from the LEA where the day-care center or other program is located.” (p.562, AAC)
Preschools Located in Other LEAs

- LEA of residence must **make FAPE available** in the LEA.
  - work with parents, family, friends, etc. to get child to the LEA for services if possible.

- LEA of residence is not obligated to send staff into another LEA to provide services.

- **IF** the LEA of school location accepts out-of-district students, it should provide FAPE.
English Learners and the Special Education Process may be found at www.alsde.edu under Special Education Services, Subject Resources.

• Includes: home language questionnaires, language of assessment, use of interpreters, preschoolers, assessment materials, standardized assessment, nonverbal assessment, documentation, social-emotional, adaptive functioning, determining eligibility, and special education vs. EL services
Upcoming PD

2017 EI to Preschool Conference
October 23-25, 2017
The Westin, Huntsville

Presenters include:  Liz Huntley, Esq.
Robin McWilliam, Ph.D.
Phuong Palafox, MS, CCC-SLP
Julie Weatherly, Esq.
ALSDE SES Staff
Preschool & EL Goodies

Access Guide to Early Childhood Services for Children and Families Prenatal Through Age 5

Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students

Battelle Developmental Inventory - 2, Spanish Edition (BDI-2 Spanish)
- Includes Normative Updates Examiners Manual that may be used with the BDI-2 NU
- May be given using a bilingual examiner or by an interpreter in cooperation with, or under the supervision of, an English-speaking examiner
- Child may complete items in English and the parent may be interviewed in Spanish (if that is more comfortable for them).
- Any structured items missed in English, are readministered in Spanish to determine the child’s maximum developmental level
BREAK - 20 minutes
Diploma Pathways, Certification & Transition Updates

Cindy Augustine
Currently, there remain three pathways to one Alabama High School Diploma (AHSD).

- General Education Pathway
- Essentials Pathway
- Alternate Achievement Standards Pathway

The Essentials and Alternate Achievement Standards (AAS) Pathways are only available to students identified with a disability under the *Individuals with Disabilities Education Act* (IDEA).
So what has currently changed?

1. Only students with disabilities are allowed to enroll in Essentials classes, beginning the 2017-2018 school year.
2. Any student who took/takes an Essentials or AAS course will not be counted as a graduate in the U.S. Department of Education’s Four-Year Adjusted Cohort Graduation Rate. They instead count as a completer.
Where is this documented?
The Every Student Succeeds Act (ESSA) allows for a state-defined alternative achievement standards diploma. The ALSDE is pursuing this option. The diploma must meet certain requirements:

- Be standards-based
- Be aligned with state requirements for a regular diploma
- Be obtained during FAPE Period
In preparation as we move forward:

- Course content for the non-core requirements has been determined by a task force in July 2017 and will be available in Spring 2018.
- Alabama Alternate Achievement Standards (formerly Extended Standards) are being developed in September 2017.
The *Every Student Succeeds Act* (ESSA) did away with the highly qualified provisions under *No Child Left Behind Act* (NCLB). Several memorandums have gone out documenting the changes that were made to certification requirements as a result of this change.
Memorandum FY17-2066
May 2, 2017

Sets out the requirements for those teaching AAS courses:

• Collaborative Special Education Grades K-6
• Collaborative Special Education Grades 6-12
• Early Childhood Special Education Grades P-3
• Special Education Grades P-12, excluding gifted
Sets out the requirements for those teaching Essentials core courses, beginning in 2018-2019:

- Certification for Grades 6-12 with an endorsement appropriate for the core content area course being taught, or

- Certification in Special Education for Grades 6-12 or P-12 with an endorsement appropriate for the core content area course being taught.
Memorandum FY17-2077
August 25, 2017

Memorandum outlines the requirements for Special Education paraprofessionals:

- **Instructional paraprofessionals** must have a H.S. diploma and one of the following:
  - Successful completion of at least 48 semester hours of study at an institution of higher education, or
  - An Associate’s Degree documented on an official transcript from an accredited institution of higher education, or
  - Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.

- **Personal Care paraprofessionals**, who do not provide instructional support are only required to have a Secondary school diploma or its recognized equivalent.
## Transition Team Responsibilities

**As of 5/8/2017**

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Responsibilities for Transition</th>
</tr>
</thead>
</table>
| **Cindy Augustine**  
cavigutine@alpca.edu  
334-242-9166   | Diploma Pathways - all core  
Curriculum/Standards - all  
Teacher Certification/Courses Codes  
CTE/IMR Liaison  
Young Adults in Transition (YAT) Facilitator  
Governor’s Youth Leadership Forum Liaison  
State Interagency Transition Team (SITT) Facilitator  
Family Engagement  
Transition Landing Page (backup)  
Transition to Success  
SITT Member  
Transition IEP Training  
Transition Coalition Self-Study Team member  
Transition to Success  
Community Transition Team Assessment  
Technical Assistance Team for Transition  
Self-Determination/Self-Advocacy |
| **Susan Goldthwaite**  
goldthwaite@alpca.edu  
334-242-3114   | Diploma Pathways - AAS  
ADES Liaison  
Post-Secondary Transition Programs Liaison (Crossing Points,  
TWC/College, etc.)  
Alabama Adequate Achievement Standards  
Employment First Liaison  
CC Council Liaison  
Family Engagement  
Project SEARCH  
SITT Member  
Transition IEP Training  
Transition Coalition Self-Study Team member  
Transition to Success  
Community Transition Team Assessment  
Technical Assistance Team for Transition  
Self-Determination/Self-Advocacy |
| **Lorey Miles**  
lmiles@alpca.edu  
334-242-3114   | PLU for Transition Training  
Transition Landing Page (primary)  
SITT Member  
Transition IEP Training  
Diploma Pathways - General Education  
Transition Coalition Self-Study Team member  
Family Engagement  
Community Transition Team (Logistics/Organization) |
New or Recently Completed Projects

Transition Landing Page

Transition Engagement Series
1: Professionals
2: Parents
3: Student (in development)
New or Recently Completed Projects, continued

Reorganization of the State Interagency Transition Team (SITT)

Alabama’s Self-Determination Conference for Youth with Disabilities - Gardendale, AL September 19, 2017, sponsored by SITT
New or Recently Completed Projects, continued

Transition Tidbits

- Six released during 2016-2017 school year
- More coming 2017-2018 school year, including some from other agencies
EngageAlabama - Transition App

• A collaboration between ALSDE, ADRS, and the DD Council.

• Available in both web and app formats (Android and IOS)

• An informal transition assessment, completed by the student, that generates a student report used for providing input into his or her IEP meeting
FOCUSED MONITORING: A Step Towards Continuous Improvement.

Alicia Hodge
FOCUSED MONITORING

A Step Towards Continuous Improvement
Results Driven Accountability

With Results Driven Accountability (RDA), State Education Agencies (SEAs) must work on improving educational results and functional outcomes for students with disabilities by being proactive and collaborative.
Results Driven Accountability

The SES Focused Monitoring provides an effective system of general supervision to:

1) Support practices that improve educational results and functional outcomes

2) Use multiple methods to identify and correct noncompliance within one year

3) Use mechanisms to encourage and support improvement and to enforce compliance.
Who is on the Monitoring Train?
Two Reasons your LEA is being Monitored

• Your LEA is on the 5-year Cyclical Monitoring Schedule.

• The Risk Assessment score for your LEA was in the top 15%.
  - The top 15% of the 137 LEAs throughout the State will be on the Compliance Monitoring Schedule.
5 Year Compliance Monitoring Cycle

2016-2017
Attalla City
Blount County
Coffee County
Colbert County
Covington County
Elba City
Franklin County
Hale County
Jefferson County
Lauderdale County
Madison County
Oxford City
Oneonta City
Opp City
Pelham City
Pike Road City
Russell County
Selma City
Sumter County
Talladega City

2017-2018
Arab City
Auburn City
Autauga County
Bessemer City
Bibb County
Boaz City
Butler County
Birmingham City
Chilton County
Cullman County
Daleville City
Decatur City
Dothan City
Elmore County
Escambia County
Ft. Payne City
Gadsden City
Huntsville City
Jacksonville City
Lee County
Limestone County
Linden City
Marion County
Montgomery County
Mobile County
Monroe County
Ozark City
Saraland City
Talladega County
Tallapoosa County
Thomasville City
Pike County
Washington County
Winfield City
Winston County

2018-2019
Barbour County
Bullock County
Calhoun County
Chambers County
Chickasaw City
Choctaw County
Clay County
Conecuh County
Coosa County
Dale County
Demopolis City
Eufaula City
Fayette County
Florence City
Greene County
Guntersville City
Homewood City
Leeds City
Macon County
Madison City
Midfield City
Morgan County
Muscle Shoals City
Pickens County
Randolph County
Walker County

2019-2020
Anniston City
Dallas County
Enterprise City
Fairfield City
Geneva City
Geneva County
Haleyville City
Hoover City
Houston County
Jackson County
Jasper City
LaGrange City
Lawrence County
Marshall County
Mesa City
Pell City
Perry County
Phenix City
Piedmont City
Roanoke City
Scottsboro City
Sheffield City
Shelby County
Saruma City
Tarrant City
Tuscaloosa County
Tuscumbia City
Wilcox City

2020-2021
Alabaster City
Albertville City
Alexander City
Andalusia City
Athens City
Baldwin County
Brevard County
Clarke County
Cleburne County
Cherokee County
Crenshaw County
Cullman City
DeKalb County
Dekalb County
Etowah County
Hartselle City
Henry County
Lamar County
Lowndes County
McCurtain County
Mt. Brook City
Opelika City
Russellville City
St. Clair County
Sylacauga City
Tallassee City
Troy City
Trussville City
Tuscaloosa City
Vestavia Hills City
Winfield City
# 5 Year Compliance Monitoring Cycle

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Risk Based System

- Beginning with school year 2016-2017, the ALSDE will use a risk-based system to identify systems that will participate in Compliance Monitoring.

- Beginning with school year 2017-2018, each LEA will be assigned a level of risk using the Special Education Risk Rubric.
Assessment of Risk

Each LEA will receive a data scoring rubric indicating the LEA’s risk score.

Scoring Elements

1. Data Integrity
2. Results Indicator Data
3. Fiscal Data
4. Determination Status
5. Other (e.g., Coordinator/Director Experience)
## Data Scoring Rubric

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<th>RISK SCORE</th>
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<td>Post School Outcomes (Indicator 14b)</td>
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<td><strong>FISCAL DATA</strong></td>
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<td>Subgrants/Financial Support - Timely Submission [34CFR§300.700 &amp; 300.705]</td>
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<td>Needs Intervention (NI) or Needs Substantial Intervention (NSI)</td>
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<td>Needs Assistance (NA)</td>
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<tr>
<td>Meet Requirements (MR)</td>
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<td><strong>Maximum Points</strong></td>
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</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>New Special Education Director/Coordinator</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>0-5 Years Experience</td>
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<td>5-10 Years Experience</td>
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<tr>
<td>&gt; 10 Years Experience</td>
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<td><strong>Maximum Points</strong></td>
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<tr>
<td><strong>OVERALL SCORE</strong></td>
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## Data Scoring Rubric Matrix

<table>
<thead>
<tr>
<th>Risk</th>
<th>Low Risk</th>
<th>Medium Risk</th>
<th>High Risk</th>
<th>Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td></td>
<td></td>
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<tr>
<td>Low Points</td>
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<td>High Points</td>
<td># of Items</td>
<td>Max Points</td>
<td></td>
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<tr>
<td>Data Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Count</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Student Evaluated w/in 60 Day Timeline</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Part C to B Transition</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Transition</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Early Learning Progress Profile</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>TOTAL/RANGE</td>
<td>0-2</td>
<td>n/a</td>
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### Results Indicator Data

<table>
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<tr>
<th>Indicator</th>
<th>Low Points</th>
<th>Medium Points</th>
<th>High Points</th>
<th># of Items</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>Dropout Rates (Indicator 2)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>LRE-Inside general education 80% or more of the day (Indicator 5a)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>LRE-Inside general education b/w 40 and 79% of the day (Indicator 5b)</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>LRE- Separate (Indicator 5c)</td>
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<tr>
<td>Preschool LRE (Indicator 6a)</td>
<td>0</td>
<td>1</td>
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<td>1</td>
<td>2</td>
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<tr>
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<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Preschool Outcomes (Indicator 7b1)</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Preschool Outcomes (Indicator 7b2)</td>
<td>0</td>
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<td>2</td>
<td>1</td>
<td>2</td>
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<td>2</td>
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<td>Parent Involvement (Indicator 8)</td>
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<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Postschool Outcomes (Indicator 14a)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Postschool Outcomes (Indicator 14b)</td>
<td>0</td>
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<td>2</td>
<td>1</td>
<td>2</td>
</tr>
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<td>TOTAL/RANGE</td>
<td>0-5</td>
<td>6-12</td>
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### Fiscal Data

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<th>Low Points</th>
<th>Medium Points</th>
<th>High Points</th>
<th># of Items</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>Single Audit Review (Federal IDEA Findings/Corrections) [2CFR Part 200]</td>
<td>0</td>
<td>7.5</td>
<td>15</td>
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<td>Comprehensive Coordinated Early Intervening Services, CCEIS [34CFR 300.226]</td>
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<td>1</td>
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<td>Subgrants/Financial Support-Timely Submission [34CFR 300.700&amp;300.705]</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td>Subgrants/Financial Support- Corrections Required [34CFR 300.700&amp;300.705]</td>
<td>0</td>
<td>7.5</td>
<td>15</td>
<td>1</td>
<td>15</td>
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<td>Allocations of Funds-use of funds</td>
<td>0</td>
<td>1</td>
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<td>TOTAL/RANGE</td>
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### Determinations

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<th>Determination</th>
<th>Points</th>
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<tr>
<td>Needs Intervention (NI) or Needs Substantial Intervention (NSI) = 30 points</td>
<td>30</td>
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<tr>
<td>Needs Assistance (NA) = 20 points</td>
<td>20</td>
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<tr>
<td>Meets Requirements (MR) = 10 points</td>
<td>10</td>
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<td>TOTAL/RANGE</td>
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### Other

#### New Special Ed Director/Coord.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Points</th>
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<tr>
<td>0-5 years Experience</td>
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<tr>
<td>5-10 years Experience</td>
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<tr>
<td>&gt; 10 years Experience</td>
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<td>TOTAL/RANGE</td>
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### OVERALL SCORE

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<td>0-33</td>
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### Special Education Risk Rubric

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<td>Child Count</td>
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<tr>
<td>Student Evaluated w/60 Day Timeline</td>
<td>0-1</td>
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<tr>
<td>Part C to B Transition</td>
<td>0-1</td>
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<tr>
<td>Secondary Transition</td>
<td>0-1</td>
</tr>
<tr>
<td>Early Learning Progress Profile</td>
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**Maximum Points** 5

<table>
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<tr>
<th>Scoring Element</th>
<th>Risk Score</th>
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<tr>
<td>Results Indicator Data</td>
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<tr>
<td>Dropout Rates (Indicator 2)</td>
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<tr>
<td>LRE – Inside General Education 80% or More (Indicator 5A)</td>
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<td>LRE – Inside General Education Less than 40% (Indicator 5B)</td>
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<td>LRE – Separate Schools, Residential Facilities (Indicator 5C)</td>
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<td>Preschool LRE (Indicator 6b)</td>
<td>0-2</td>
</tr>
<tr>
<td>Preschool Outcomes (Indicator 7a2)</td>
<td>0-2</td>
</tr>
<tr>
<td>Preschool Outcomes (Indicator 7b2)</td>
<td>0-2</td>
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<tr>
<td>Preschool Outcomes (Indicator 7c2)</td>
<td>0-2</td>
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<tr>
<td>Parent Involvement (Indicator 8)</td>
<td>0-2</td>
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<td>Post School Outcomes (Indicator 14A)</td>
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<td>Post School Outcomes (Indicator 14B)</td>
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**Maximum Points** 24

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**Maximum Points** 36

### Determinations

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<tr>
<td>Needs Assistance (NA)</td>
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<tr>
<td>Meet Requirements (MR)</td>
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**Maximum Points** 30

### New Special Education Director/Coordinator

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<tr>
<td>5-10 Years</td>
<td>3</td>
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<tr>
<td>More than 10 Years</td>
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**Maximum Points** 5

### Overall Score Maximum Points

100
<table>
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<th>Score</th>
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<td>Medium Risk</td>
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<tr>
<td>High Risk</td>
<td>&gt; 67</td>
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</table>
FOCUSED MONITORING

2016-2017

System Profile/Fiscal Review

Must be completed by October 20, 2017
Compliance Monitoring

LEA Accounting

Special Education

Federal Programs

Career Tech

Prevention and Support

Focused Monitoring
Self Assessment Monitoring

• There are two self-assessments that **must** be submitted annually to the ALSDE Office of Supporting Programs.

• **All** LEAs will download and answer the Self-Assessment Manual (Part I and Part II).

  **Keep on file at the LEA.**
Self Assessment Monitoring

LEA’s are required to submit a signed Document of Assurance to the ALSDE no later than September 15 of each year.
Focused Monitoring

Local Special Education Plan

- System Profile
- Student Services
- Focused Review
- Technical Assistance
- Desk Audit
- Local Special Education Plan
LOCAL SPECIAL EDUCATION PLAN

• All LEAs must have an Special Educational Plan on file with Special Education Services (SES).

• If you update your Special Education Plan you must submit the plan to SES for approval.
FOCUSED MONITORING

System Profile

- Focused Review
- Student Services Review
- Technical Assistance
- System Profile
- Local Special Education Plan
- Desk Audit
SYSTEM PROFILE/FISCAL REVIEW

• The SES will review all 9 items of the System Profile for LEAs that are on the Compliance Monitoring Schedule.

1. Child Find Activities  
2. Private Schools  
3. Surrogate Parents  
4. Inservice Training  
5. Personnel Certification/Licensure  
6. Non-English Speaking Students  
7. Least Restrictive Environment  
8. Current Data Information  
9. Fiscal Information
SYSTEM PROFILE/FISCAL REVIEW

• Documentation must be uploaded in AdvancED ASSIST for all 9 items.

• Two weeks prior to ALSDE Compliance Monitoring on-site visit the LEA will complete System Profile in ASSIST.
9. FISCAL REVIEW

All Items in the Fiscal Information Section 9 must be responded to. Documentation must be uploaded in ASSIST for items:

- 9a. Single Audit Review
- 9f. Comprehensive Coordinated Early Intervening Services (CCEIS)
- 9h. Time and Effort
- 9i. 100% Certification Documentation or Single Cost Objective
- 9j. Inventory/Property Management
FOCUSED MONITORING

- Focused Review
- Student Services Review
- Local Special Education Plan
- Desk Audit
DESK AUDIT

• Five weeks prior to ALSDE compliance monitoring:
  - SES will conduct a Desk Audit for LEAs that are on the Compliance Monitoring Schedule.

• A desk audit consists of a review of 25 records in SETS. (additional records may be reviewed)

• Findings of Noncompliance Report will be developed.
DESK AUDIT

• Two weeks prior to ALSDE compliance monitoring on-site visit SES will review the findings of noncompliance with the Special Education Coordinator/Director.
DESK AUDIT

After SES staff reviews the area(s) of noncompliance with the Special Education Coordinator/Director:

• The LEA will have **30** days to correct any findings.

• The LEA will develop a Corrective Action Plan (CAP).
FOCUSED MONITORING

Student Services Review

Focused Review
Student Services Review
Desk Audit
Local Special Education Plan
Focused Monitoring
STUDENT SERVICES REVIEW (SSRs)

The SSRs consist of a case-based review method to:

- Appraise the current status of selected students.
- Determine the adequacy of performance of key service functions.
**STUDENT SERVICES REVIEW (SSRs)**

- For LEAs with 2,500 or less students with disabilities six (6) students will be selected for SSRs.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of SSRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,501 – 3,500</td>
<td>7</td>
</tr>
<tr>
<td>3,501 – 4,500</td>
<td>8</td>
</tr>
<tr>
<td>4,501 – 5,500</td>
<td>9</td>
</tr>
<tr>
<td>5,501 – 6,500</td>
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</tr>
<tr>
<td>6,501 – 7,500</td>
<td>11</td>
</tr>
<tr>
<td>Over 7,500</td>
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</tr>
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</table>
STUDENT SERVICES REVIEW (SSRs)

• Three weeks prior to ALSDE compliance monitoring on-site visit the LEA will be notified by SES of the students selected for SSRs.

• The LEA will schedule interviews for SSRs.

• Two weeks prior to ALSDE compliance monitoring on-site visit SES will conduct SSRs.
FOCUSED MONITORING

Focused Review

Student Services Review

Local Special Education Plan

Desk Audit
FOCUSED REVIEW

• Six weeks prior to ALSDE compliance monitoring on-site visit SES will conduct LEA-At-a-Glance (1)

• A potential hypothesis(es) will be developed by SES staff.

• Four weeks prior the Regional Specialist contacts the LEA Special Education Coordinator/Director to provide the probing questions and indicator verifications
## SES and LEA Activities Prior to On-Site Visit

<table>
<thead>
<tr>
<th>Weeks Prior to On-Site Visit</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Six Weeks</strong></td>
<td>ALSDE,SES staff conducts Pre-Staffing (LEA-At-a-Glance)</td>
</tr>
</tbody>
</table>
| **Five Weeks**               | ALSDE,SES pulls a random sample of students for the desk audit  
ALSDE,SES conducts Record Reviews |
| **Four Weeks**               | The Regional Specialist contacts the LEA Special Education Coordinator/Director via email to provide:  
- Probing Questions  
- Indicator Verification |
| **Three Weeks**              | ALSDE,SES will send names of students identified for the Student Services Reviews (SSRs)  
The LEA schedules the interviews for SSRs |
| **Two Weeks**                | The LEA must submit responses to the Probing Questions and submit Indicator Verification data  
LEA must complete the System Profile/Fiscal Review and upload required documentation in AdvancED ASSIST  
ALSDE,SES conducts SSRs |
| **One Week**                 | ALSDE,SES staff meets to discuss findings:  
- Desk Audit  
- Probing Questions  
- Indicator Verification  
- SSRs |
FOCUSED REVIEW

• One week prior to ALSDE compliance monitoring on-site visit SES staff will review the following data:

  LEA-At-a-Glance (2)
  o Desk Audit
  o Probing Questions
  o Indicator Verification
  o Student Services Reviews
### Week of the On-Site Visit | Activities
---|---
**Day One** | ALSDE, SES staff travels to the LEA
ALSDE, SES staff meets with the Coordinator/Director to review the week’s activities:
- Plan interview schedules for all Student Services Reviews (SSRs)
- Identify date and time of Exit Conference
The Team Leader and LEA Regional Specialist will meet with the Special Education Coordinator/Director to review the Findings of Noncompliance Report from the Desk Audit
The Team Leader and LEA Regional Specialist will meet with the Special Education Coordinator/Director to review any findings of noncompliance from the System Profile/Fiscal Review
ALSDE, SES staff will review the following items for students selected as SSRs:
- The LEA’s official records on the student (Eligibility, IEP, etc.)
- Documentation requested for the SSR (Attendance records, Discipline records, recent progress reports/report card, student’s current schedule, SSR interview schedule, etc.)

**Day Two** | The Special Education Coordinator/Director will check with the school’s administrator, case managers, parent(s), etc. to assure the interviews are on scheduled in a timely manner.
The Team Leader is responsible for ensuring each days completed SSRs are faxed to the ALSDE, SES office
After all reviews are conducted, SES staff members and the Special Education Coordinator/Director will collaborate on the following:
- Conducting SSRs during the day
- Scheduling SSRs for the following day

**Day Three** | Special Education Coordinator/Director will check with the school’s administrator, case managers, parent(s), etc. to assure the interviews are scheduled for the day
ALSDE, SES staff members will conduct the scheduled SSRs
The Team Leader will make sure all documents from the SSRs conducted are faxed to the ALSDE, SES office
After all reviews are conducted, ALSDE, SES staff members and the Special Education Coordinator/Director will collaborate on the following items:
- Conducting SSRs during the day
- Reviewing the schedule for the Exit Conference
The final SSR report is compiled and emailed to the Team Leader and LEA Regional Specialist

**Day Four** | Exit Conference Meeting in the LEA
FOCUSED MONITORING

Technical Assistance

- Focused Review
- Technical Assistance
- System Profile
- Student Services Review
- DesK Audit
- Local Special Education Plan
TECHNICAL ASSISTANCE

Universal
- Examples
  - News You Can Use; Webinars

Targeted
- Examples
  - Regional Trainings

Intensive
- Examples
  - Face-to-Face contact determined by identified area(s) of focus
For More Information:
ahodge@alsde.edu

334-242-8114
HAVE A TERRIFIC YEAR!

Alabama State Department of Education
Special Education Services
P.O. Box 302101
50 North Ripley Street
Montgomery, Alabama 36130-2101
Telephone: (334) 242-8114
FAX: (334) 242-9192
EMAIL: speced@alsde.edu
TDD: (334) 353-1031
www.alsde.edu/sec/SES