



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

Charter Schools & Virtual Schools

DaLee Chambers

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

Virtual Schools (and Programs)

Please reference the memo dated December 11, 2015.



 STATE OF ALABAMA
DEPARTMENT OF EDUCATION 

December 11, 2015
December 11, 2015

Alabama State Board of Education
Governor Robert I. Bentley
President

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice, Ed.D.
State Superintendent of Education

Matthew S. Brown, J.D.
District I

Stephanie Bell
District III

Yvette M. Richardson, Ed.D.
District IV
President Pro Tem

Ella B. Bell
District V

Cynthia McCarty, Ph.D.
District VI

Jeff Newman
District VII
Vice President

Mary Scott Hester, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and Executive Officer

SUBJECT: Virtual Schools (and Programs)

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

The LEAs have complete autonomy and responsibility for the development and implementation of the virtual education programs. All virtual 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

cc: 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

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

December 11, 2015

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of Education

MEMORANDUM

Governor
Robert Bentley
President

TO: City and County Superintendents of Education

Matthew S. Brown, J.D.
District I

FROM: Thomas R. Bice *TRB*
State Superintendent of Education

Betty Peters
District II

SUBJECT: Virtual Schools (and Programs)

Stephanie Bell
District III

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.

Yvette M.
Richardson, Ed.D.
District IV
President Pro Tem

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).

Ella B. Bell
District V

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

Cynthia McCarty, Ph.D.
District VI

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.

Jeff Newman
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Mary Scott Hunter, J.D.
District VIII

Enclosure

Thomas R. Bice, Ed.D.
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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.

(November 6, 2013, <http://www.ed.gov/news/press-releases/us-education-department-announces-first-its-kind-resolution-virtual-charter-school-civil-rights-investigation>).

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.

- 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:
 - Violation of Child Find provisions, failure to Identify, and **NO services**.
 - Failure to offer an appropriate IEP, **INAPPROPRIATE Services**, and **services that do not meet the student's unique needs**.
 - Failure to implement an appropriate IEP, **the Right Services**, and **NO Delivery**.
 - Inappropriate implementation of an appropriate IEP, **the Right Services**, and **INCORRECT/INADEQUATE delivery**.

WHO is Responsible for FAPE?

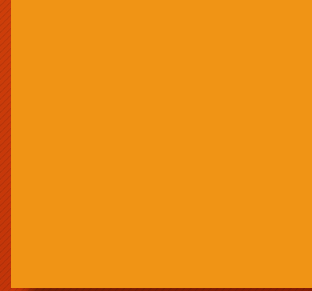
Out-of-District Students.

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

COMING

SOON!

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

jenifer walton | StudioRU

Child Count & Disproportionality

Eric Dickson & Kemeche Green

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

CHILD COUNT



HELP DOCUMENT



Provided by the
Alabama State Department of Education
Office of Learning Support
Special Education Services

September 2017

To Access the *Child Count Help Document 2017*

IDEA CHILD COUNT

- Data Collection Window
 - Begins **October 2nd**
 - Ends **October 10th**
- Capture Date/Snapshot
 - **Must** be taken in SETS on **October 2nd**
- Child Count Certification Form
 - **Must** be submitted by **October 27th**
- **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 2nd** 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 2nd .
- 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.**

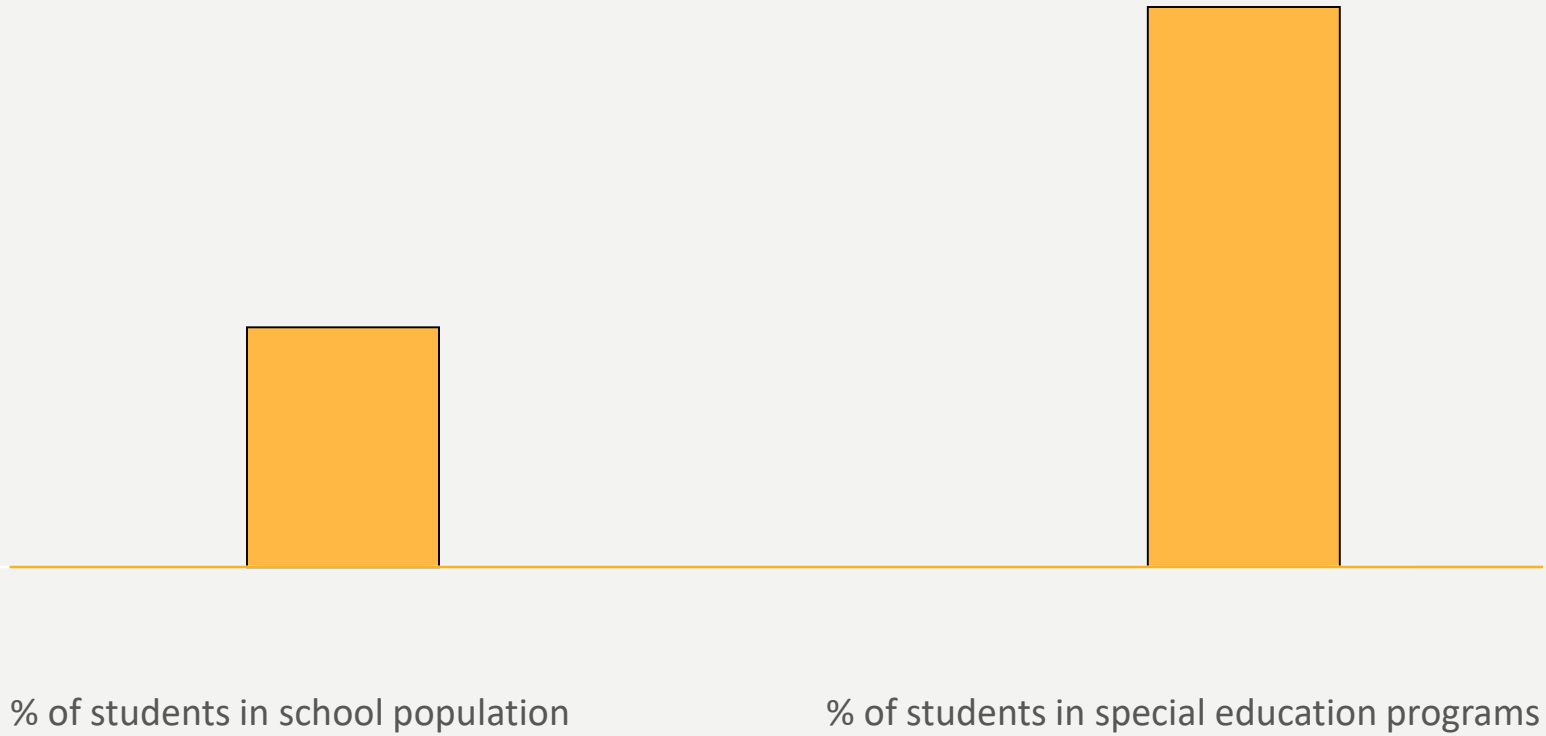
Disproportionality in Special Education



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.

WHAT DOES DISPROPORTIONALITY (OVER-REPRESENTATION) LOOK LIKE?



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)

SD CALCULATION METHOD

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

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

$$\text{Risk Ratio} = \frac{\text{Risk for racial or ethnic group for disability category}}{\text{Risk for comparison group for disability category}} \times 100$$

Black CWD
All Black children



All other CWD
All other children

Black CWD in separate settings
All Black CWD



All other CWD in separate settings
All other CWD

Black CWD with ISS (10 days or more)
All Black CWD



All other CWD with ISS (10 days or more)
All other CWD

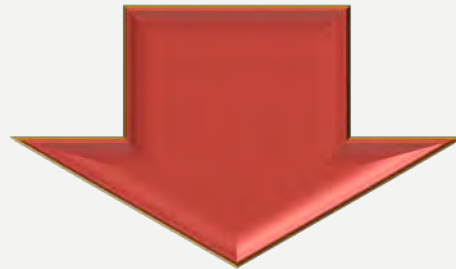
SD CALCULATION METHOD

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** > Support Systems > Special Education Services > Data Reporting > Disproportionality
 - OSEP Disproportionality Template
 - OSEP CEIS Guidance
 - Instructions for Calculating Disproportionality



Please note the calculations included in this chart DO NOT include Leap Year.

Sixty-Day Calculation Chart for Indicator #11

(Number of Students Evaluated within Timeline)

Key:

- Date signed *Notice and Consent for Initial Evaluation* received in public agency
- Final Completion Date of All Evaluations for Initial Evaluation

January		February		March		April		May		June	
1-Jan	1-Mar	1-Feb	1-Apr	1-Mar	29-Apr	1-Apr	30-May	1-May	29-Jun	1-Jun	30-Jul
2-Jan	2-Mar	2-Feb	2-Apr	2-Mar	30-Apr	2-Apr	31-May	2-May	30-Jun	2-Jun	31-Jul
3-Jan	3-Mar	3-Feb	3-Apr	3-Mar	1-May	3-Apr	1-Jun	3-May	1-Jul	3-Jun	1-Aug
4-Jan	4-Mar	4-Feb	4-Apr	4-Mar	2-May	4-Apr	2-Jun	4-May	2-Jul	4-Jun	2-Aug
5-Jan	5-Mar	5-Feb	5-Apr	5-Mar	3-May	5-Apr	3-Jun	5-May	3-Jul	5-Jun	3-Aug
6-Jan	6-Mar	6-Feb	6-Apr	6-Mar	4-May	6-Apr	4-Jun	6-May	4-Jul	6-Jun	4-Aug
7-Jan	7-Mar	7-Feb	7-Apr	7-Mar	5-May	7-Apr	5-Jun	7-May	5-Jul	7-Jun	5-Aug
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26-Jan	25-Mar	26-Feb	25-Apr	26-Mar	24-May	26-Apr	24-Jun	26-May	24-Jul	26-Jun	24-Aug
27-Jan	26-Mar	27-Feb	26-Apr	27-Mar	25-May	27-Apr	25-Jun	27-May	25-Jul	27-Jun	25-Aug
28-Jan	27-Mar	28-Feb	27-Apr	28-Mar	26-May	28-Apr	26-Jun	28-May	26-Jul	28-Jun	26-Aug
29-Jan	28-Mar	29-Feb	28-Apr	29-Mar	27-May	29-Apr	27-Jun	29-May	27-Jul	29-Jun	27-Aug
30-Jan	29-Mar			30-Mar	28-May	30-Apr	28-Jun	30-May	28-Jul	30-Jun	28-Aug
31-Jan	30-Mar			31-Mar	29-May			31-May	29-Jul		

* PLEASE NOTE THIS CALCULATION CHART INCLUDES FEBRUARY 29 (LEAP YEAR)

July		August		September		October		November		December	
1-Jul	29-Aug	1-Aug	29-Sep	1-Sep	30-Oct	1-Oct	29-Nov	1-Nov	30-Dec	1-Dec	29-Jan
2-Jul	30-Aug	2-Aug	30-Sep	2-Sep	31-Oct	2-Oct	30-Nov	2-Nov	31-Dec	2-Dec	30-Jan
3-Jul	31-Aug	3-Aug	1-Oct	3-Sep	1-Nov	3-Oct	1-Dec	3-Nov	1-Jan	3-Dec	31-Jan
4-Jul	1-Sep	4-Aug	2-Oct	4-Sep	2-Nov	4-Oct	2-Dec	4-Nov	2-Jan	4-Dec	1-Feb
5-Jul	2-Sep	5-Aug	3-Oct	5-Sep	3-Nov	5-Oct	3-Dec	5-Nov	3-Jan	5-Dec	2-Feb
6-Jul	3-Sep	6-Aug	4-Oct	6-Sep	4-Nov	6-Oct	4-Dec	6-Nov	4-Jan	6-Dec	3-Feb
7-Jul	4-Sep	7-Aug	5-Oct	7-Sep	5-Nov	7-Oct	5-Dec	7-Nov	5-Jan	7-Dec	4-Feb
8-Jul	5-Sep	8-Aug	6-Oct	8-Sep	6-Nov	8-Oct	6-Dec	8-Nov	6-Jan	8-Dec	5-Feb
9-Jul	6-Sep	9-Aug	7-Oct	9-Sep	7-Nov	9-Oct	7-Dec	9-Nov	7-Jan	9-Dec	6-Feb
10-Jul	7-Sep	10-Aug	8-Oct	10-Sep	8-Nov	10-Oct	8-Dec	10-Nov	8-Jan	10-Dec	7-Feb
11-Jul	8-Sep	11-Aug	9-Oct	11-Sep	9-Nov	11-Oct	9-Dec	11-Nov	9-Jan	11-Dec	8-Feb
12-Jul	9-Sep	12-Aug	10-Oct	12-Sep	10-Nov	12-Oct	10-Dec	12-Nov	10-Jan	12-Dec	9-Feb
13-Jul	10-Sep	13-Aug	11-Oct	13-Sep	11-Nov	13-Oct	11-Dec	13-Nov	11-Jan	13-Dec	10-Feb
14-Jul	11-Sep	14-Aug	12-Oct	14-Sep	12-Nov	14-Oct	12-Dec	14-Nov	12-Jan	14-Dec	11-Feb
15-Jul	12-Sep	15-Aug	13-Oct	15-Sep	13-Nov	15-Oct	13-Dec	15-Nov	13-Jan	15-Dec	12-Feb
16-Jul	13-Sep	16-Aug	14-Oct	16-Sep	14-Nov	16-Oct	14-Dec	16-Nov	14-Jan	16-Dec	13-Feb
17-Jul	14-Sep	17-Aug	15-Oct	17-Sep	15-Nov	17-Oct	15-Dec	17-Nov	15-Jan	17-Dec	14-Feb
18-Jul	15-Sep	18-Aug	16-Oct	18-Sep	16-Nov	18-Oct	16-Dec	18-Nov	16-Jan	18-Dec	15-Feb
19-Jul	16-Sep	19-Aug	17-Oct	19-Sep	17-Nov	19-Oct	17-Dec	19-Nov	17-Jan	19-Dec	16-Feb
20-Jul	17-Sep	20-Aug	18-Oct	20-Sep	18-Nov	20-Oct	18-Dec	20-Nov	18-Jan	20-Dec	17-Feb
21-Jul	18-Sep	21-Aug	19-Oct	21-Sep	19-Nov	21-Oct	19-Dec	21-Nov	19-Jan	21-Dec	18-Feb
22-Jul	19-Sep	22-Aug	20-Oct	22-Sep	20-Nov	22-Oct	20-Dec	22-Nov	20-Jan	22-Dec	19-Feb
23-Jul	20-Sep	23-Aug	21-Oct	23-Sep	21-Nov	23-Oct	21-Dec	23-Nov	21-Jan	23-Dec	20-Feb
24-Jul	21-Sep	24-Aug	22-Oct	24-Sep	22-Nov	24-Oct	22-Dec	24-Nov	22-Jan	24-Dec	21-Feb
25-Jul	22-Sep	25-Aug	23-Oct	25-Sep	23-Nov	25-Oct	23-Dec	25-Nov	23-Jan	25-Dec	22-Feb
26-Jul	23-Sep	26-Aug	24-Oct	26-Sep	24-Nov	26-Oct	24-Dec	26-Nov	24-Jan	26-Dec	23-Feb
27-Jul	24-Sep	27-Aug	25-Oct	27-Sep	25-Nov	27-Oct	25-Dec	27-Nov	25-Jan	27-Dec	24-Feb
28-Jul	25-Sep	28-Aug	26-Oct	28-Sep	26-Nov	28-Oct	26-Dec	28-Nov	26-Jan	28-Dec	25-Feb
29-Jul	26-Sep	29-Aug	27-Oct	29-Sep	27-Nov	29-Oct	27-Dec	29-Nov	27-Jan	29-Dec	26-Feb
30-Jul	27-Sep	30-Aug	28-Oct	30-Sep	28-Nov	30-Oct	28-Dec	30-Nov	28-Jan	30-Dec	27-Feb
31-Jul	28-Sep	31-Aug	29-Oct			31-Oct	29-Dec			31-Dec	28-Feb

* PLEASE NOTE THIS CALCULATION CHART INCLUDES FEBRUARY 29 (LEAP YEAR)

Please note the calculations included in this chart DO NOT include Leap Year.

July		August		September		October		November		December	
1-Jul	29-Aug	1-Aug	29-Sep	1-Sep	30-Oct	1-Oct	29-Nov	1-Nov	30-Dec	1-Dec	29-Jan
2-Jul	30-Aug	2-Aug	30-Sep	2-Sep	31-Oct	2-Oct	30-Nov	2-Nov	31-Dec	2-Dec	30-Jan
3-Jul	31-Aug	3-Aug	1-Oct	3-Sep	1-Nov	3-Oct	1-Dec	3-Nov	1-Jan	3-Dec	31-Jan
4-Jul	1-Sep	4-Aug	2-Oct	4-Sep	2-Nov	4-Oct	2-Dec	4-Nov	2-Jan	4-Dec	1-Feb
5-Jul	2-Sep	5-Aug	3-Oct	5-Sep	3-Nov	5-Oct	3-Dec	5-Nov	3-Jan	5-Dec	2-Feb
6-Jul	3-Sep	6-Aug	4-Oct	6-Sep	4-Nov	6-Oct	4-Dec	6-Nov	4-Jan	6-Dec	3-Feb
7-Jul	4-Sep	7-Aug	5-Oct	7-Sep	5-Nov	7-Oct	5-Dec	7-Nov	5-Jan	7-Dec	4-Feb
8-Jul	5-Sep	8-Aug	6-Oct	8-Sep	6-Nov	8-Oct	6-Dec	8-Nov	6-Jan	8-Dec	5-Feb
9-Jul	6-Sep	9-Aug	7-Oct	9-Sep	7-Nov	9-Oct	7-Dec	9-Nov	7-Jan	9-Dec	6-Feb
10-Jul	7-Sep	10-Aug	8-Oct	10-Sep	8-Nov	10-Oct	8-Dec	10-Nov	8-Jan	10-Dec	7-Feb
11-Jul	8-Sep	11-Aug	9-Oct	11-Sep	9-Nov	11-Oct	9-Dec	11-Nov	9-Jan	11-Dec	8-Feb
12-Jul	9-Sep	12-Aug	10-Oct	12-Sep	10-Nov	12-Oct	10-Dec	12-Nov	10-Jan	12-Dec	9-Feb
13-Jul	10-Sep	13-Aug	11-Oct	13-Sep	11-Nov	13-Oct	11-Dec	13-Nov	11-Jan	13-Dec	10-Feb
14-Jul	11-Sep	14-Aug	12-Oct	14-Sep	12-Nov	14-Oct	12-Dec	14-Nov	12-Jan	14-Dec	11-Feb
15-Jul	12-Sep	15-Aug	13-Oct	15-Sep	13-Nov	15-Oct	13-Dec	15-Nov	13-Jan	15-Dec	12-Feb
16-Jul	13-Sep	16-Aug	14-Oct	16-Sep	14-Nov	16-Oct	14-Dec	16-Nov	14-Jan	16-Dec	13-Feb
17-Jul	14-Sep	17-Aug	15-Oct	17-Sep	15-Nov	17-Oct	15-Dec	17-Nov	15-Jan	17-Dec	14-Feb
18-Jul	15-Sep	18-Aug	16-Oct	18-Sep	16-Nov	18-Oct	16-Dec	18-Nov	16-Jan	18-Dec	15-Feb
19-Jul	16-Sep	19-Aug	17-Oct	19-Sep	17-Nov	19-Oct	17-Dec	19-Nov	17-Jan	19-Dec	16-Feb
20-Jul	17-Sep	20-Aug	18-Oct	20-Sep	18-Nov	20-Oct	18-Dec	20-Nov	18-Jan	20-Dec	17-Feb
21-Jul	18-Sep	21-Aug	19-Oct	21-Sep	19-Nov	21-Oct	19-Dec	21-Nov	19-Jan	21-Dec	18-Feb
22-Jul	19-Sep	22-Aug	20-Oct	22-Sep	20-Nov	22-Oct	20-Dec	22-Nov	20-Jan	22-Dec	19-Feb
23-Jul	20-Sep	23-Aug	21-Oct	23-Sep	21-Nov	23-Oct	21-Dec	23-Nov	21-Jan	23-Dec	20-Feb
24-Jul	21-Sep	24-Aug	22-Oct	24-Sep	22-Nov	24-Oct	22-Dec	24-Nov	22-Jan	24-Dec	21-Feb
25-Jul	22-Sep	25-Aug	23-Oct	25-Sep	23-Nov	25-Oct	23-Dec	25-Nov	23-Jan	25-Dec	22-Feb
26-Jul	23-Sep	26-Aug	24-Oct	26-Sep	24-Nov	26-Oct	24-Dec	26-Nov	24-Jan	26-Dec	23-Feb
27-Jul	24-Sep	27-Aug	25-Oct	27-Sep	25-Nov	27-Oct	25-Dec	27-Nov	25-Jan	27-Dec	24-Feb
28-Jul	25-Sep	28-Aug	26-Oct	28-Sep	26-Nov	28-Oct	26-Dec	28-Nov	26-Jan	28-Dec	25-Feb
29-Jul	26-Sep	29-Aug	27-Oct	29-Sep	27-Nov	29-Oct	27-Dec	29-Nov	27-Jan	29-Dec	26-Feb
30-Jul	27-Sep	30-Aug	28-Oct	30-Sep	28-Nov	30-Oct	28-Dec	30-Nov	28-Jan	30-Dec	27-Feb
31-Jul	28-Sep	31-Aug	29-Oct			31-Oct	29-Dec			31-Dec	28-Feb

BREAK - 15 minutes

Fiscal Updates & Financial Responsibilities



Erika Richburg & Celeste Minor

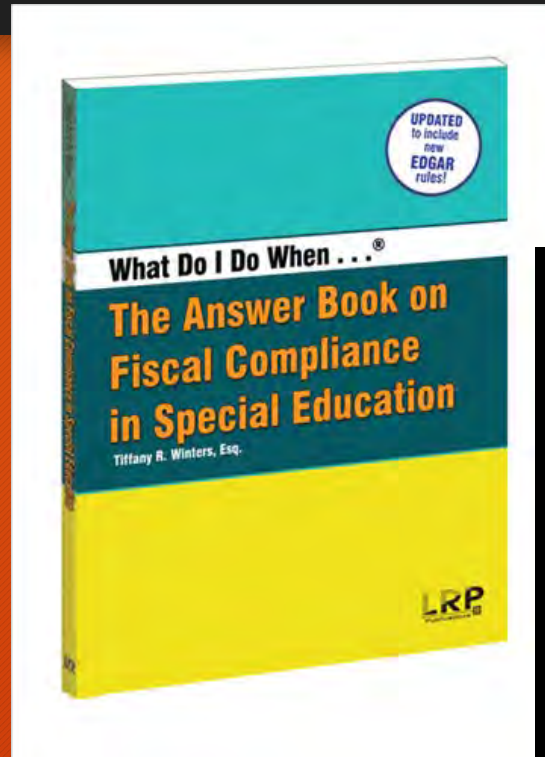
Fiscal Agenda Items:

- ❑ 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.





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

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

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

July 18, 2016

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Andy Craig
Deputy State Superintendent
Administrative and Financial Services

RE: PART 200- Uniform Guidance for Federal Programs

Most of the federal funds received by local boards of education (including Child Nutrition Program Funds) are now subject to the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200 ("Part 200"). The U.S. Department of Education has implemented school boards. Part 200 contains to document certain procedures are examples of written policies.

Although federal programs and requirements of state laws govern purchasing requirements for procurement transactions that written policies), but exceed it (currently \$3500), will need. Additionally, a school board is state law for federal program that show the Part 200 compliance.

If you have questions about this, contact Dennis Heard [(334) 242-9747; 9886 or speaspanen@al.sde.edu]

AC/DWH
Enclosure
cc: Chief School Financial Officer
Child Nutrition Directors
Federal Program Directors

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 _____

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

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

Purpose of this form:

- To document and report the local education agency (LEA) identified as providing early intervening services, what year it was implemented, tracked and the number of students who were served during the reporting period of July 1- June 30.

When to use this form:

- When the LEA is notified that it has been identified as having significant disproportionality and is required to expend 15% of their allocated IDEA Part B and Preschool funds for CCEIS activities. At the end of the indicated school year the LEA is required to complete this form.
- When the LEA has voluntarily reserved (set-aside) and expended (up to 15%) of their allocated IDEA Part B and Preschool funds for CEIS activities.

Things to remember when completing this form:

- The LEA is the name of the school system and LEA Code is the district's code number.
- The Identification Year is the school year in which the LEA was notified as being identified as significantly disproportionate.
- The Implementation Year is the school year that the LEA reserved a percentage of their IDEA Part B and Preschool allocated funds and began the early intervening services.
- Required refers to LEAs that were identified and notified of the CCEIS requirements and must reserve 15% of their allocated IDEA Part B and Preschool funds.
- Voluntary is for systems who chose to implement CEIS.
- The Amount \$ is the dollar amount that was reserved from the LEA's Part B and Preschool allocation.
- The percent (%) Reserved is the percent of the allocated IDEA Part B and Preschool funds that the LEA voluntarily decided to reserve.
- The Area in which the LEA was identified as having significant disproportionality based on race or ethnicity for: 1) identification of students with disabilities; 2) identification as students by specific disability category; 3) placement of students in particular educational settings; and 4) incidence, duration, and type of disciplinary actions, including suspensions and expulsions. More than one box may be checked. To be completed by LEAs required to implement CCEIS.
- Year One Reporting Year is the school year that the LEA first implemented CCEIS/CEIS. Total # is the number of students who were identified and received CCEIS/CEIS services. Question #2 is the number of students from Question #1 who later received special education services.
- Year Two Reporting Year is the following school year that the LEA implemented CCEIS/CEIS. Question #3 Number of Students is the number of students from Question #1 who later received special education services during tracking year two.
- Year Three Reporting Year is the following school year that the LEA implemented CCEIS/CEIS. Question #4 Number of Students is the number of students from Question #1 who later received special education services during tracking year three.

What happens next?:

- The completed form is submitted to ALSDE via e-GAP no later than the set deadline.
- The LEA will keep all required documentation regarding CCEIS/CEIS implementation.



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



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

LEA _____ LEA Code _____

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

		Please complete one of the following:	
Identification Year _____		Required: <input type="checkbox"/>	
		Reserved: 15% Amount \$ _____	
Implementation Year _____		Voluntary: <input type="checkbox"/>	
		% Reserved: _____ Amount \$ _____	
Area in which the LEA was identified as having significant disproportionality? (CCEIS ONLY)			
<input type="checkbox"/> Identification		<input type="checkbox"/> Placement (by specific disability category)	
		<input type="checkbox"/> Disciplinary Actions	
Reporting Year	CCEIS/CEIS Tracking Documentation	Total #	
Implementation Year One	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	
Implementation School Year	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	
Tracking Year Two	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	
Tracking Year Three	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	
Name of person to contact regarding this report: (print or type)		Submitted by:	
		Signature: _____	
		Title: _____	
		Email Address: _____	
		Phone Number: _____	
Report Completion Date: _____			

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



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



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

LEA _____ LEA Code _____

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

Please complete one of the following:
Identification Year _____ Required: <input type="checkbox"/> Reserved: 15% Amount \$ _____
Implementation Year _____ Voluntary: <input type="checkbox"/> % Reserved: _____ Amount \$ _____

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

Identification
 Identification (by specific disability category)
 Placement
 Disciplinary Actions

Reporting Year	CCEIS/CEIS Tracking Documentation	Total #
Implementation Year One	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
	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. <i>This is an unduplicated count of students.</i>	Number of Students
Tracking Year Two	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
Tracking Year Three	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

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

Alabama State Department of Education
Special Education Services

PROPORTIONATE SHARE ASSURANCE of NO PRIVATE SCHOOLS WITHIN THE LEA

_____ *Local Education Agency Name* _____ *Fiscal Year*

School Year	SY
Name of person to contact regarding this Assurance: (print or type)	Name:
	Title:
	Phone Number:
	Email Address:
Date Assurance Completed: (month/day/year)	

This certification assures that _____ (Local Education Agency) does not have any private schools within the jurisdiction, and therefore does not have a calculation nor documentation of proportionate share funding for parentally placed private school students with disabilities as indicated by 34 CFR§ 300.133, for the fiscal year _____.

By signing the form 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

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

Focused Monitoring: Proportionate Share

LEA: _____ Fiscal Year: 2017	
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 1 st , 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 1 st , 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	\$ 8,537,605.00
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 sub grant.	\$ 1696.63
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 × B=F)	\$ 37,303.86
PART II (D) – 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:	
<ul style="list-style-type: none"> <input type="checkbox"/> Capital fund activities and evaluation activities cannot be included as expenditures under the proportionate share. <input type="checkbox"/> The line item amounts identified below indicate the type of service or materials provided and the type of line item is aligned with the eCAP 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 eCAP application for funds under Fund Source 3210, Section 611 funds. <input type="checkbox"/> Line items that may not be attributed to proportionate share services are shaded and no entries should be included in these line items for private school student proportionate share equitable services. <input type="checkbox"/> 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. 	

LEA: _____ Fiscal Year: 2017		
Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities		
LINE ITEM	Proportionate Amount for Fund Source 3210, Section 611 Funds	EXPLANATION
1. Administrators		
2. Instructional/ Direct Service Staff	\$ 46,611.92	The Private School Plan indicates a provision for speech therapy services.
3. Non-Instructional/ Support Staff	\$	
4. Fringe Benefits	\$ 8,974.95	10.72% for Full Time Employees
5. Contractual Services	\$	
6. Supplies	\$	
7. Travel	\$	
8. Other	\$	
9. Indirect Costs		
10. Equipment	\$	
Total Proportionate Share Amount to be Expended	\$ 54,486.87	

The link to check for Private School status as non-Profit or for Profit- <http://arc-sos.state.al.us/CGI/CORPNAME.MBR/INPUT>

LEA: _____

Fiscal Year: 2017

**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 <u>eligible</u> parentally-placed children with disabilities ages 3-21 in private elementary and secondary schools located within the LEA, as of October 1 st , 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 1 st , 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 sub grant.	\$ 1695.63
F. Amount of money to be expended by LEA on special education and related services. Average Allocation (Item E), multiplied by Number of <u>eligible</u> parentally-placed children with disabilities ages 3-21 in private elementary and secondary schools located within the LEA (Item B). (E × 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.

LEA: _____ Fiscal Year: 2017

**Calculation and Documentation of Proportionate Share Funding
For Parentally-Placed Private School Students with Disabilities**

LINE ITEM	Proportionate Amount for Fund Source 3210, Section 611 Funds	EXPLANATION
1. Administrators		
2. Instructional/ Direct Service Staff	\$ 45,511.92	The Private School Plan indicates a provision for speech therapy services.
3. Non-Instructional/ Support Staff	\$	
4. Fringe Benefits	\$ 8,974.95	19.72% for Full Time Employees
5. Contractual Services	\$	
6. Supplies	\$	
7. Travel	\$	
8. Other	\$	
9. Indirect Costs		
10. Equipment	\$	
Total Proportionate Share Amount to be Expended	\$ 54,486.87	

**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

EXAMPLE

-<INSERT SYSTEM NAME->
CERTIFICATION OF 100% TIME WORKED ON A SINGLE
FEDERAL AWARD (OR COST OBJECTIVE)
OR STATE FUNDS IF REQUIRED FOR MATCH
AND/OR MAINTENANCE OF EFFORT

I, <INSERT NAME>, at <INSERT SCHOOL/WORKPLACE> certify that for the period beginning <INSERT MONTH, DAY, YEAR> and ending <INSERT MONTH, DAY, YEAR>, worked 100% time on the <INSERT SPECIFIC PROGRAM> program and/or activity.

Employee's Signature	Date
Supervisor's Signature	Date

Time & Effort:

B. Personnel Activity Report (PAR)

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.

Time & Effort: Personnel Activity Report (PAR)

EXAMPLE

County Schools

TIME & EFFORT
2015-2016

NAME _____ MONTH September YEAR 2016

SCHOOL County Ref. POSITION Special Education Coordinator

DAY	IDEA 50%	Foundation 50%	TOTAL 100%
1	3.75	3.75	7.5
2	3.75	3.75	7.5
3	Weekend	Weekend	Weekend
4	Weekend	Weekend	Weekend
5	Holiday	Holiday	Holiday
6	3.75	3.75	7.5
7	3.75	3.75	7.5
8	3.75	3.75	7.5
9	3.75	3.75	7.5
10	Weekend	Weekend	Weekend
11	Weekend	Weekend	Weekend
12	Sick Leave	Sick Leave	Sick Leave
13	3.75	3.75	7.5
14	3.75	3.75	7.5
15	3.75	3.75	7.5
16	3.75	3.75	7.5
17	Weekend	Weekend	Weekend
18	Weekend	Weekend	Weekend
19	3.75	3.75	7.5
20	3.75	3.75	7.5
21	3.75	3.75	7.5
22	3.75	3.75	7.5
23	3.75	3.75	7.5
24	Weekend	Weekend	Weekend
25	Weekend	Weekend	Weekend
26	3.75	3.75	7.5
27	3.75	3.75	7.5
28	3.75	3.75	7.5
29	3.75	3.75	7.5
30	3.75	3.75	7.5

IMPORTANT: Identify holidays, weekends and leave days

Employee Signature _____ Date 10/3/16

Supervisor Signature _____ Date _____

Name of Employee

EXAMPLE

MONTHLY TIME AND EFFORT REPORT

MONTH/YEAR: AUGUST 2016 3210: 15% 4110: 15% 1110: 70%

DATE	1	2	3	4	5
	M	T	W	T	F
TOTAL HOURS	8.00	8.00	8.00	8.00	8.00
3210	3	0	2	0	0
4110	2	0	1	4	0
1110	3	8	5	4	8

DATE	15	16	17	18	19
	M	T	W	T	F
TOTAL HOURS	8.00	8.00	8.00	8.00	8.00
3210	1	0	2	1	0
4110	1	0	0	1	1
1110	6	8	6	6	7

DATE	8	9	10	11	12
	M	T	W	T	F
TOTAL HOURS	8.00	8.00	8.00	8.00	8.00
3210	1	3	2	0	1
0	2	2	1	0	1
1110	5	3	5	8	6

DATE	22	23	24	25	26
	M	T	W	T	F
TOTAL HOURS	8.00	8.00	8.00	0.00	8.00
3210	1	0	2	SICK	0
4110	4	1	0	0	0
1110	3	7	6		8

DATE	29	30	31		
	M	T	W	T	F
TOTAL HOURS	0.00	8.00	8.00	0.00	0.00
3210	SICK	4	3		
4110		2	2		
1110		2	3		

3210 IDEA	26.00	15%
4110 Title I	25.00	15%
1110 General	117.00	70%

TOTAL HOURS WORKED: 168.00

EMPLOYEE: _____ 8/3/16

SUPERVISOR: _____ 9/6/16

Focused Monitoring: 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 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

IDEA, PART B INVENTORY - FY 17


COST CENTER	INVENTORY NUMBER	DESCRIPTION	SERIAL #	DATE PURCHASED	PURCHASE PRICE	USEFUL LIFE	SALVAGE %	P.O. #	LOCATION
8620	T61188-05	HP ProDesk 400 G1 SFF CPU	2UA518173Y	06/01/15	615.24			T61188	MES - G. Key
8620	T61188-06	HP Promo Pro-Display P201 Monitor	CNC51004JZ	06/01/15	135.00			T61188	MES - G. Key
8620	T61113-05	HP ProLiant DL360 Server Storage Cabinet (black)	USM44710S2	02/01/05	4,977.00			T6051113/ T6051123	Network Adm. Office
8620	T6233-36	36" x 18" x 72"		08/30/96	219.99			T6000333	SPE Office
8620	SPE 84-1	Legal Size Filing Cabinet		04/30/84	180.00				SPE Office
8620	T6686-01	MiniViewer w/battery & charger, carrying case, & writing stand	01/10-327	07/31/01	2,584.00			T6000686	SPE Office
8620	T6111A-95	4-drawer File Cabinet w/lock		02/02/95	112.50			T6-111	SPE Office
8620	T61-92	2-drawer File Cabinet		01/26/92	137.50			T6-8	SPE Office
8620	T6448-99J	Eventlo Ultara V Premier Infant/Toddler Car Seat (Model #234179P1)		03/04/99	81.99			T6000448	SPE Office
8620	T6476-99	Titmus Carrying Case (for tympanometer)		08/31/99	240.57			T6000476	SPE Office
8620	T6856-02-2	2-drawer File Cabinet w/lock (putty)		09/30/02	125.99			T6000856	SPE Office
8620		4-shelf Wooden Bookcase		09/01/06	199.50			T6081259	SPE Office
8620	T61339-07	Fellowes Powershred SB-97Cs shredder	CRC32197	09/07/07	329.99			T6071339	SPE Office
8620	T61334-07	Kyocera KM-5050 Copy Machine	K7405294	09/14/07	4,393.00			T6071334	SPE Office
8620	T61565-10	HP Color LaserJet CP2025n Printer	CNGSC28348	10/01/10	349.00			T6101565	SPE Office
8620	T62624-12-1	4-drawer Letter-size File Cabinet w/lock (putty)		12/01/11	219.00			T6112624	SPE Office
8620	T62624-12-2	4-drawer Letter-size File Cabinet w/lock (putty)		12/01/11	219.00			T6112624	SPE Office
8620	T61212-15-14	HP 250 G4 Laptop Computer		11/05/15	555.24			T61212	SPE Office
8620	T61212-15-15	HP 250 G4 Laptop Computer		11/05/15	555.24			T61212	SPE Office
8620	T61215-15-3	HP ProDesk 400 SFF CPU		11/05/15	575.24			T61215	SPE Office
8620	T61215-15-4	HP Promo P202 Monitor		11/05/15	134.00			T61215	SPE Office
8620	T61215-15-5	HP 250 G4 Laptop Computer		11/05/15	555.24			T61215	SPE Office
8620	T61215-15-6	HP LaserJet Pro 400 M401n Printer		11/05/15	213.25			T61215	SPE Office
8620	T6924-03-1	4-drawer Filing cabinet w/lock (putty)		03/31/03	169.99			T6000924	SPE Office

eGAP Tips and Reminders


Back to School
September 18, 2017



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.*

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 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%.

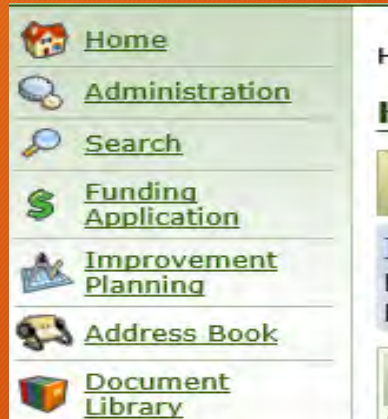
Grant Relationships

Grant

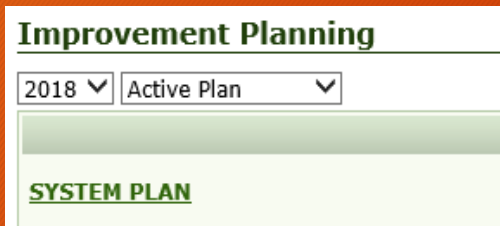
Consolidated

Title I A, Schoolwide	\$265,225
Title I C,	\$ 100
Title III,	\$ 100
Special Education, Part B IDEA	\$50,225 1 FTE Salary/Fringes, \$1200 Purchased Services, \$500 Supplies

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.

A Good Practice...

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

EXAMPLE: BUDGET MATRIX ALIGNMENT, FTEs, AN APPLICABLE PERFORMANCE MEASURE & DETAILED GRANT RELATIONSHIPS

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 \$35,017 Salary/Fringes .49 FTE
Special Education, Part B-IDEA	Notes \$109,188 Salaries/Fringes 3.24 FTEs



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.

How to view the eGAP application in the same format as the SES...

PERSONNEL**PERSONNEL PAID WITH SPECIAL EDUCATION, PART B-IDEA FUNDS**

<input type="text" value="1"/>	Instruction, certified	<input type="text" value="9"/>	Instruction, non-certified
<input type="text"/>	Bus aide	<input type="text"/>	Bus driver
<input type="text" value="1"/>	Administrative	<input type="text" value="1"/>	Clerical
<input type="text"/>	Related service	<input type="text" value="1"/>	Other (Not for Related Services Personnel) OT <input type="text"/>
<input type="text"/>	Nurse		

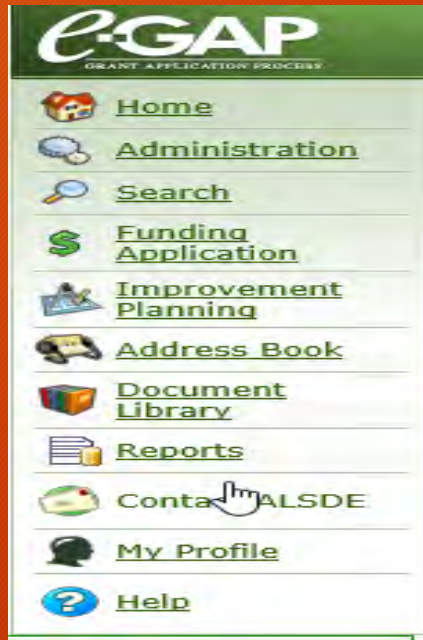
FTEs**FTEs PAID WITH SPECIAL EDUCATION, PART B-IDEA FUNDS**

<input type="text" value="0.80"/>	Instruction, certified	<input type="text" value="7.50"/>	Instruction, non-certified
<input type="text"/>	Bus aide	<input type="text"/>	Bus driver
<input type="text" value="1.00"/>	Administrative	<input type="text" value="0.25"/>	Clerical
<input type="text"/>	Related service	<input type="text" value="1.00"/>	Other (Not for Related Services Personnel) OT <input type="text"/>
<input type="text"/>	Nurse		

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.

Various Fiscal Documents

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!

Alabama Alternate Assessment

Nanette Pence & Susan Goldthwaite

Preschool Reminders & Updates

Stephanie Frucci

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.

ELPP Data → EETS Spreadsheet

- ✓ 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.

Preschools Located in Other LEAs

“(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.

Grazie

Asante

Danke

Xie Xie

EL Guidance Document:

Obrigado

Mahalo

Spasibo

Gracias

English Learners and the Special Education Process may be found 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

Diploma Pathways

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

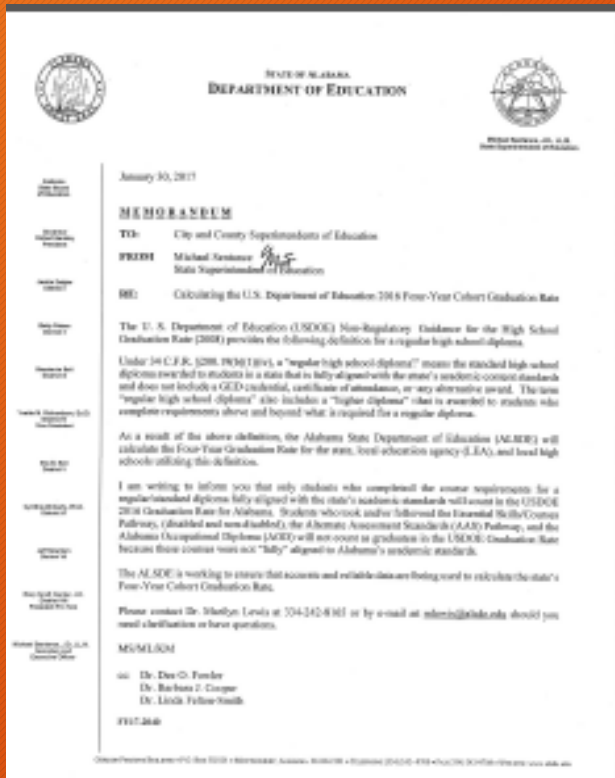
- General Education Pathway
- Essentials Pathway
- Alternate Achievement Standards Pathway

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.

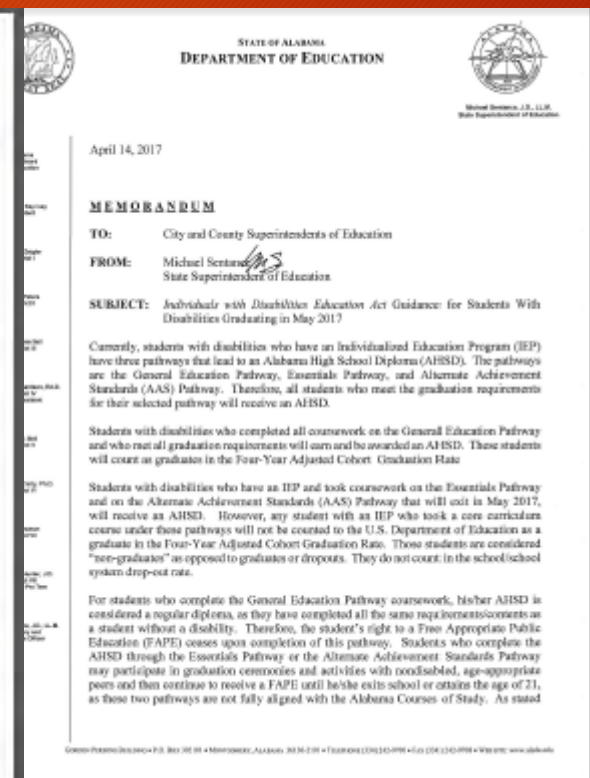
Where is this documented?



January 30, 2017



March 7, 2017



April 14, 2017

Future Plans

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.

Teacher Certifications

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

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

May 2, 2017

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Michael Sautter,
State Superintendent of Education

RE: Early Childhood Special Education and Special Education

As a result of the new Every Student Succeeds Act (ESSA) and additional guidance from the Office of Special Education Programs (OSEP), changes must be made regarding special education certification. This memorandum is to advise you of these changes and additional options that will be available for gaining certification in some areas of special education for certain individuals.

Beginning with the 2018-2019 academic year, a person employed as a special education teacher must meet the following requirements as stated in the Individuals with Disabilities Education Act (IDEA), Section 612(a)(1)(9)(C), as amended by ESSA:

(i) This obtained full State certification as a special education teacher (including participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements...), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law;

(ii) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(iii) Holds at least a bachelor's degree.

Therefore, the following changes have been made to the certification requirements for special education teachers:

Alternative Admission Standards (AAS) Beginning 18-2019 Academic Year
A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following:

- 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.

The AAS highly qualified status will no longer be required. The Subject and Personnel Codes and the Alabama State Department of Education (ALDE) Identity Management (IDM) Portal will be updated to reflect this change.

The ALDE will continue to provide information as additional guidance is received. Should you have questions regarding the certification options, please contact the certification specialist assigned to your local education agency. Should you have questions about the ESSA guidance regarding special education, please contact the Special Education Services Section at (334) 252-8214.

Additionally, Special Education Services staff will be issuing guidance on proper certification for teachers who teach Essential courses and requirements for post-professionals working with students with disabilities in a separate memorandum.

MS/NC/MS
cc: Deans of Colleges of Education Dr. Linda Felton-Smith Mrs. Sharon H. Cummings
Dr. Don O. Fowler Dr. Loren A. Meyer
Dr. Richard J. Cierpe Ms. Crystal Richardson

FY17-2066

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

Memorandum FY17-2086

July 17, 2017

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

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

July 17, 2017

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Michael Sotomayor, State Superintendent of Education

SUBJECT: Teacher Certification Requirements for Essentials Pathway Core Courses

This memorandum is being provided to outline teacher certification requirements for teachers who are instructing students taking Essentials Pathway Core Courses beginning with the 2018-2019 school year and thereafter.

Teachers of Essentials Pathway Core Courses (that is, Essentials English Language Arts, Mathematics, Science, and/or Social Studies courses) must have one of the following:

- Certification for Grades 6-12 with an endorsement appropriate for the core content area course being taught.
- Certification in Special Education for Grades 6-12 or P-12 with an endorsement appropriate for the core content area course being taught.

Following are examples of the certifications that will be required beginning the 2018-2019 school year:

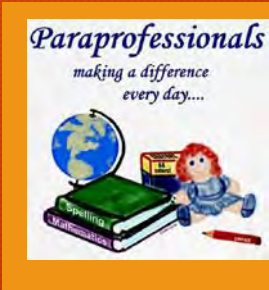
1. If the teacher is teaching Essentials Mathematics courses, one of the following will be required:
 - o A valid Professional Educator, Provisional, or Interim Employment Certificate for Grades 6-12 endorsed in mathematics (Code 051).
 - o A valid Special Education Professional Educator Certificate for Grades 6-12 or P-12 endorsed in Special Education: Mathematics (Code 138).
2. If the teacher is teaching 70004 Essentials IV: Economics, one of the following will be required:
 - o A valid Professional Educator Certificate endorsed in general social science (Code 022) or
 - o A valid Provisional Certificate for Grades 6-12 endorsed in general social science (Code 022).
3. If the teacher is teaching 70004 Essentials IV: Economics, one of the following will be required:
 - o A valid Interim Employment Certificate for Grades 6-12 endorsed in general social science (Code 022).
 - o A valid Special Education Professional Educator Certificate for Grades 6-12 or P-12 endorsed in Special Education: Social Science (Code 126) or Special Education: Economics (Code 409).

cc: Special Education Coordinators
School Guidance Coordinators
Curriculum Superintendents
Dr. Barbara J. Cooper
Mrs. Robin Robinson
Dr. Michael Robinson
Ms. Crystal Robinson
Dr. Arya A. Shayer
Mrs. Maureen K. Cunningham

FY17-2086

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 Updates



Individualized Student-Centered Planning · Integrated Community Experiences · Interagency Collaboration

Stakeholders · Family · Agencies · Educators · Communities

TRANSITION IN ALABAMA

Improving Post-School Outcomes For Students

Transition Contacts

Transition Team Responsibilities As of 8/8/2017

Team Member Name	Responsibilities for Transition
<p>Cindy Augustine caugustine@alsde.edu 334-242-9156</p>	<p>Diploma Pathways - all three Curriculum/Standards - all Teacher Certification/Course Codes CTE/WBL Liaison Young Adults In Transition (YAIT) Facilitator Governor's Youth Leadership Forum Liaison State Interagency Transition Team (SITT) Facilitator Family Engagement Transition Landing Page (backup) SEA State Lead for Transition with NTACTION Technical Assistance Team for Transition Transition IEP Training Transition Engagement Series Transition Tidbits Transition Coalition Self-Study Facilitator Montgomery Area Committee for the Employment of People with Disabilities representative Transition App co-lead Self-Determination Conference Chairperson Community Transition Team Plan</p>
<p>Susan Goldthwaite sgoldthwaite@alsde.edu 334-242-8114</p>	<p>Diploma Pathways - AAS ADRS Liaison Post-secondary Transition Programs Liaison (Crossing Points, THINK College, etc.) Alabama Alternate Achievement Standards Employment First Liaison DD Council Liaison Family Engagement Project SEARCH SITT Member Transition IEP Training Transition Coalition Self-Study Team member Transition App co-lead Transition to Success Community Transition Team Assessment Technical Assistance Team for Transition Self-Determination/Self-Advocacy</p>
<p>Leroy Miles lmiles@alsde.edu 334-242-8114</p>	<p>PLUs 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)</p>

New or Recently Completed Projects

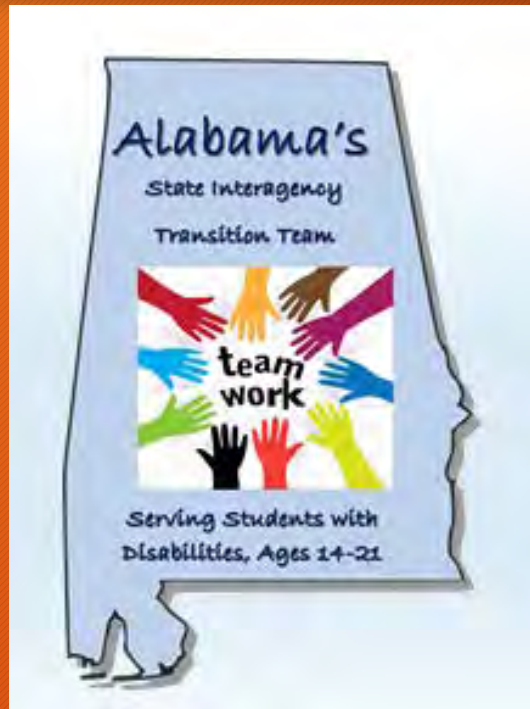


Transition Landing Page



- 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



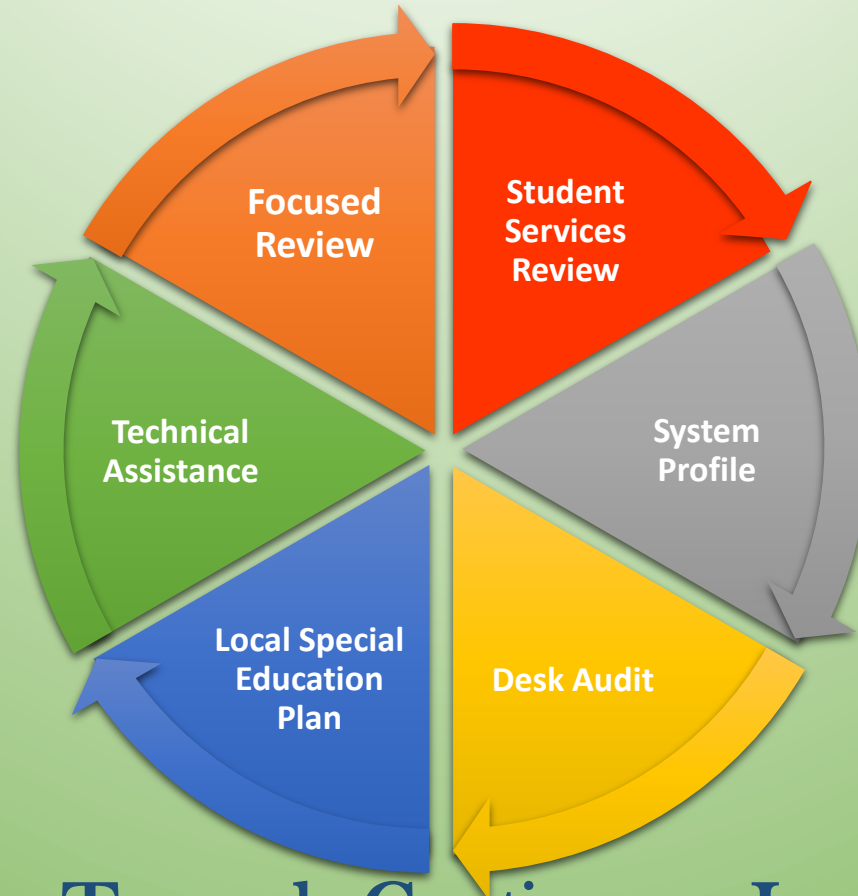
- A collaboration between ALSDE, ADRS, and the DD Council.
- Available in both web and app formats (Android and IOS)
- An informal transition assessment, completed by the student, that generates a student report used for providing input into his or her IEP meeting

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.

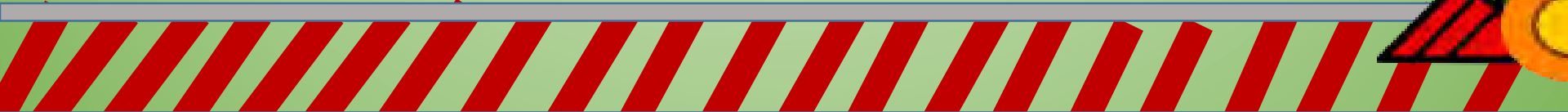
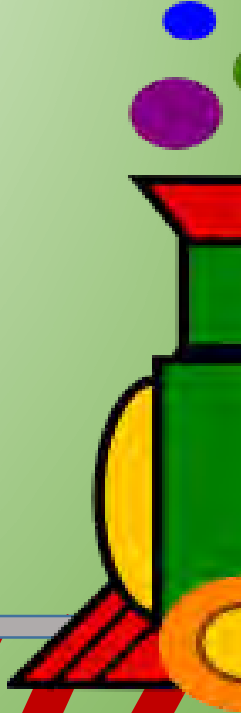
Results Driven Accountability

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?



5 Year Monitoring Cycle

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
 Cullman 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
 Lanett City
 Lawrence County
 Marshall County
 Pell City
 Perry County
 Phenix City
 Piedmont City
 Roanoke City
 Scottsboro City
 Sheffield City
 Shelby County
 Satsuma City
 Tarrant City
 Tuscaloosa County
 Tuscumbia City
 Wilcox City

2020-2021

Alabaster City
 Albertville City
 Alexander City
 Andalusia City
 Athens City
 Baldwin County
 Brewton City
 Clarke County
 Cleburne County
 Cherokee County
 Crenshaw County
 Cullman City
 DeKalb County
 Etowah County
 Hartselle City
 Henry County
 Lamar County
 Lowndes County
 Marengo County
 Mt. Brook City
 Opelika City
 Russellville City
 St. Clair County
 Sylacauga City
 Tallassee City
 Troy City
 Trussville City
 Tuscaloosa City
 Vestavia Hills City

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
Lanett City
Lawrence County
Marshall County
Pell City

Perry County
Phenix City
Piedmont City
Roanoke City
Scottsboro City
Sheffield City
Shelby County
Satsuma City

Tarrant City

Tuscaloosa
County
Tuscumbia City
Wilcox City

2020-2021

Alabaster City
Albertville City
Alexander City
Andalusia City
Athens City
Baldwin County
Brewton City
Clarke County
Cleburne County
Cherokee County
Crenshaw County
Cullman City
DeKalb County
Etowah County
Hartselle City

Henry County
Lamar County
Lowndes County
Marengo County
Mt. Brook City
Opelika City
Russellville City
St. Clair County

Sylacauga City

Tallasse City

Troy City
Trussville City
Tuscaloosa City
Vestavia Hills
City

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

SCORING ELEMENT	RISK SCORE	Data1	Data2	Data3
DATA INTEGRITY				
Child Count				
Student Evaluated w/in 60 Day Timeline				
Part C to B Transition				
Secondary Transition				
Early Learning Progress Profile (ELPP)				
Maximum Points	0			
RESULTS INDICATOR DATA		FFY 2015 Target	FFY 2014 Data	FFY 2015 Data
Dropout Rates (Indicator 2)		12.21		
LRE - Inside general education 80% or more of the day (Indicator 5a)		69.75		
LRE - Inside general education less than 40% of the day (Indicator 5b)		6.50		
LRE - Separate Schools, Residential Facilities (Indicator 5c)		2.65		
Preschool LRE (Indicator 6a)		47.50		
Preschool LRE (Indicator 6b)		6.10		
Preschool Outcomes (Indicator 7A2)		82.80		
Preschool Outcomes (Indicator 7B2)		65.10		
Preschool Outcomes (Indicator 7C2)		88.20		
Parental Involvement (Indicator 8)		75.63		
Post School Outcomes (Indicator 14a)		22.74		
Post School Outcomes (Indicator 14b)		62.85		
Maximum Points	0			
FISCAL DATA				
Single Audit Review (Federal IDEA Findings/Corrections) [2CFR Part 200]				
Comprehensive Coordinated Early Intervening Services, CCEIS [34CFR§300.646]				
Subgrants/Financial Support - Timely Submission [34CFR§§300.700 & 300.705]				
Subgrants/Financial Support - Corrections Required [34CFR§§300.700 & 300.705]				
Allocation of Funds-use of funds (carryover >31%) [34CFR §300.202]				
Maximum Points	0			
DETERMINATIONS				
Needs Intervention (NI) or Needs Substantial Intervention (NSI)				
Needs Assistance (NA)				
Meet Requirements (MR)				
Maximum Points	0			
OTHER				
<i>New Special Education Director/Coordinator</i>				
0-5 Years Experience				
5-10 Years Experience				
> 10 Years Experience				
Maximum Points	0			
OVERALL SCORE	0			

Data Scoring Rubric Matrix

Risk	Low Risk	Medium Risk	High Risk	Items	Points
Visual	Green	Yellow	Red		
	Low Points	Medium Points	High Points	# of Items	Max Points
Data Integrity					
Child Count	0		1	1	1
Student Evaluated w/in 60 Day Timeline	0		1	1	1
Part C to B Transition	0		1	1	1
Secondary Transition	0		1	1	1
Early Learning Progress Profile	0		1	1	1
TOTAL/RANGE	0-2	n/a	≥ 3	5	5
Results Indicator Data					
Dropout Rates (Indicator 2)	0	1	2	1	2
LRE-Inside general education 80% or more of the day (Indicator 5a)	0	1	2	1	2
LRE-Inside general education b/w 40 and 79% of the day (Indicator 5b)	0	1	2	1	2
LRE- Separate (Indicator 5c)	0	1	2	1	2
Preschool LRE (Indicator 6a)	0	1	2	1	2
Preschool LRE (Indicator 6b)	0	1	2	1	2
Preschool Outcomes (Indicator 7b1)	0	1	2	1	2
Preschool Outcomes (Indicator 7b2)	0	1	2	1	2
Preschool Outcomes (Indicator 7b3)	0	1	2	1	2
Parent Involvement (Indicator 8)	0	1	2	1	2
Postschool Outcomes (Indicator 14a)	0	1	2	1	2
Postschool Outcomes (Indicator 14b)	0	1	2	1	2
TOTAL/RANGE	0-5	6-12	≥ 13	12	24
Fiscal Data					
Single Audit Review(Federal IDEA Findings/Corrections)[2CFR Part 200]	0	7.5	15	1	15
Comprehensive Coordinated Early Intervening Services, CCEIS [34CFR 300.226]	0	1	2	1	2
Subgrants/Financial Support-Timely Submission [34CFR 300.700&300.705]	0		2	1	2
Subgrants/Financial Support- Corrections Required [34CFR 300.700&300.705]	0	7.5	15	1	15
Allocations of Funds-use of funds	0	1	2	1	2
TOTAL/RANGE	0-8	9-18	≥ 19	5	36
Determinations					
Needs Intervention(NI) or Needs Substantial Intervention(NSI)=30 points			30		30
Needs Assistance (NA)= 20 points		20			20
Meets Requirements (MR) =10 points	10				10
TOTAL/RANGE	10	20	30	n/a	30
Other					
New Special Ed Director/Coord.					
0-5 years Experience =5 points			5		5
5-10 years Experience =2.5 points		2.5			2.5
> 10 years Experience = 0 points	0			n/a	0
TOTAL/RANGE	0	2.5	5	n/a	5
OVERALL SCORE	0-33	34-67	≥ 67	n/a	100

Special Education Risk

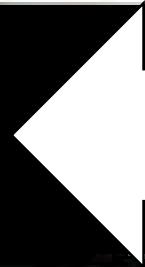
Scoring Element	Rubric Risk	Scoring Element	Risk Score
Score		Fiscal Data	
Data Integrity			
Child Count	0-1	Single Audit Review (Federal IDEA Findings/Corrections)	0-15
Student Evaluated w/60 Day Timeline	0-1	Comprehensive Coordinated Early Intervening Services, CCEIS	0-2
Part C to B Transition	0-1	Subgrants/Financial Support - Timely Submission	0-2
Secondary Transition	0-1	Subgrants/Financial Support Corrections Required	0-15
Early Learning Progress Profile	0-1	Allocation of Funds-Use of Funds	0-2
Maximum Points		Maximum Points	
5		36	
Results Indicator Data		Determinations	
Dropout Rates (Indicator 2)	0-2	Needs Intervention (NI) or Needs Substantial Intervention (NSI) = 30 Points	30
LRE - Inside General Education 80% or More (Indicator 5A)	0-2	Needs Assistance (NA) = 15 Points	15
LRE - Inside General Education Less than 40% (Indicator 5B)	0-2	Meet Requirements (MR) = 0 Points	0
LRE - Separate Schools, Residential Facilities (Indicator 5C)	0-2	Maximum Points	30
Preschool LRE (Indicator 6a)	0-2	New Special Education Director/Coordinator	
Preschool LRE (Indicator 6b)	0-2	0-5 Years Experience =	5
Preschool Outcomes (Indicator 7a2)	0-2	5-10 Years Experience = 2.5 Points	3
Preschool Outcomes (Indicator 7b2)	0-2	More than 10 Years Experience = 0 Points	0
Preschool Outcomes (Indicator 7c2)	0-2	Maximum Points	
Parent Involvement (Indicator 8)	0-2	5	
Post School Outcomes (Indicator 14A)	0-2	Overall Score Maximum Points	
Post School Outcomes (Indicator 14B)	0-2	100	
Maximum Points			
24			

Overall Risk Score

<u>Level</u>	<u>Score</u>
Low Risk	0-33
Medium Risk	34-67
High Risk	> 67

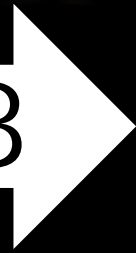
LOOKING

BACK



2016-2017

2017-2018



FOCUSED MONITORING

2016-2017

System Profile/Fiscal Review

Must be completed by October 20, 2017



NOVIAS
POR FAVOR

Compliance Monitoring

Compliance Monitoring

Career Tech

LEA Accounting

Federal Programs

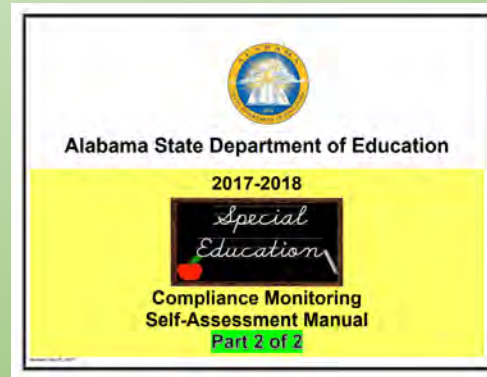
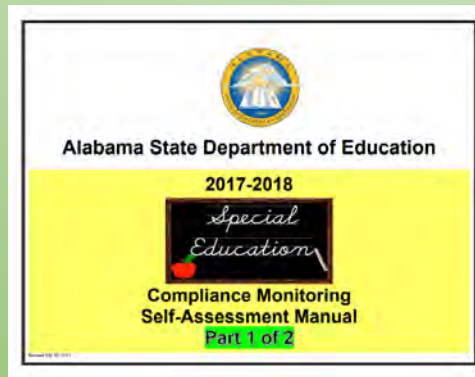
Special Education

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.


STATE OF ALABAMA
DEPARTMENT OF EDUCATION


MAIL BY:  **TO:** Paul Gay, Coordinator
 Compliance Monitoring - Room 5148
 Alabama State Department of Education
 P. O. Box 302101
 Montgomery, Alabama 36130-2101

DOCUMENT OF ASSURANCE

In accordance with 29 CRF Subpart D-Section 99-400 and OMB Circular No. A-133, the Alabama State Department of Education requests this Document of Assurance from all school systems.

A. AFFIDAVIT OF LOCAL SUPERINTENDENT

After careful review of the Self-Assessments, we hereby certify that all federal laws and state regulations have been properly observed and implemented in this school system. This system will assure that all programs are in compliance. When non-compliance occurs, this system will request technical assistance from the Alabama State Department of Education immediately.

Signature of Superintendent

Date



Subscribed and sworn to before me this _____ day of _____ 20____


Print Name of Superintendent

Signature of Notary Public

Board of Education

Revised July 25, 2017


STATE OF ALABAMA
DEPARTMENT OF EDUCATION


MAIL BY:  **TO:** Paul Gay, Coordinator
 Compliance Monitoring - Room 5148
 Alabama State Department of Education
 P. O. Box 302101
 Montgomery, Alabama 36130-2101

TECHNICAL ASSISTANCE FORM

PART I - Complete this part whether you need technical assistance or not.

Board of Education does not request technical assistance at this time. **OR**
 Board of Education requests technical assistance in the areas indicated in **PART II.**

PART II - Complete this section only if you need technical assistance.

PROGRAM	SECTION	PAGE	CONTACT PERSON FOR THE PROGRAM
Administration and Finance			
Educator Effectiveness			
Federal Programs			
Instructional Services			
Intervention			
Library Media			
Career & Technical Education			
Counseling and Guidance			
Prevention & Support Services			
Nursing / Health Services			
Technology			
Transportation			
Gifted Education			
Special Education			

PART III - Complete this part whether you need technical assistance or not.

_____ DATE _____ SUPERINTENDENT'S SIGNATURE
 _____ BOARD OF EDUCATION _____ PRINT NAME OF SUPERINTENDENT

Revised July 25, 2017

FOCUSED MONITORING

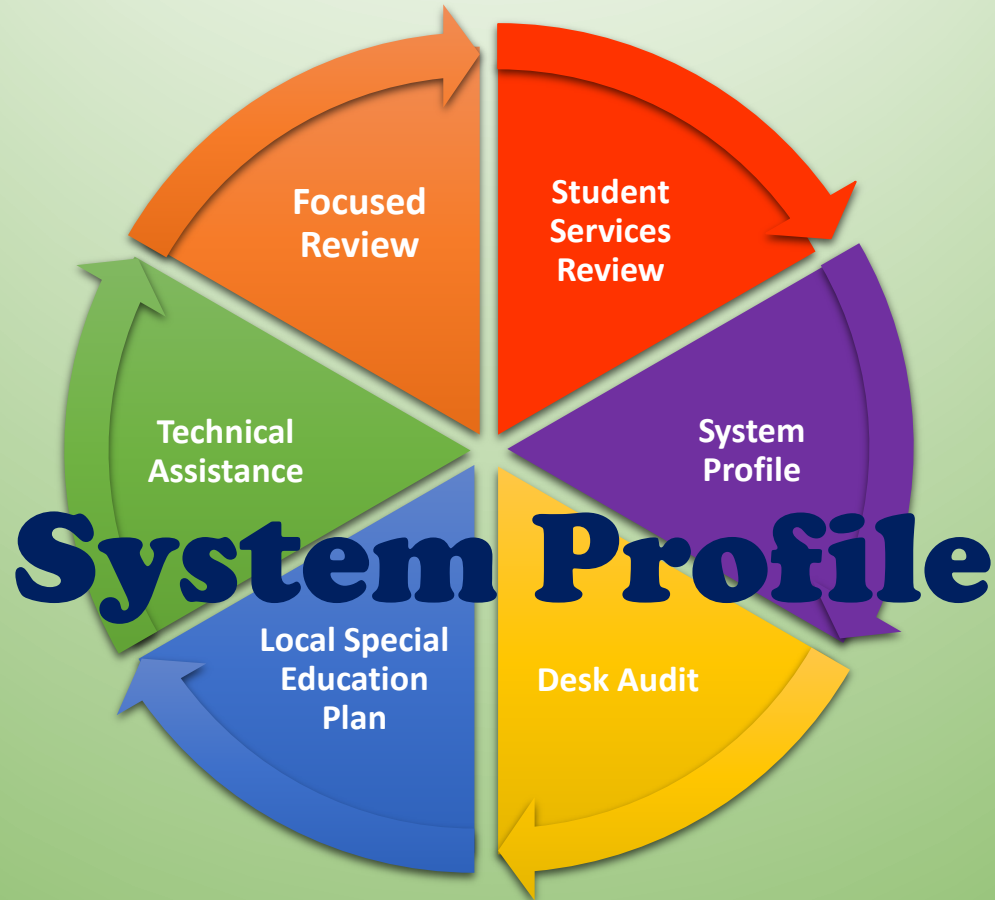


LOCAL SPECIAL EDUCATION PLAN

- 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/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



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.



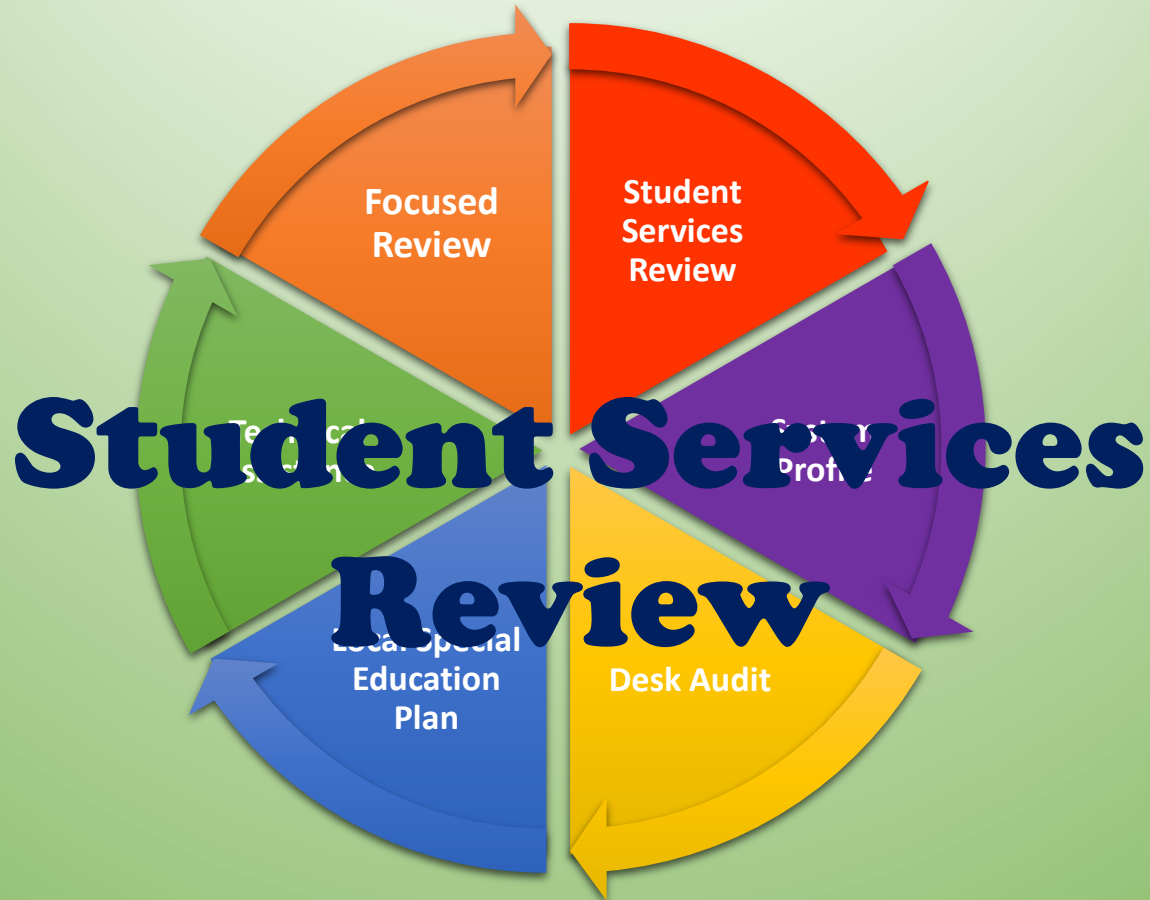
DESK AUDIT

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 (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)

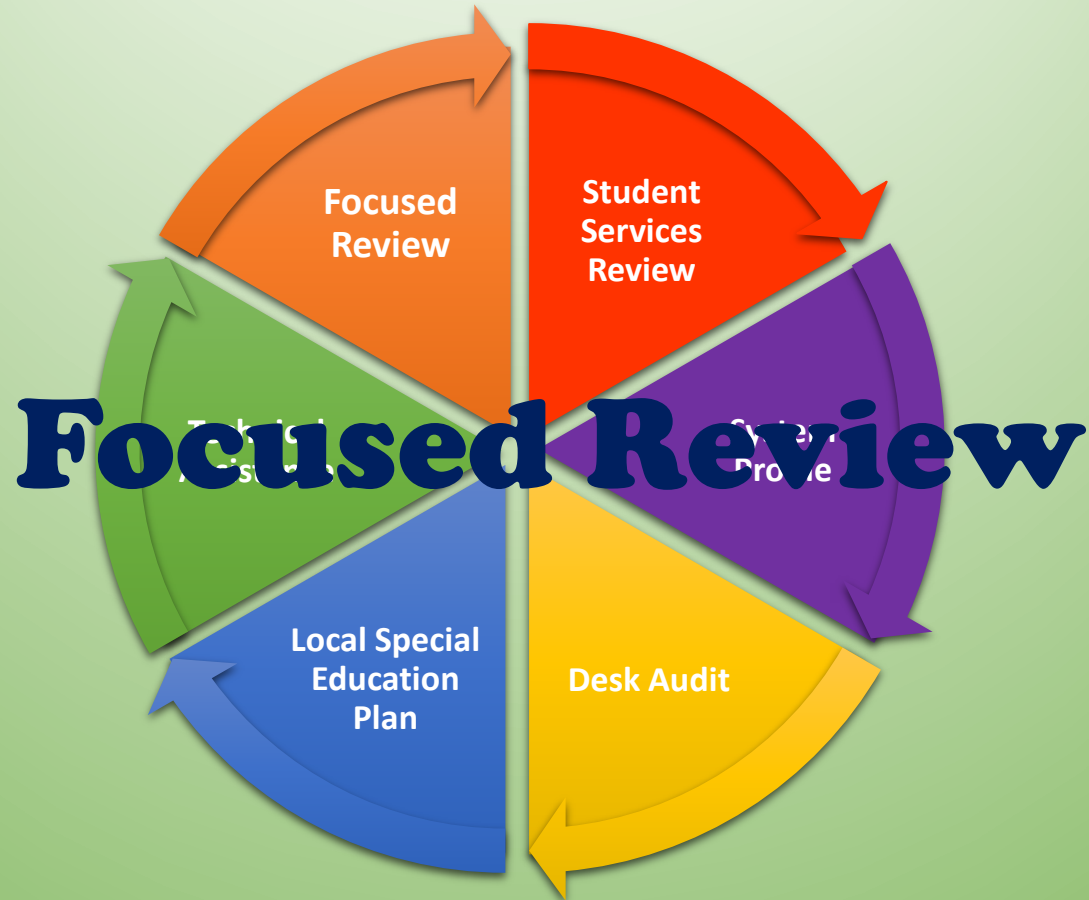
- For LEAs with 2,500 or less students with disabilities six (6) students will be selected for SSRs.

<u>Number of Students</u>	<u>Number of SSRs</u>
2,501 – 3,500	7
3,501 – 4,500	8
4,501 – 5,500	9
5,501 – 6,500	10
6,501 – 7,500	11
Over 7,500	12

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

- 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

Weeks Prior to On-Site Visit	Activities
Six Weeks	ALSDE,SES staff conducts Pre-Staffing (LEA-At-a-Glance)
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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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)

- Desk Audit
- Probing Questions
- Indicator Verification
- Student Services Reviews

SES and LEA Activities During the On-site Monitoring Week

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:

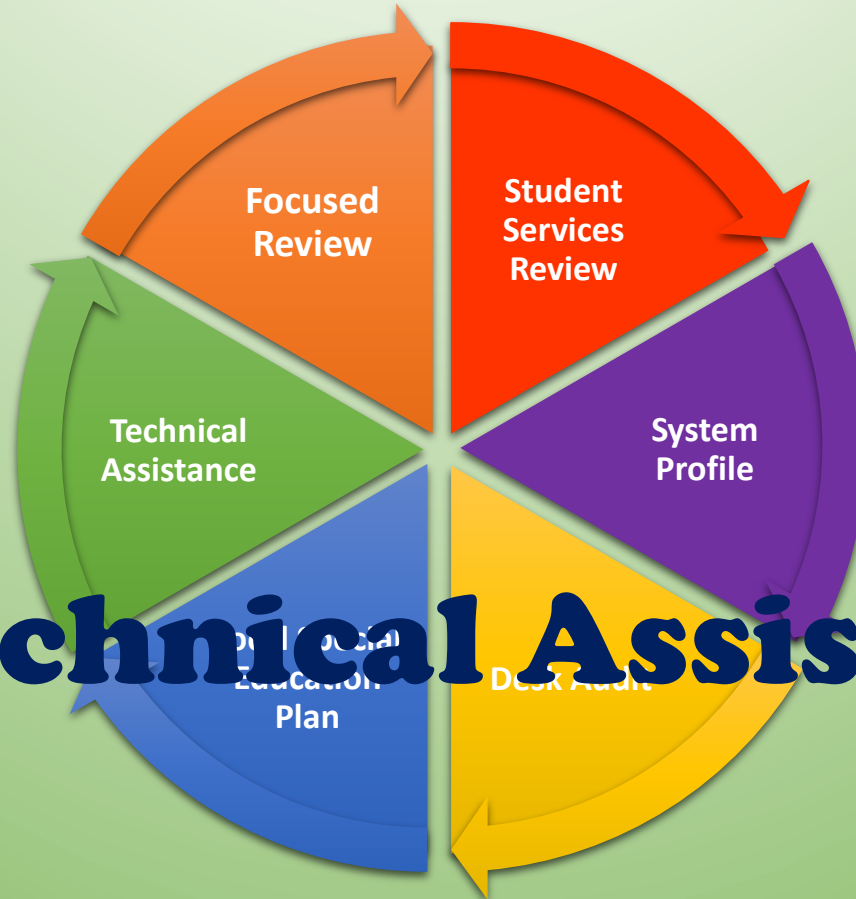
- Conducting SSRs during the day
- Reviewing the schedule for the Exit Conference

The final SSR report is compiled and emailed to the Team Leader and LEA Regional Specialist

Day Four

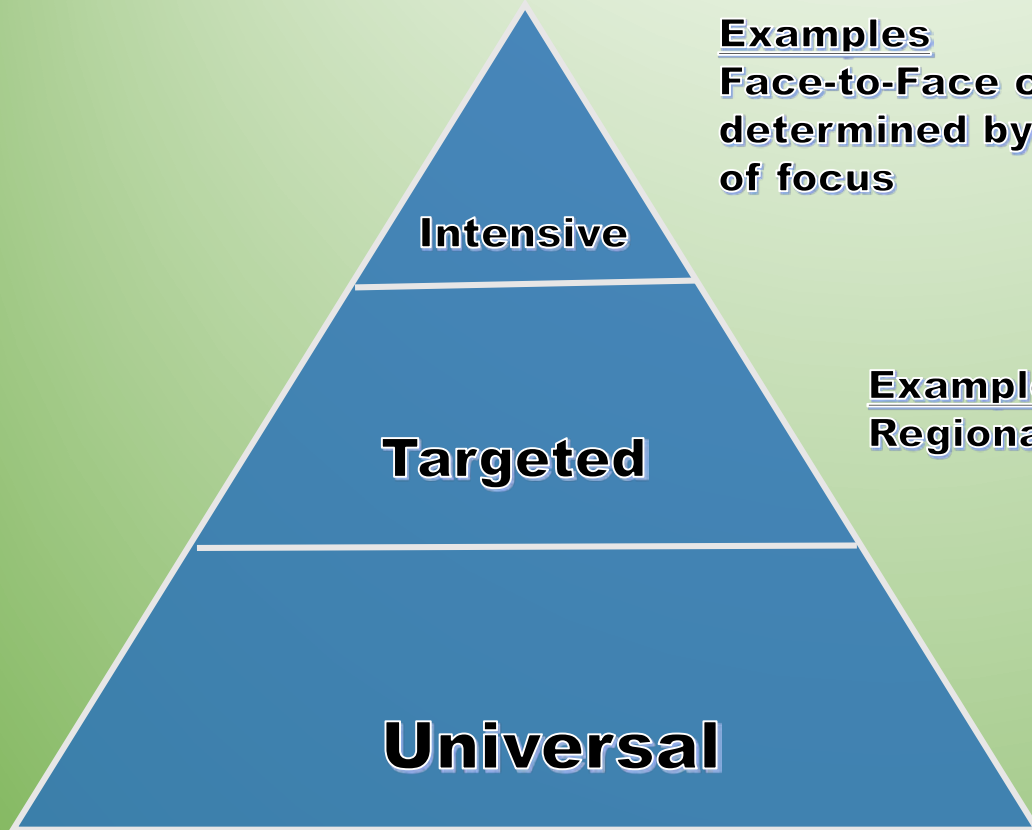
Exit Conference Meeting in the LEA

FOCUSED MONITORING



Technical Assistance

TECHNICAL ASSISTANCE



Examples

**Face-to-Face contact
determined by identified area(s)
of focus**

Examples

Regional Trainings

Examples

**News You Can Use;
Webinars**

For More Information:
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HAVE A TERRIFIC YEAR!



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