SPECIAL EDUCATION SERVICES
Back to School Workshop

Renaissance Montgomery Hotel
August 23, 2018

Opening Remarks

Dr. Daniel Boyd

Ms. Crystal Richardson

SES Staff

SPECIAL EDUCATION SERVICES

PROGRAM COORDINATOR

CRYSTAL RICHARDSON

ADMINISTRATIVE SUPPORT ASSISTANTS

BEVERLY JACKSON
SECTION SECRETARY

MARLO PHIFER

VALERIE BIBB

REBECCA SNELL

MEREDITH BRIGMAN

RAY GLASS

SHUMEKA ROBINSON

DATA TEAM

DR. KEMECHE GREEN

SUSAN WILLIAMSON
ADMINISTRATOR

ERIC DICKSON

DISPUTE RESOLUTIONS

BERNICE RUSH-HARRISON

DR. DALEE CHAMBERS

SPDG DIRECTOR

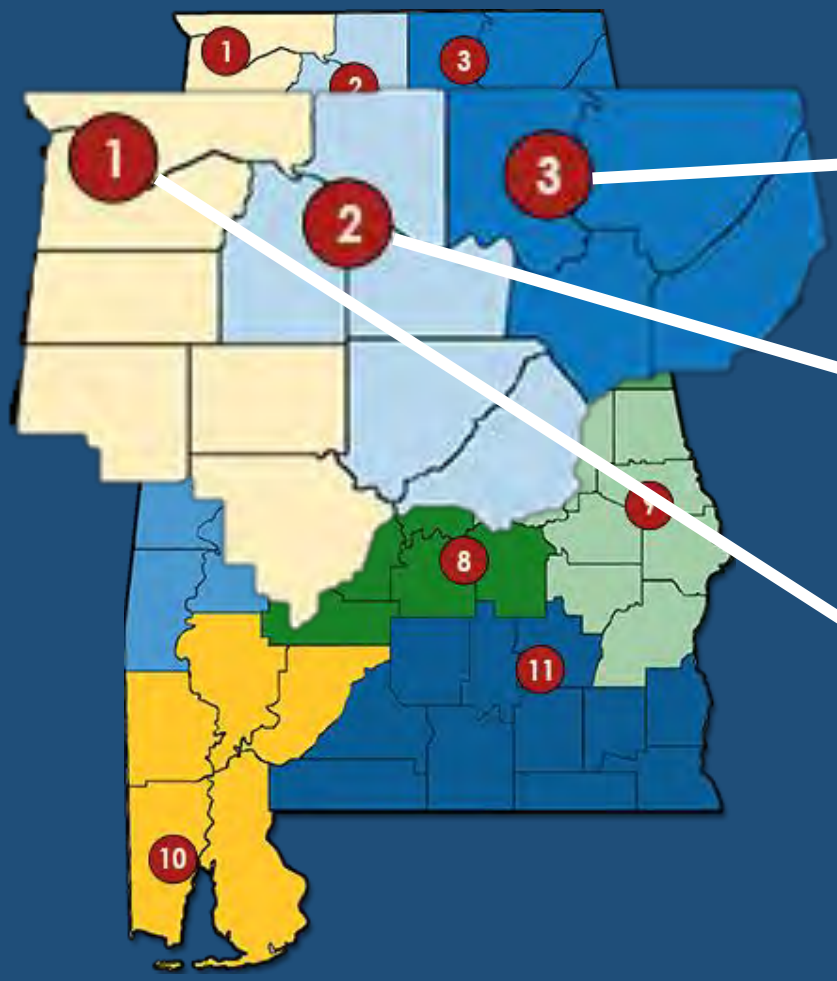
THERESA FARMER

MONITORING TEAM

REGINA SANKEY
DATA ANALYST

ALICIA HODGE
ADMINISTRATOR

REGION SPECIALIST CONTACT - TEAM A

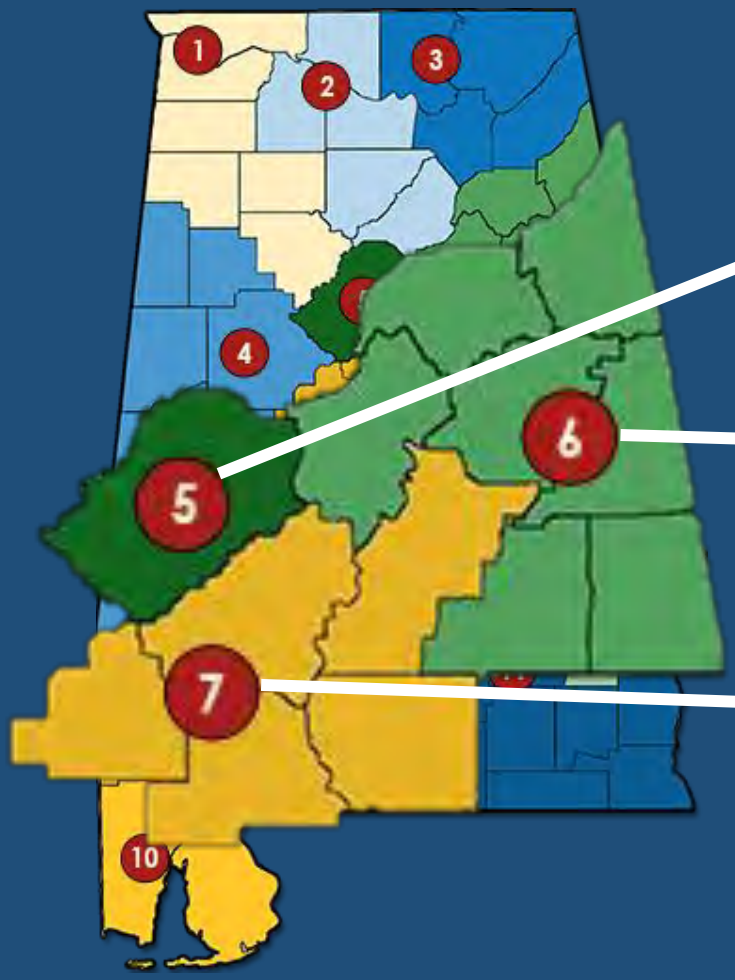


LEROY MILES

SHEILA BOLLING

STEPHANIE FRUCCI

REGION SPECIALIST CONTACT - TEAM B

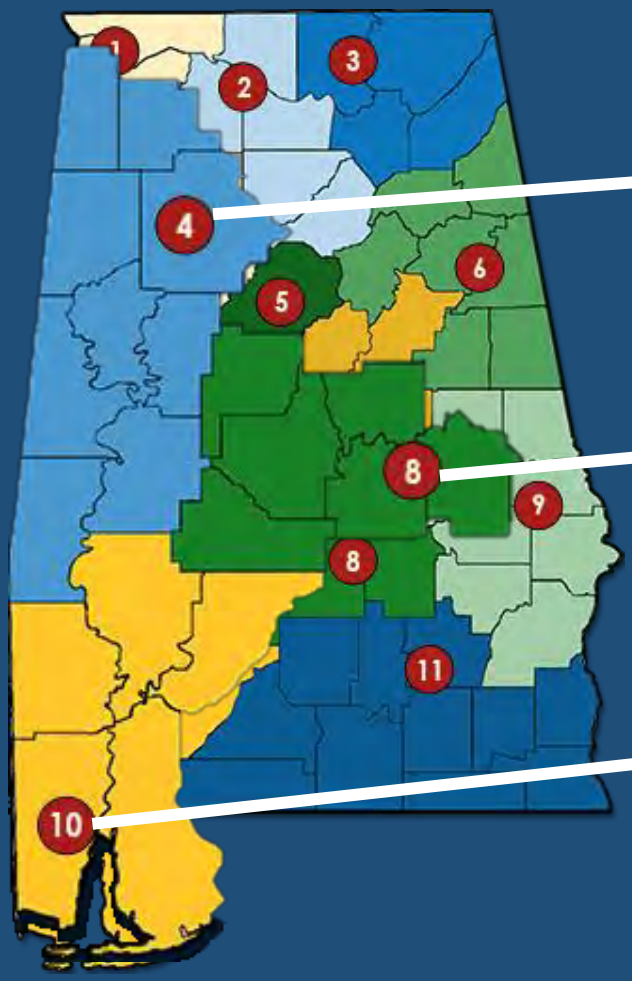


CYNTHIA AUGUSTINE

BRIAN DUNN

CLARE WARD

REGION SPECIALIST CONTACT - TEAM C

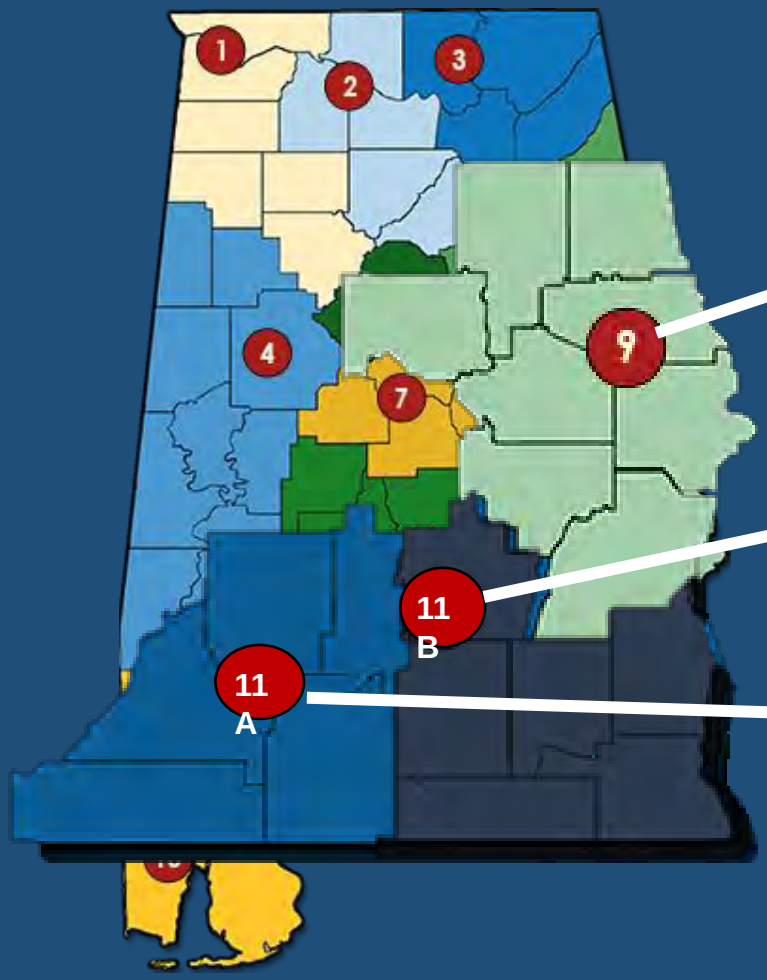


DENISE WILSON

SUSAN GOLDTHWAITE

TINA SANDERS

REGION SPECIALIST CONTACT - TEAM D



BILLIE THOMPSON

GWENDOLYN PRESTON

DIANN JONES

PART TIME EMPLOYEES

TRANSITION TEAM

FISCAL TEAM

CURTIS GAGE

CELESTE MINOR

ERIKA RICHBURG
ADMINISTRATOR

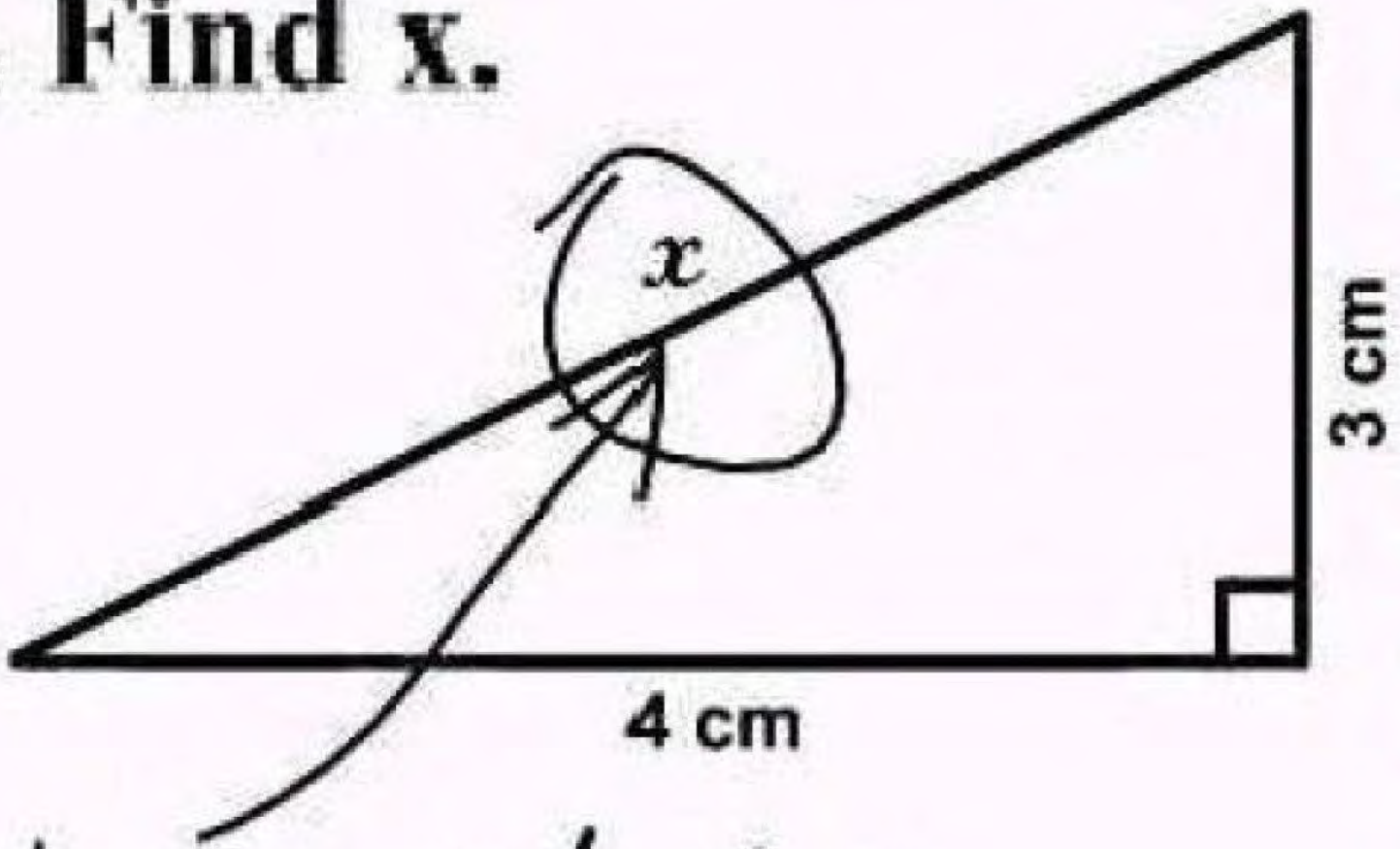
SABRINA MAY

CAMILLA GIBSON

Hot Topics

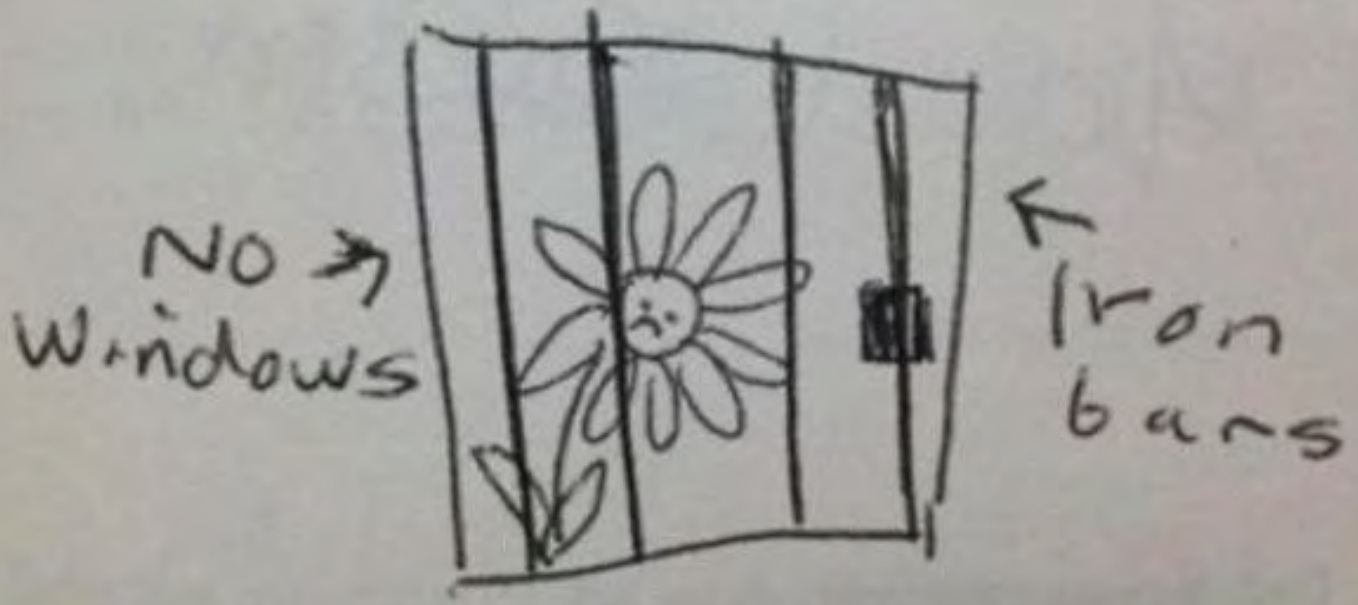
Ms. Crystal Richardson

3. Find x.



Here it is

Draw a plant cell and identify its most important parts.



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

If a country can't figure it out, how can I?

City and County Jails

Private Schools

The man can rub .
(rub, run, rug)

The man pet the dog.
(fit, hit) "you should not hit dogs

The fox ran.
(fog, fox, for)

1. why are there rings on Saturn?

Because God liked it, so he put a ring on it. Saturn was NOT a single Lady.

Paraprofessionals

Child Find

Summary Question

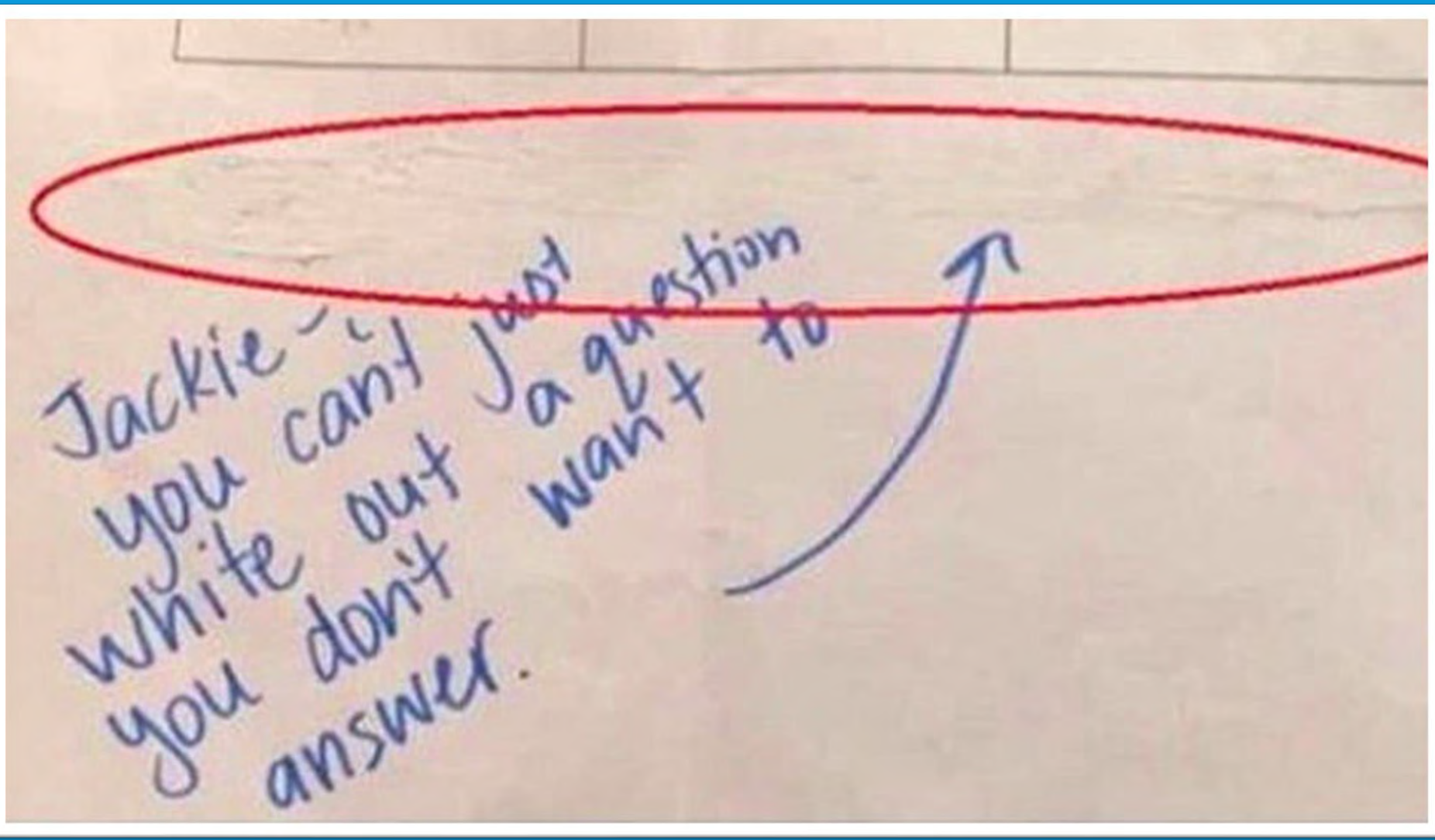
	Excellent	Very Good	Good	Fair	Poor
19 Overall, how would you rate your learning experience in this course?	○	○	○	●	○

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

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

Additional Questions (if separate sheet is provided)

20	①②③④⑤	23	①②③④⑤	26	①②③④⑤	29	①②③④⑤	32	①②③④⑤
21	①②③④⑤	24	①②③④⑤	27	①②③④⑤	30	①②③④⑤	33	①②③④⑤
22	①②③④⑤	25	①②③④⑤	28	①②③④⑤	31	①②③④⑤	34	①②③④⑤


Jackie -
you can't just
white out a question
you don't want to
answer.

Seclusion and Restraint

SLI Preschool DD

Ms. Stephanie Frucci

SLPs and SLPAs: Hiring vs. Contracting

Hiring:

- An SLP with a teaching certificate (A or B) in Speech-Language Pathology may be hired.
- An SLP must have licensure from the Alabama Board of Examiners for Speech-Language Pathology and Audiology (ABESPA) to be eligible for the SLP certificate.
- New SLPs with an Master's degree in SLP must complete a Clinical Fellowship Year with supervision from an SLP with the Certificate of Clinical Competency (CCCs) in order to be eligible to apply for the CCCs/ABESPA licensure. Your Superintendent may apply for a Speech-Language Pathology Temporary Certificate for these applicants.

SLPs and SLPAs: Hiring vs. Contracting

Contracting:

- An SLP must have licensure from ABESPA to contract with a school system.

SLPs & Missed Services

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

SLI Eligibility Issues

For articulation, voice and fluency:

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

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

Serving Preschool Students

If the preschool **is** considered a private school:

- LEA where the school is located (LEA of location) **IS** responsible for offering equitable services.

If the preschool **is not** considered a private school (i.e., is for profit, contains only preschool grades, etc.):

- LEA where the school is located (LEA of location) is **NOT** responsible for offering equitable services.
- LEA where the child lives (LEA of residence) **IS** responsible for offering FAPE to that child.

- If an LEA does not offer a preschool program, it may choose to make FAPE available in the private preschool.

Battelle Developmental Inventory - 2

- Each Special Education Coordinator/Director will be receiving 1 kit.
- Kits purchased do not include manipulatives.
- Please confirm when you receive your kit by notifying sfrucci@alsde.edu.

DD Eligibility: Primary Assessments

Assessments that may be used as a primary assessment:

1. BDI-2
2. Brigance IED III Standardized - **MUST** be administered with **DIRECT CONTACT** with the child (i.e., the "Performance" method) to be considered a primary assessment.
3. DAYC-2 – **MUST** be administered with **DIRECT CONTACT** with the child (i.e., "the direct assessment method") to be considered a primary assessment.

DD Eligibility: Backup Assessments

Assessments to be used as **backup only**:

- Brigance IED III – is criterion referenced
- E-LAP – is not standardized
- IDA – is criterion-referenced
- LAP-D – does not include all 5 required developmental domains
- PEP-3 – does not include all 5 required developmental domains

DD Eligibility: Backup Assessments

Assessments that may **NOT** be used as either primary **OR** backup:

- DP-3 – its purpose per the examiner's manual is as a screener

DD Eligibility:
Primary & Backup Assessments

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

Interpreters and Contracted Support

Ms. Billie Thompson

Contracted Support –

Request for Proposals (RFP)

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

- Once a Glenwood Evaluation has been completed a **re-evaluation** (re-testing) is likely **not** necessary.
- Comprehensive ASD Diagnostic Evaluations are reserved for students who exhibit severe behaviors **beyond** those typical of a child with Autism.
- **Do not** let your evaluation time-line to exceed the number of days allowed while you are waiting for Glenwood to evaluate your student.

Contracted Support –

Request for Proposals (RFP)

The Learning Tree
Alabama Autism Initiative

- Individual student consultation
- Technical **assistance** in behavior analysis, functional behavior assessments, behavior intervention planning
- Preschool **best** practices for students with ASD and/or behavioral concerns
- Limited follow-up

Contracted Support –

Request for Proposals (RFP)

The Learning Tree
Alabama Autism Initiative

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

AIDB Outreach Services

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

outreach@aidb.org

(256) 761-3765

www.aidb.org

Sign Language Interpreters

Requirements:
Alabama Licensure Board for Interpreters and Transliterators
www.albit.Alabama.gov

Sign Language Interpreters

Requirements:
Alabama Licensure Board for Interpreters and Transliterators

www.albit.Alabama.gov

Do I have to get a Permit/License?

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

"Our student is not ready for an interpreter".

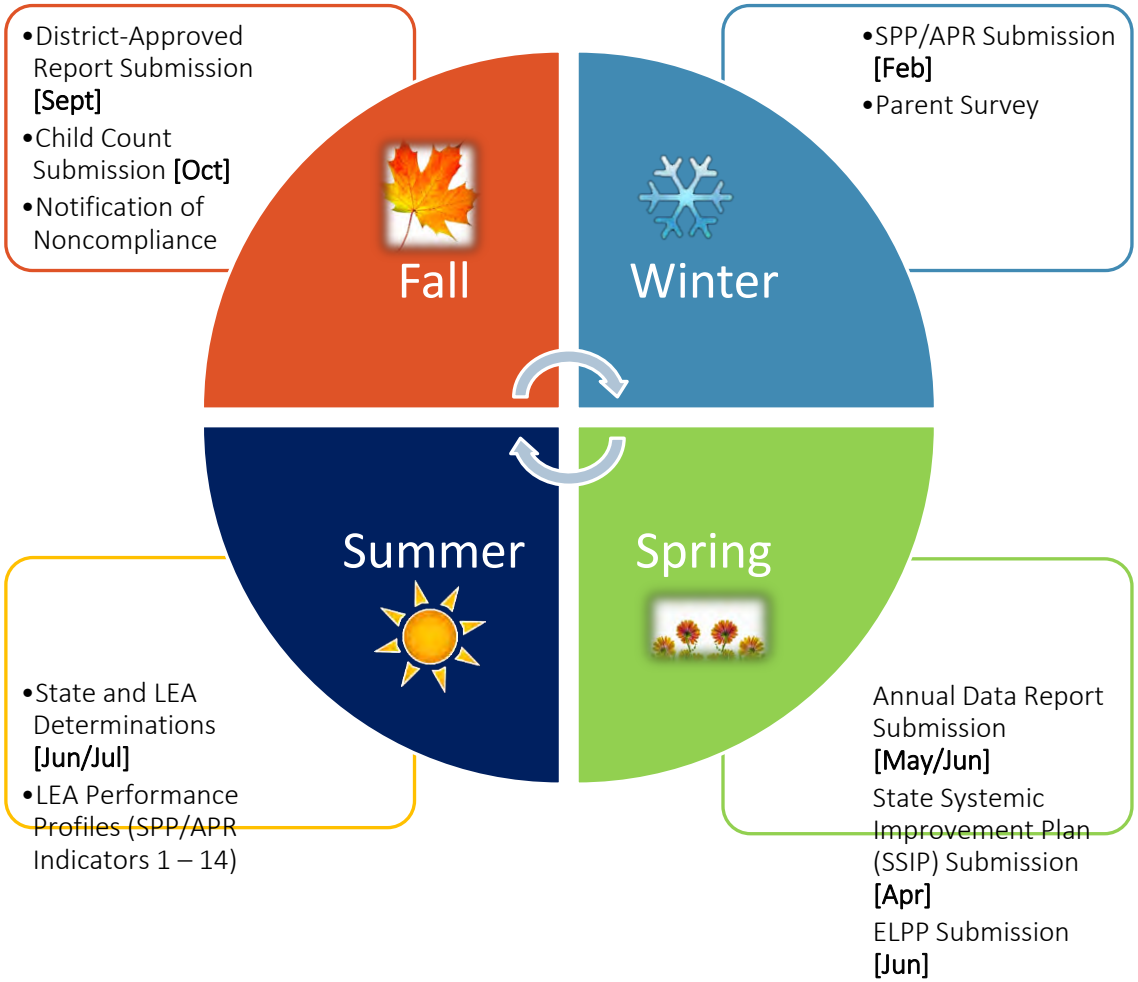
How far would Helen Keller have gotten if Annie Sullivan had not entered her life? Someone with expertise has to start as soon as possible.

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

Data

Ms. Susan Williamson
Mr. Eric Dickson
Dr. Kemeche Green

Cycle of Reporting



Reporting Timelines

Child Count (current school year data)

- Capture Date/Snapshot
  - Must be taken in SETS on October 1st
- Data Collection Window
  - Begins October 1st
  - Ends October 10th
- Child Count Submission
  - Must be submitted by checking the District Approved box in SETS by October 10th
- Child Count Certification Form
  - Must be submitted by October 26th
  - Must provide new certification form for each resubmission

Reporting Timelines (continued)

SPP/APR District-Approved Process (previous school year data)

- Data Collection Window
  - Begins September 4th
  - Ends September 14th

ADR (current school year data)

- Data Collection Window
  - Begins May 29, 2019 (Last Wednesday in May)
  - Ends June 12, 2019 (Second Wednesday in June)

Early Learning Progress Profile (ELPP)

- Due Date
  - June 1

LEA Performance Profiles (previous school year data)

- Posted annually in June (120 days after the APR submission, Feb 1st)

Determinations

- State receives Determination annually in June
  - LEA receives Determination annually in June/July

Reporting Reminders

Child Count

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

Annual Data Reports

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

Reporting Reminders (continued)

SPP/APR District-Approved Process

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

Post School Outcomes (PSO)

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

Data Integrity on Risk Rubric

- Scored based on complete data submission

Reporting Reminders (continued)

Determinations

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

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

Disproportionality

Data Source – Child Count

- Ensure R/E correct (in iNOW)

Disproportionality Analysis

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

Significant Disproportionality

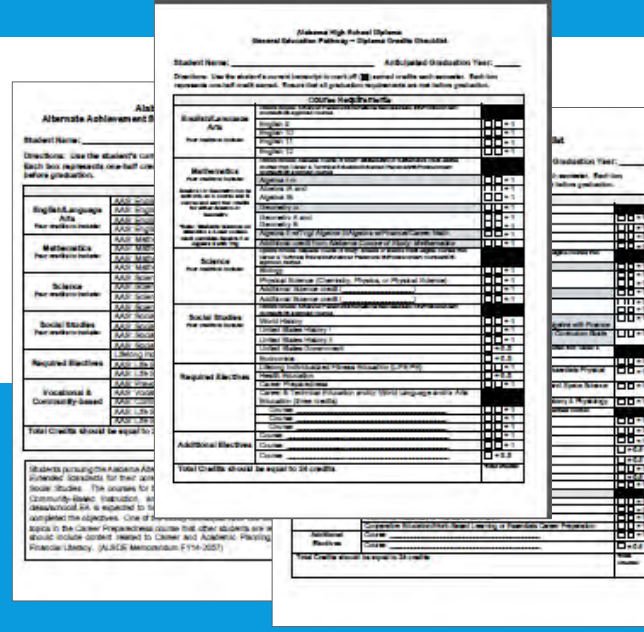
- Postponement of new SD regulations until 2020/2022
- Multi-year flexibility (Year 4)

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

Transcript Review

Ms. Cindy Augustine

Transcript Review



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

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

1% Cap & AAA Participation

Ms. Nannette Pence
Ms. Susan Goldthwaite

1% Cap- Regulations Alternate Assessments

- **ESSA** changed regulations from **proficiency** to **participation**.
- The total number of students assessed using the alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

Alternate Participation GUIDANCE

- Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state's definition of "**significant cognitive disabilities**."
- According to the ***Alabama State Department of Education Student Assessment Program Policies and Procedures for Students of Special Populations***, Revised November 2016:

  …definition of a student with significant cognitive disabilities is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below.

Ultimately you are determining that the general education standards and state assessment are not appropriate, even with accommodations, for a student to attain grade level achievement. Therefore, the student's learning content will be the Alternate Achievement Standards and the student's performance will be measured by participation in the *Alabama Alternate Assessment*.

Description of Criteria for Participation Decisions

1. **The student has a "significant cognitive disability".**

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

AND

2. The student is learning content aligned to the Alabama Course of Study content standards.

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

The Alternate Achievement Standards are the essential content of the Alabama Course of Study that is needed for a student with a significant cognitive disability to make grade level progress.

AND

3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

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

AND

Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

What NOT to Use as Criteria for Participation Decisions

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

- A disability category or label
- Poor attendance or extended (long) absences
- Visual or auditory disabilities
- Social, cultural, language, or economic differences
- Expected poor performance on the general assessment
- Administrator decision
- Anticipated disruptive behavior
- Impact of test scores on accountability system

What NOT to Use as Criteria for Participation Decisions

- Academic and other services the student receives
- Educational environment or instructional setting
- Percent of time receiving special education services
- Need for accommodations
- Anticipated emotional distress

EVERY STUDENT SUCCEEDS ACT

PUBLIC LAW 114-95 - DEC. 10, 2015

‘‘(II) ensures that the parents of such students are clearly informed, as part of the process for developing the individualized education program (as defined in section 614(d)(1)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)))—

‘‘(aa) that their child’s academic achievement will be measured based on such alternate standards; and

‘‘(bb) how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

REGULAR HIGH SCHOOL DIPLOMA

43) REGULAR HIGH SCHOOL DIPLOMA.—The term 'regular high school diploma'—

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

"(B) does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

1% Cap- Monitoring Alternate Assessment Participation

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

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

Exceeding the 1% Cap Justification Form

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

Resources

- Student Assessment Webpage

- Justification Form
- Assessment Webpage
- Alternate Achievement Standards
- Locally Developed Assessments
- Participation in Assessments

Lunch is provided by:
Educational Material Specialists and ALA-CASE

Fiscal Updates

Ms. Erika Richburg
Ms. Celeste Minor

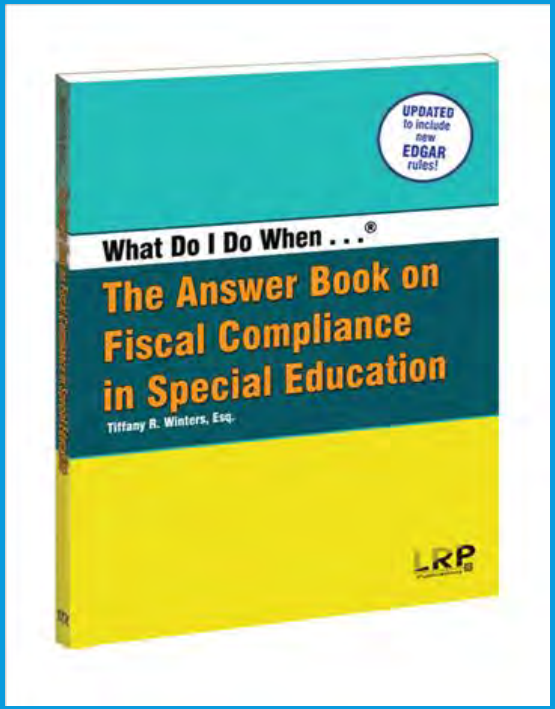
Fiscal Agenda Items:

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

Fiscal Resource Provided

REMINDER:

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



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

Special Education
FY19 Financial Assistance Available

AL High Cost Fund

- Federal Funds
- Must have a Current Determination Status of Meets Requirements
- Typically does not adversely affect MOE
- Funding based per student

Catastrophic Grants

- State Funds
- Determination Status does not hinder awarding grant
- May have an adverse affect on MOE
- Funding based per student, multiple students or shared needs

AL High Cost Fund (ALHCF)

- 34 CFR 300.704
- Federal funds
- Catastrophic Nature- Those cases where special education and related services are required for a particular child that are unduly expensive, extraordinary and/or beyond the routine and reasonable special education and related services provided by the LEA.
- The costs to provide FAPE to a child with a disability must exceed three times the average state per-pupil expenditure.
- The Application and Guidance are Available On-Line

  Application Submission Timeline- September 1st

  ** November 30th (if additional funds remain after the first submission)
- Review and Approval Process is in the ALHCF State Plan
- Receipt of Claim for Reimbursement to be Submitted Monthly

Catastrophic Grants

- Alabama Administrative Code Chapter 290-080-092 or *Appropriations Act* No. 2018-481
- Catastrophic Nature:

  A. Those cases where special education and related services are required for a particular child or multiple children that are unduly expensive, extraordinary and/or beyond the routine and reasonable special education and related services provided by the LEA.

  B. Those cases where the special education population changes significantly due to an influx of students with disabilities or a number of students requiring a specialized resource, etc.

- Grant Guidance and Application Form Available On-Line
- Grant Application Submission Timeline:
  - ✓ September 1st
  - ✓ November 30th
- Review and Approval Process Set Forth in the AAC and/or *Appropriations Act. 2018-481*
- Receipt of Claim for Reimbursement to be Submitted Monthly

Considerations prior to submitting a special education grant application:

- ✓Define the Catastrophic Need(s) and gather documentation
- ✓Review the current determination status of your LEA
- ✓Review current funding and expenditures to determine if receiving a grant award will adversely affect your MOE
- ✓Determine if your LEA has met criteria for participation
- ✓Review all gathered documentation and determine which grant application(s) should be completed and submitted

Tips for Completing the Special Education Grant Applications

FY19 Financial Assistance Electronic Path to Guidance and Forms:

ALSDE Website\Support Systems\Special Education Services\Fiscal Info\Grant Applications

Fiscal Compliance Review

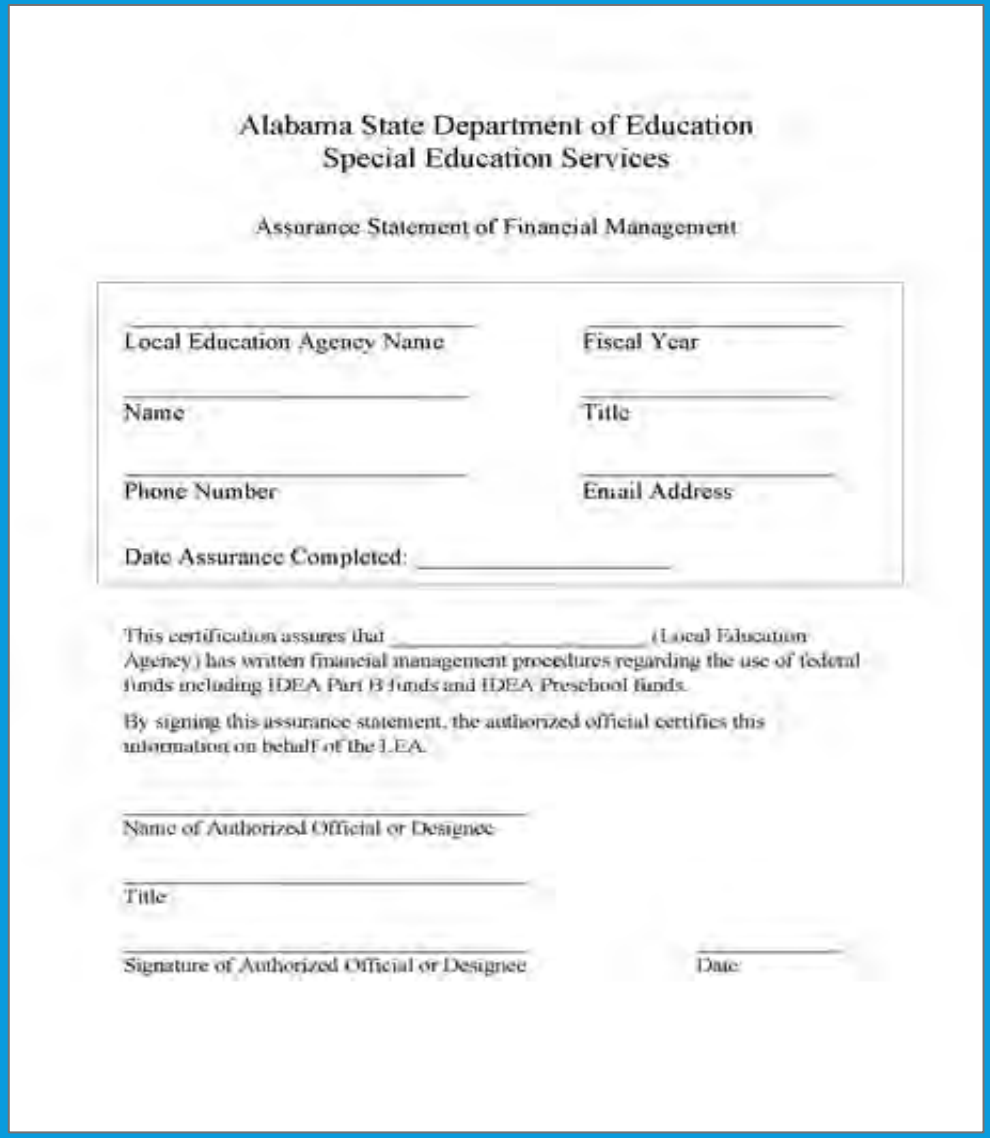
Document's Library Submission Reminders

Reporting Documentation	Data Collection Timeline	Report Submission Due Date	Reporting Form Title
Coordinated Early Intervening Services (CEIS)	July 1st -June 30th	2nd Friday in July	Data Collection Form for CCEIS & CEIS
Proportionate Share	On-going	October 1st annually	Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities
Written Procedures	July 1st –June 30th (Review Annually)	October 1st Annually	Assurance Statement of Financial Management

Required Compliance Items

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

Written Procedures



Alabama State Department of Education
Special Education Services

Assurance Statement of Financial Management

Local Education Agency Name _____ Fiscal Year _____

Name _____ Title _____

Phone Number _____ Email Address _____

Date Assurance Completed: _____

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

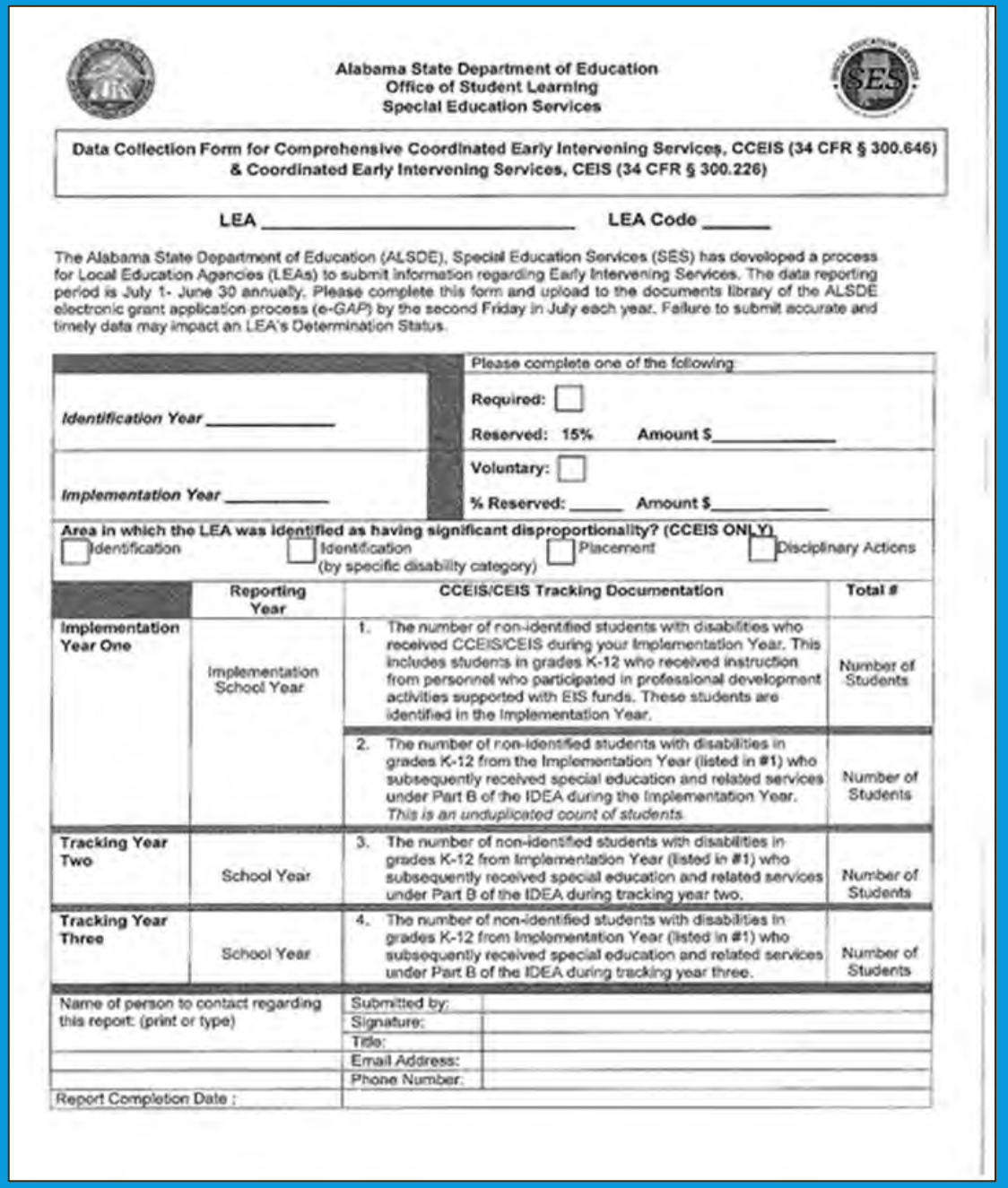
By signing this assurance statement, the authorized official certifies this information on behalf of the LEA.

Name of Authorized Official or Designee _____

Title _____

Signature of Authorized Official or Designee _____ Date _____

CEIS



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:** ☐ **Reserved: 15%** **Amount $**_____
Implementation Year _____	**Voluntary:** ☐ **% Reserved:** _____ **Amount $**_____

Area in which the LEA was identified as having significant disproportionality? (CCEIS ONLY)
☐ Identification ☐ Identification (by specific disability category) ☐ Placement ☐ Disciplinary Actions

	Reporting Year	CCEIS/CEIS Tracking Documentation	Total #
Implementation Year One	Implementation School Year	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. *This is an unduplicated count of students.*	Number of Students
Tracking Year Two	School Year	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	School Year	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 :		

Proportionate Share
Equitable Services Set-Aside

Proportionate Share Requirements:

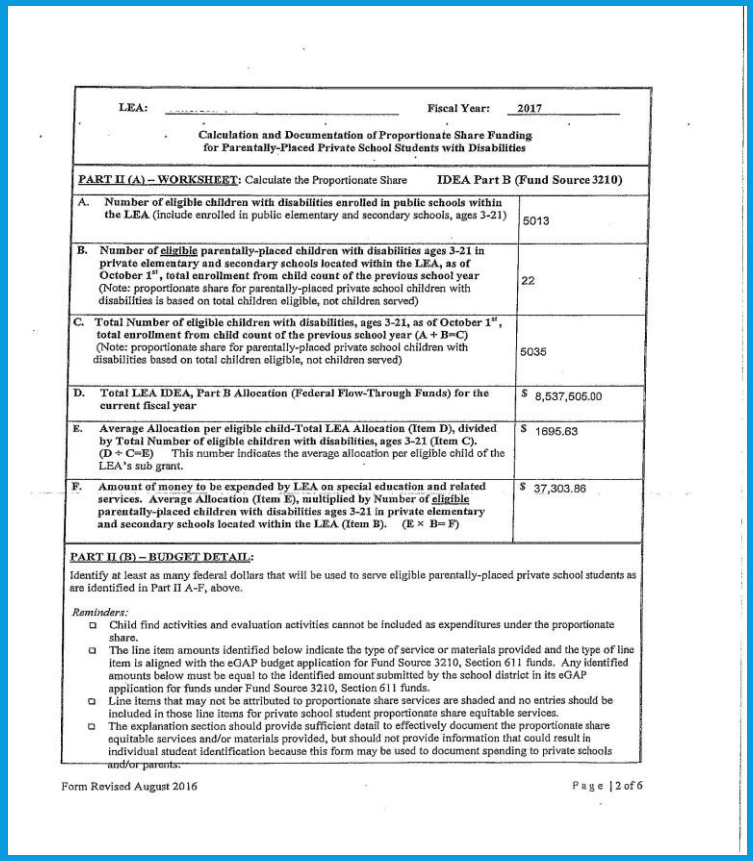
- Parentally-placed private school children with disabilities
- Consultation (annual/on-going meetings)
- Previous Year's Child Count (October 1st)
- Calculate proportionate share (i.e., equitable services set-aside)
- Budget the amount required for proportionate share

  (e-GAP Budget Matrix: Non-Public Schools-Function Code 9200)
- Spend required proportionate share funds and track expenditures

  (time and effort; inventory, etc.)
- ALSDE Fiscal Monitoring Desk or On-Site Review and Single Audit Compliance Supplement

34 CFR 300.133

Completing the Proportionate Share Report



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 1st, total enrollment from child count of the previous school year** (Note: proportionate share for parentally-placed private school children with disabilities is based on total children eligible, not children served)	22
C.	**Total Number of eligible children with disabilities, ages 3-21, as of October 1st, total enrollment from child count of the previous school year (A + B=C)** (Note: proportionate share for parentally-placed private school children with disabilities based on total children eligible, not children served)	5035
D.	**Total LEA IDEA, Part B Allocation (Federal Flow-Through Funds) for the current fiscal year**	$ 8,537,505.00
E.	**Average Allocation per eligible child-Total LEA Allocation (Item D), divided by Total Number of eligible children with disabilities, ages 3-21 (Item C). (D ÷ C=E)** This number indicates the average allocation per eligible child of the LEA's 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 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

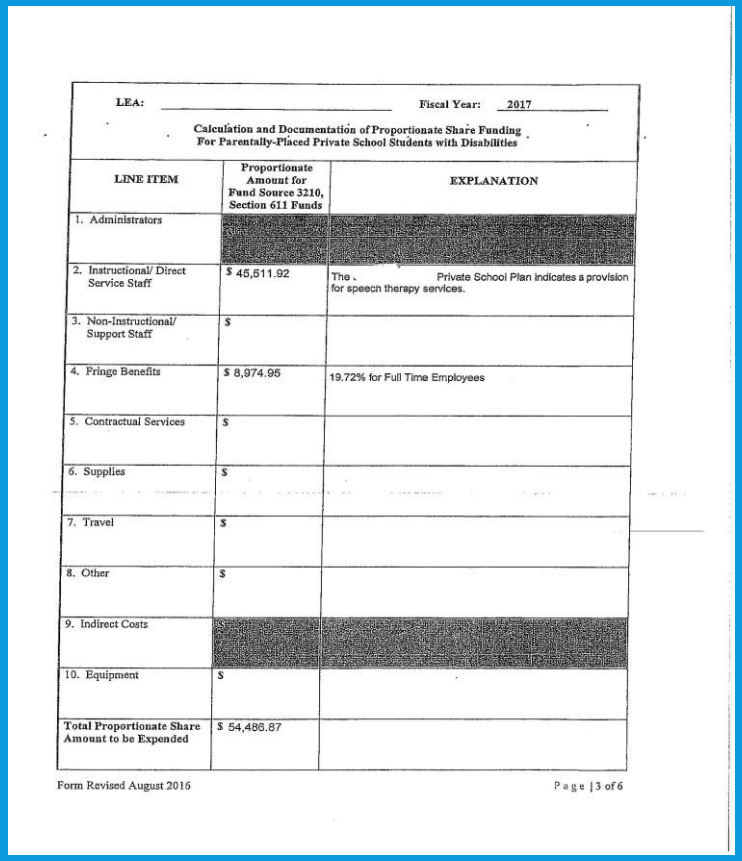
PART II (B) – BUDGET DETAIL:

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.

Form Revised August 2016 — Page | 2 of 6



LEA: _____ Fiscal Year: 2017

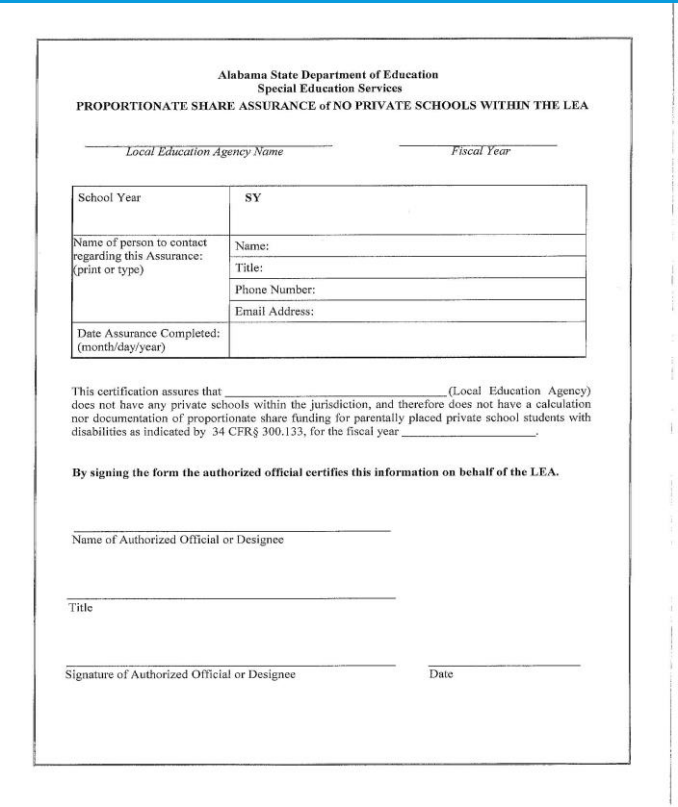
Calculation and Documentation of Proportionate Share Funding For Parentally-Placed Private School Students with Disabilities

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	

Form Revised August 2016 — Page | 3 of 6

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

Proportionate Share Form



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.

Time & Effort Data Collection
34 CFR §200.430

- ✓ Is required when IDEA, Part B Program funds are used for salaries of district employees.
- ✓ ***Not*** used with Contracted Workers.
- ✓ 100% Certification or Personnel Activity Report.

Inventory Management
2CFR § 200.313

Inventory and Property Management Requirements that must adhere to the following, if the item purchased is less than $5,000.00:

- ✓ **Property records must be maintained** and include a **description of the property**, a **serial number or other identification number**, the **Federal award** in which it was acquired, the **location**, **use and condition of the property** and any ultimate **disposition date.**
- ✓ A **physical inventory must be taken of the property** and the **results reconciled** with the property records ***at least every two years.***
- ✓ A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft must be investigated.
- ✓ If the non-Federal entity is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.
- ✓ **Disposition regulations must be followed.**

Focused Monitoring: Inventory Management

EXAMPLE

IDEA, PART B INVENTORY - FY 17

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	USM44710S2	02/01/05	4,977.00			T6051113/ T6051123	Network Adm. Office
8620	T6233-36	Storage Cabinet (black) 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	Evenflo 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			T6061259	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

DIVING INTO THE EGAP APPLICATION

- A STRATEGY DEFINES WHAT YOU ARE TRYING TO ACCOMPLISH USING THE FUNDS YOU HAVE BUDGETED. ACTION STEP(S) FOLLOW THE STRATEGY. THE ACTION STEP(S) PROVIDE A NARROWER VIEW OR A SPECIFIC PART OF A STRATEGY & IS FOLLOWED WITH THE ESTIMATED COSTS, FUND SOURCE & OBJECT CODES.

- ***SO TO REVIEW…***

- **THE DESCRIPTION SHOULD STATE HOW THE FUNDS WILL HELP STUDENTS WITH SPECIAL NEEDS AND THE PERFORMANCE MEASURE SHOULD SPECIFICALLY MEASURE THE DESCRIPTION (EVERY DESCRIPTION MUST BE DIRECTLY CONNECTED TO A BUDGETED ITEM). THE ESTIMATED COSTS SHOULD CLOSELY MATCH OR BE EXACT WITH THE BUDGET MATRIX. THE GRANT RELATIONSHIP(S), FUNDING AND OBJECT CODES MUST BE LISTED.**

EXAMPLE OF A STRATEGY AND ACTION STEPS THAT FOLLOW

-2.1) **INTERVENTIONS AND SPECIAL EDUCATION**

-STRATEGY DETAILS

DESCRIPTION:

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

PERFORMANCE MEASURES

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

ESTIMATED COSTS

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

-2.1.1) **SPECIAL EDUCATION PERSONNEL**

-ACTION STEP DETAILS

DESCRIPTION:

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

PERFORMANCE MEASURES

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

ESTIMATED COSTS

$247,791.85

-GRANT RELATIONSHIPS

PART B-IDEA-NOTES

1100 (100-199) $247,791.85

EXAMPLE OF A STRATEGY AND ACTION STEPS THAT FOLLOW CONTINUED

-2.1.2) **PSYCHOLOGICAL SERVICES**

-ACTION STEP DETAILS

DESCRIPTION:

PSYCHOLOGICAL TESTING SERVICES ARE CONTRACTED FOR CHILD FIND AND EVALUATIONS FOR THE SYSTEM.

PERFORMANCE MEASURES

CHILD FIND AND EVALUATION REGULATIONS WILL MEET FEDERAL AND STATE GUIDELINES. REPORTS WILL BE MET ON TIME AND EVALUATIONS WILL BE ACCURATE.

ESTIMATED COSTS

$14,111.00

-GRANT RELATIONSHIPS

PART B-IDEA-NOTES

2170 (300-399) $14,111.00

-2.1.3) **SPECIAL EDUCATION PRESCHOOL PERSONNEL**

-ACTION STEP DETAILS

DESCRIPTION:

A PORTION OF THE SALARY FOR ONE SPEECH LANGUAGE PATHOLOGISTS WHO WORKS WITH PRESCHOOL AGE STUDENTS WITH DISABILITIES.

PERFORMANCE MEASURES

STUDENTS WITH IEPS WILL SHOW GROWTH IN SPEECH/LANGUAGE SKILLS PER THEIR IEP GOALS AND DATA COLLECTED.

ESTIMATED COSTS

$7,645.33

-GRANT RELATIONSHIPS

IDEA PRESCHOOL-NOTES

9140 (100-199) $7,645.33

EXAMPLE OF MIXED FUNDS IN THE IMPROVEMENT PLANNING – NOT THE BEST PRACTICE

-1.2.7 ADMINISTRATIVE

-ACTION STEP DETAILS

DESCRIPTION:

SUPPORT ADMINISTRATION EXPENSES TO INCLUDE SALARIES, RELATED FRINGES, AND A PRORATED SHARE OF AUDITING EXPENSES AS NOTED PER EACH PROGRAM. TITLE I: AUDITING (6190-323 $1500), 1 FEDERAL PROGRAMS COORDINATOR (.95 FTE) (6220-081 $82,372), 1 FEDERAL PROGRAMS ADMINISTRATIVE ASSISTANT (.70 FTE) (6220-083 $51,584), OFFICE SUPPLIES (6220-361 $500), PUBLICATIONS (6220-424 $1500) COMPUTER HARDWARE (6220-495 $4,000), TITLE I C: AUDITING (6190-323 $100), TITLE III: AUDITING (6190-323 $100), IDEA PART B: SPECIAL EDUCATION SECRETARY 1.0 FTE SALARY AND BENEFITS ($50,000) PURCHASED SERVICES ($1200) ADMINISTRATIVE MATERIALS AND SUPPLIES ($500)

PERFORMANCE MEASURES

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

ESTIMATED COSTS

$317,125.00

-GRANT RELATIONSHIPS

TITLE I A, SCHOOLWIDE	$	265,225	
TITLE I C,	$	100	
TITLE III,	$	100	
SPECIAL EDUCATION, PART B IDEA	$	51,700	1 FTE SALARY/FRINGES, $1200 PURCHASED SERVICES, $500 MATERIALS & SUPPLIES

Description, Performance Measures, Estimated Costs, Grant Relationships and Codes Defined

Description-How the funds will be used and the **purpose** of the funds. It should state that the funds are being used **for students with an IEP**. For example: "Funds will be used for the salaries and benefits of personnel to serve students with an IEP who require special transportation".

Performance Measures-The measure should address the description of how the funds will be used and how the use of the funds will be measured. The measure should align with the description. For example: "Personnel will provide the required transportation per the IEP and it will be measured through the personnel's ability to support the transportation of the student(s) receiving special education services based on the student(s) attendance, and student(s) lack of discipline reports".

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

Grant Relationships-List if it is IDEA Part B and/or Preschool. Next to the grant relationship should be the function code (down the left and right side) of the funding application section (budget matrix) and the object code (across the top) of the budget matrix. See the example on the next page.

LEAs are not limited to these examples. This gives guidance as to how the items are connected.

FUNDING APPLICATION, ALSO KNOWN AS THE BUDGET MATRIX

Function Code

Object Code

	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200Â -Â 299)	PURCHASED SERVICES (300Â - Â 399)	MATERIALS + SUPPLIES (400Â -Â 499)	CAPITAL OUTLAY (500Â -Â 599)	OTHER OBJECTS (600Â - Â 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920Â -Â 929)	OTHER FUND USES (931Â - Â 999)	TOTAL	
INSTRUCTION (1100)	196,715.00	125,546.28	3,000.00	30,000.00	0.00	0.00	0.00	0.00	0.00	355,261.28	INSTRUCTION (1100)
ATTENDANCE SERVICES (2110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	ATTENDANCE SERVICES (2110)

PERSONNEL

PERSONNEL PAID WITH SPECIAL EDUCATION, PART B-IDEA FUNDS			
1	Instruction, certified	9	Instruction, non-certified
	Bus aide		Bus driver
1	Administrative	1	Clerical
	Related service	1	Other (Not for Related Services Personnel) OT
	Nurse		

FTEs

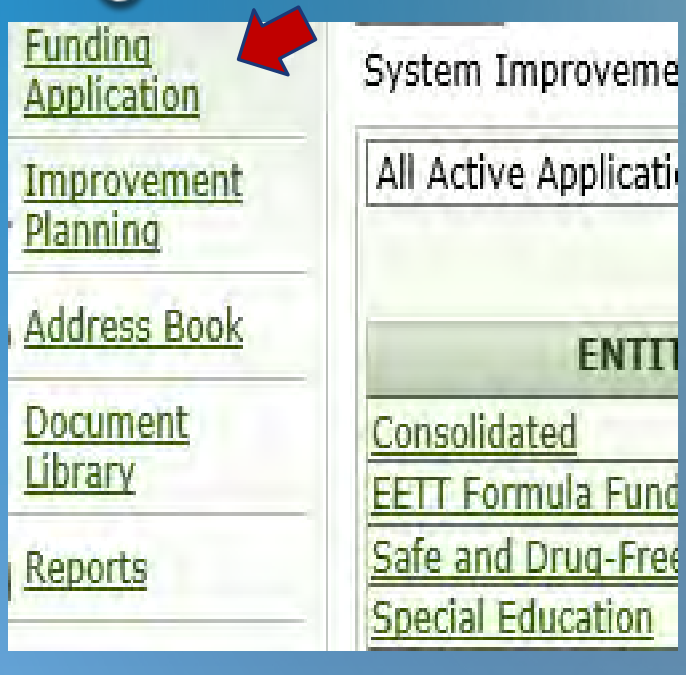
FTES PAID WITH SPECIAL EDUCATION, PART B-IDEA FUNDS			
0.80	Instruction, certified	7.50	Instruction, non-certified
	Bus aide		Bus driver
1.00	Administrative	0.25	Clerical
	Related service	1.00	Other (Not for Related Services Personnel) OT
	Nurse		

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 DOES NOT RECEIVE BENEFITS, DOES NOT GO ON THIS PAGE.

EVERY ITEM ON THE BUDGET MATRIX SHOULD BE ADDRESSED AND EXPLAINED IN THE IMPROVEMENT PLANNING OR "THE NARRATIVE".

WHEN SES REVIEWS THE APPLICATION IT IS THROUGH THE "FUNDING APPLICATION SECTIONS" BECAUSE IT LISTS EVERY ITEM THAT MUST BE CROSS REFERENCED. A GOOD PRACTICE ONCE THE LEA HAS COMPLETED THE APPLICATION IS TO GO TO THE BOTTOM OF THE FUNDING APPLICATION SECTIONS, RIGHT CLICK ON THE LAST PRINTER ON THE RIGHT HAND SIDE AND CLICK "OPEN LINK IN A NEW TAB" TO PRINT YOUR APPLICATION. WHEN SES REVIEWS THE PRINTED APPLICATION WITH THE LEA, IT IS EASIER TO UNDERSTAND, ALLOWS THE LEA TO CROSS REFERENCE AND IS FASTER TO REVIEW IN THE PRINTED FORM. (*NEXT SLIDE GIVES INSTRUCTIONS.*)

IT IS VERY HELPFUL IF SPECIAL EDUCATION FUNDS HAVE INDIVIDUAL STRATEGIES AND ACTIONS AND ARE NOT LISTED WITH OTHER FUNDING SOURCES. HOWEVER, IT IS OKAY TO LIST IDEA PART B AND PRESCHOOL FUNDS TOGETHER. *REMEMBER THE SLIDE-NOT BEST PRACTICE*.



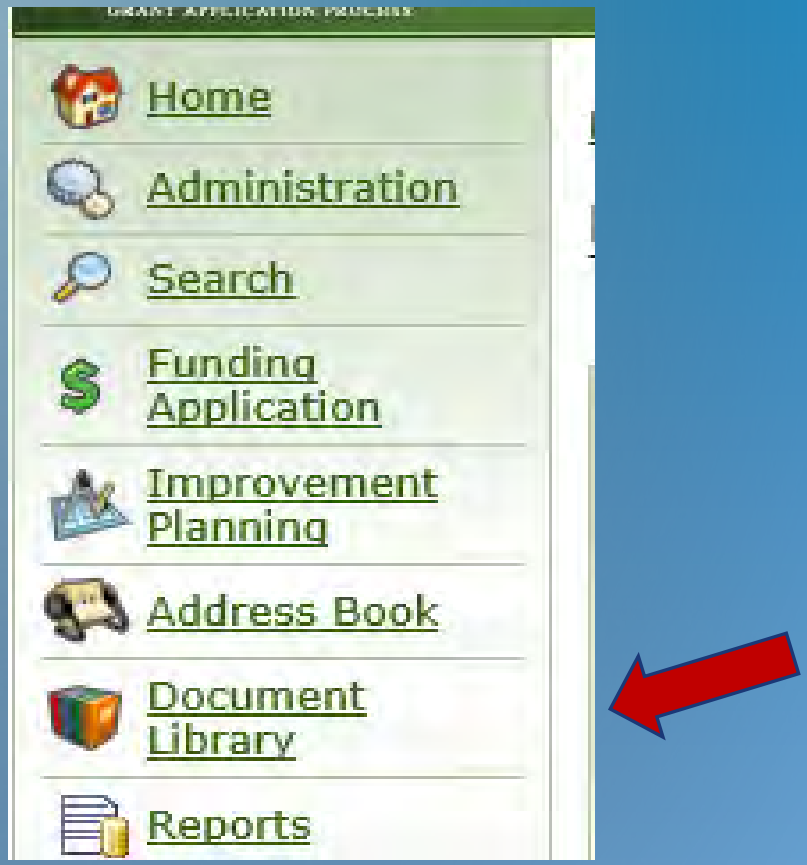
On the left hand side click on Funding Application and then choose Special Education (4th down on the left). The Funding Application Sections opens. It lists the entire application excluding any items the LEA uploaded into the Document Library. For example, it lists your View Status/Comments History Log, Allocations, Budget (which is the budget matrix), Budget Details (which is Personnel, FTEs and the Improvement Planning) and other pages. It will also show if there are alerts or warnings.

HOW TO VIEW THE EGAP APPLICATION IN THE SAME FORMAT

AS THE SES…

Various Fiscal Documents

FISCAL DOCUMENTS OF VARIOUS TYPES MUST BE UPLOADED TO THE DOCUMENT LIBRARY OF THE LEA'S EGAP.



You are now Proficient in eGAP and on the way to being an expert!

TO STAY PROFICIENT, PLEASE CALL ANY TIME FOR ASSISTANCE.

ALSDE, SES, FISCAL TEAM IS ALWAYS WILLING TO HELP, SUPPORT AND RESOLVE ANY FISCAL ISSUES.

YOU MAY CALL THE FISCAL TEAM AT 334-242-8114.

THANK YOU!

Welcome Back to School!

PowerSchool and SETS Resources

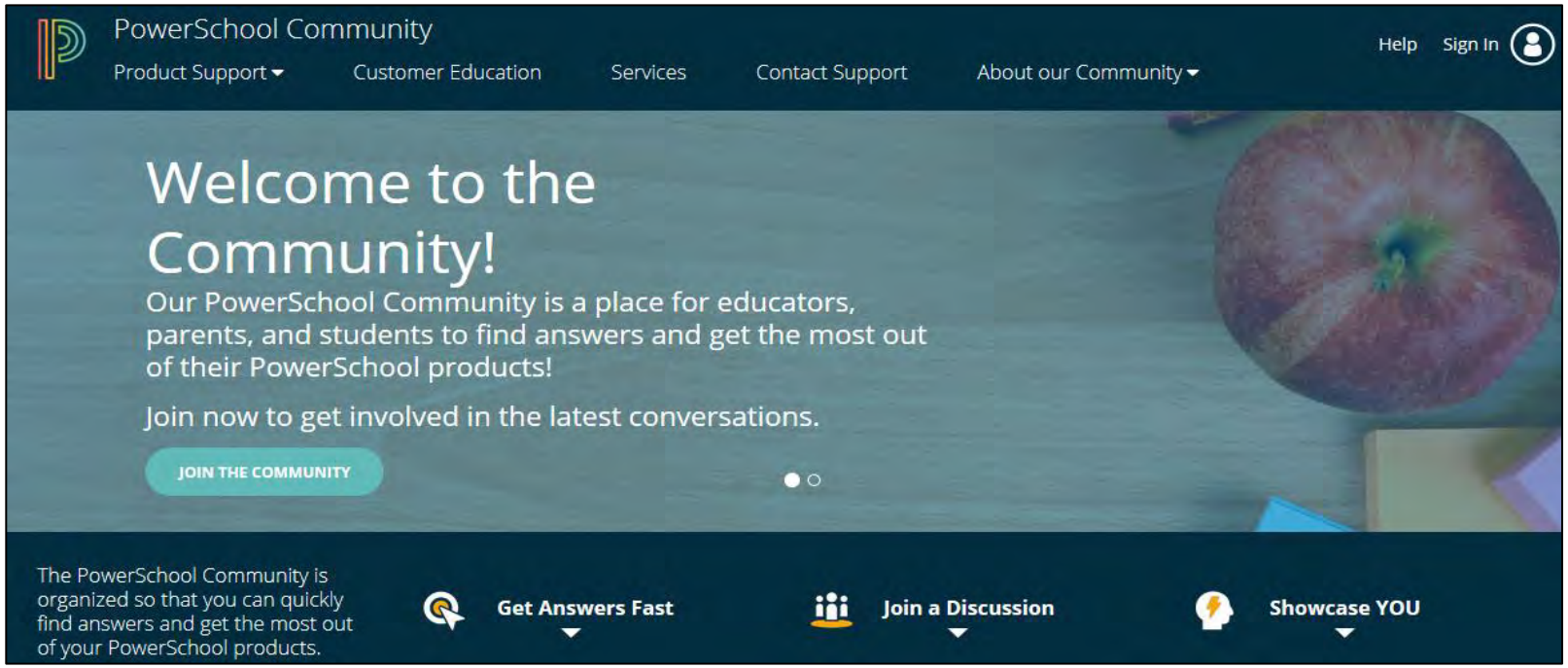
…to help kick off the school year.

Ms. Gail Comins

New PowerSchool Resources

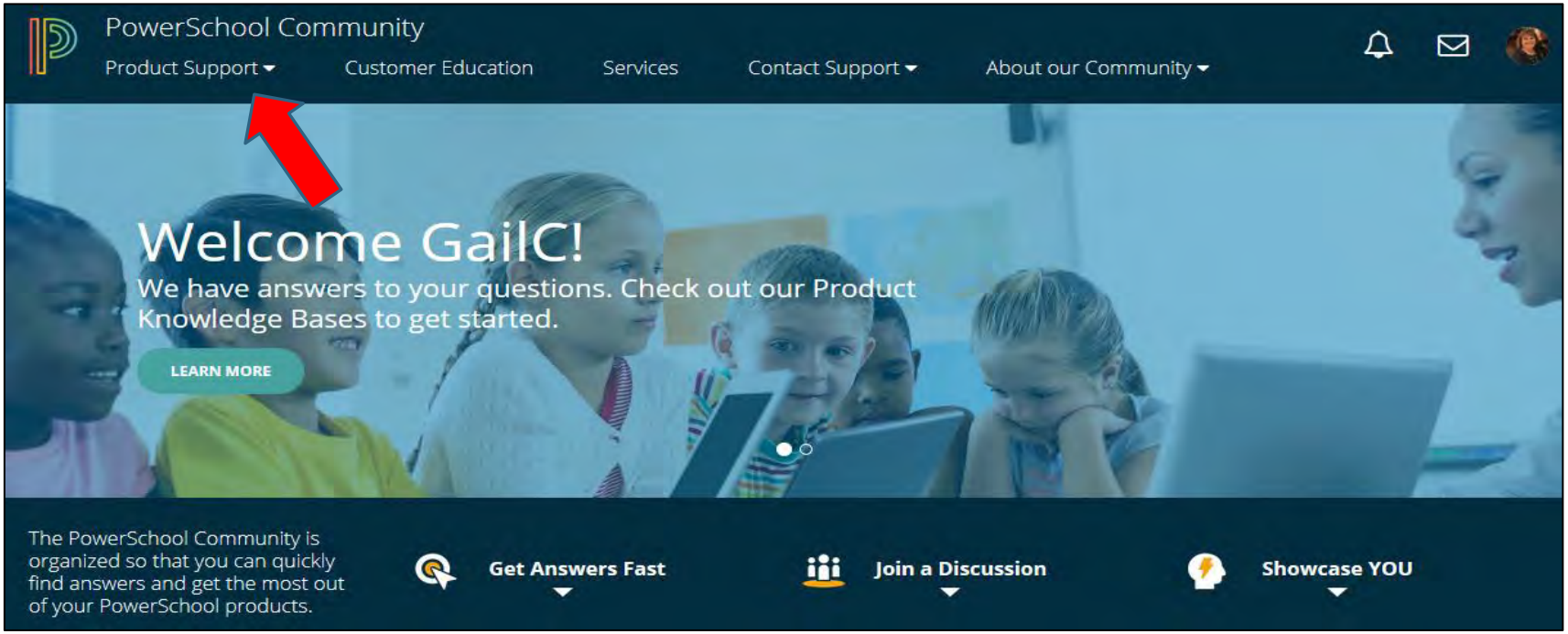
https://help.powerschool.com/

Click Join the Community

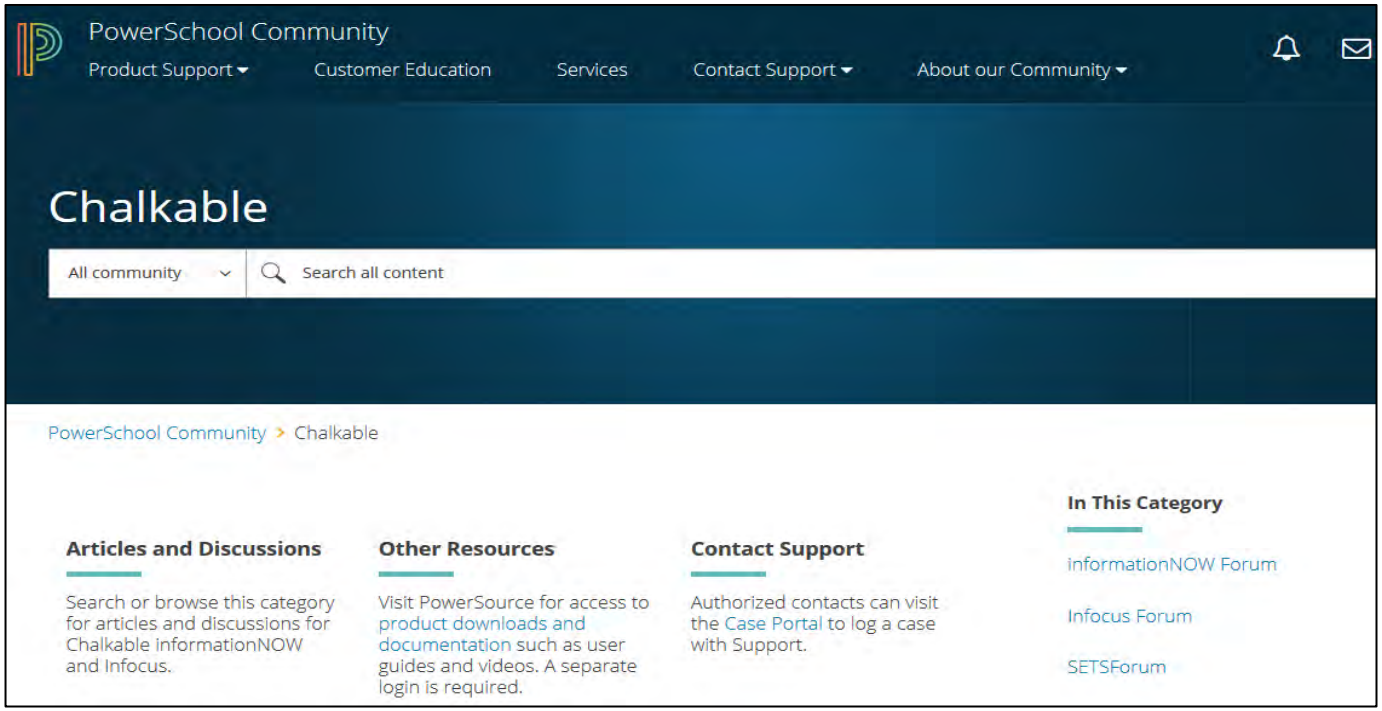


Welcome Login Screen

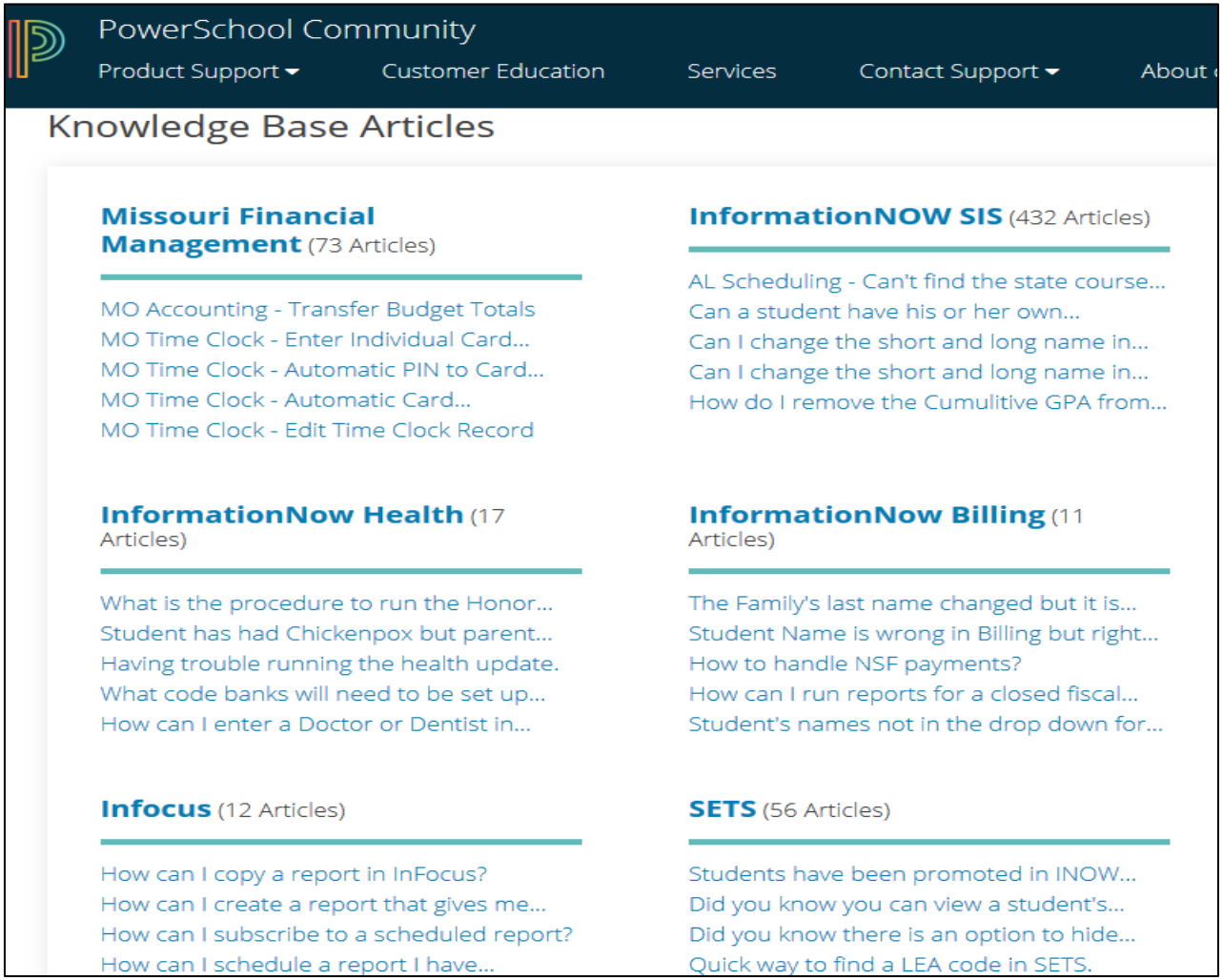
Click on Product Support and select Chalkable



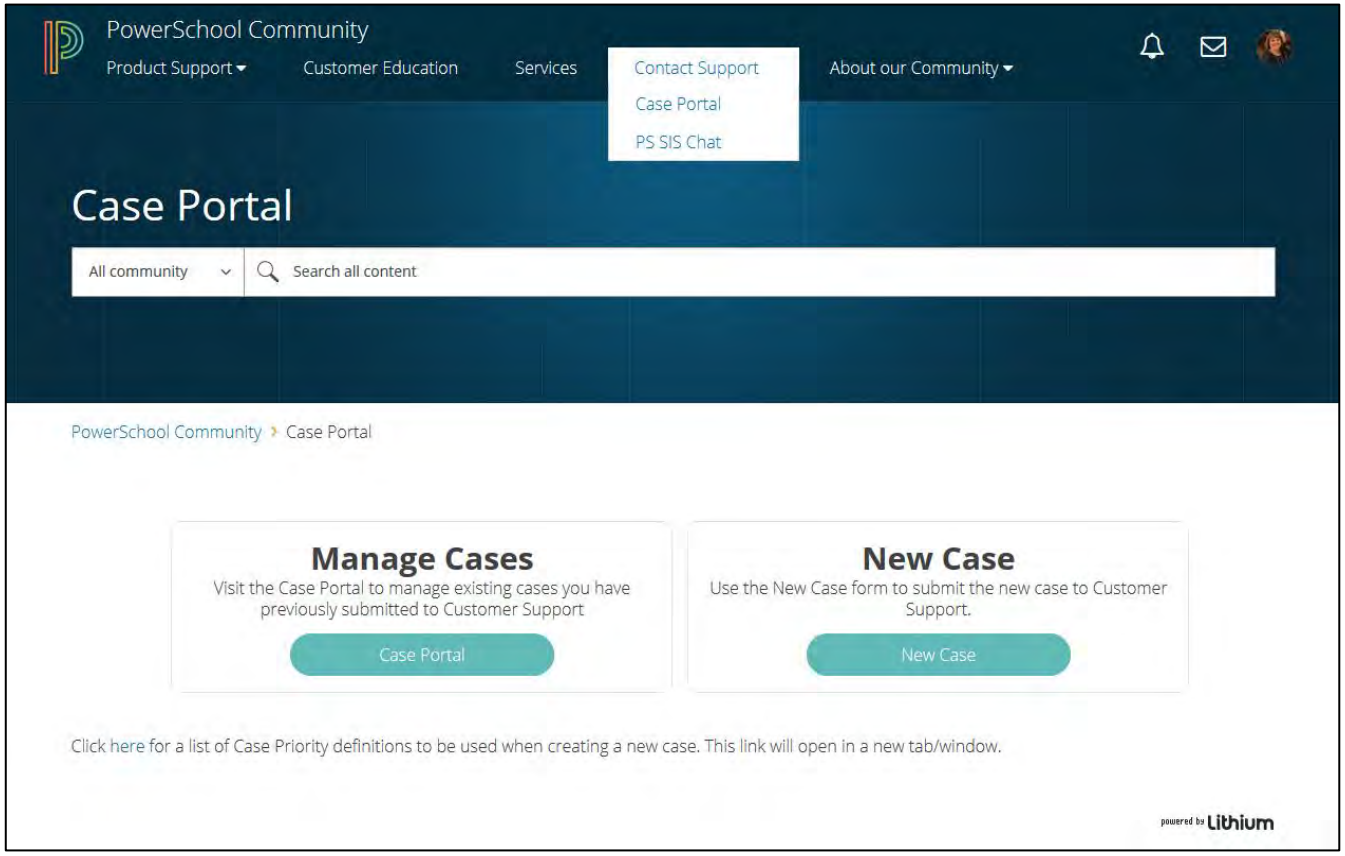
- Search for answers
- View videos – how to get around in the Community
- Frequently asked questions
- Create or Join a Forum
- Other Resources – to access documents



Search SETS knowledge base articles for quick answers to your questions.



Click Contact Support and Case Portal to enter an Online support case or manage a previously submitted case.



Other Resource Available

Videos for Users new to SETS

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

Or on the PowerSchool Community

SETS documents (User Guides)

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

SETS

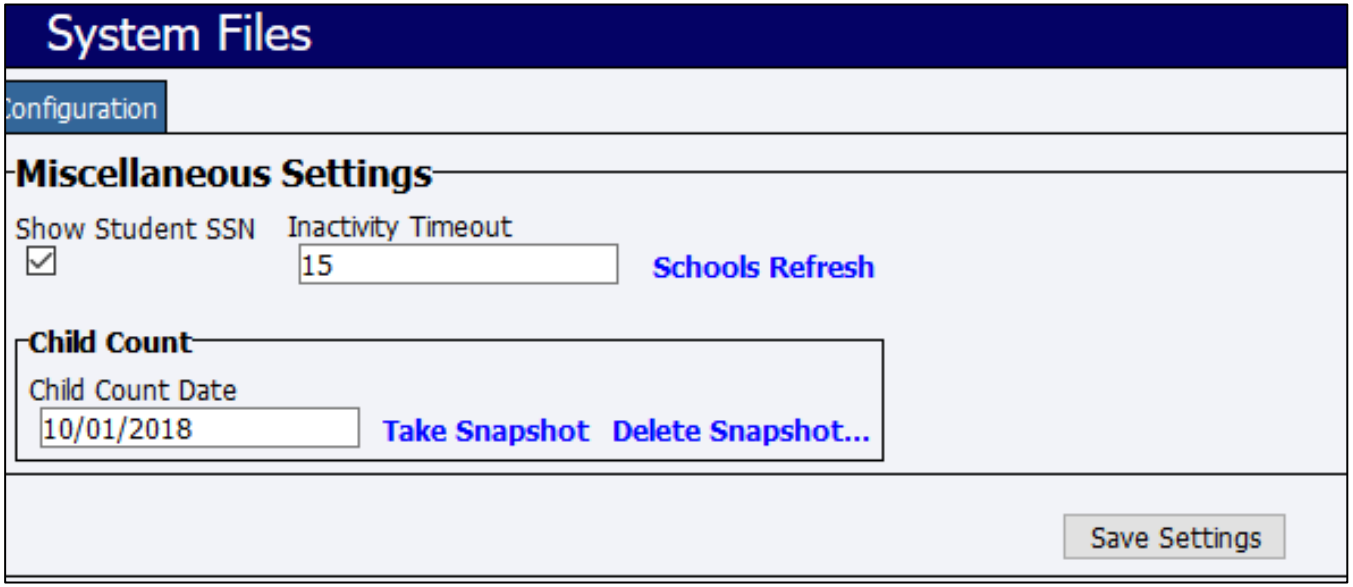
Things to do at the start of school.

Child Count Date -

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

Schools Refresh –

- If you have new schools you don't see in lists in search screens or reports, click on the **Schools Refresh** link in the **System Files**.



SETS

Things to do at the start of school.

Run Reports –

- Teacher Class roster report
- Gifted Teacher Class roster report
- Processes and Forms not marked complete
- Eligibilities Overdue report (move the date out)
- IEP Annual Review Date / Overdue IEP’s
- Special Education and Related Services

Setup Progress Periods

SETS

Things to do at the start of school.

Run the Child Count Error report –

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

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

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

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

Disproportionality

(Voluntary)
Q&A