SPECIAL EDUCATION SERVICES
Back to School Workshop

Renaissance Montgomery Hotel
August 23, 2018
Opening Remarks

Dr. Daniel Boyd
Ms. Crystal Richardson
SES Staff
DISPUTE RESOLUTIONS

BERNICE RUSH-HARRISON

DR. DALEE CHAMBERS

SPDG DIRECTOR

THERESA FARMER
MONITORING TEAM

REGINA SANKEY
DATA ANALYST

ALICIA HODGE
ADMINISTRATOR
REGION SPECIALIST CONTACT - TEAM A

LEROY MILES

SHEILA BOLLING

STEPHANIE FRUCCI
TRANSITION TEAM

Leroy Miles
Susan Goldthwaite
Gwen Preston
Susan Williamson
Cindy Augustine
FISCAL TEAM

CURTIS GAGE
CELESTE MINOR
ERIKA RICHBURG
ADMINISTRATOR
SABRINA MAY
CAMILLA GIBSON
Hot Topics

Ms. Crystal Richardson
3. Find \( x \).

Here it is.
Draw a plant cell and identify its most important parts.

No Windows

Iron bars
10. How might Colombia solve the problem of guerrillas trying to control the country?

If a country can't figure it out, how can I?
City and County Jails
Private Schools
The man can rub.
(rub, run, rug)

The man pet the dog.
(fit, hit)

You should not hit dogs.

The fox ran.
(fog, fox, for)
1. Why are there rings on Saturn?

Because God liked it, so he put a ring on it. Saturn was NOT a single lady.
Paraprofessionals
Summary Question

19. Overall, how would you rate your learning experience in this course?

In the space below please write any overall comments about this course or instructor not covered above.

If I had one hour to live, I’d spend it in this class because it feels like an eternity.

Additional Questions (if separate sheet is provided)

20  1 2 3 4 5  23  1 2 3 4 5  26  1 2 3 4 5  29  1 2 3 4 5  32  1 2 3 4 5
21  1 2 3 4 5  24  1 2 3 4 5  27  1 2 3 4 5  30  1 2 3 4 5  33  1 2 3 4 5
22  1 2 3 4 5  25  1 2 3 4 5  28  1 2 3 4 5  31  1 2 3 4 5  34  1 2 3 4 5
You can't just shut your mouth, you don't want to answer.
Seclusion and Restraint
SLI
Preschool
DD
Ms. Stephanie Frucci
SLPs and SLPAs: Hiring vs. Contracting

**Hiring:**

- An SLP with a teaching certificate (A or B) in Speech-Language Pathology may be hired.

- An SLP must have licensure from the Alabama Board of Examiners for Speech-Language Pathology and Audiology (ABESPA) to be eligible for the SLP certificate.

- New SLPs with an Master’s degree in SLP must complete a Clinical Fellowship Year with supervision from an SLP with the Certificate of Clinical Competency (CCCs) in order to be eligible to apply for the CCCs/ABESPA licensure. Your Superintendent may apply for a Speech-Language Pathology Temporary Certificate for these applicants.
SLPs and SLPAs: Hiring vs. Contracting

**Contracting:**

- An SLP **must** have licensure from ABESPA to contract with a school system.
SLPs & Missed Services

- SLPs should **not** be pulled to administer general education assessments or other duties (DIBELS, Scantron, etc.).
- They should be providing services for students.
- If students with IEPs do not receive services for **ANY** reason, the determination of whether or not the missed services constitute a denial of FAPE must be made on a case-by-case basis for each individual child. (OSEP 1/9/16)
SLI Eligibility Issues

For articulation, voice and fluency:

- Standard scores are not required.
- Standard scores on eligibility documents are NOT sufficient.
- Standard scores in these 3 areas do not provide an IEP Team with sufficient data to appropriately determine eligibility for special education service.

- Eligibility reports must include a description of sound production errors, dysfluencies, or voice quality.
Serving Preschool Students

If the preschool **is** considered a private school:
- LEA where the school is located (LEA of location) **IS** responsible for offering equitable services.

If the preschool **is not** considered a private school (i.e., is for profit, contains only preschool grades, etc.):
- LEA where the school is located (LEA of location) is **NOT** responsible for offering equitable services.
- LEA where the child lives (LEA of residence) **IS** responsible for offering FAPE to that child.

- If an LEA does not offer a preschool program, it may choose to make FAPE available in the private preschool.
Each Special Education Coordinator/Director will be receiving 1 kit.

Kits purchased do not include manipulatives.

Please confirm when you receive your kit by notifying sfrucci@alsde.edu.
Assessments that may be used as a primary assessment:

1. BDI-2

2. Brigance IED III Standardized - **MUST** be administered with DIRECT CONTACT with the child (i.e., the “Performance” method) to be considered a primary assessment.

3. DAYC-2 – **MUST** be administered with DIRECT CONTACT with the child (i.e., “the direct assessment method”) to be considered a primary assessment.
DD Eligibility: Backup Assessments

Assessments to be used as backup only:

- Brigance IED III – is criterion referenced
- E-LAP – is not standardized
- IDA – is criterion-referenced
- LAP-D – does not include all 5 required developmental domains
- PEP-3 – does not include all 5 required developmental domains
Assessments that may **NOT** be used as either primary **OR** backup:

- DP-3 – its purpose per the examiner’s manual is as a screener
DD Eligibility: Primary & Backup Assessments

*The requirements for primary and backup assessments when evaluating for Developmental Delay will go into effect for all initial evaluations and reevaluations initiated on or after November 1, 2018.
Interpreters and Contracted Support

Ms. Billie Thompson
Glenwood, Inc.  
Autism Spectrum Disorder (ASD) Diagnostic Evaluations

– Once a Glenwood Evaluation has been completed a **re-evaluation** (re-testing) is likely **not** necessary.

– Comprehensive ASD Diagnostic Evaluations are reserved for students who exhibit severe behaviors **beyond** those typical of a child with Autism.

– **Do not** let your evaluation time-line to exceed the number of days allowed while you are waiting for Glenwood to evaluate your student.
Contracted Support –
Request for Proposals (RFP)

The Learning Tree
Alabama Autism Initiative

- Individual student consultation
- Technical **assistance** in behavior analysis, functional behavior assessments, behavior intervention planning
- Preschool **best** practices for students with ASD and/or behavioral concerns
- Limited follow-up
Contracted Support –
Request for Proposals (RFP)

The Learning Tree
Alabama Autism Initiative

– Does **NOT** cover direct services
– Should **NEVER** be included in an IEP
– You will need to contract *privately* for any student needing BCBA services
– Use these services to build capacity within your LEA when working with students with behavioral challenges.
AIDB Outreach Services

Technical services available at no cost for students with sensory impairments, such as deaf or hard of hearing, visually impaired or deafblind:

outreach@aidb.org

(256) 761-3765

www.aidb.org
Sign Language Interpreters

Requirements:
Alabama Licensure Board for Interpreters and Transliterator
www.albit.Alabama.gov
Sign Language Interpreters

Requirements:
Alabama Licensure Board for Interpreters and Transliterator

www.albit.Alabama.gov

Do I have to get a Permit/License?

If you provide any interpreting for remuneration, you must have a license or permit regardless of your job title or main responsibilities. This applies to every situation/agency (i.e. legal, medical, educational, etc.).

“Our student is not ready for an interpreter”.

How far would Helen Keller have gotten if Annie Sullivan had not entered her life? Someone with expertise has to start as soon as possible.

Long-term language deprivation leads to life-time cognitive delays.
Data

Ms. Susan Williamson
Mr. Eric Dickson
Dr. Kemeche Green
Cycle of Reporting

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

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

- **Spring**
  - Annual Data Report Submission [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)
Reporting Timelines

Child Count (current school year data)

◦ Capture Date/Snapshot
  – Must be taken in SETS on October 1st

◦ Data Collection Window
  – Begins October 1st
  – Ends October 10th

◦ Child Count Submission
  – Must be submitted by checking the District Approved box in SETS by October 10th

◦ Child Count Certification Form
  – Must be submitted by October 26th
  – Must provide new certification form for each resubmission
Reporting Timelines (continued)

SPP/APR District-Approved Process (previous school year data)
  ◦ Data Collection Window
    – Begins September 4th
    – Ends September 14th

ADR (current school year data)
  ◦ Data Collection Window
    – Begins May 29, 2019 (Last Wednesday in May)
    – Ends June 12, 2019 (Second Wednesday in June)

Early Learning Progress Profile (ELPP)
  ◦ Due Date
    – June 1

LEA Performance Profiles (previous school year data)
  ◦ Posted annually in June (120 days after the APR submission, Feb 1st)

Determinations
  ◦ State receives Determination annually in June
    – LEA receives Determination annually in June/July
Reporting Reminders

Child Count
- Pre-school question
- School code (Pre-K and Private School)??

Annual Data Reports
- Student Exiting Information
  - Relationship between Student Exiting Report and PSO
  - Use and save Student Exiting Report list for PSO
  - Confer with persons responsible with iNOW about exiting types & exit reason
- Personnel Data
  - Emergency Certificates – No Longer Issued (effective SY 2018-2019)
  - Paraprofessionals & meeting paraprofessional standards (refer to memo FY17-2077, August 25, 2017)

- Supplemental Data
  - Student Exiting Information (GHS & RC) should match
Reporting Reminders (continued)

SPP/APR District-Approved Process

◦ Indicator 12 EI to Preschool Transition
  – Completed referral, evaluation, and eligibility by child’s 3rd birthday
  – Enter information in SETS once parent signs the Referral for Evaluation
  – Periodically preview EI to Preschool Tracking log

Post School Outcomes (PSO)

◦ Student list will no longer be sent to LEAs – use Student Exiting Report in SETS
◦ Entering accurate and complete data in SETS (e.g., IEP Transition Page, Student Folder, Graduation Pathway)
◦ Webinar

Data Integrity on Risk Rubric

◦ Scored based on complete data submission
Reporting Reminders (continued)

Determination

- Compliance Indicators
- Timely submission (Child Count, Child Count Certification Form, Annual Data Reports, ELPP, District Approved Reports)
- Determination status

Note: Failure to submit all required reports in a timely manner may impact your LEA’s determination status and, thus, the LEA’s ability to apply for certain funds as well as to reduce maintenance of effort (MOE).
Disproportionality

Data Source – Child Count
- Ensure R/E correct (in iNOW)

Disproportionality Analysis
- Elimination of Weighted Risk Ratio
- Thresholds remain the same
- Expanding Disciplinary Actions

Significant Disproportionality
- Postponement of new SD regulations until 2020/2022
- Multi-year flexibility (Year 4)

New: All LEAs will be issued a letter informing them of disproportionality status annually
Transcript Review

Ms. Cindy Augustine
Transcript Review

Use the credit-earning checklist and transcript to review the data.

- Is the student on track with credits for graduation?
- Are there any courses the student failed and needs to retake?
- What courses will the student take next year?
- Are the courses the student is planning to take appropriate for future plans as specified by post-school goals in the IEP?
1% Cap & AAA Participation

Ms. Nannette Pence
Ms. Susan Goldthwaite
1% Cap - Regulations
Alternate Assessments

- ESSA changed regulations from proficiency to participation.

- The total number of students assessed using the alternate assessment may not exceed 1% of the total number of students in the state who are assessed in a subject.
Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state’s definition of “significant cognitive disabilities.”

According to the Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations, Revised November 2016:

...definition of a student with significant cognitive disabilities is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below.
Ultimately you are determining that the general education standards and state assessment are not appropriate, even with accommodations, for a student to attain grade level achievement. Therefore, the student’s learning content will be the Alternate Achievement Standards and the student’s performance will be measured by participation in the Alabama Alternate Assessment.
Description of Criteria for Participation Decisions

1. The student has a “significant cognitive disability”.

Review of student records indicate a disability or multiple disabilities that significantly affect intellectual functioning and adaptive behavior. Having a significant cognitive disability is not determined by an IQ score. The IEP Team must make this determination based on a complete understanding of the student.
2. The student is learning content aligned to the Alabama Course of Study content standards.

Academic goals in the IEP for this student are linked to the Alternate Achievement Standards for the grade in which the student is enrolled.

The Alternate Achievement Standards are the essential content of the Alabama Course of Study that is needed for a student with a significant cognitive disability to make grade level progress.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature,

AND

Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings
What NOT to Use as Criteria for Participation Decisions

The student’s inability to participate in the general assessment, even with accommodations, is primarily the result of a significant cognitive disability and NOT:

- A disability category or label
- Poor attendance or extended (long) absences
- Visual or auditory disabilities
- Social, cultural, language, or economic differences
- Expected poor performance on the general assessment
- Administrator decision
- Anticipated disruptive behavior
- Impact of test scores on accountability system
What NOT to Use as Criteria for Participation Decisions

➢ Academic and other services the student receives
➢ Educational environment or instructional setting
➢ Percent of time receiving special education services
➢ Need for accommodations
➢ Anticipated emotional distress
“(II) ensures that the parents of such students are clearly informed, as part of the process for developing the individualized education program (as defined in section 614(d)(1)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A))—
“(aa) that their child’s academic achievement will be measured based on such alternate standards; and
“(bb) how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
The term ‘regular high school diploma’—

“(A) means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E); and

“(B) does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.
1% Cap- Monitoring Alternate Assessment Participation

Notification to LEAs that the ALSDE has determined the LEA to be over the 1% participation on the AAA in at least one subject

- Letter to Superintendent
- Exceeding the 1% Cap Justification Form
Exceeding the 1% Cap
Justification Form

- Must indicate how all persons who served on an IEP Team were trained on the AAA decision making process and participation guidelines
  - Copies of guidance
- Explain WHY your LEA exceeds the 1% Cap
- Assurance
- Superintendent signs the form
- Submitted to ALSDE Student Assessment
Resources

- Student Assessment Webpage
- www.alsde.edu
• Justification Form
• Assessment Webpage
• Alternate Achievement Standards
• Locally Developed Assessments
• Participation in Assessments
Lunch is provided by:
Educational Material Specialists
and ALA-CASE
Fiscal Updates

Ms. Erika Richburg
Ms. Celeste Minor
Fiscal Agenda Items:

• Fiscal Resource Information
• AL High Cost Fund & Catastrophic Grants
  – FY19 Financial Assistance Available
  – Difference Between the Grants Available
  – Application Timelines
  – Things to Consider before Completing a Fiscal Grant Application
  – Tips for Completing the Fiscal Grant Applications
• General Fiscal Items, Updates & Reminders:
  – Allowable Costs (Written Procedures Assurance)
  – Coordinated Early Intervening Services (CEIS)
  – Proportionate Share for Equitable Services
  – Time & Effort
  – Inventory Management
  – Documents Library Items to Upload
• e-GAP
Fiscal Resource Provided

REMINDER:
Please stop by the resource materials table to sign for your copy of this book.

*This resource is being provided for Chief School Financial Officers, and Special Education Coordinators in their LEA position three years or less.
Special Education FY19 Financial Assistance Available

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 does not hinder awarding grant
- 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\(^{st}\)
  
  ✓ November 30\(^{th}\)

- Review and Approval Process Set Forth in the AAC and/or Appropriations Act. 2018-481

- Receipt of Claim for Reimbursement to be Submitted Monthly
Considerations prior to submitting a special education grant application:

✓ Define the Catastrophic Need(s) and gather documentation
✓ Review the current determination status of your LEA
✓ Review current funding and expenditures to determine if receiving a grant award will adversely affect your MOE
✓ Determine if your LEA has met criteria for participation
✓ Review all gathered documentation and determine which grant application(s) should be completed and submitted
Tips for Completing the Special Education Grant Applications
FY19 Financial Assistance
Electronic Path to Guidance and Forms:

ALSDE Website\Support Systems\Special Education Services\Fiscal Info\Grant Applications
Fiscal Compliance Review
## Document’s Library Submission Reminders

<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 1&lt;sup&gt;st&lt;/sup&gt; - June 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Friday in July</td>
<td>Data Collection Form for CCEIS &amp; CEIS</td>
</tr>
<tr>
<td>Proportionate Share</td>
<td>On-going</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt; 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 1&lt;sup&gt;st&lt;/sup&gt; – June 30&lt;sup&gt;th&lt;/sup&gt; (Review Annually)</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt; Annually</td>
<td>Assurance Statement of Financial Management</td>
</tr>
</tbody>
</table>
Required Compliance Items

- Written Procedures
- Coordinated Early Intervening Services
- Proportionate Share for Equitable Services
- Time & Effort
- Inventory Management
Written Procedures

Alabama State Department of Education
Special Education Services

Assurance Statement of Financial Management

Local Education Agency Name

Fiscal Year

Name

Title

Phone Number

Email Address

Date Assurance Completed: ________________

This certification assures that _______________________ (Local Education Agency) has written financial management procedures regarding the use of federal funds including IDEA Part B funds and IDEA Preschool funds.

By signing this assurance statement, the authorized official certifies this information on behalf of the LEA.

Name of Authorized Official or Designee

Title

Signature of Authorized Official or Designee

Date
# Data Collection Form for Comprehensive Coordinated Early Intervening Services, CCEIS (34 CFR § 300.646) & Coordinated Early Intervening Services, CEIS (34 CFR § 300.226)

**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.

Please complete one of the following:

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

**Implementation Year**

| 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>
<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>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 ESS funds. These students are identified in the Implementation Year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Students</td>
</tr>
<tr>
<td></td>
<td>Tracking Year Two</td>
<td>School Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Students</td>
</tr>
<tr>
<td></td>
<td>Tracking Year Three</td>
<td>School Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Students</td>
</tr>
<tr>
<td></td>
<td></td>
<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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Students</td>
</tr>
</tbody>
</table>

Name of person to contact regarding this report: (print or type)

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td>Phone Number:</td>
</tr>
</tbody>
</table>

Report Completion Date: 
Proportionate Share

Equitable Services Set-Aside

Proportionate Share Requirements:

▪ Parentally-placed private school children with disabilities
▪ Consultation (annual/on-going meetings)
▪ Previous Year’s Child Count (October 1st)
▪ Calculate proportionate share (i.e., equitable services set-aside)
▪ Budget the amount required for proportionate share
  (e-GAP Budget Matrix: Non-Public Schools-Function Code 9200)
▪ Spend required proportionate share funds and track expenditures
  ( time and effort; inventory, etc.)
▪ ALSDE Fiscal Monitoring Desk or On-Site Review and Single Audit Compliance Supplement

34 CFR 300.133
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
Proportionate Share Form

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
Time & Effort Data Collection
34 CFR § 200.430

✓ Is required when IDEA, Part B Program funds are used for salaries of district employees.

✓ **Not** used with Contracted Workers.

✓ 100% Certification or Personnel Activity Report.
Inventory Management
2CFR § 200.313

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 and 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

**IDEA, PART B INVENTORY - FY 17**

<table>
<thead>
<tr>
<th>COST CENTER</th>
<th>INVENTORY NUMBER</th>
<th>DESCRIPTION</th>
<th>SERIAL #</th>
<th>DATE PURCHASED</th>
<th>PURCHASE PRICE</th>
<th>USEFUL LIFE</th>
<th>SALVAGE %</th>
<th>P.O. #</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>8620</td>
<td>T61188-05</td>
<td>HP ProDesk 400 G1 SFF CPU</td>
<td>2U5A18173Y</td>
<td>06/01/15</td>
<td>615.24</td>
<td></td>
<td></td>
<td>T61188</td>
<td>MES - G. Key</td>
</tr>
<tr>
<td>8620</td>
<td>T61188-06</td>
<td>HP ProDesk P201 Monitor</td>
<td>CNC5100047Z</td>
<td>06/01/15</td>
<td>135.00</td>
<td></td>
<td></td>
<td>T61188</td>
<td>MES - G. Key</td>
</tr>
<tr>
<td>8620</td>
<td>T61113-05</td>
<td>HP ProLiant DL360 Server Storage Cabinet (black)</td>
<td>USM44719S2</td>
<td>02/15/05</td>
<td>4,977.00</td>
<td></td>
<td></td>
<td>T6001112</td>
<td>Network Admin. Office</td>
</tr>
<tr>
<td>8620</td>
<td>T6233-36</td>
<td>36&quot; x 18&quot; x 72&quot;</td>
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DIVING INTO THE EGAP APPLICATION
A strategy defines what you are trying to accomplish using the funds you have budgeted. Action step(s) follow the strategy. The action step(s) provide a narrower view or a specific part of a strategy & is followed with the estimated costs, fund source & object codes.

• SO TO REVIEW…

• The description should state how the funds will help students with special needs and the performance measure should specifically measure the description (every description must be directly connected to a budgeted item). The estimated costs should closely match or be exact with the budget matrix. The grant relationship(s), funding and object codes must be listed.
EXAMPLE OF A STRATEGY AND ACTION STEPS THAT FOLLOW

-2.1) INTERVENTIONS AND SPECIAL EDUCATION

-STRATEGY DETAILS

DESCRIPTION:
ALIGN INTERVENTIONS AND SPECIAL EDUCATION SERVICES WITH RESEARCH BASED CURRICULUM, INSTRUCTION, ASSESSMENT AND WITH THE ACADEMIC CONTENT STANDARDS.

PERFORMANCE MEASURES
REVIEW OF SUCCESS IN MEETING IEP GOALS AND GOALS OF THE STATE ASSESSMENT PROGRAM WHICH RESULTS IN CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH IEPS.

ESTIMATED COSTS
$261,902.85 PART B-IDEA; $7,645.33 PRESCHOOL

-2.1.1) SPECIAL EDUCATION PERSONNEL

-ACTION STEP DETAILS

DESCRIPTION:
SALARIES FOR SPECIAL EDUCATION PARAPROFESSIONALS SERVING STUDENTS WITH IEPS TO PROVIDE FAPE.

PERFORMANCE MEASURES
STUDENTS WITH IEPS WILL DEMONSTRATE PROGRESS ON IEP GOALS, STATE ASSESSMENTS, AND BEHAVIOR PLANS AS A RESULT OF PARAPROFESSIONALS PROVIDING SERVICES TO THESE STUDENTS WITH IEPS.

ESTIMATED COSTS
$247,791.85

-GRANT RELATIONSHIPS
PART B-IDEA-NOTES
1100 (100-199) $247,791.85
EXAMPLE OF A STRATEGY AND ACTION STEPS THAT FOLLOW CONTINUED

-2.1.2) PSYCHOLOGICAL SERVICES

- ACTION STEP DETAILS

  DESCRIPTION:
  Psychological Testing Services are contracted for Child Find and Evaluations for the system.

  PERFORMANCE MEASURES
  Child Find and Evaluation Regulations will meet Federal and State Guidelines. Reports will be met on time and evaluations will be accurate.

  ESTIMATED COSTS
  $14,111.00

- GRANT RELATIONSHIPS
  PART B-IDEA-NOTES
  2170 (300-399) $14,111.00

-2.1.3) SPECIAL EDUCATION PRESCHOOL PERSONNEL

- ACTION STEP DETAILS

  DESCRIPTION:
  A portion of the salary for one Speech Language Pathologists who works with preschool age students with disabilities.

  PERFORMANCE MEASURES
  Students with IEPs will show growth in speech/language skills per their IEP goals and data collected.

  ESTIMATED COSTS
  $7,645.33

- GRANT RELATIONSHIPS
  IDEA PRESCHOOL-NOTES
  9140 (100-199) $7,645.33
EXAMPLE OF MIXED FUNDS IN THE IMPROVEMENT PLANNING – NOT THE BEST PRACTICE

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 ADMINISTRATORS WILL IMPLEMENT THE VARIOUS PROGRAMS TO MEET THE FEDERAL AND STATE REGULATIONS. THIS INCLUDES AUDITING, OFFICE SUPPLIES, PUBLICATIONS AND COMPUTER HARDWARE WHICH WILL BE USED TO IMPLEMENT THE VARIOUS PROGRAMS.

ESTIMATED COSTS
$317,125.00

-GRANT RELATIONSHIPS
TITLE I A, SCHOOLWIDE $ 265,225
TITLE I C, $ 100
TITLE III, $ 100
SPECIAL EDUCATION, PART B IDEA $ 51,700 1 FTE SALARY/FRINGES, $1200 PURCHASED SERVICES, $500 MATERIALS & SUPPLIES
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 an IEP. For example: “Funds will be used for the salaries and benefits of personnel to serve students with an IEP who require special transportation”.

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: “Personnel will provide the required transportation per the IEP and it will be measured through the personnel’s ability to support the transportation of the student(s) receiving special education services based on the student(s) attendance, and student(s) lack of discipline reports”.

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 and/or Preschool. Next to the grant relationship should be the function code (down the left and right side) of the funding application section (budget matrix) and the object code (across the top) of the budget matrix. See the example on the next page.

LEAs are not limited to these examples. This gives guidance as to how the items are connected.
FUNDING APPLICATION, ALSO KNOWN AS THE BUDGET MATRIX

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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 DOES NOT RECEIVE BENEFITS, DOES NOT GO ON THIS PAGE.
EVERY ITEM ON THE BUDGET MATRIX SHOULD BE ADDRESSED AND EXPLAINED IN THE IMPROVEMENT PLANNING OR “THE NARRATIVE”.

WHEN SES REVIEWS THE APPLICATION IT IS THROUGH THE “FUNDING APPLICATION SECTIONS” 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 THE 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 PRINTED APPLICATION WITH THE LEA, IT IS EASIER TO UNDERSTAND, ALLOWS THE LEA TO CROSS REFERENCE AND IS FASTER TO REVIEW IN THE PRINTED FORM. (NEXT SLIDE GIVES INSTRUCTIONS.)

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. REMEMBER THE SLIDE-NOT BEST PRACTICE.
On the left hand side click on Funding Application and then choose Special Education (4th down on the left). The Funding Application Sections opens. It 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.

**HOW TO VIEW THE EGAP APPLICATION IN THE SAME FORMAT AS THE SES...**
FISCAL DOCUMENTS OF VARIOUS TYPES MUST BE UPLOADED TO THE DOCUMENT LIBRARY OF THE LEA’S EGAP.
You are now Proficient in eGAP and on the way to being an expert!

To stay proficient, please call any time for assistance.

ALSDE, SES, Fiscal Team is always willing to help, support and resolve any fiscal issues.

You may call the Fiscal Team at 334-242-8114.

Thank you!
Welcome Back to School!

PowerSchool and SETS Resources
...to help kick off the school year.

Ms. Gail Comins
New PowerSchool Resources

https://help.powerschool.com/

Click Join the Community
Welcome Login Screen
Click on Product Support and select Chalkable
• Search for answers
• View videos – how to get around in the Community
• Frequently asked questions
• Create or Join a Forum
• Other Resources – to access documents
Search SETS knowledge base articles for quick answers to your questions.
Click Contact Support and Case Portal to enter an Online support case or manage a previously submitted case.
Other Resource Available

Videos for Users new to SETS

ALSDE.edu | Support Systems | Special Education Services | Secondary / Post Secondary | Institutions of Higher Education

http://support.sti-k12.com/documentation/setsforuniversitiesdocs.html

Or on the PowerSchool Community

https://support.powerschool.com/dir/9782

SETS documents (User Guides)

Access documents from the PowerSchool Community | Other Resources | Log into PowerSource

https://support.powerschool.com/dir/9782
SETS
Things to do at the start of school.

Child Count Date -
• Go to Utilities Desktop and System file to change the Child Count date to 10/01/2018 and Save Settings.

Schools Refresh –
• If you have new schools you don’t see in lists in search screens or reports, click on the Schools Refresh link in the System Files.
SETS

Things to do at the start of school.

Run Reports –

• Teacher Class roster report

• Gifted Teacher Class roster report

• Processes and Forms not marked complete

• Eligibilities Overdue report (move the date out)

• IEP Annual Review Date / Overdue IEP’s

• Special Education and Related Services

Setup Progress Periods
SETS

Things to do at the start of school.

Run the Child Count Error report –

• Look for enrollment issues
  • (N) Missing State ID
  • (M) Not Enrolled in current Acad. Year

• Look for duplicate folders from transfers
  • (Z9) More than one folder

Run a Query – (To get a list of transfer students that haven’t been assigned a case manager yet)

Include:
• Active folders
• Last Enrollment date equal to or greater than the first day of school
• Case Manager Last name equal to System Admin
Disproportionality

(Voluntary) Q&A