

Back to School

2019-20

WiFi passcode: school

August 19, 2019



Welcome



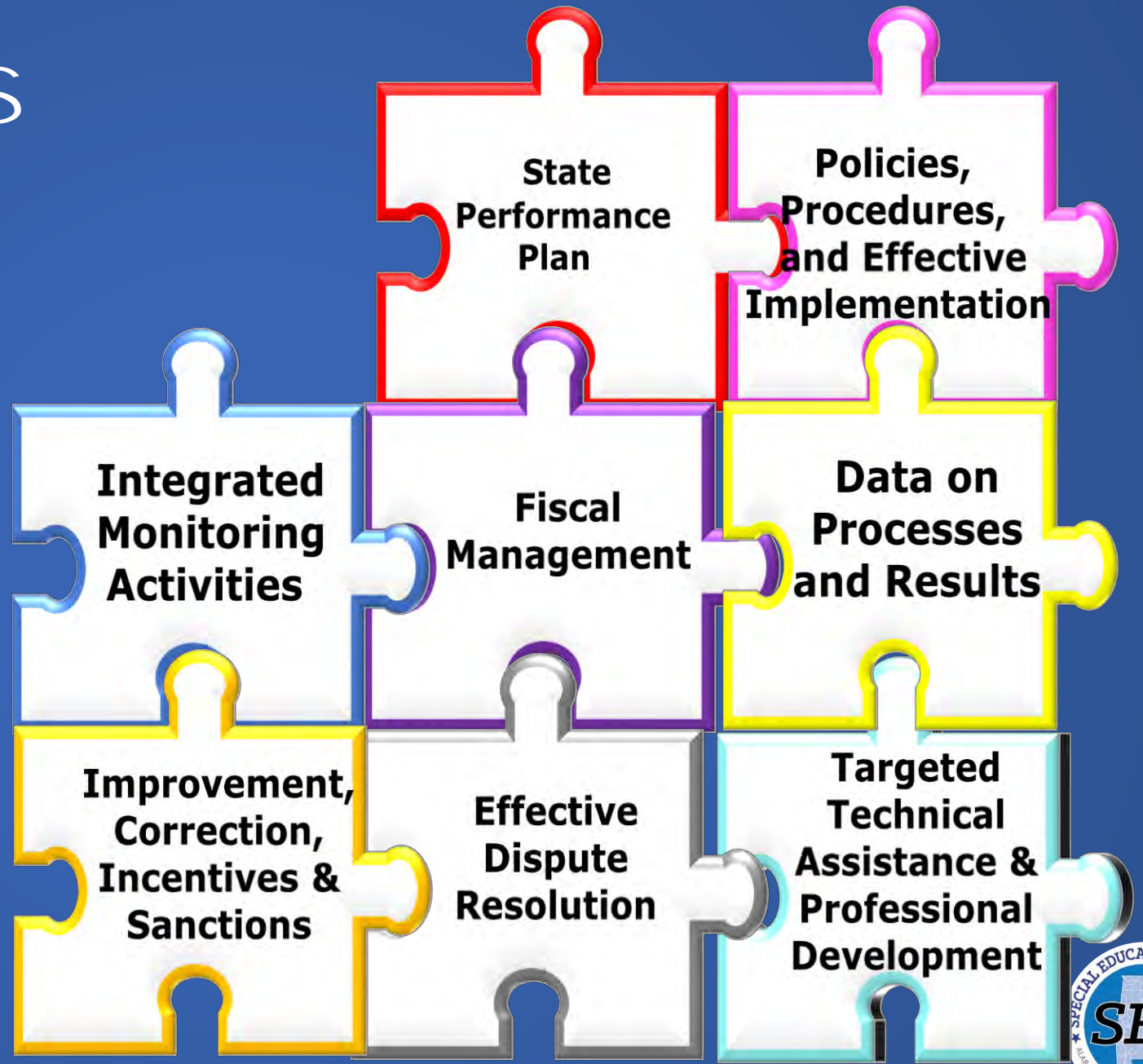
Dr. Daniel Boyd

Deputy State Superintendent of Education Division of Instruction



Components of General Supervision

Dr. Elisabeth Davis
Assistant State Superintendent



State System of General Supervision

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



General Supervision Expectations

- Supports practices that improve educational results & functional outcomes for students with disabilities
- Uses multiple methods to identify & correct noncompliance ASAP
- Utilizes mechanisms to encourage & support improvement and enforce compliance



Monitoring

“A continuing function that uses systematic collection of data on specified indicators to provide management and ... intervention with indications of the extent of progress and achievement of objectives an progress in the use of allocated funds.”



Primary Focus of Federal & State Monitoring Activities

- Improve educational results & functional outcomes of students w disabilities
- Ensure SEA meets program requirements
- Emphasis **MUST** be on requirements most closely related to improving educational results



State Performance Plan (SPP) - “A blueprint for systems change.”

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



Policies, Procedures, and Effective Implementation

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



Integrated Monitoring Activities

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

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



Fiscal Management

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



Data on Processes and Results

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



Improvement, Correction, Incentives & Sanctions

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



Effective Dispute Resolution

- Timely, tracks issues, and informs on-site and off-site monitoring activities
- Periodically evaluates effectiveness of resolutions



Targeted Technical Assistance & Professional Development

- Connects directly to SPP & improvement activities
- Corrects noncompliance & improves results for students with disabilities
- Measures the effectiveness of implementation, outcomes, and sustainability



1% Assessment



**See you
tomorrow!!**



Back to School

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Dr. Eric G. Mackey

State Superintendent of Education



PowerSchool Update

Dr. Elisabeth Davis
Assistant State Superintendent



PowerSchool Student Information System (SIS)

- » ALSDE – Cross-Sectional; Technology in Motion staff
- » LEA Pilots - Alabaster City, Baldwin County, Hartselle City, Jefferson County, Lee County, & Opelika City
- » PowerSchool Summit at Point Clear in December is sold out. Continue to register and get on the waiting list.



Student Information System (SIS)

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



SIS – Professional Development Platform

- » Unified Talent/Talent Ed's Professional Development Management System
- » Course catalog
- » Expedited electronic enrollment in chosen PD
- » Tracks & records PD completed



SIS – Data Analytics (Dashboard)

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



SIS – Learning Management System (LMS)

- » Unified Classroom
 - » Gradebook components including creating class, setting rosters, adding activities, & tracking student progress
 - » Manages assignments
 - » Tracks homework
 - » Creates engaging multi-media rich lessons that can be shared with colleagues
 - » Parent portal



SIS – Reporting

- » Centralized Operational Data Source (ODS)
 - » Pulls state data from multiple sources into single, online reporting portal
 - » Minimizes duplication
 - » Allows students to immediately move from 1 system to another and have ALL records
 - » Enterprise Reporting provides identical reporting at LEA & school level



SIS – Enhanced Special Programs Solution (SPS)

- » Electronic updating for special education, 504, EL, Rtl, Gifted data and other special programs data
- » All updates can be done with talk-to-text (assist with IEP meetings)
- » Alerts BOTH receiving & sending LEAs when student transfers
- » Secure document transfers



SIS – Enhanced Special Programs Solution (SPS)

- All Alabama SPED & Gifted forms will be added to SIS
- National model forms are in SIS for 504 & RTI
- PowerSchool is working to get the EL Home Language Survey into the program
- The student Assessment (ACAP) forms will not be in SIS for go live.
- These forms are being reviewed by the ALSDE and may be added on a later date



SIS – Enhanced Special Programs Solution (SPS)

- Continue use of SETS for the 2019-2020 school year
- Spring 2020 IEPs will be created in SETS
- State reports will continue to be collected from SETS
- Continue to review data in SETS for completion and accuracy (allows for clean data migration to the new software)



PowerSchool SIS Training Rollout

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



PowerSchool State & LEA Rollout

Component

- » Talent ED PD (STIPD)
- » Student Information System (SIS)
- » Enterprise Reporting
- » Performance Analytics
- » Learning Management System (LMS)
- » Special Programs

Training

- » September 2019; 22 full days provided (44 sessions total)
- » Session 1(April 20); Session 2 (May 20)
- » Session 1(May 20); Session 2 (June 20)
- » TBD Spring 2020
- » TBD Spring 2020
- » TBD Spring 2020





**Policies,
Procedures,
and Effective
Implementation**

Alicia Hodge

Mastering the Maze: Processes 1-5

MASTERING
THE MAZE
The Special Education Process

Process 1:

Alabama

MASTERING
THE MAZE
The Special Education Process

Process 2: Reevaluation

Alabama
Office of
Special Education

MASTERING
THE MAZE
The Special Education Process

Process 3: Reevaluation
Needs

Alabama
Special Education
Office

MASTERING
THE MAZE
The Special Education Process

Process 4: Annual Review

Alabama
Special Education
Office

MASTERING
THE MAZE
The Special Education Process



Process 5: IEP Team Meeting to Amend the Annual IEP

Alabama State Department of Education
Office of Student Learning
Special Education Services
August 2019 Edition





Alabama State Department of Education

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Every Child a Graduate. Every Graduate Prepared.

Search...



Special Education Services > Policy - Mastering the Maze

Alabama Administrative Code

Extended School Year

Gifted

Informed Consent

Surrogate Parent

Mastering the Maze

All

Plain Language

Title	Description	Modified
Forms	Forms	6/17/2015
Process 1- 2019 Mastering the Maze	Process 1: Special Education Process-Referral Through IEP Implementation is contained in this document. This is the newest version of Mastering the Maze as of August 2019.	8/16/2019
Process 2- 2019 Mastering the Maze	Process 2: Reevaluation to Determine Continued Eligibility. This is the newest version of Mastering the Maze as of August 2019.	8/16/2019
Process 3- 2019 Mastering the Maze	Process 3: Reevaluation to Determine if Changes Need to be Made to the IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.	8/16/2019
Process 4- 2019 Mastering the Maze	Process 4: Annual IEP Team Meeting to Develop the IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.	8/16/2019
Process 5- 2019 Mastering the Maze	Process 5: IEP Meeting to Amend the Annual IEP is contained in this document. This is the newest version of Mastering the Maze as of August 2019.	8/16/2019

Annual Goal Page

Page 87

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____ DOB: _____

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be a core academic content area (e.g., community participation, communication, self-determination).

[\(Link to Curriculum Guides\)](#)

[\(Link to Alternate Achievement Standards\)](#)

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades

Data Collection State Assessment(s) Work Samples

Other: _____ Other: _____

BENCHMARKS:

Include at least two Benchmarks for students working on Alternate Achievement Standards or for students in public agencies that require Benchmarks. Benchmarks are required for all students working on Alternate Achievement Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

1. _____ Date of Mastery: _____
2. _____ Date of Mastery: _____
3. _____ Date of Mastery: _____
4. _____ Date of Mastery: _____

Page ____ of ____

ALSDE Approved Feb. 2019

Process 1: Referral Through IEP Implementation



2nd Page of the IEP Profile

INDIVIDUALIZED EDUCATION PROGRAM

Page 74

STUDENT'S NAME: _____

DOB: _____

Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?

• Does the student need assistive technology devices and/or services?

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

Check any transportation needs:

If checked, describe _____

Wheelchair lift

If checked, select one

Transfer to bus seat

Wheelchair securement system

Restraint system

If checked, Specify type:



Summary of Academic Achievement and Functional Performance (SAAFP)

Summary of Academic Achievement and Functional Performance (SAAFP)

Student Information

Student Name: _____ Date of Birth: _____ Gender: _____
 Student Address: _____ Primary Phone #: _____
 _____ Cell Phone #: _____
 _____ Email Address: _____
 School Attended: _____ School Phone #: _____
 SAAFP Completed by: _____ Position: _____ Phone # _____
 Email Address (if available): _____
 _____ Date of Graduation / Exit: _____
 Date of most recent Eligibility report provided to the student: _____
 Date of most recent IEP provided to the student: _____

Essentials Pathway

This Summary of Academic Achievement and Functional Performance (SAAFP) document is being provided to this student to assist him/her in planning for the future. This information will be useful in the transition from high school to higher education, training, employment, and/or adult services. The document summarizes the student's academic and functional performance in school, the progress and accommodations/modifications, and gives the student an opportunity to provide information related to his/her achievement(s) and performance.

Summary of Student's Academic and Functional Performance: (Based on previous assessments and tied to the student's postsecondary goals, summarize the student's abilities, skills, needs, and limitations, if appropriate, to assist them in meeting their postsecondary goals.)

Academic Achievement (Reading, Math, Language, Learning skills)	Accommodation(s)	Recommendation(s)





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2019 MASTERING THE MAZE UPDATES- DEVLEOPING THE...

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2019 MASTERING THE MAZE - DEVELOPING THE PROFILE PAGE

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2019 Updates Mastering the



ALSDE Special Education



Developing the Present Level of



Developing Measurable Annual

Things to Remember



Things to Remember

Provide prior
Written
Notice for
ALL
Meetings

Table of Contents

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION Page 37

To: _____ Name of Parent or Guardian _____ Date Notice Sent: _____

This notice is to invite you to a meeting for student _____, DOB _____ to be held:

Meeting Date: _____ Time: _____ Location: _____

The purpose of this meeting is to:

- Determine if Referral requires Evaluation (Provide Special Education Rights)
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop an Initial IEP
- Develop an Annual IEP or Revise the current IEP
- Conduct an Annual Review of the current IEP
- Discuss Transition / Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise/Discuss Behavioral Intervention Plan
- Conduct a Resolution Session
- Other Reason to meet: _____

The following people will be invited to meet with us:

- Local Education Agency (LEA) Representative
- Someone Who Can Interpret the Instructional Implications of the Evaluation Results
- General Education Teacher
- Special Education Teacher
- Parent
- Student notified on _____ via _____
- Career / Technical Representative
- Agency Representative(s) for Transition (with parental consent / student age 19)
Agency Name(s): _____

Agency notified via: _____ on _____

Other: _____

Other: _____

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person below to make arrangements. You may bring other people whom you feel will be helpful to you in this process. If your child is transitioning from Early Intervention, you may request that an invitation be sent to the Early Intervention Program for the initial IEP Team meeting.

If you require notice and an explanation of your rights in your native language, the LEA/agency will accommodate you to ensure your understanding. You are fully protected under the rights addressed in your copy of the Special Education Rights document. If you want another copy of your rights, have any questions, wish to arrange a conference, or need additional accommodations please contact:

_____ at _____ Telephone number _____ or _____ Email me _____

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.

Results of 1st Attempt: _____

2nd Attempt Date: _____ Action / Result: _____

PARENT - STUDENT (Age 19 or older)

Please check one of the following boxes, sign, date, and return this form to the contact (above) before: _____

- I WILL be able to meet with you on the scheduled date and time.
- I will NOT be able to meet on the scheduled date and time, but would like to reschedule, please contact me at _____
- I will NOT be able to attend the meeting. The meeting may proceed without me.

Please check one of the following boxes if agency(s) were invited (see if checked above):

- I Give consent for the representative(s) from the other transition agency(s) to attend the meeting.
(Excluding the following agency(s): _____)
- I DO NOT give consent for representative(s) from the other transition agency(s) to attend the meeting.

Signature of Parent or Student (Age 19) _____ Date _____

ALSD Approved March 2017

Process 1- Referral Through IEP Implementation

Notice of Proposal or Refusal to Take Action

Send Notice
of Proposal
or Refusal to
Take Action

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

Page 41

The IEP Team has met to consider the following, regarding _____ educational program for:

STUDENT'S NAME: _____

- Identification Evaluation Placement Other
 LEA Response to DPH Request Provision of Free Appropriate Public Education Other

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED.

It has been decided that action will be taken by the local education agency.

Check one:

- The local education agency will take the proposed action immediately and without undue delay.
 The local education agency's proposed action will be taken in _____ calendar days to afford the parent a reasonable period of time to consider the proposed action.

BASIS FOR DECISION(S)

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION

- | | | | |
|---------------------------------------|--------------------------------------|---|---|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Observation | <input type="checkbox"/> Grades | <input type="checkbox"/> Medical Records |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Speech | <input type="checkbox"/> Developmental Scales | <input type="checkbox"/> Other Agency Information |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Language | <input type="checkbox"/> Work Samples | <input type="checkbox"/> State Assessments |
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Motor | <input type="checkbox"/> Discipline Records | <input type="checkbox"/> Other |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Interview | <input type="checkbox"/> Attendance Reports | <input type="checkbox"/> Other |

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

_____ at _____
(Name) (Telephone)

Signature of Education Agency Official _____

Date Provided/Sent: _____

Signature Page

LEA Representative		
Someone Who Can Interpret the Instructional Implications of the Evaluation Results		
Student		
Career/Technical Education Representative		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

Page ___ of ___

ALSDOE Approved Feb. 2018

Record Person
and date who
Provides
Information
that is not in
Attendance for
the IEP

Eligibility

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**NOTICE AND ELIGIBILITY DECISION REGARDING
SPECIAL EDUCATION SERVICES**

STUDENT'S NAME: _____ Date of Birth: _____

Date this report was given or sent to parent (student at age 19) _____

Check One: Initial Eligibility Reevaluation

Area of Assessment: _____

Date: _____

Assessment: _____

Standard Scores (Total): _____

Other Scores: _____

Date: _____

Assessment: _____

Standard Scores (Total): _____

Other Scores: _____

Provide diagnosed results from the Comprehensive evaluation/report on the Notice and Eligibility Decision Regarding Special Education Services

Review and approve plan

- Gather data to understand current reality
- Identify trends to imagine the future
- Determine the connections between current reality and future trends

Data gathering process



Reflect, evaluate & adjust

- Determine action effectiveness
- Hold collaborative discussions to discuss results
- Make decisions to continue or change action

Technical assistance training and root cause analysis



Build momentum & capacity

- Implement the strategies
- Monitor and adjust action
- Ensure stakeholder participation

Correct, prioritize and develop improvement plan

Identify priorities with Special Education Coordinator

Communicate with stakeholders

- Communicate what you've learned with your stakeholders

Plot the journey

- Align priorities with goals
- Develop a plan to improve and sustain practices
- Identify strategies to fulfill the priorities

Initiate the journey

- Engage in training
- Build acceptance and stakeholder buy-in
- Deploy the plan

Working Together

ALSDE

Parents

Ongoing
Effective
Communication

Stakeholders

LEA



Alabama State Department of Education 2019-2020 Compliance Monitoring On-Site Schedule

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

On-Site Schedule	System
March 2-5, 2020	Houston Co.
March 9-12, 2020	Marshall Co.
March 16-19, 2020	Pell City
March 23-26, 2020	Enterprise City
March 30-April 2, 2020	Scottsboro City
April 7-10, 2020	Lawrence co.
April 13-16, 2020	Perry Co.
April 20-23, 2020	Anniston City
April 27-30, 2020	Geneva Co.
April 27-30, 2020	Geneva City
May 4-8, 2020	Leads Academy Charter
May 4-8, 2020	Legacy Prep Charter
May 11-14, 2020	Piedmont City
May 18-21, 2020	University Charter School
May 26-29, 2020	ACCEL Academy Charter



Local Education Agencies at Risk

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

Risk	Range
<i>Low</i>	<34
<i>Medium</i>	34-67
<i>High</i>	>67



Risk Rubric

RESULTS INDICATOR DATA	
Dropout Rates (Indicator 2)	
Suspensions/Expulsions (Indicator 4a)*	
LRE - Inside general education 80% or more of the day (Indicator 5a)	
LRE - Inside general RESULTS INDICATOR DATA education less than 40% of the day (Indicator 5b)	
LRE - Separate Schools, Residential Facilities (Indicator 5c)	
Preschool LRE (Indicator 6a)	
Preschool LRE (Indicator 6b)	
Preschool Outcomes (Indicator 7A2)	
Preschool Outcomes (Indicator 7B2)	
Preschool Outcomes (Indicator 7C2)	
Parental Involvement (Indicator 8)	
Post School Outcomes (Indicator 14a)	
Post School Outcomes (Indicator 14b)	
Total Points	28



Risk Rubric

FISCAL DATA	
Single Audit Review (Federal IDEA Findings/Corrections)	
Comprehensive Coordinated Early Intervening Services, CCEIS	
Subgrants/Financial Support - Timely Submission	
Subgrants/Financial Support - Corrections Required	
Allocation of Funds-use of funds (carryover >31%)	
Total Points	10



Risk Rubric

DETERMINATIONS

Needs Intervention (NI) or Needs Substantial Intervention (NSI)	
Needs Assistance (NA)	
Meet Requirements (MR)	
Total Points	45

OTHER

Professional Learning	
Back to School - September 2017	
Total Points	5

OTHER	
New Special Education Director/Coordinator	
0-5 Years Experience	
5-10 Years Experience	
> 10 Years Experience	

Total Points	5
OVERALL SCORE	100



Monitoring Terms

CMT - Compliance Monitoring Team

LAAG I - LEA-At-A-Glance I

LAAG II - LEA-At-A-Glance II

TAT - Technical Assistance Team

The Bridge - Liaison who works with TAT and CMT

CAP – Corrective Action Plan

FONC – Findings of Non-Compliance

Improvement Plan



Monitoring Changes for 2019-20

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



Why Monitoring Changes for 2019-20

1. Streamline compliance monitoring to align with Accreditation Process
2. Avoid overloading LEAs with multiple onsite visits
3. Provide onsite support with TAT assistance as the ONLY component of onsite monitoring for SES
4. Attempt to identify effective method to report citations
5. Feedback from SES coordinators and other stakeholders



One Pager

Pre-Monitoring

Ten Weeks

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

Eight Weeks

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

Six Weeks

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

Five Weeks

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

Four Weeks

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

Three Weeks

- LEA parent and teacher surveys are due

Two Weeks

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

One Week

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

During SES On-Site Visit

- TAT representatives will meet with the LEA Special Education Coordinator/Director to discuss the following:
 - Self-Assessment
 - Information from LAAG I
 - Findings of Non-Compliance Report (Desk-Audit)
 - Internal Monitoring
 - Parent and Teacher Survey Results
 - Verification of Inventory purchases with state funds
 - Indicator Verification
 - Teacher Certification
 - System Profile/Fiscal Review
- TAT representatives will develop the draft Improvement Plan, determine level of Technical Assistance (TA) needed and who will provide support and services
- TAT representatives will conduct the SES Exit Conference

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

After SES On-Site

- CMT, Bridge and TAT will meet to complete the Comprehensive Monitoring Report LAAG II and discuss findings resulting from:
 - Desk Audit
 - Findings of Non-Compliance Report
 - Indicator Verification
 - Internal Monitoring
 - Parent and Teacher Survey Results
 - Teacher Certification
 - System Profile/ Fiscal Review
 - LAAG I Report
- CMT will request additional information, if needed, after the review
- Bridge will email the LEA Special Education Coordinator/Director to determine review process for the 30-day corrections sends email to begin the timeline for corrections
- LEA will complete the immediate corrections within 30 calendar days
 - All changes made to the IEP must follow the IEP Team Meeting to Amend the Annual IEP process (see Process Chart 5)
 - LEA is notified by AdvancED that the corrective action plan (CAP) has been created in eProve and the Comprehensive Monitoring Report has been sent (NOTE: this action begins the timeline)
 - LEA receives clearance letter if there are no compliance issues. If there are issues of noncompliance, then the timelines are indicated in the CAP in eProve
- After these issues are corrected, the LEA is notified by the Bridge of the corrections (Prong 1) and of the date the review of new/updated data will begin (Prong 2)
 - LEA must correct noncompliance according to citations that are indicated as "Immediate Correction Strategies" or the "30-Day items" (Note: First requirement is to complete "Prong 1" activities)
 - LEA receives email indicating correction of each individual case of noncompliance and the date the review of new/updated data will begin (Note: to obtain "clear status", all cited items on Comprehensive Monitoring Report must be corrected and completed)
 - LEA must attain 100% compliance on all new/updated data for the SES to determine that the LEA is correctly implementing the regulatory requirements (Note: Second requirement is to complete "Prong 2" (new/updated data) requirements)
- Bridge will facilitate a discussion with CMT and TAT regarding results from training, TA and (Prong 2) requirements
- Final clearance letter submitted to LEA Special Education Coordinator/Director when all phases of monitoring are completed



Why Monitor



Purpose of Monitoring

MEMO: OSEP 09-02

The purpose of the memo is twofold:

- 1) A State must report that the previously identified noncompliance has been corrected
- 2) States must demonstrate substantial compliance



Purpose of Monitoring

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

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



Purpose of Monitoring

- The State must report identified noncompliance that was not corrected within a year
- Regardless of the level of noncompliance a state must notify an LEA in writing the findings of non compliance

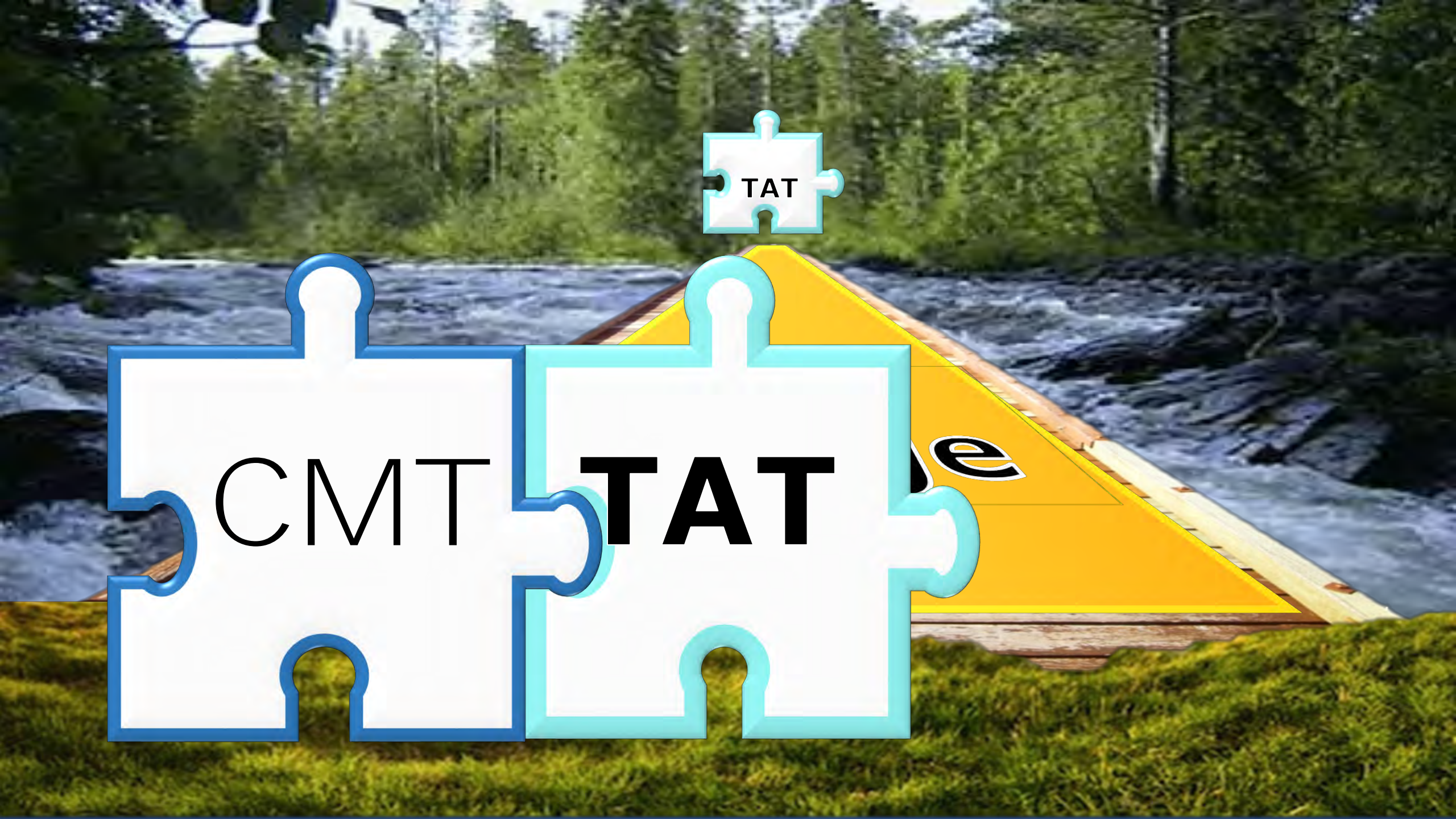




Integrated
Monitoring
Activities

Improvement,
Correction,
Incentives &
Sanctions

Targeted
Technical
Assistance &
Professional
Development



TAT

CMT TAT

Pre-Monitoring Process

- Before the scheduled monitoring visit an On-Site visit or WebEx may take place if requested by the LEA
- SES will follow the on-site Compliance Monitoring schedule



How?



Pre-Monitoring Process

Ten Weeks Prior

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



Pre Monitoring Process

- CMT will contact the LEA Special Education Coordinator to discuss monitoring process
- CMT will provide the LEA Special Education Coordinator the random sample

Random Sample Spreadsheet for

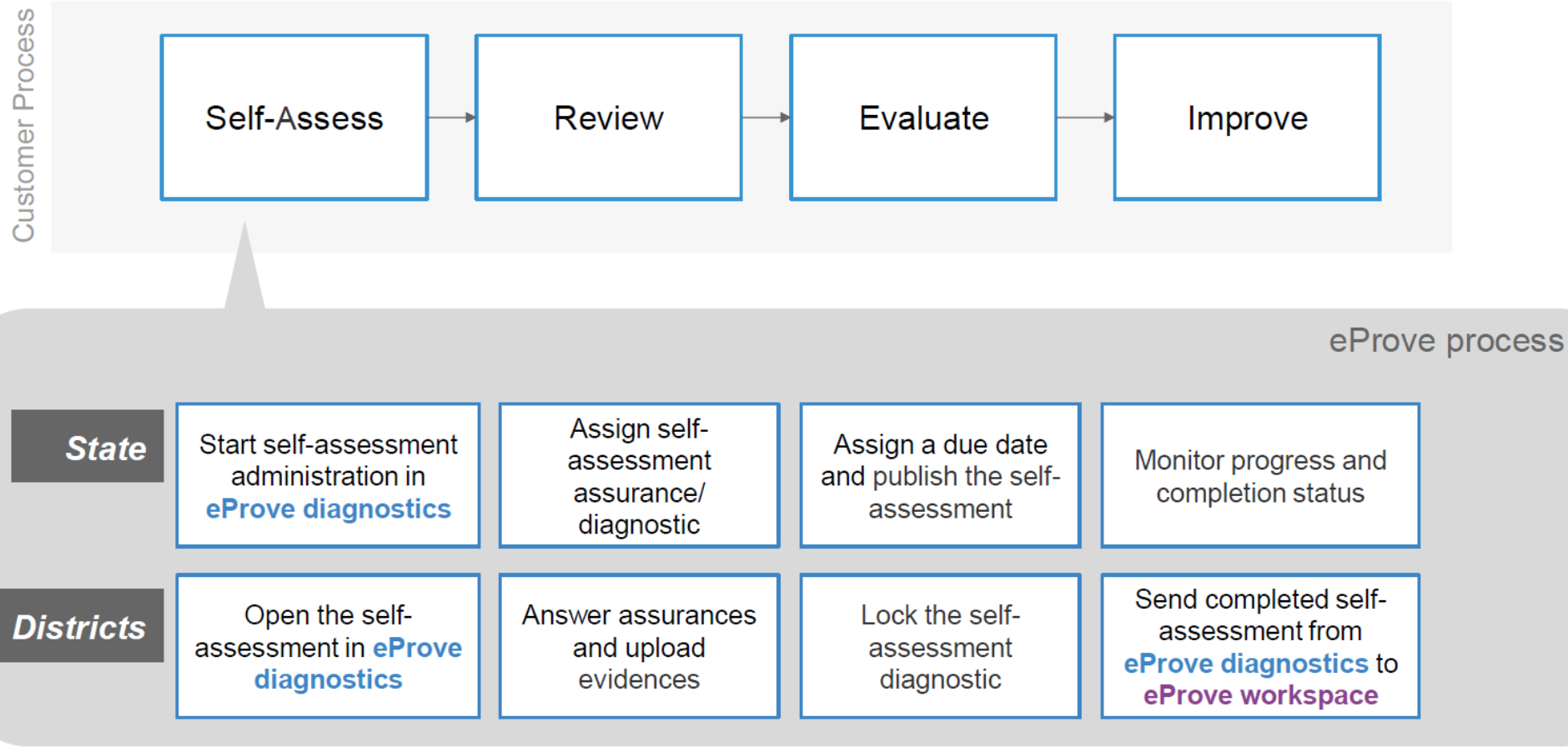
	Last Name	First Name	Student Number	School Name	Excep	LRE	Gender	Grade	Age	Race	Manager	Reviewer
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
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20												
21												
22												
23												
24												
25												
	Substitutes:											



Desk Audit



Compliance Monitoring Process in eProve



Parent Survey

Parent Survey

Page | 1

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

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

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

Child's School District: _____ Child's Age: _____ Grade Level: _____

	Agree	Disagree	Don't Know	Not Applicable
1. A referral was done within a reasonable amount of time when my child was suspected of having a learning disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When my child has learning problems, the school quickly comes up with a plan to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am involved in the planning of my child's evaluation and I am included in a discussion of tests to be given to assess my child's needs for special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have ample information about my child's IEP meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel like an active participant in my child's IEP meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. During the IEP meeting, we review my child's evaluation, state assessment results, and current classroom progress to determine what is needed to help my child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reading my child's IEP, I understand what special education help my child is receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child is educated with his typical peers to the maximum extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school works with me to help my child make a smooth transition from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school keeps me informed about my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Related services such as occupational therapy (OT), physical therapy (PT), speech & language pathologist (SLP) etc. have been considered when developing my child's IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My child has access to all school programs, services, and extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



Teacher Survey

Teacher Survey
Page | 1

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

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

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

If you have any questions or concerns when filling out this survey, please direct them to speced@alsde

School District: _____ Title: _____ Grade: _____

	Agree	Disagree	Unknown	Not Applicable
1. Students with disabilities are actively engaged in all educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students with disabilities' academic developments and functional needs are addressed in all educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adequate personnel and resources are available to implement specially designed instruction described in IEPs and are provided to meet individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional development and training addressing the diverse needs of students with disabilities is available to all staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A multi-tiered system of support to assist struggling or at-risk students is utilized in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am an active member of the IEP Team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. During IEP meetings, the LEA uses data (classroom, intervention, record review, parental and teacher input, etc.) in the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. During IEP meetings, a LEA staff member with the authority to authorize the resources necessary to implement the IEP is always present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Parents are actively engaged in all aspects of their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The specially designed instruction provided to a student with a disability in my classroom is based upon that student's individual needs and is different from what other students receive in the general education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Evidence based programs are implemented with fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When determining the least restrictive environment for students with disabilities, we consider all settings including placement in the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



Indicator Verification

IEA

*Verification List for Indicator 7

Student	ID Number	School

*Verification List for Indicator 11

Student	ID Number	School

*Verification List for Indicator 13

Student	ID Number	School

Internal Monitoring

_____ First Review _____ 30 days _____ 20 days _____ 10 days _____ New Data

COMPLIANCE VERIFICATION FORM

Use this form to document the IEP Process

System _____ Date of Review _____

Student's Name _____ Reviewer _____

Disability _____ Race _____ DOB _____ Age _____ Grade _____

Reevaluation for IEP Changes Process (IEP Team meets to discuss the need for additional data collection/evaluations to determine if changes need to be made to the IEP. This does not have to be completed every time an IEP is developed.)

DATE	REEVALUATION FOR IEP CHANGES PROCESS	YES	NO	N/A	COMMENTS
	A. Notice and Invitation to a Meeting/Consent for Agency Participation Date Notice Sent: _____ Purpose of meeting indicated: _____ Required participants invited: _____ Results of 1 st attempt: _____ 2 nd Attempt (date) _____ Action/Results: _____				
	B. Notice of IEP Team's Decision Regarding Reevaluation for IEP				
	C. Appropriate IEP Team Membership - Reevaluation for IEP Changes				
	D. Date Signed Notice and Consent for Reevaluation or two documented attempts 1 st Attempt (date) _____ 2 nd Attempt (date) _____				

COMMENTS

DATE	IEP PROCESS	YES	NO	N/A	COMMENTS
	A. Notice and Invitation to a Meeting/Consent for Agency Participation Date Notice Sent: _____ Purpose of meeting indicated: _____ Required participants invited: _____ Student invited to address transition: _____ Other Agencies: _____ Results of 1 st attempt: _____ 2 nd Attempt (date) _____ Action/Results: _____				
	B. Initiation/Duration Date/Preschoolers beginning on 3 rd birthday Dates: _____				
	C. Student Profile Strengths of the Student Parental Concerns Student Preferences and/or Interests Results of the Most Recent Evaluations The Academic, Developmental and Functional Needs of the Student Other _____ EI Transition Only: Justification if IEP will not be implemented on 3rd birthday _____				
	D. Special Instructional Factors				
	E. Transportation Student Mode of Transportation Does student require transportation as a related service Transportation Needs				
	F. Nonacademic and Extracurricular Activities				
	G. Report of Progress IEP _____ Progress Report _____				
	H. Transition Services (includes AAA) Documentation that student was invited Documentation that transition agency representatives were invited if consent was obtained Transition services based on the student's strength, preferences, and interests that will enable the student to meet postsecondary goals are addressed Age Appropriate Transition Assessments Postsecondary Education/Training Goal Age Appropriate Transition Assessment(s) Employment/Occupation/Career Goal Age Appropriate Transition Assessment(s) Community/Independent Living Goal Age Appropriate Transition Assessment(s)				

Compliance Verification Forms (CVFs)

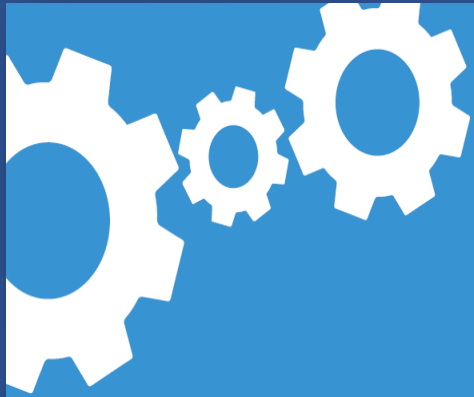


Teacher Certification Verification

Teacher Certification Verification
School Year 2017-2018

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





Compliance Monitoring

26



© Advance Education

LEA System Profile/Fiscal Review

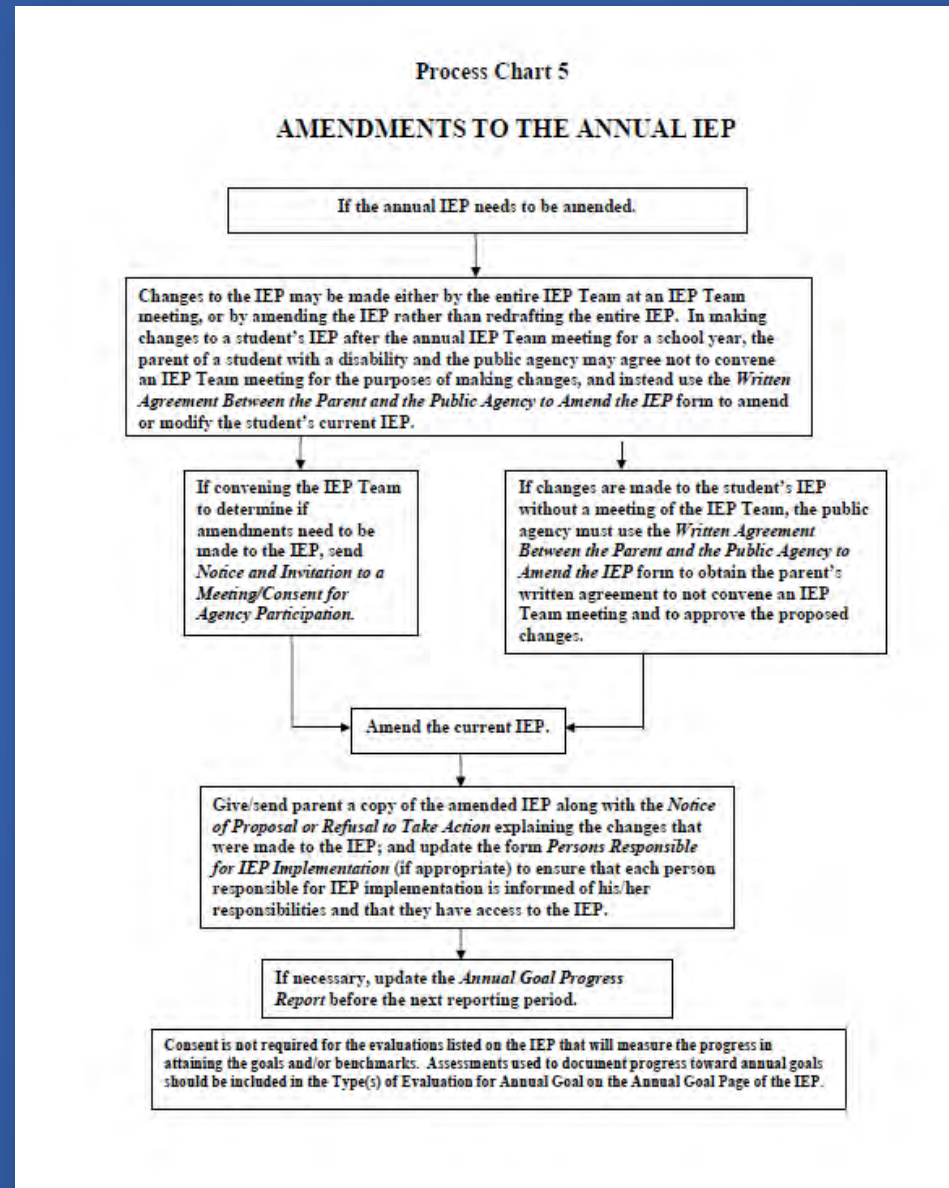
The LEA System Profile/Fiscal Review consists of requirements that are related to improving the educational results for children with disabilities. The fiscal review also consists of fiscal information that is required by the EDGAR regulations.

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

The results of the LEA System Profile/Fiscal Review will be incorporated into the LEA Comprehensive Monitoring Report.



Amendment Process: Process Chart 5



Pre-Monitoring Process

Eight Weeks Prior

CMT contacts Coordinator to request the following:

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



Pre-Monitoring Process

Six Weeks Prior

CMT will send:

- teacher survey via email
- parent survey via mail



Pre-Monitoring Process

Five Weeks Prior

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



Pre-Monitoring Process

Four Weeks Prior

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



Pre-Monitoring Process

Three Weeks Prior

LEA parent and teacher surveys are due



Parent Survey

Teacher Survey

Parent Survey
Page | 1

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

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

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

Child's School District: _____ Child's Age: _____ Grade Level: _____

	Agree	Disagree	Unknown	Not Applicable
1. A referral was done within a reasonable amount of time when a child was suspected of having a learning disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. A referral was done within a reasonable amount of time when a child was suspected of having a learning disability.

9. The school works with me to help my child make a smooth transition from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school keeps me informed about my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Related services such as occupational therapy (OT), physical therapy (PT), speech & language pathologist (SLP) etc. have been considered when developing my child's IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My child has access to all school programs, services, and extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teacher Survey
Page | 1

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

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

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

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

School District: _____ Title: _____ Grade: _____

	Agree	Disagree	Unknown	Not Applicable
7. During IEP meetings, the LEA uses data (classroom, intervention, record review, parental and teacher input, etc.) in the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. During IEP meetings, the LEA uses data (classroom, intervention, record review, parental and teacher input, etc.) in the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. During IEP meetings, a LEA staff member with the authority to authorize the resources necessary to implement the IEP is always present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Parents are actively engaged in all aspects of their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The specially designed instruction provided to a student with a disability in my classroom is based upon that student's individual needs and is different from what other students receive in the general education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Evidence based programs are implemented with fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When determining the least restrictive environment for students with disabilities, we consider all settings including placement in the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

due



Pre-Monitoring Process

Two Weeks Prior

Coordinator submits:

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



Findings of Non-Compliance

Alabama State Department of Education

Special Education Comprehensive Monitoring Report



Education Agency:
Special Education Coordinator:
Assigned Monitoring State:
Special Education Services CM Lead:
Special Education Services Bridge:
Special Education IAT Representatives:

The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. During the Continuous Improvement Process, a designated number of student files were reviewed to verify compliance with state and federal requirements.

Based on the review, a Corrective Action Plan (CAP) is developed. The CAP is implemented by the Local Education Agency (LEA) and compliance is ensured by the Alabama State Department of Education (ALSDE).

The purpose of this report is to provide feedback to the agency in identifying findings of noncompliance that must be corrected as soon as possible, and in no case later than one year from identification of noncompliance. The report also identifies the corrective action that must be taken by the agency as well as the documentation that must be submitted to the ALSDE. In addition, the report informs the agency of the steps the ALSDE will take in order to ensure 100% correction of noncompliance with the statutory requirement(s).

SPECIAL EDUCATION SERVICES

Special Education Compliance Monitoring Report

Compliance Report: Part I

A. Protection and Evaluation

Citations

Immediate Correction Strategies

Improvement Strategies
3 - Month Training:
6 - Month Training:

Documentation of Corrective Action
3 - Month:
6 - Month:

B. Individualized Education Procedures

Citations



**Targeted
Technical
Assistance &
Professional
Development**

Technical Assistance Team (TAT)

Tina Sanders



On-Site Visit

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

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


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

TAT representatives will conduct the SES Exit Conference


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



Professional Support Request Form



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



LEA: _____ Date of Submission: _____
 Region: _____ Name/Position: _____

Area(s) of Professional Support (PS) Requested from:

<p>AMSTI</p> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Computer Science <input type="checkbox"/> Professional Learning (please indicate specific request) _____ <input type="checkbox"/> Other _____	<p>Instructional Services</p> <input type="checkbox"/> Waiver <input type="checkbox"/> Administrative Code <input type="checkbox"/> Transcripts <input type="checkbox"/> Non-Traditional Diplomas <input type="checkbox"/> Rti/RTSS <input type="checkbox"/> Library Media <input type="checkbox"/> SREB Business Courses <input type="checkbox"/> Instructional Resources <input type="checkbox"/> Future Ready/Talent Development (including Enrollment, AP, IB, etc.) <input type="checkbox"/> Professional Learning (please indicate specific request) _____ <input type="checkbox"/> Other _____
<p>Alabama Reading Initiative (ARD)</p> <input type="checkbox"/> Summer Learning Programs <input type="checkbox"/> EL Instruction/Support <input type="checkbox"/> Early Childhood Community Collaboration <input type="checkbox"/> Dyslexia Support <input type="checkbox"/> Professional Learning (please indicate specific request) _____ <input type="checkbox"/> Other _____	<p>Special Education Services</p> <input type="checkbox"/> Individualized Education Program (IEP) <input type="checkbox"/> Eligibility <input type="checkbox"/> Transition <input type="checkbox"/> Preschool <input type="checkbox"/> Curriculum <input type="checkbox"/> Student Achievement <input type="checkbox"/> Behavior <input type="checkbox"/> Least Restrictive Environment <input type="checkbox"/> Family Engagement <input type="checkbox"/> Fiscal <input type="checkbox"/> Administrators' Training <input type="checkbox"/> Data Analysis (Disproportionality, Child Count) <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Special Education Indicator(s) Number(s): _____ <input type="checkbox"/> Professional Learning (please indicate specific request) _____ <input type="checkbox"/> Other _____
<p>Federal Programs</p> <input type="checkbox"/> EGA <input type="checkbox"/> 21 st Century <input type="checkbox"/> Title Program(s) _____ <input type="checkbox"/> Homeless Education <input type="checkbox"/> Foster Care <input type="checkbox"/> Fiscal <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Professional Learning (please indicate specific request) _____ <input type="checkbox"/> Other _____	

Statement of Specific Professional Support Need(s):

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

Additional Comments:

Suggestions for Proposed Professional Support

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

Additional Comments:

Instructions for Submission of this Request:
 Please email the completed request and any supporting documentation to the appropriate section of the ALSDE. In case of an emergency request for professional support, please contact your Regional Specialist immediately to discuss the issue.

This request for professional support has been submitted by:



Signature _____ Date _____

For ALSDE/SES use only:

Date Received by SES: _____ Date of PS Team meeting: _____
 Type of PS to be provided: _____
 Date(s) of PS: _____
 Location of PS: _____
 Name of Person(s) to Provide PS: _____

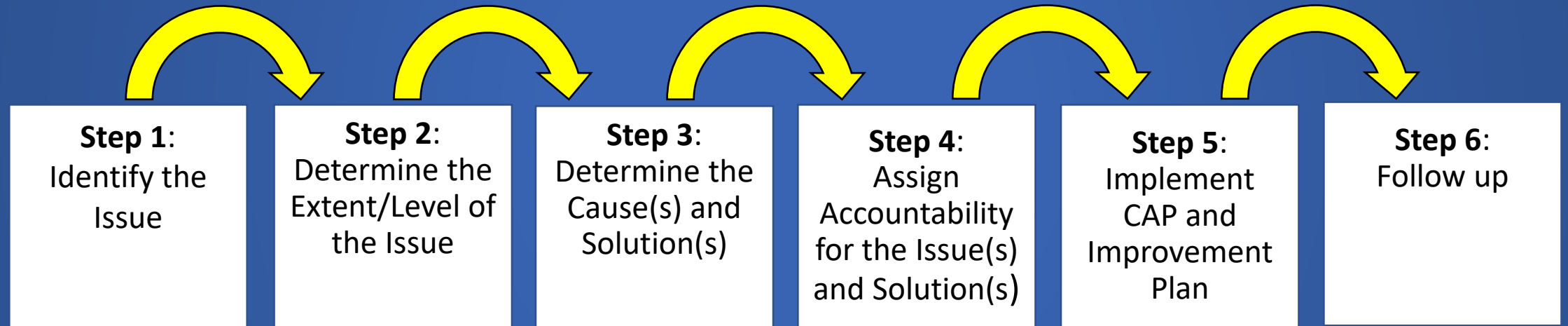


Improvement Plan

 Alabama State Department of Education Office of Student Learning Special Education Services Improvement Plan 	
Current Areas of Strength:	
Current Areas for Improvement:	
What documents substantiate the need for improvement?	
<input type="checkbox"/> Findings of Non-Compliance (ONC)	<input type="checkbox"/> Previous Monitoring Results
<input type="checkbox"/> Annual Performance Report	<input type="checkbox"/> Suspension/ Expulsion
<input type="checkbox"/> Determination Statement	<input type="checkbox"/> Attendance
<input type="checkbox"/> Fiscal	<input type="checkbox"/> Disproportionality
<input type="checkbox"/> Discipline	<input type="checkbox"/> Phone Log
<input type="checkbox"/> Parent Survey	<input type="checkbox"/> Written Complaint
<input type="checkbox"/> Teacher Survey	<input type="checkbox"/> Email
<input type="checkbox"/> Self-Monitoring	<input type="checkbox"/> Other (please specify) _____
What is the measurable goal(s)?	



Steps Towards Improvement of Special Education Services in Your LEA



Step 1: Identify the Issue

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

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



Step 2: Determine the Extent/Level of the Issue

The LEA and TAT will collaborate to determine:

- Whether the issue is noncompliance or is noncompliance contributing to the issue;
- Where and with whom the issue is occurring (one or more teachers, specific program areas, specific disability areas, isolated or systemic);
- Historical or trend data (repeat offenders);
- Requisite knowledge (ability to correct prior to desk review, etc.);
- Number of issues found in the Findings of Noncompliance (FONC).



Step 3: Determine the Causes and Solutions

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

1. Identify what is causing the problem:

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

2. Prioritize the causes:

- Consider causes that have the greatest impact on students;
- Consider the effort required to effect change; and
- Remember that multiple causes may need to be prioritized instead of addressed simultaneously.



Step 3: Determine the Causes and Solutions (cont.)

3. Identify Solutions to the Underlying issue:

- Consider local policies, procedures, and practices;
- Consider state and local resources (financial, personnel, programs, community, etc.);
- Consider possible barriers (culture, attitude, excuses, etc.);
- Develop and correlate possible solutions with data as appropriate; and
- Develop a measurable goal with action steps, activities, benchmarks, etc.

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

The TAT and LEA will collaborate to develop an Improvement Plan to document causes and solutions identified in this step.



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

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

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

Document accountability and anticipated progress monitoring in the Improvement Plan.

For the written findings of noncompliance, a Corrective Action Plan (CAP) will be developed with the LEA following a review of the document.



Step 5: Implement CAP and Improvement Plan

- Systemic improvement issues, such as those requiring culture change, may need to occur over several years.
- For the CAP, the timeline for verification of corrections (as soon as possible but in no case later than one year) begins on the date that the Bridge notifies the coordinator/director.
- Technical assistance (training, professional development, coaching, guidance, etc.) may be provided as needed regarding the CAP and/or Improvement Plan by the TAT at any time during this process.

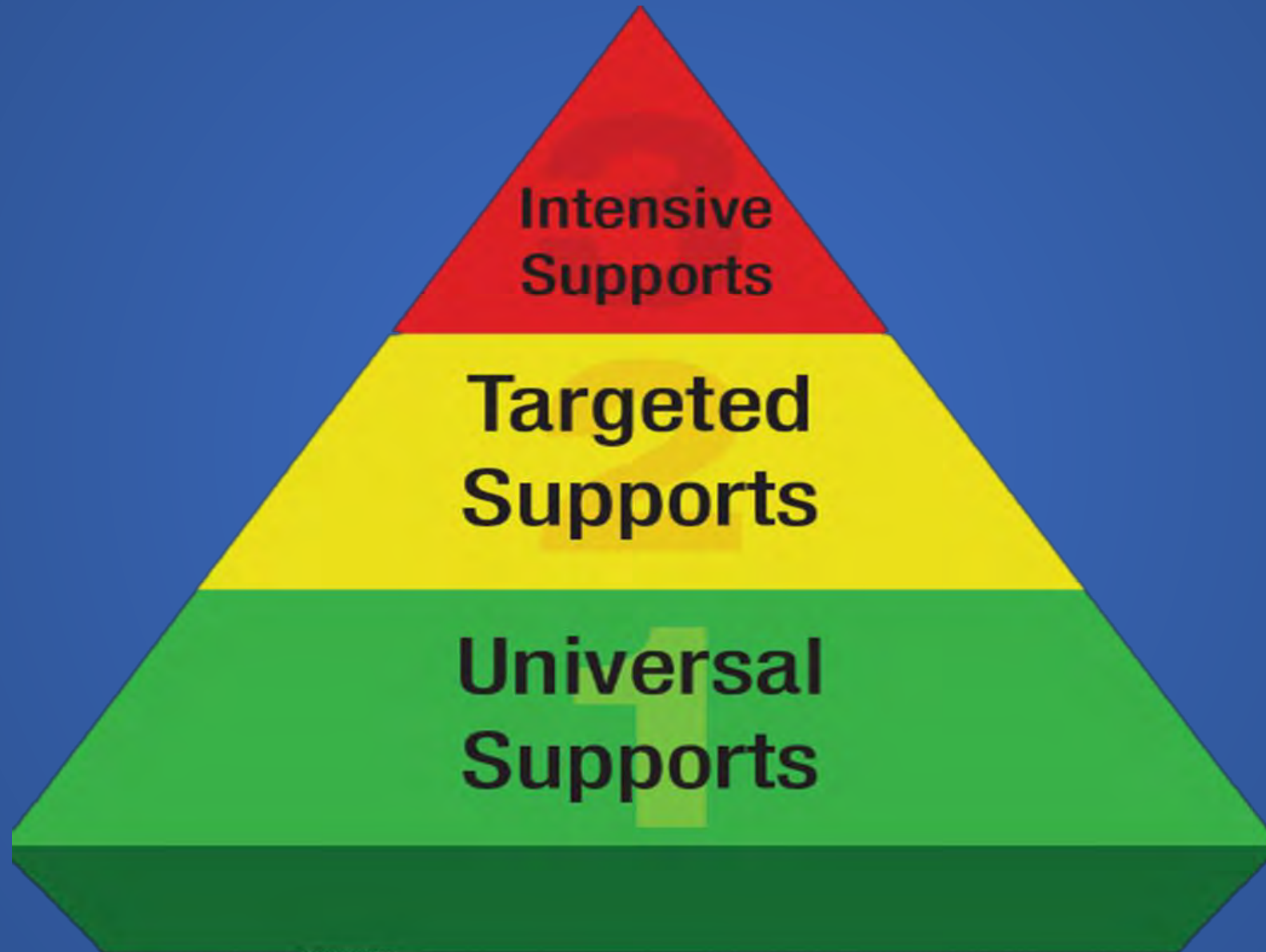


Step 6: Follow Up

- If CAP items are not corrected in a timely manner (within one year of identification), processes will be in place to continue to collect updated data to reflect 100% correction, and to reflect that child-specific noncompliance has been corrected. The TAT team will provide support as needed.
- Goal(s) developed in the Improvement Plan will be monitored for progress as outlined in the plan. Modifications to goals may be made by the TAT and LEA as indicated by progress monitoring and related data.
- The TAT and LEA will analyze data and progress toward the goal(s) in the Improvement Plan in order to ensure sustainability, providing additional support as indicated.



Levels of Support



Universal Technical Assistance (TA)

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

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



Targeted Technical Assistance (TA)

- This type of TA consists primarily of regionally-provided TA to address specific areas in both general and special education (e.g., co-teaching/co-planning, behavioral concerns, IEP reasoning, etc.).
- Other examples of targeted TA include those delivered in response to needs identified through the monitoring process.
- Training under targeted TA is responsive support delivered by the TAT, local leadership, and other stakeholders to implement Improvement Plan(s) and Corrective Action Plan(s).



Intensive Technical Assistance

- This type of TA is delivered to LEAs identified with specific extensive needs through a review and analysis of data (see steps 1 and 2) to correct an area of non-compliance and/or address another training need in order to improve the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) to children with IEPs.
- Substantive and ongoing support will be provided by the TAT and other stakeholders to collaboratively implement the Improvement Plan(s) and Corrective Action Plan focused on systems change through ongoing assistance and assessment. This type of TA may be necessary when the universal or targeted TA does not meet the LEA's needs.



Regina Sankey

**Improvement,
Correction,
Incentives &
Sanctions**

The Bridge



After SES On-Site Visit

CMT, Bridge and TAT:

- will meet to complete LAAG II
- will collaborate to finalize the CAP and Improvement Plan

Bridge:

- Sends email to begin correction timeline
- Calls coordinator to determine review process



After SES On-Site

- LEA completes corrections for 30 day items “Prong 1”
 - ✓ all changes to the IEP must follow the amendment process – (Process Chart 5)
 - ✓ best practice is for Special Education Coordinator to provide training prior to making “30 day” corrections
- LEA will be notified by AdvancED that Corrective Action Plan (CAP) has been created in eProve (this action begins the timeline)
- LEA will receive email indicating correction of each individual case of noncompliance



New Data (Prong 2)

- New data pull consists of new eligibilities and IEPs completed within a given window
- No more than 25 student records will be pulled (or 1% for larger LEAs)
- SES will look at systemic issues cited on FONC
- All LEAs must show 100% compliance to meet OSEP Memo 09-02 requirements



Second Data Pull

- Second data pull occurs only if new DATA do not show 100% compliance.
- If second data pull does not show compliance the Special Education Coordinator and Superintendent must meet with Program Director, Monitoring Administrator and SES staff.



Improvement, Correction, Incentives & Sanctions

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



Mental Health/Behavior Updates

Tina Sanders,
ALSDE - SES



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School Based Mental Health (SBMH)

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



SBMH History

- Began in 2011 with ADMH & ALSDE asking the question:
“How do we meet unmet C/A social and emotional needs that keep growing, with budgets that keep shrinking?”
- SBMH Model based upon Riverbend program established in 2002 with Florence City Schools in the Shoals Area.
- Currently 16 Community Mental Health Centers and 60 School Systems involved in Collaboration at some level, with many others requesting information on participation.



SBMH Referral Process

1. Gatekeeper (usually the school Guidance Counselor) receives referral from teacher, other school staff or from student him/herself.
2. Gatekeeper contacts parent (or asks student if 14 or older) to obtain consent to refer to Mental Health.
3. Gatekeeper completes referral form (see at right) and consults with MH Therapist.
4. MH Therapist contacts student/parent and arranges Intake Assessment to begin MH services.

REFERRAL FOR SCHOOL-BASED MENTAL HEALTH (SBMH) SERVICES (11/19/2013)

School: _____ School Unique ID #: _____
 School System: _____ System Unique ID #: _____
 MH Provider: _____ MH Provider 3-Digit ID #: _____
 MH Therapist: _____ MH Therapist 4-Digit Worker ID #: _____
 Student Being Referred: _____ SSID #: _____
 DOB: _____ Age: _____ Race: _____ Sex: _____ MH Record # (If Accepted into Services): _____
 Teacher: _____ Grade: _____ Regular Ed: _____ Special Ed: _____
 Exceptionality (or N/A): _____
 Date of Referral: _____ School Counselor Making Referral: _____
 Insurance Info: Medicaid: _____ AllKids: _____ Other: _____ None: _____
 Parent or Legal Guardian (circle which) Name: _____
 Student's Home Address: _____
 Student lives with Parent/Guardian? (Circle): YES NO If not, explain: _____
 Home Phone #: _____ Cell Phone #: _____ Work/Other Phone#: _____
 Parent/Guardian notified of referral by School Counselor and agrees to screening for MH services? (Circle): YES NO

CONCERNING BEHAVIORS (CHECK ALL THAT APPLY)

- | | | |
|--|--|---|
| <input type="checkbox"/> Reports Abuse | <input type="checkbox"/> Victim of Crime/Violence | <input type="checkbox"/> Suicidal Behaviors/Threats |
| <input type="checkbox"/> Recent Traumatic Event | <input type="checkbox"/> Peer/Social Problems | <input type="checkbox"/> Parent/Child Conflict |
| <input type="checkbox"/> Unusual Changes in Mood | <input type="checkbox"/> Eating Problems | <input type="checkbox"/> Substance Use Problems |
| <input type="checkbox"/> Withdrawn/Depression | <input type="checkbox"/> Recent Loss or Separation | <input type="checkbox"/> Excessive Crying/Sadness |
| <input type="checkbox"/> Angry/Agitated | <input type="checkbox"/> Violent Outbursts | <input type="checkbox"/> Fighting/Destroying Property |
| <input type="checkbox"/> Resistant to Authority | <input type="checkbox"/> Legal/Court Problems | <input type="checkbox"/> High Risk Behaviors |
| <input type="checkbox"/> Sexual Misconduct | <input type="checkbox"/> Bullying (Perp./Victim) | <input type="checkbox"/> Reports Sleep Problems |
| <input type="checkbox"/> Inattentive/Hyperactive | <input type="checkbox"/> Changes in Grades | <input type="checkbox"/> Reports Fears/Phobias |
| <input type="checkbox"/> Anxiety/Excessive Worry | <input type="checkbox"/> Strange/Bizarre Behaviors | <input type="checkbox"/> Reports Hallucinations |

Notes: _____

 Referral Accepted: _____ Referral Denied: _____ Reason for Denial: _____
 Date Accepted/Denied: _____ Date Services Started: _____ Date Services Ended: _____



The Need for Data

- Great anecdotal evidence SBMH is working!
- “Hard” data will aid future sustainment and expansion.
- Standardized referral process/document.
- Most data collected at State level.
- Data sharing with SBMH Partners.



What Is Required to Be an “SBMH Collaboration Partner?”

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



The Future of SBMH

- Expansion to all Community Mental Health Center (CMHC) catchment areas and all LEA's who wish to participate.
- State-wide improvements in access to care and integration of health services for children and adolescents and their families.
- Positioning for future funding and expansion opportunities.



Youth Mental Health First Aid (YMHFA)

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



ALGEE

Assess for risk of suicide or harm

Listen nonjudgmentally

Give reassurance and information

Encourage appropriate professional help

Encourage self-help and other support strategies



YMHFA Certified Instructors



Multiple Needs Child

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



Autism: Past, Present, and Future



Past Training

- The ALSDE, SES has provided training to Local Education Agencies (LEAs) on the administration of the Autism Diagnostic Observation Schedule (ADOS) for LEA personnel to enable them to conduct their own evaluations.
- The ALSDE, SES has provided training for classroom providers through a 3-day intensive Autism workshop to demonstrate skills needed to work with students with autism in the classroom.
- The ALSDE, SES has provided training for approximately 1500 service providers in the use of the Picture Exchange Communication System (PECS).



Current & Continuous Activities

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





REQUEST FOR SERVICES
Glenwood, Inc.

LEA: _____ Date: _____

Person Requesting: _____ Position: _____

Contact Phone Number: _____ Email: _____

Please e-mail this form along with the required information to Ms. Tina Sanders at tsanders1@alsde.edu or call 334-242-8114 for more information.

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

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

Initials of the student to be evaluated: _____

Reason for Educational Diagnostic Evaluations for Autism Spectrum Disorders:

_____ Initial Evaluation
Date the public agency received a parent's signed consent: _____

_____ Reevaluation

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

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

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

Special Education Coordinator



April 2019 Data

- In 2018, Glenwood completed 246 evaluations in 65 different counties across Alabama.
- By April 2019, Glenwood had completed 90 evaluations in 40 different counties.
- At the end of the 2018/19 school year approximately 110 evaluations were in process.



Current & Continuous Activities

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





REQUEST FOR SERVICES
The Learning Tree

LEA: _____ Date: _____

Person Requesting: _____ Position: _____

Contact Phone Number: _____ E-mail: _____

Please e-mail this form along with the additional required information to Ms. Tina Sanders at tsanders1@alsde.edu or call 334-242-8214 for more information. All requested documents that contain Personally Identifiable Information (PII) must be sent through the ALSDE Secure File Sharing Server. Upon receipt of this request, you will be e-mailed the secure file sharing server to upload the documents. **Do not send this request directly to The Learning Tree. Special Education Services will not be responsible for payment for requests sent directly to The Learning Tree.**

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

Consultation for Individual Students - Board Certified Behavior Analysis- The need for this service should be determined by the IEP team for students with critical behavioral needs only after all other local efforts have been tried and documented to be ineffective by the IEP team. Individual student consultation services may be requested for behavior reduction or skill acquisition issues that are outside of the area of expertise of the LEA. Services may include a specific functional behavioral assessment and behavioral intervention program for a student based on his or her individual needs. Services will be provided by a Board Certified Behavior Analyst from The Learning Tree.

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

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

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

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

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

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

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

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

Special Education Coordinator



April 2019 Data

- The Learning Tree's Consultation and Outreach Services team began the 2018-2019 school year serving 247 students by providing behavioral intervention plan follow-up services.
- Between August 2018 and March 2019, 194 referrals for behavior support and 30 requests for technical assistance trainings were received across 85 school districts.
- At the end of the 2018/19 school year there were approximately 214 students either in the functional behavioral assessment or behavioral intervention plan follow-up process.



Current & Continuous Activities

- For years, the ALSDE, SES has funded pilot sites across the state to serve both preschool and school-aged students with Autism.





The Learning Tree

Helping Children Learn and Grow

OUR MISSION

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

Call to register for a training session at your preferred location.

Aimee Sprull
(256)770-7323
664 Powers Avenue
Anniston, Alabama 36205

Jessica Zivac
(234)887-4958
HAPIE-Auburn Early Education Center
721 E. University Drive
Auburn, AL 3683

Christy McSpadden
(251)298-8916
1176 Azalea Road
Mobile, AL 36693



www.learning-tree.org

THE LITTLE TREE PRESCHOOL Teacher & Paraprofessional Training



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

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

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

Registration: Please call the program contact noted above for your desired training location. Be prepared to indicate your preferences below.

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

Please note your interests in specific training sessions:

Classroom Management

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

Individualized Instruction

- DTT
- Preference assessments

Behavior Management

- General procedure training (attend & ignore, least to most prompting, etc)
- Implement data collection system for problem behavior/skill acquisition
- Individualized behavior plans
- Functional behavior assessments



Current & Continuous Activities

- For years, the ALSDE, SES has assisted LEAs with the costs of services for students to maintain placement in the LEA of residence, and for residential placements if determined necessary. These costs are approximately \$12,000,000.00 per year.



ACT #2018-460

Alex Hoover Palliative and End of Life Care Act

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



Responsibility of Teachers

- Receive PPEL-IHP care plan from school nurse and understand the essential actions needed to help manage a PPEL student under your supervision.
- Work with parents, school nurse and other appropriate school personnel to determine if any classroom accommodations are needed.
- Share information and responsibilities with appropriate school personnel on a need to know basis as outlined in FERPA and any other federal or state laws that protect the confidentiality or privacy of student information (para educators, aides, instructional specialists).



Responsibility of Teachers cont.

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



PPEL Pediatric Crisis Team

(Required members)

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





**Effective
Dispute
Resolution**

Dispute Resolution Team

Dr. DaLee Chambers



ALSDE Dispute Resolution

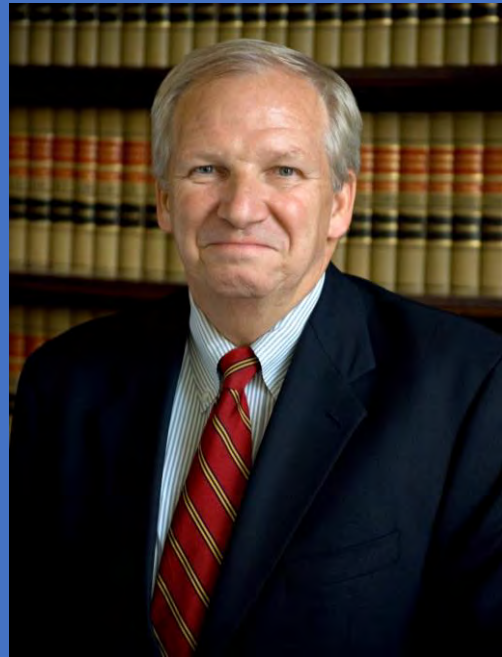
DaLee Chambers	All areas of Dispute Resolution Charter Schools Virtual Schools
Bernice Rush-Harrison	Complaint Investigator Mediation Coordinator IEP Facilitation Coordinator
Melissa Card	Complaint Investigator Due Process Hearing Coordinator



ALSDE Due Process Hearing Officers



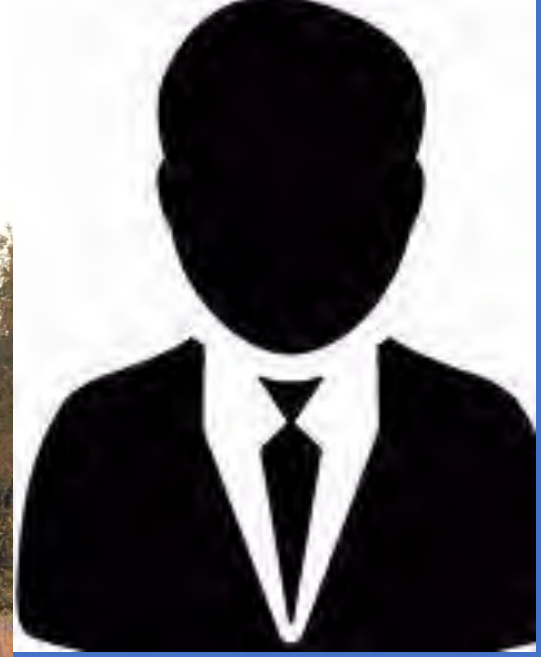
**Amanda D.
Bradley, Esq.**



**P. Michael
Cole, Esq.**



**Steve
Morton, Jr.,
Esq.**



**Wesley
Romine, Esq.**

ALSDE Mediators



**Amanda D.
Bradley, Esq.**



**Sharon
Brown**



**Jeffrey
Courtney,
Esq.**



**Nika
Gholston,
Esq.**



**Kia Scott,
Esq.**

ALSDE IEP Facilitators



**Amanda D.
Bradley, Esq.**



**Sharon
Brown**



CL May, Esq.



**Tamika
Miller, Esq.**



**Kia Scott,
Esq.**

Special Education

FEUD

LIVE



Top 5 Answers on the Board...

ALSDE IEP FACILITATORS...



**Amanda D.
Bradley, Esq.**



**Sharon
Brown**



CL May, Esq.



**Tamika
Miller, Esq.**



**Kia Scott,
Esq.**

**CALL ME
ALABAMA!**



SPEED Round... ALSDE MEDIATORS...



**Amanda D.
Bradley, Esq.**



**Sharon
Brown**



**Jeffrey
Courtney,
Esq.**



**Nika
Gholston,
Esq.**



**Kia Scott,
Esq.**



ALSDE Due Process Hearing Officers



**Amanda D.
Bradley, Esq.**

**P. Michael
Cole, Esq.**

**Steve
Morton, Jr.,
Esq.**

**Wesley
Romine, Esq.**



Mediation

- Rotational assignment
- Signature of representative of the agency that has the authority to bind such agency





words work

Due Process Hearings



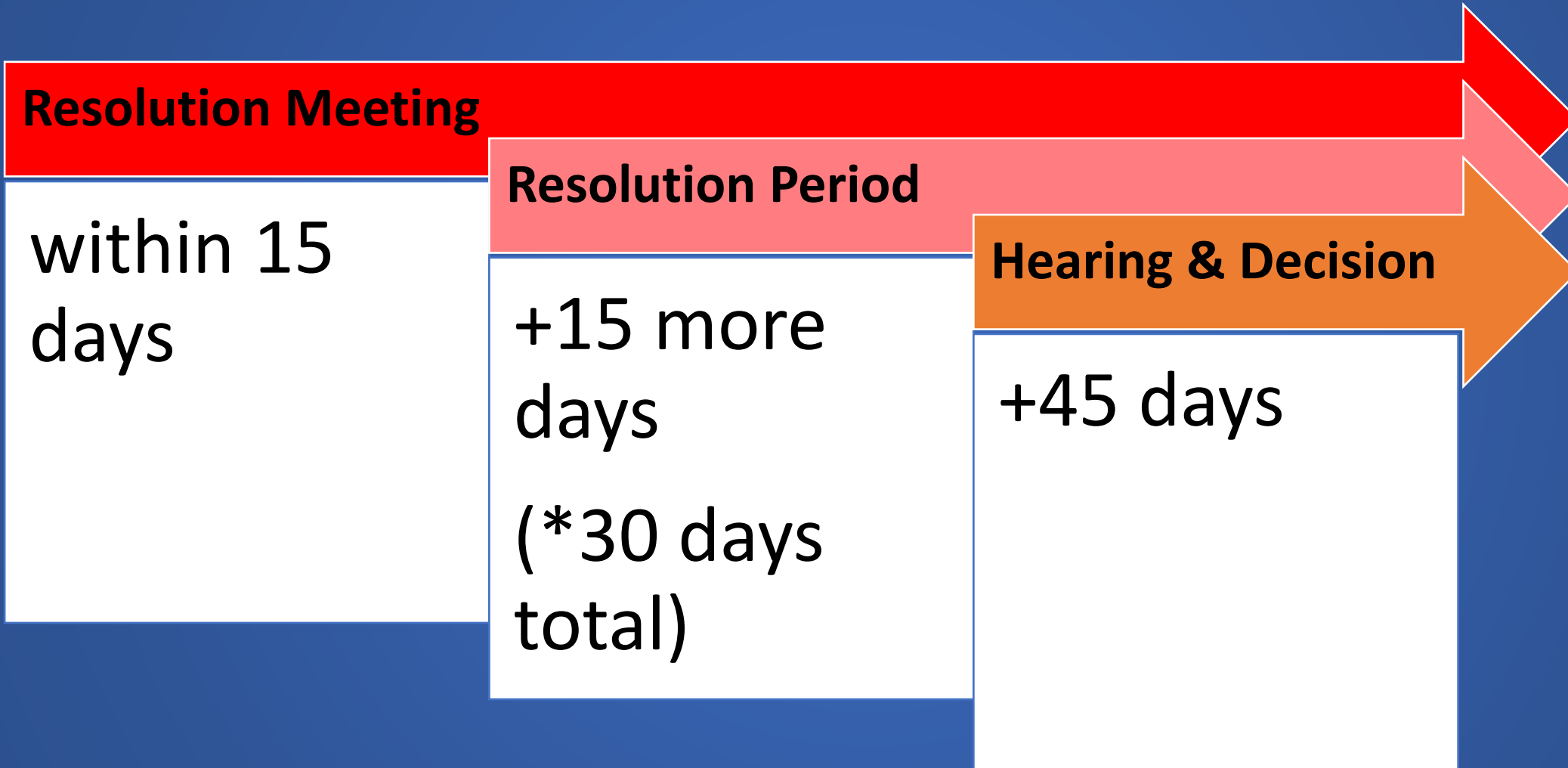
Due Process Hearing Resolution Meeting

- *Within 15 calendar days of receiving the parent's hearing request and prior to the opportunity for a hearing, the LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process hearing request.*
- Unless the parties utilize one of the exceptions to holding a resolution meeting as outlined in the AAC, the meeting must be held within the required 15 calendar day timeline.

Alabama Administrative Code (AAC) 290-8-9.08(9)(c)3



Due Process Hearing Timeline



Due Process Hearing Timeline

Resolution Meeting

Resolution
meeting
waived

Hearing & Decision

+45 days



Due Process Hearing Timeline

Avoiding a *Letter of Finding* for Resolution Meeting

1. Schedule the meeting.

2. Meet.



Virtual Schools



ACCESS Virtual Learning

- In order to receive accommodations during the Summer, students in ACCESS courses must have a current IEP.
- **Implementation and Duration Dates**
- Special Education Services and Supplementary Aids and Services Implementation Dates



ACCESS Virtual Learning

Special Populations Information

Delivering equitable, quality learning opportunities
for all citizens.



The Inclusive Digital Era Collaborative (iDEC)



37 IEPs pulled from 10 virtual schools across the state of Indiana



- There was a consistent lack of multisource and multimethod baseline data to inform the level at which students are functioning at in all domains affected by their disabilities.

Individualized Education Programs: Present Levels of Academic and Functional Performance, Annual Goals, Specially Designed Instruction, and Related Services in Indiana Virtual Schools.



- Students with documented failing grades across a variety of subjects routinely went without goals to address these areas.

Individualized Education Programs: Present Levels of Academic and Functional Performance, Annual Goals, Specially Designed Instruction, and Related Services in Indiana Virtual Schools.



- SDI was consistently treated as if it was some action or behavior that the student would need to complete. Statements starting with “Student will...” or “Student needs to...” is not SDI. Rather, SDI is what the teacher is going to provide that is going to get that student to their individualized goal.

Individualized Education Programs: Present Levels of Academic and Functional Performance, Annual Goals, Specially Designed Instruction, and Related Services in Indiana Virtual Schools.



- Only 15% of the IEPs had SDI statements that prescribed an appropriate duration of services in light of the student's PLAAFP.

Individualized Education Programs: Present Levels of Academic and Functional Performance, Annual Goals, Specially Designed Instruction, and Related Services in Indiana Virtual Schools.





By Michael F. Hock, Jean B. Schumaker, and Donald D. Deshler

The Possible Selves Program is designed to support students with diverse learning needs to identify their **HOPES, EXPECTATIONS, and FEARS for the FUTURE.**



Erika Richburg

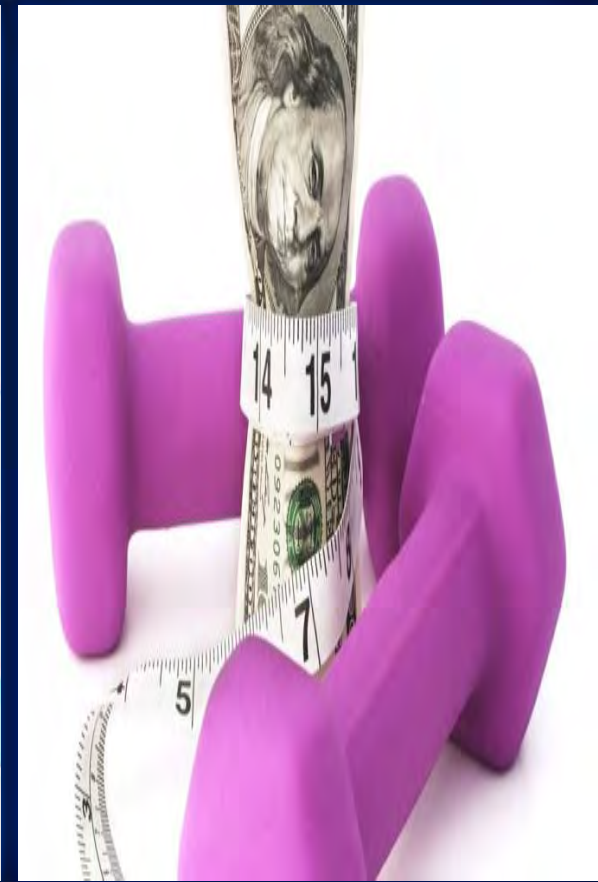
**Fiscal
Management**

Fiscal Team



Reminders and Updates

LET'S GET
FISCAL!



Special Education **must** adhere to the following:

Rules and Regulations

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



Grants Under IDEA



IDEA Formula Grants

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

OSEP.grads360.org

- *Regular*: Section 611, AL Fund Source 3210 (ages 3-21)
- *Preschool*: Section 619, AL Fund Source 3220 (ages 3-5)



Fiscal Reminders and Updates

IDEA Part B Fiscal Funding:



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

Cannot be used for students identified for **504** or **Gifted** Services



IDEA and Federal “General Fiscal Requirements”

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



Focused Monitoring: Inventory Management

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	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



Accountability Overview

Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS)

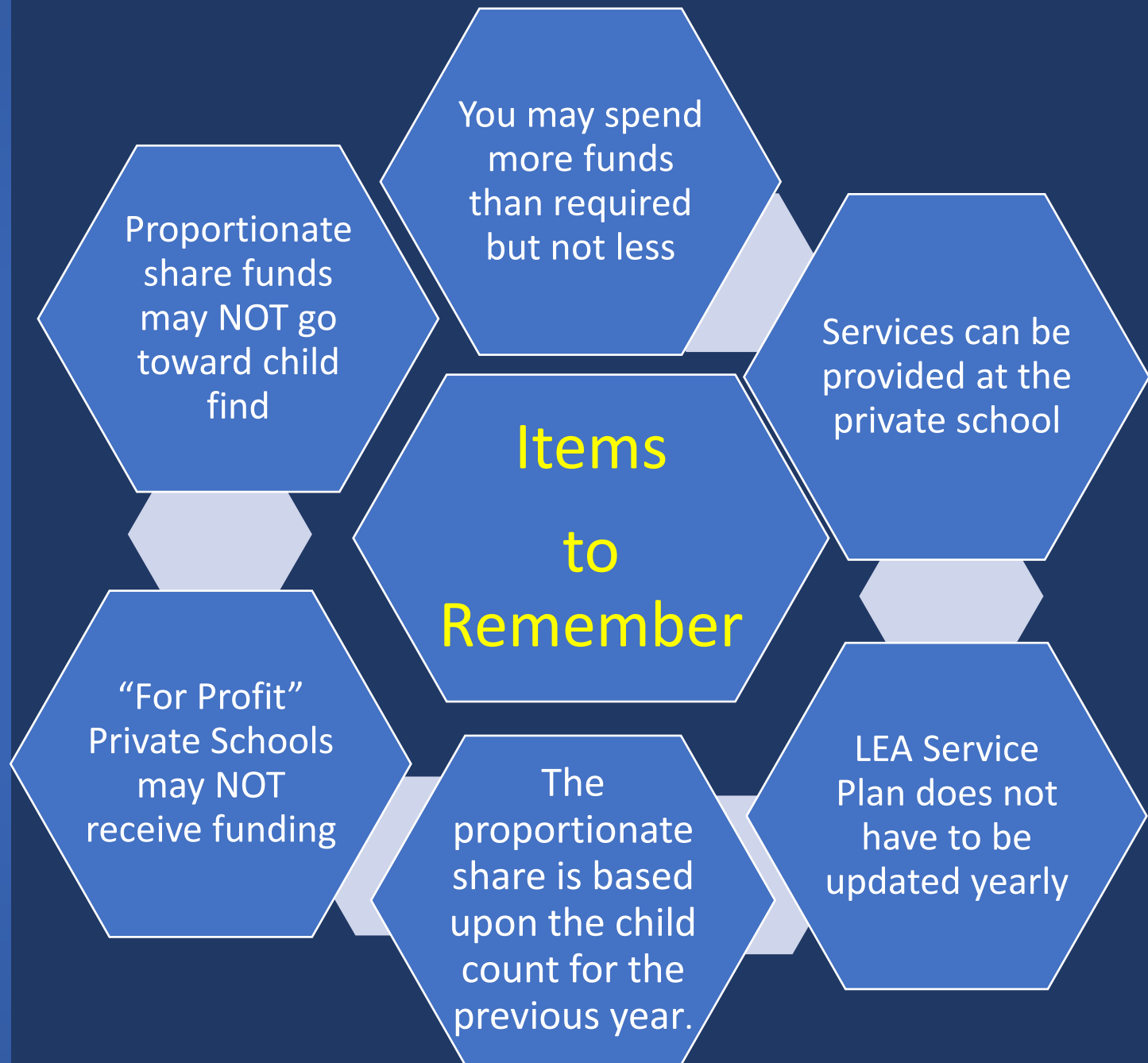
- CCEIS requires LEAs identified as having significant disproportionality to reserve the maximum (15%) amount of the IDEA funds allocated. This includes the IDEA Part B (611) or function 3210 allocation and Preschool (619) or function 3220 allocation used for at-risk students.
- Permits LEAs to use up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



Proportionate share is on going....

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

34 CFR 300.133 (b &c)

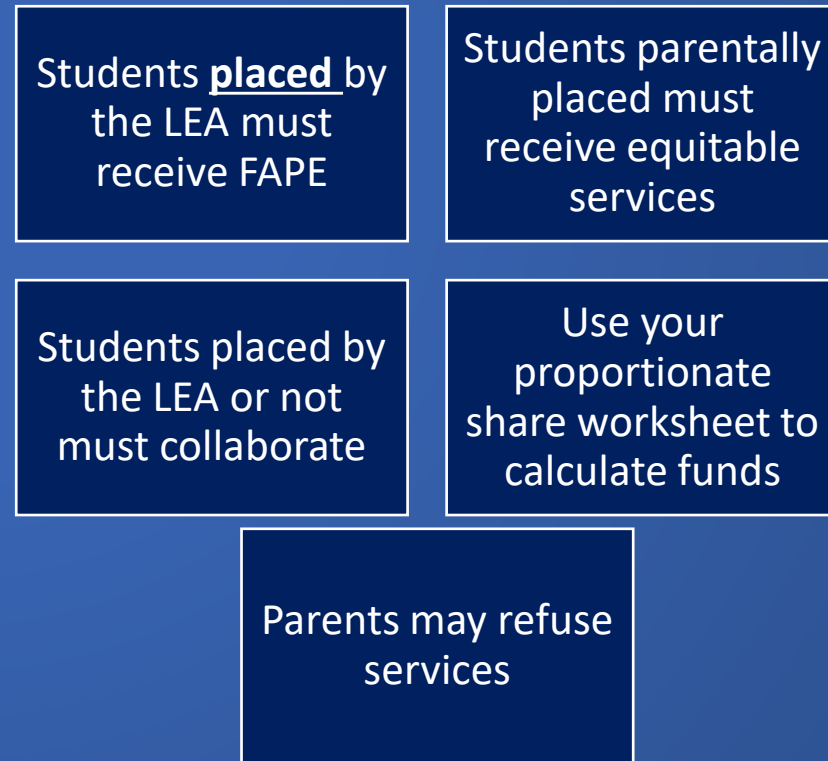


Preparation throughout the year

On going documents...



Differences in Services for Public vs. Private School Students



Document Library Submission Reminders: FY20 SPECIAL EDUCATION



Reporting Documentation	Data Collection Timeline	Report Submission Due Date	Reporting Form Title
Coordinated Early Intervening Services (CEIS)	July 1 st -June 30 th	2 nd Friday in July	Data Collection Form for CCEIS & CEIS
Proportionate Share	On-going	September 15 th Annually	Calculation and Documentation of Proportionate Share Funding for Parentally-Placed Private School Students with Disabilities
Written Procedures	July 1 st –June 30 th (Review Annually)	September 15 th Annually	Assurance Statement of Financial 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 L.E.A.

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.

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



Completing Proportionate Share Report

the

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	\$ 8,537,606.00
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.

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	

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.



FISCAL UPDATES & REMINDERS Continued

Review the following items:

- ❖ Maintenance Of Effort (MOE)
- ❖ Carryover over >30%
- ❖ Time & Effort
- ❖ FY20 Grant Information



FISCAL UPDATES & REMINDERS CONTINUED

eGAP Annual DUE DATE:

September 15th



OBJECT CODES

	SALARIES (010 - 199)	EMPLOYEE BENEFITS (200 - 299)	PURCHASED SERVICES (300 - 399)	MATERIALS + SUPPLIES (400 - 499)	CAPITAL OUTLAY (500 - 599)	OTHER OBJECTS (600 - 899)	INDIRECT COSTS (910)	FUND TRANSFERS (920 - 929)	OTHER FUND USES (931 - 999)	TOTAL	
INSTRUCTION (1100)	188,897.00	105,223.00	3,300.00	13,055.00	0.00	0.00	0.00	0.00	0.00	310,475.00	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)
GUIDANCE AND COUNSELING SERVICES (2120)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	GUIDANCE AND COUNSELING SERVICES (2120)
TESTING SERVICES (2130)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	TESTING SERVICES (2130)
HEALTH SERVICES (2140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	HEALTH SERVICES (2140)
SOCIAL SERVICES (2150)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SOCIAL SERVICES (2150)
WORK STUDY SERVICES (2160)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	WORK STUDY SERVICES (2160)
PSYCHOLOGICAL SERVICES (2170)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	PSYCHOLOGICAL SERVICES (2170)
SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	SPEECH PATHOLOGY AND AUDIOLOGY SERVICES (2180)

FUNCTION CODES



PROPORTIONATE SHARE 9200

	Salaries (010- 199)	Employee Benefits (200-299)	Purchased Services (300-399)	Materials & Supplies (400-499)	Capital Outlay (500-599)	Other Objects (600-899)	Indirect Costs (910)	Fund Transfers (920-929)	Other Fund Uses (931-999)	Total
NONPUBLIC SCHOOL PROGRAMS (9200)	0.00	0.00	0.00	2,000.00	0.00	0.00	0.00	0.00	0.00	2,000.00



EGAP EXAMPLE

3.9.) SPED -Procedures to Improve Results for Preschool

Strategy Details

Description:

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

Performance Measures

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

Estimated Costs

\$1,776

3.9.1.) SPED - Preschool Instruction/Educational Materials

Action Step Details

Description:

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

Performance Measures

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

Estimated Costs

\$1,776

Grant Relationships

IDEA Preschool Notes

\$400 (9140:300-399) & \$1,376 (9140:400-499)



INDIRECT COSTS

3.1.22.) IDEA Indirect Cost

Action Step Details

Description:

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

Performance Measures

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

Estimated Costs

15,112.00

Grant Relationships

Special Education, Part B-IDEA Notes

Indirect Cost \$15, 112.00 Function - 6910 Object 910



EXAMPLE OF AN AMENDMENT

5.2.3.) IDEA Part B Speech Pathology & Audiology Services (2180) AMENDMENT

Action Step Details

Description:

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

Performance Measures

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

Estimated Costs

63,336.37

Grant Relationships

Special Education, Part B-IDEA Notes

Salaries (010-199)- \$45,193.00; Benefits (200-299)- \$18,143.37



Special Education FY20 Financial Assistance



AL High Cost Fund

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

Catastrophic Grants

- State Funds
- Determination Status not a factor
- May have an adverse affect on MOE
- Funding based per student, multiple students or shared needs



34 CFR 300.704

AL High Cost Fund (ALHCF)

- 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



FY20 Electronic Path to IDEA Part B Fiscal Guidance and Forms:



**ALSDE Website\Support Systems\Special
Education Services\Fiscal Info**



Guidance: Children with Disabilities Placed in Private Schools by Education Agencies §300.325





290-8-9.06(3)

(3) LRE Continuum. Public agencies must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Provisions must be made for supplementary aids and services in conjunction with placement in the regular education class placement. **The continuum of alternative placements must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.**



290-8-9.10(6)(a-e) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies.

§300.325

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



290-8-9.10(6)(a-e) IEPs for Children
with Disabilities Placed in Private
Schools by Education Agencies.

§300.325

**PAY SPECIAL ATTENTION
TO A thru C
AND...**



290-8-9.10(6)(a-e) IEPs for Children with Disabilities Placed in Private Schools by Education Agencies.

§300.325

(e) Even if a private school or facility implements a child's IEP, the responsibility for compliance with these rules remains with the public agency and the SEA.





Stephanie Frucci,
ALSDE, SES



Developmental Delay (DD) Eligibility



- As of 11/1/18, the primary assessment for DD must be administered via the direct assessment method.
- Any list of acceptable assessments provided is to be used only as a guide for your convenience, not an exhaustive list.
- The primary assessment for DD must be: “A standardized, norm-referenced instrument(s) that evaluates all five developmental domains.” (AAC, 290-8-9.03(3)(c)(2))
- DP-3: At this time, the DP-3 may NOT be used as either a primary or secondary assessment for eligibility for DD.



New Preschool Standards

- Anticipated release this fall.
- Intended for children ages 0-5 in all types of early childhood environments.
- Training will be offered when new standards are released.
- When writing IEPs, use the current standards for now.



Eligibility for Preschool Students

- Preschool students may be determined eligible for special education services under ANY of the 13 disability categories.
- “The child must be assessed in all areas related to the suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.” (AAC, 290-8-9.02(1)(g))
- Evaluations must be sufficiently comprehensive to identify all of the child’s special education and related service needs.



Missed Services

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

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

Does ANY interruption in services constitute a denial of FAPE?

- individually determined
- case-by-case basis



Missed Services (cont.)

- IEP Teams should “consider the impact of a provider’s absence or a child’s absence on the child’s progress and performance and determine how to ensure the continued provision of FAPE in order for the child to continue to progress and meet the annual goals in his or her IEP.”



Assistive Technology (AT)



What is Assistive Technology?

Assistive Technology as defined by *Individuals with Disabilities Education Act* (IDEA) has two components
devices and **services**



Assistive Technology Device

Any

- item,
- piece of equipment, or
- product system

whether

- acquired commercially off the shelf,
- modified, or
- customized

that is used to

- increase,
- maintain, or
- improve the functional capabilities of a child with a disability.



Assistive Technology Device

The term does not include a medical device that is surgically implanted, or the replacement of such device



Assistive Technology Service

Defined as –

any service that directly assists an individual with a disability in the **selection, acquisition, or use of** an assistive technology device



Assistive Technology Service (continued)

- **Evaluation** and **selection** of an assistive technology system
- **Purchasing, leasing, or acquiring** devices
- **Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing** assistive technology devices
- **Coordinating** services
- **Training** and **technical assistance** for:
 - student
 - family / caregiver
 - school staff
 - employer
 - those providing services



What is Consideration?

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

In the case of assistive technology, it is a discussion



Special Instructional Factors

- Does the student need assistive technology devices and/or services
- If a Special Instructional Factor is checked “yes,” it must be addressed in the IEP

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
• Are transition services addressed in this IEP with an annual goal(s)?	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

Student's mode of transportation:
 Regular bus Bus for special needs Parent contract Other: _____

Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

Bus assistance: Adult support Medical support

Preferential seating

Behavioral Intervention Plan

Wheelchair lift and ~~securement~~ **securement** system

Restraint system

Specify type: _____

Other. Specify: _____

Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

YES.

YES, with supports. Describe: _____

NO. Explanation must be provided: _____

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _____ weeks).

Page _____ of _____ (L.0022 Approved Feb. 2011)



Special Instructional Factors (continued)

- You **must** consider assistive technology at every IEP meeting
- You must consider AT for **every** student, **every** disability, **every** time*

***At a minimum (can be considered more often as conditions, situations, and environments change)**



Documenting AT in the IEP

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

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

Personally provided parental devices should only be documented on the profile page in the **“Other section”**



Where to Document AT in the IEP

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



AT and Transition

- Self-Advocacy
- ADA vs IDEA
- Vocational Rehabilitation
- Centers for Disability



Hearing and Visual Impairments Update



Questions

?

?

Answers

?



**Data on
Processes
and Results**

**State
Performance
Plan**

DATA Team

Susan Williamson

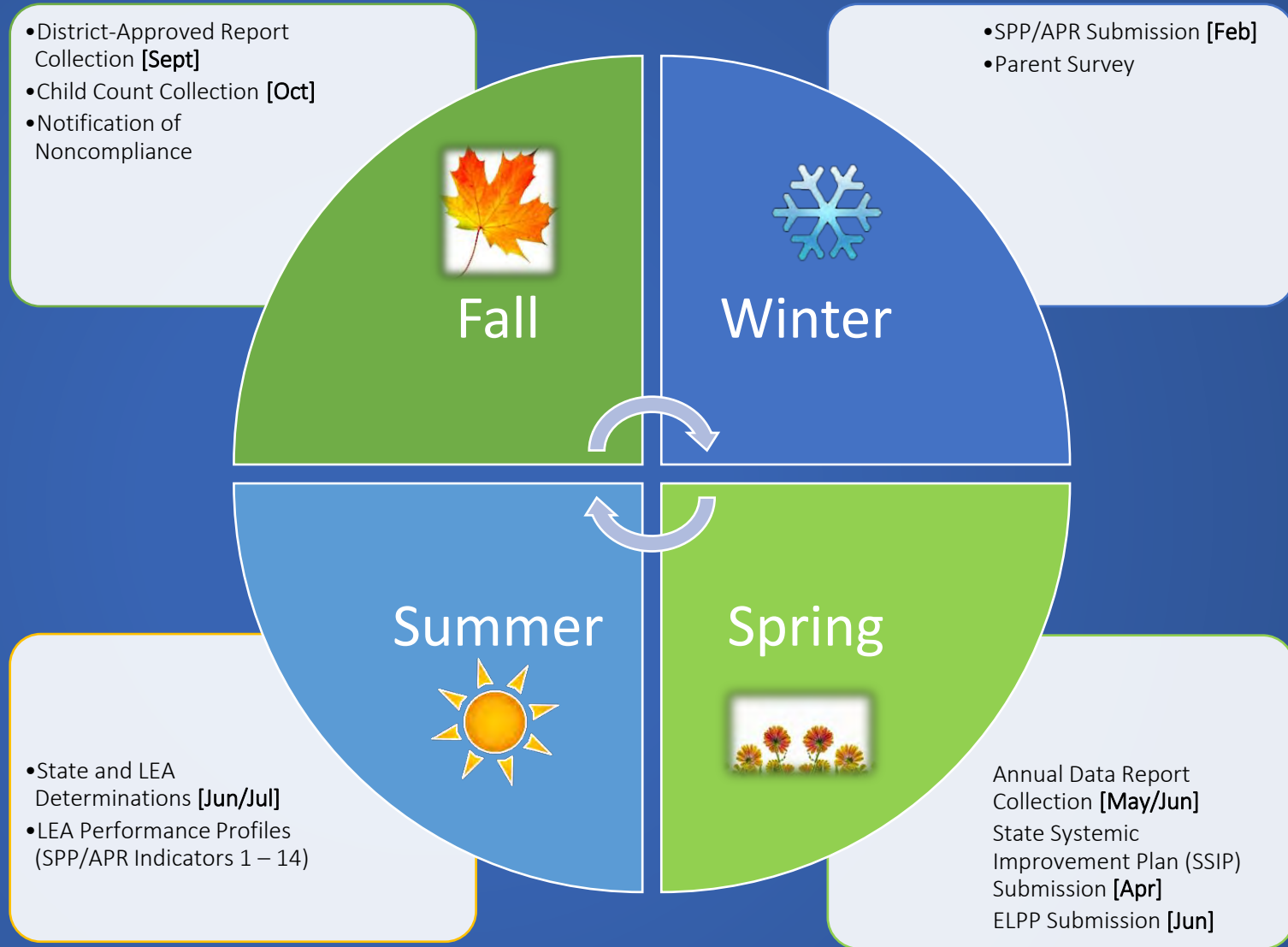


“How we think about the *impact* of what we do is more important than *what* we do.”

*Source: 10 Mindframes for Visible Learning, Teaching for Success
John Hattie and Klaus Zierer*



Cycle of Reporting



Determination

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



Meet the Indicators



“Because we treasure what we measure...”

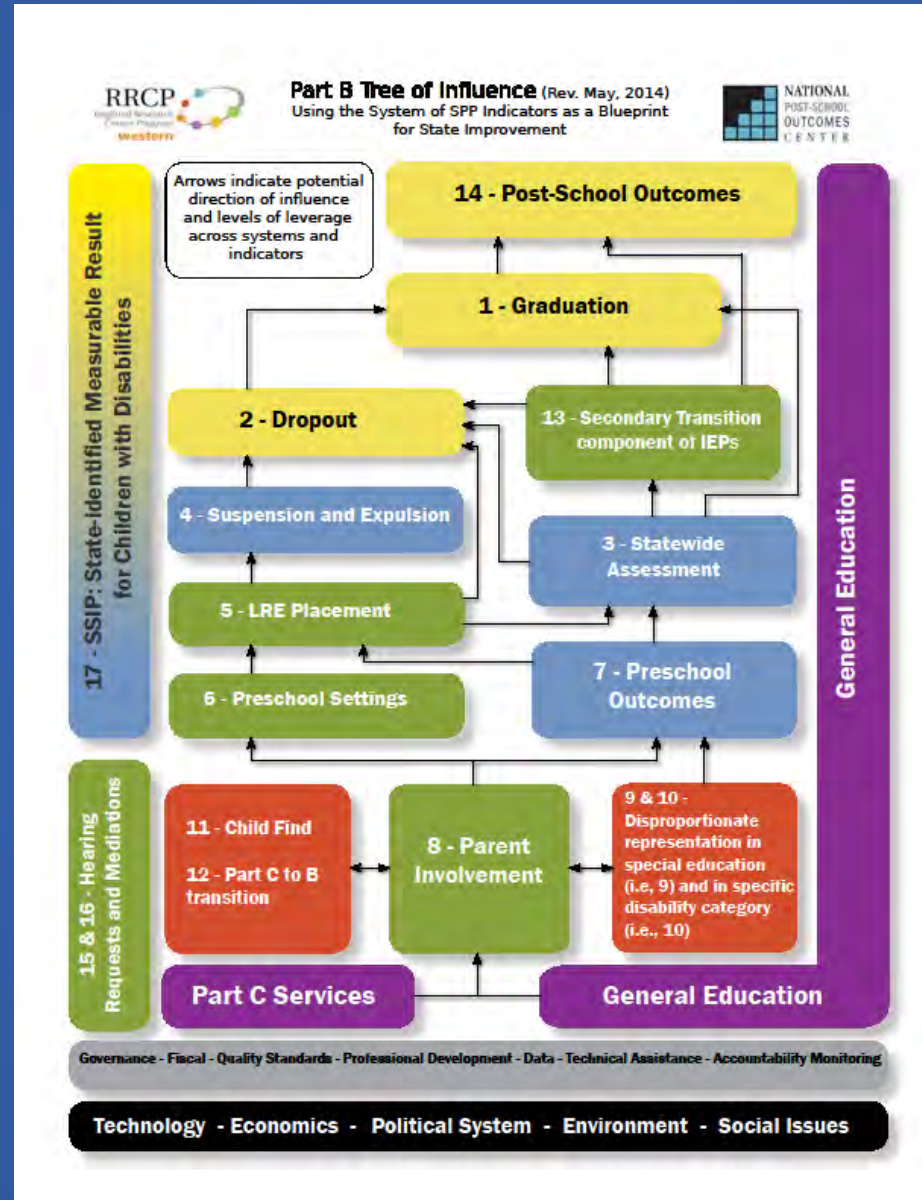


About the Indicators...

- In the 2004 IDEA Statute, Congress authorized multiple indicators to determine state compliance and results achieved for students with disabilities to be included within a State Performance Plan;
- Therefore, we have **Compliance Indicators** (4B, 9, 10, 11, 12, and 13) which impact LEA Determinations) and **Results Indicators** (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, 17).
- In 2013, OSEP revised the indicators to ensure an emphasis on both compliance and results; thereby, creating Indicator 17 as the State Systemic Improvement Plan (SSIP).



The Tree of Influence: SPP/APR Indicators



Indicator 1: Graduation with Regular Diploma, Four-Year Adjusted Cohort Graduation Rate

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

Results Indicator

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



Indicator 2: Dropout

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

Results Indicator

Data Source: Annual Data Report (ADR), Student Exiting Report [Special Education Services Section]



Indicator 3: Statewide Assessments

3. Participation and performance of children with IEPs on statewide assessments:

A. Reserved

B. Participation rate for children with IEPs

C. Proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Results Indicator

Data Source: Same data as used for reporting to the Department under Title I of the ESEA [Student Assessment Section]



Indicator 4: Suspension and Expulsion Rates

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

Results Indicator

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

Compliance Indicator

Data Source: Student Incident Report (SIR) [Prevention and Support Services Section]



Indicator 5: School Age Least Restrictive Environment

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

Results Indicator

Data Source: Child Count [Special Education Services Section]



Indicator 6: Preschool Least Restrictive Environment

6. Percent of children with IEPs aged 3 through 5 attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school, or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Results Indicator

Data Source: Child Count [Special Education Services Section]



Indicator 7: Preschool Outcomes

7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

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

Results Indicator

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



Indicator 8: Parent Involvement

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

Results Indicator

Data Source: Alabama Parent Survey [Special Education Services Section]



Indicator 9: Disproportionate Representation

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

Compliance Indicator

Data Source: Child Count [Special Education Services Section]



Indicator 10: Disproportionate Representation

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

Compliance Indicator

Data Source: Child Count [Special Education Services Section]



Indicator 11: Child Find (Timely Initial Evaluation)

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

Compliance Indicator

Data Source: IEP, Eligibility Information in SETS via District Approved Reports Submission [Special Education Services Section]



Indicator 12: Early Childhood Transition

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

Compliance Indicator

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



Indicator 13: Secondary Transition

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

Compliance Indicator

Data Source: IEP in SETS via District Approved Reports Submission [Special Education Services Section]



Indicator 14: Post-School Outcomes

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

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

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

Results Indicator

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



Indicator 15: Resolution Sessions

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

Results Indicator

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



Indicator 16: Mediation

16. Percent of mediations held that resulted in mediation agreements.
(20 U.S.C. 1416(a)(3)(B))

Results Indicator

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



Indicator 17: State Systemic Improvement Plan (SSIP)

- The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.
- Alabama submitted its Phase I SSIP in April 2015 and has submitted additional phases each year thereafter.
- More information will be provided by Theresa Farmer.



AL State Systemic Improvement Plan vs. AL State Personnel Development Grant

SSIP: 2015-2020

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

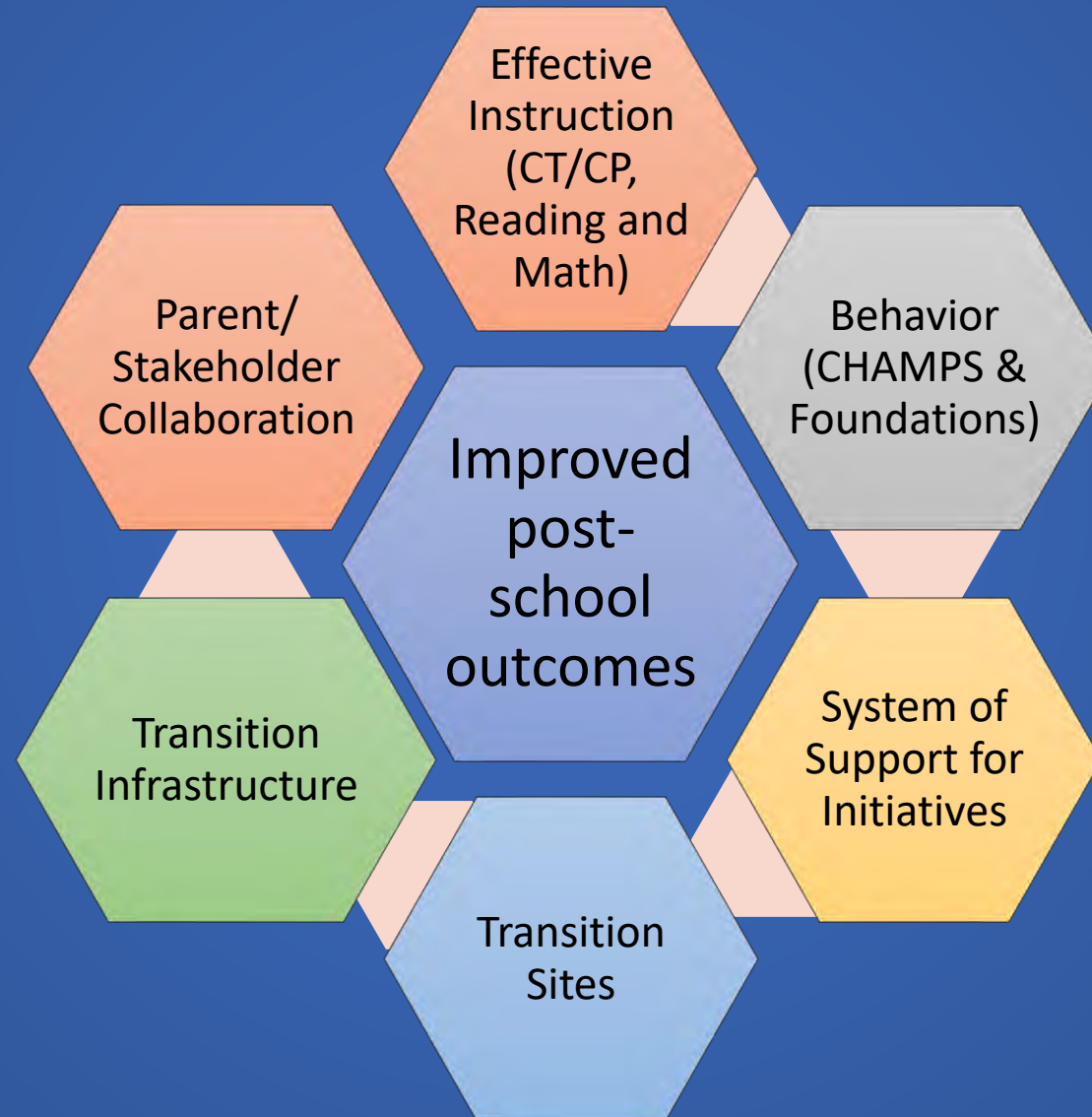
SPDG: 10/2017-9/2022

Creating Effective School Climates and Cultures (Project CESCC)

- Goals: To improve post-school outcomes through 1) Improved school climates; 2) Improved transition services
- 5-6 objectives for each goal: selection, training, coaching, data/dissemination, infrastructure (and transition state infrastructure)



SSIP OUTCOMES 2015-2020



SSIP vs. SPDG: SPDG Sites

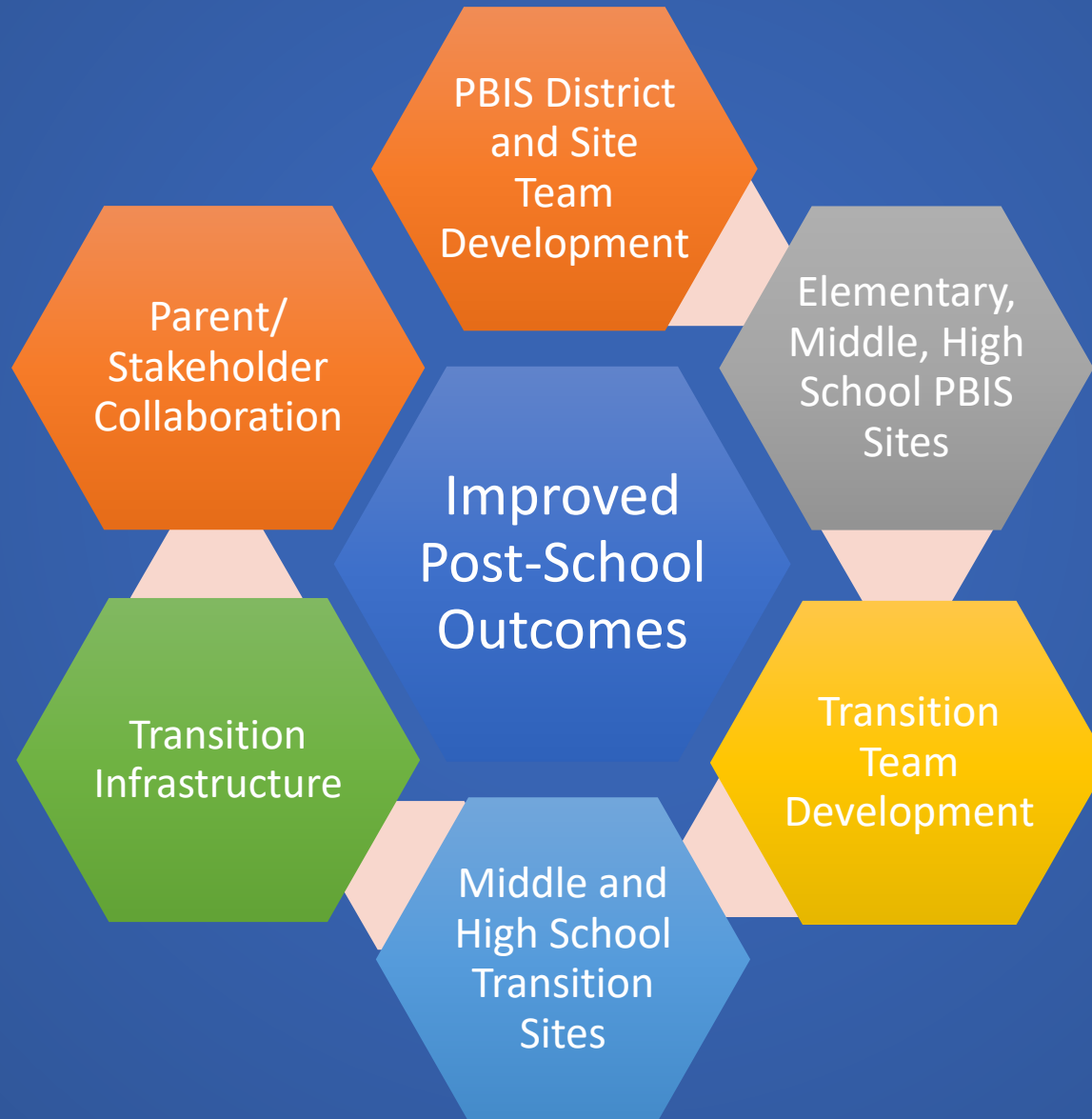
Cohort 1 (4 feeder patterns): Andalusia (ES, JHS/HS), Calhoun (Saks ES, MS, HS and White Plains), Hale (Greensboro ES, MS, HS), Midfield City (Rutledge)

	Selection	Initial DIT/SIT	Initial PD	Sustaining
Cohort 1	Pre-selected	On-going	On-going	Spring 2020
Cohort 2	Fall 2018	Spring 2019	Summer 2019	Fall 2022
Cohort 3	Fall 2019	Spring 2020	Summer 2021	Fall 2023
Cohort 4	Fall 2021	Spring 2022	Summer 2022	(Post-project)



SPDG OUTCOMES 2017-2022

Project: *Creating Effective School Climates & Cultures (CESCC)*



Cohorts by LEA

- Cohort I (2015-2020): Andalusia City, Calhoun County, Elmore County, Hale County, Lauderdale County, Midfield City, Monroe County, Sylacauga City
- Cohort II (2017-2020): Bibb County, Calhoun County, Chickasaw City, Enterprise City, Hale County, Marshall County, Midfield City, Monroe County, Montgomery County, Oxford City, Tarrant City
- Cohort III (2019-2021): Decatur City, Enterprise City, Roanoke City, Marshall County, Oxford City, Lauderdale County, Pike Road City, Lowndes County, Hale County, Tuscaloosa County, Selma City



SSIP & SPDG

Professional Learning 2015-2019

SSIP & SPDG DISTRICTS	SSIP SITES	FOUNDATIONS Cohort I Teams	Foundations Cohort II Teams	Foundations Cohort III Teams	CO-TEACHING & CO-PLANNING
22 DISTRICTS	12	17 Teams	17 Teams	22 Teams	15 Districts participated in Training 20 Sites are Implementing CT/CP
		CHAMPS 42 Sites participated in Trainings	DSC 16 Sites participated in Trainings		



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
ANDALUSIA CITY SCHOOLS					
ANDALUSIA JR. HIGH	X	Cohort I	X		X
ANDALUSIA SR. HIGH		Cohort I		X	X
ANDALUSIA ELEMENTARY		Cohort I	X		X



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
ATHENS CITY SCHOOLS					
ATHENS MIDDLE	X				X



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
CALHOUN COUNTY SCHOOLS					
WHITE PLAINS MIDDLE	X	Cohort I	X		X
SAKS ELEMENTARY		Cohort I	X		X
SAKS MIDDLE		Cohort I	X		X
SAKS HIGH		Cohort I		X	X



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
CALHOUN COUNTY SCHOOLS					
ALEXANDRIA MIDDLE		Cohort II	X		
WEAVER ELEMENTARY		Cohort II	X		
WEAVER HIGH		Cohort II		X	
WELLBORN ELEMENTARY		Cohort II	X		
WELLBORN HIGH		Cohort II		X	



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
ELMORE COUNTY SCHOOLS					
WETUMPKA MIDDLE	X	Cohort I	X		X
WETUMPKA ELEMENTARY		Cohort I	X		



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
ENTERPRISE CITY SCHOOLS					
COPPINVILLE MIDDLE	X	Cohort III	X		X
ENTERPRISE HIGH		Cohort II		X	



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
HALE COUNTY SCHOOLS					
GREENSBORO MIDDLE	X	Cohort I	X		X
GREENSBORO ELEMENTARY		Cohort I	X		X
GREENSBORO HIGH		Cohort I		X	X
HALE COUNTY MIDDLE		Cohort II	X		
MOUNDEVILLE ELEMENTARY		Cohort III	X		
HALE COUNTY HIGH		Cohort III		X	



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
LAUDERDALE COUNTY SCHOOLS					
BROOKS HIGH	X	Cohort I		X	X
BROOKS ELEMENTARY			X		X
LEXINGTON HIGH		Cohort III		X	



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
MARSHALL COUNTY SCHOOLS					
ASBURY HIGH	X	Cohort II		X	
ASBURY ELEMENTARY		Cohort III	X		



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
MIDFIELD CITY SCHOOLS					
RUTLEDGE MIDDLE	X	Cohort I	X		X
MIDFIELD ELEMENTARY		Cohort II	X		
MIDFIELD HIGH		Cohort II		X	



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
SYLACAUGA CITY SCHOOLS					
NICHOLS-LAWSON MIDDLE	X	Cohort I	X		X



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
MONTGOMERY COUNTY SCHOOLS					
CAPITOL HEIGHTS MIDDLE	X	Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
BIBB COUNTY SCHOOLS					
CENTERVILLE MIDDLE		Cohort II	X		X
BIBB COUNTY HIGH		Cohort II		X	X



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
CHICKASAW CITY SCHOOLS					
CHICKASAW ELEMENTARY		Cohort II	X		
CHICKASAW HIGH		Cohort II		X	



SSIP & SPDG SITES 2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
OXFORD CITY SCHOOLS					
DEARMANVILLE ELEMENTARY		Cohort II	X		
OXFORD HIGH		Cohort II		X	
OXFORD ELEMENTARY		Cohort III	X		
OXFORD MIDDLE		Cohort III	X		
C. E. HANNAH ELEMENTARY		Cohort III	X		
COLDWATER ELEMENTARY		Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
TARRANT CITY SCHOOLS					
TARRANT ELEMENTARY		Cohort II	X		
TARRANT INTERMEDIATE		Cohort II	X		
TARRANT HIGH		Cohort II		X	



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
ROANOKE CITY SCHOOLS					
HANDLEY MIDDLE		Cohort III	X		
KNIGHT ENLOE ELEMENTARY		Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
PIKE ROAD CITY SCHOOLS					
PIKE ROAD ELEMENTARY		Cohort III	X		
PIKE ROAD MIDDLE		Cohort III	X		
PIKE ROAD HIGH		Cohort III		X	



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
LOWNDES COUNTY SCHOOLS					
HAYNEVILLE MIDDLE		Cohort III	X		
LOWNDES MIDDLE		Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
TUSCALOOSA COUNTY SCHOOLS					
ECHOLS MIDDLE		Cohort III	X		
HOLT ELEMENTARY		Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
SELMA CITY SCHOOLS					
R. B. HUDSON MIDDLE		Cohort III	X		



SSIP & SPDG SITES

2015-2019

DISTRICTS & SITES COHORTS I, II, III	SSIP SITE	FOUNDATIONS School-Wide Project	CHAMPS K-8 Classroom	DSC Grades 9-12 Classroom	CO-TEACHING & CO-PLANNING
DECATUR CITY SCHOOLS					
DECATUR MIDDLE		Cohort III	X		



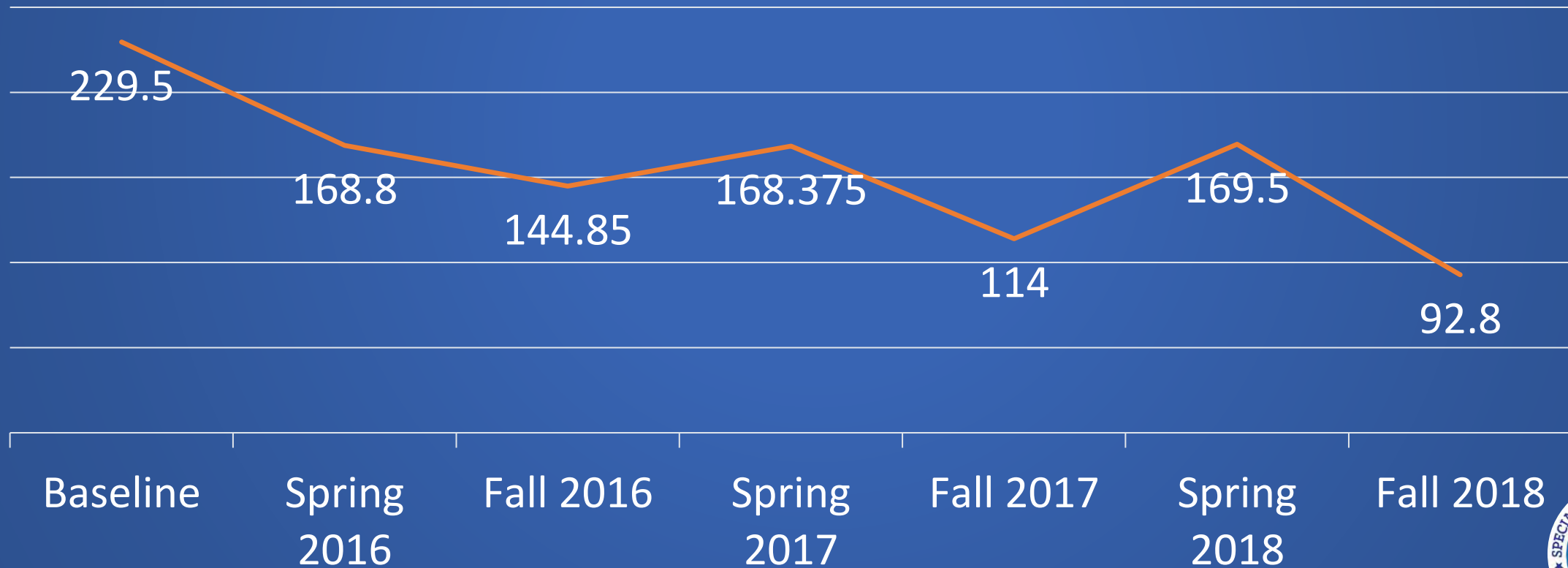
SSIP Outcome Data

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



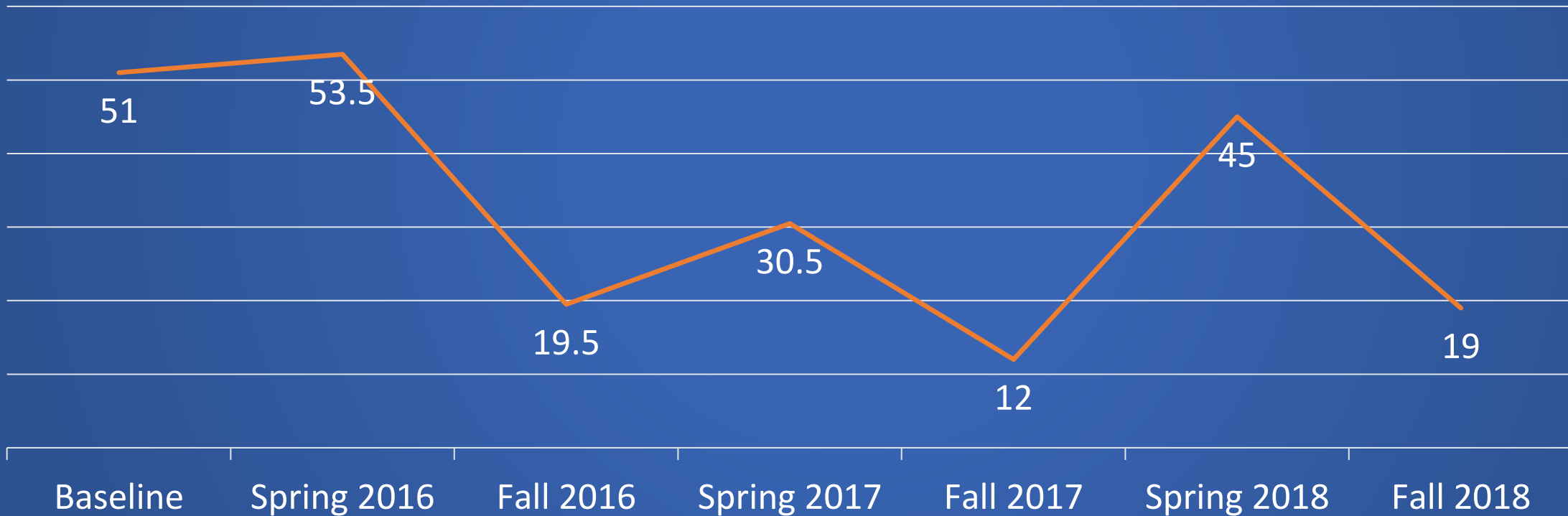
SSIP Tardies Data

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



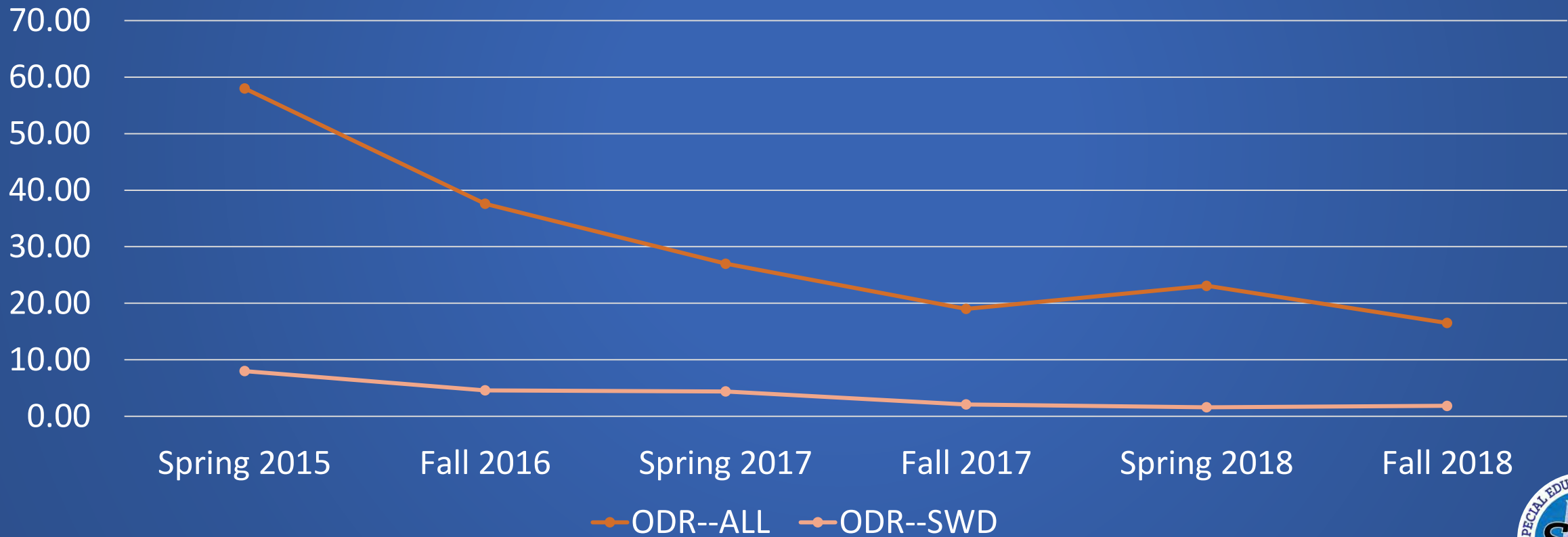
SSIP Chronic Absences

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



Office referrals decreased by 72% for all students and 77% for SWD compared to baseline

Median Number of Office Discipline Referrals per Month for SSIP Cohort I Sites: Baseline to Fall 2018



SSIP vs. SPDG: SPDG Transition

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

	Selection	Team Develop. Begins	Initial PD	Sustaining
Cohort 1	Summer 2018	Fall 2018	Spring 2019	Fall 2021
Cohort 2	Fall 2019	Fall 2019	Spring 2020	Fall 2022
Cohort 3	Fall 2020	Fall 2020	Spring 2021	Fall 2023



SSIP vs. SPDG: SPDG Transition

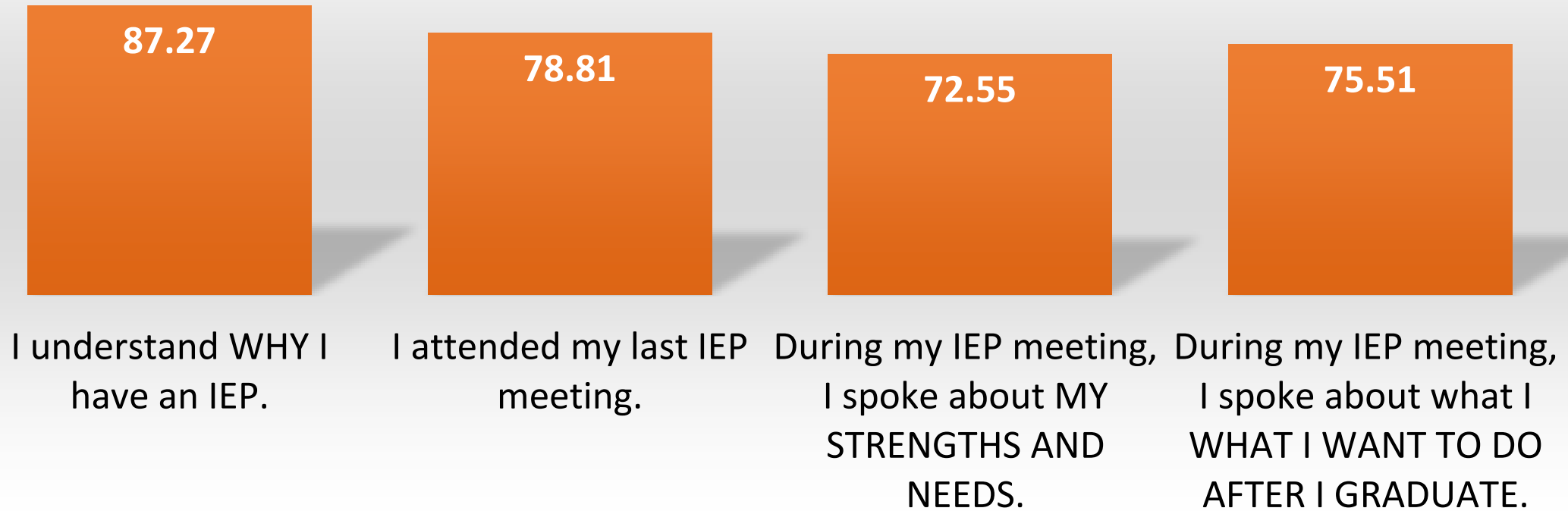
- Evidence-based Transition Curriculum 45 Sites (middle and high schools)

	Selection	Team Develop. Begins	Initial PD	Sustaining
Cohort 1	Spring 2018	Summer 2018	Summer 2019	Fall 2021
Cohort 2	Spring 2019	Summer 2019	Summer of 2019	Fall 2022
Cohort 3	Spring 2020	Summer 2020	Summer 2020	Fall 2023



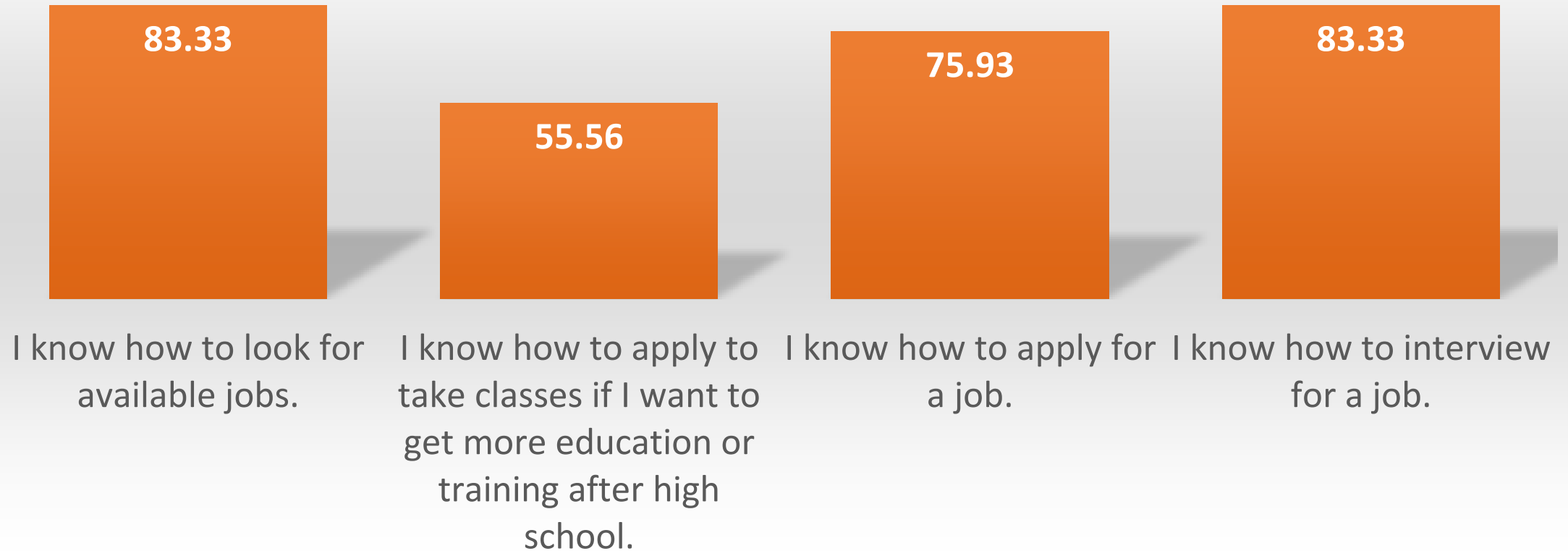
Transition: IEP Participation

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



Transition: Skill Readiness

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



Indicator 13 – Transition Verification Report



SECONDARY TRANSITION

ALABAMA HIGH SCHOOL DIPLOMA

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



Effective Communication

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

Mrs. Billie Thompson
Education Specialist



History: Effective Communication



September 15, 2010 – Department of Justice published revised final regulations implementing the American with Disabilities Act (ADA) for Title II and Title III in the Federal Register.



History: Effective Communication, cont.

ADA requires that Title II entities (State and local governments) and Title III entities (businesses and nonprofit organizations that serve the public) communicate effectively with people who have communication disabilities.

The GOAL is to ensure that communication with people with these disabilities is equally effective as communication with people without disabilities.



Dear Colleague Letter – November 12, 2014

- Students with disabilities must have the opportunity to fully participate in our public schools.
- A critical aspect of participation is communication with others.



FAQs on Effective Communication

Three Federal Laws

1. Individuals with Disabilities Education Act (IDEA)
2. Title II of the Americans with Disabilities Act of 1990 (ADA)
(Title II)
3. Section 504 of the Rehabilitation Act of 1973 (Section 504)



FAQs on Effective Communication

1. **Title II** – requires schools to ensure that students with disabilities receive communication that is as effective as communication with others through the provision of appropriate auxiliary aids and services.
2. **Section 504** – address the obligations of all public schools to meet the communication needs of students with disabilities, but do so in different ways.
3. **IDEA** - free appropriate public education (FAPE), consisting of special education and related services, to all eligible children with disabilities.



Comparison

IDEA

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

Title II (ADA)

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

Title II of the Americans with Disabilities Act (Title II)

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



Title II of the Americans with Disabilities Act (Title II)

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



Title II of the Americans with Disabilities Act (Title II)

- If providing a particular auxiliary aid or service would be a fundamental alteration in the nature of a service, program, or activity, or be an undue financial and administrative burden, the school does not need to provide that auxiliary aid or service.
- The school still has the obligation to provide, to the maximum extent possible, an effective auxiliary aid or service. If not, a written statement by the decision maker of the reasons for concluding that a requested auxiliary aid or service would cause such alteration or burdens should be submitted.
- Compliance with the effective communication requirement would, in most cases, not result in undue financial and administrative burdens.



Title II of the Americans with Disabilities Act (Title II)

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



Title II of the Americans with Disabilities Act (Title II)

1. The determination of what auxiliary aids or services are needed:
 - Provides effective communication
 - Made on a case-by-case basis
 - Considers the communication used by the student
 - Considers the nature, length and complexity of communication involved
 - Considers the context in which communication is taking place
2. Individualized determination.
3. Requirements apply to all of a student's school-related communications, not just those with teachers or school personnel.



- ❖ Given the on-going exchanges with teachers, students, coaches, and school officials, any student who requires a sign language interpreter in order to receive effective communication in class would likely need interpreter services throughout the day and may also need them to participate in school-sponsored extracurricular activities.

- ❖ The Department of Justice and the US Department of Education have responsibility for enforcing Title II and its regulations; this includes the Title II rights of IDEA-eligible students.



Section 504 of the Rehabilitation Act (Section 504)

- Public school students with disabilities are covered by Section 504 regardless of their eligibility for special education and related services under the IDEA.
- Section 504 regulations require that public school students with disabilities have an equal opportunity to participate in school and they receive FAPE consisting of regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.
- As a general rule, violations of Section 504 also constitute violations of Title II.
- The vast majority of students with hearing, vision or speech disabilities are IDEA-eligible, and one way of meeting a school's FAPE requirements is to comply with the IDEA FAPE requirements.



Individuals with Disabilities Education Act (IDEA)

- States receiving IDEA funds must ensure that school districts locate, identify, and evaluate children with disabilities through the provision of special education and related services.
- Each eligible child must have a written individualized education program (IEP), developed by an IEP Team includes a statement of special education and related services that the school district will provide to the child.
- Districts must ensure that FAPE is provided in the least restrictive environment to all eligible children.
- The IEP must address the communication needs of eligible children, among other things.



U. S. Department of Justice & U. S. Department of Education

➤ Strongly encourages schools to reassess the effectiveness of communication regularly as a situation changes.

- ✓ Auxiliary aid or service provided **MUST** permit the person with the disability to access the information.
- ✓ Auxiliary aid or service **MUST** be provided in a timely manner. (as soon as possible, even if the IDEA's evaluation and IEP processes are still pending).
- ✓ Auxiliary aid or service **MUST** be provided in a way that protects the privacy and independency of the student with the disability.



The school district must ensure that both sets of legal obligations are met.

Title II does not require IDEA eligibility.

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

This obligation is in addition to the requirement that the school district make FAPE available if the student is eligible under the IDEA.



Dear Colleague Letter – Effective Communication

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf>

FAQs on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>

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