

# SPECIAL EDUCATION

## *PART B AND 619*

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# STATE PROGRAMS AFFILIATED AND/OR FUNDED BY SPECIAL EDUCATION

Stone Soup Group – The Parent Training Initiative (PTI) – a Federally required program designed to support and train parents concerning rights and services available for students with disabilities.

Special Education Service Agency (SESA) – Funded through the legislature and DEED, SESA is supervised by the Governor’s Council on Disabilities and Special Education (GCDSE). SESA is the “low incident disabilities” support for typically rural districts.

National Instructional Materials Accessibility Standard / Center (NIMAS/NIMAC) – a Federally required program that obtains (Collects or creates) print materials in formats accessible to persons with print disabilities. This program is managed by ALTA (Assistive Technology of Alaska).

# SPECIAL SCHOOLS

## AK State School for the Deaf and Hard of Hearing / Deaf Education Board

*(Includes the "Host Family" program)*

- Funding and budget management
- Meetings, coordination with other agencies and groups
- Rural student host family program, managed through the Arc of Anchorage, another support agency the department coordinates services with for school age persons with disabilities

## Providence Heights

- Typically for short term to moderate term stay students
- Provides educational services for secondary students, in acute care at the Alaska Psychiatric Institute.
- Referrals to the facility are made through the police department, court order, parent or legal guardian.

## Mt. Edgecumbe – Alaska State Boarding School

# 619 COORDINATOR

*(3 TO 5 PROGRAM)*

Manages programs for Students with disabilities between the ages of 3 to 5

- Works directly with “Part C” (Birth to 3 services) in many areas, including the federal reporting requirements
- Extensive meetings
- Works with multiple Technical Assistance Centers
- Manages the 619 Federal Grants
- Manages all district 619 grant funded programs and District allocations – including mixed funding with the Special Education (Part B) programs
- Approval Authority over the 619 Discretionary funds

# FEDERAL GRANT PROCESSING/ MANAGEMENT

## Annual Federal Grant Application:

- **Maintenance of Fiscal Support** (MoFS) – the federal requirement that the state maintain (or exceed) spending made available to districts for special education purposes from year to year.
- **Regulation Alignment** – Any and all regulations that exceed the federal requirements must be identified, and explained why Alaska has chosen to deviate from the Federal regulations
- **Fiscal Monitoring** – Annually the special education budget is audited with very specific requirements and corrective actions (37mil for Part B)

## Checklist of Federal Assurances

- *Extensive* and comprehensive in nature – ties directly into the Special Education Compliance Monitoring system(s)

# OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

**Office of Special Education Programs (OSEP)** - State Special Education program's Federal Counterpart

- Extensive reporting requirements
- "Indicators" tracking and measurement
- State Determinations
- Supervises Technical Assistance Center engagement
- May require special investigations of Federally made complaints or issues
- Extensive support for federal compliance

# LEGAL

## Provide **NO** legal advice

- Interpret State and Federal Regulations and Statutes
- Provide written departmental positions on special education legal issues
- Research case law for Administrative Complaints with detailed written reports subject to appeal through the Due Process system

## Disability Law Center (DLC)

Free Legal support for parents of and students with disabilities

## Coordinate with State Attorney

- Regulatory issues, Appeals and Special Council
- Training of Hearing Officers (Due Process System)
- Annual Support for Special Education Directors Training(s)

## Contracted Legal Assistance Personnel (Special Education Experts)

Administrative Complaints, Due Process and special situations

# MONITORING

*Comprehensive review of federal requirements*

## **Model Forms** - Update/Roll Out

- IEP form
- ESER forms
- SPED Handbook

## **Scheduling**

- “Big” Districts-Every year with catchment areas
- “Small” Districts- 4 year rotation

**Corrective Actions** - Work with districts on corrective actions/root cause analysis  
*(must follow up/complete within 6 months)*

**Technical Assistance (TA)** - Providing technical assistance to districts

- Issues that came up during monitoring
- Issues identified through “Determination Review”
- Fiscal Risk Analysis



# DISPROPORTIONALITY

*Determine if districts are identifying students at an appropriate rate based on eligibility category and race/ethnicity*

Districts are currently found to be significantly disproportionate if they have a risk ratio of 3.5 or higher for 3 consecutive years in one or more subcategory

- Must submit self-assessment
- Must participate in CCEIS

Regulations are changing

- Stakeholder meetings to determine new cell/"n" size, thresholds, and other influencing factors

# CCEIS/CEIS

## **CCEIS**-Comprehensive Coordinated Early Intervening Services

Districts are required to use 15% of their federal funds to address category(ies) found to be significantly disproportionate

## **CEIS**- Coordinated Early Intervening Services

Districts may voluntarily use up to 15% of their federal funds for general education students to help them not be identified

Must be accounted for/approved in GMS

Requires ***3 Year Tracking of Student Data***

# DISPUTE RESOLUTION

*Facilitation and Management of:*

## **Due Process Hearings**

- Any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE)

## **Complaints**

- Must allege a violation of any requirement of Part B of the IDEA or its regulations by a school district, the Alaska Department of Education & Early Development or any other public agency.

## **Mediation**

- Voluntary process that is available to resolve disputes under Part B of the IDEA
- Free to all districts and parents

# FEDERAL/STATE APPEALS

Due Process Hearing decisions may be appealed to state court and be petitioned to Federal court (for limited amount of time)

Organize and prepare record for court

- Compile all exhibits
- Obtain all court transcripts
- Combine/prepare all documents according to court specifications

*(1,000s of pages)*



# DISTRICT SUPPORT

All team members are responsible to provide assistance to districts

- Phone calls
- E-mails
- Grant management
- Data collection
- Technical assistance and training
- Monitoring and follow up corrective actions

# STATE PERSONNEL DEVELOPMENT GRANT

State Personnel Development Grant (SPDG)

*Currently writing proposal for submission*

Focuses on graduation rates through teacher/administrator retention and early childhood PBIS

Works with partners across the state

- University of Alaska
- Stone Soup Group
- SESA
- Independent Contractors

Must coordinate the management of the funding with all partners

# PROFESSIONAL DEVELOPMENT

## **Professional Development Training for Educators**

- New Director's training
- Director's training
- Sped Director Administrative Coach Program
- ASSEC presentations
- Training Webinars (IEP process, ESERs, Transition plans, etc.)

## **Facilitate training**

- Complaint investigators
- Hearing Officers

# ALTERNATE ASSESSMENT

State Assessment administered to approximately 1% of student population

- Students with the most severe cognitive delays
- Must be taught using DLM's essential elements
- Must require extensive direct individualized instruction and substantial supports

Conduct training and technical assistance to districts specific to the Alternate Assessment

Attend consortium meetings

Maintain the Department Alternate Assessment website

Work as a liaison to the Department's Assessments team



# STATE PERFORMANCE PLAN (SPP) ANNUAL PROGRESS REPORT (APR)

**State Performance Plan (SPP)**- Each state is required to have a performance plan evaluating the state's implementation of IDEA Part B – 6 year cycle

- IDEA Part B, Sections 611 & 619 are grant programs for states to provide a free appropriate education for children with disabilities ages 3 – 21

**Annual Progress Report (APR)** - Each state also reports to the Secretary on its progress according to its SPP targets

- Office of Special Education Programs (OSEP) responds to states' performance reports
- Some reporting is based on state compliance in meeting federal targets
- Some reporting is based on state performance in meeting self determined targets

Each state *publically reports* the performance of local school districts

# ANNUAL PROGRESS REPORT *INDICATORS*

The **Annual Performance Report** (APR) – includes 17 different areas called “Indicators”

Each Indicator has:

- Baseline data
- Targets goals that must be measurable and rigorous

**Indicators** – some examples:

- *Graduation rates for students with disabilities*
- *Dropout rates of students with disabilities*
- *Secondary transition – transition from high school to the workforce*
- *Student assessment progress*

DEED collects information from multiple sources and compiles the data and narratives for the APR

# STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

OSEP requires annual reporting on Indicator 17 - the State Systemic Improvement Plan (SSIP)

- **State-identified Measurable Results (SiMR)** for Children with Disabilities:

*“Alaska will increase the graduation rates of students with disabilities who attend the 42 schools identified as focus and priority schools in FFY 2013”*

Some strategies include:

- Improved school attendance
- Credit recovery opportunities
- Partnerships among various agencies (DVR, TVR, DEED, Districts, SSG, SERRC)
- Building family/community/business partnerships around graduation

Stakeholders along with school district staff assist the department in determining issues towards accomplishing the SiMR

# SECONDARY TRANSITION

**Alaska Interagency Transition Council (AITC)** includes:

Department of Vocational Rehabilitation (DVR)

Tribal Vocational Rehabilitation (TVR)

Department of Health & Social Services

Southeast Regional Resource Center (SERRC)

Parent Training Initiative (PTI)

Alaska Transition Outcome Project (A-TOP)

- State provided funding for transition camps and related activities
- Working towards improving student outcomes  
*(graduation, school to work, subsistence, independent living)*

# INTENSIVE FUNDING

Allocated annually to districts on an individual claims basis

- For students who need and receive intensive services for special education
- Funding is *in addition* to other special needs funding such as grants
- Funding is 13 X the Base Student Allocation (BSA)
- Approximately 600 – 700 new students claimed *each year*
- The department is moving to a more comprehensive monitoring of **all** intensive claims
- Specific regulatory requirements that must be met by all claimed students annually

# E-LEARNING COURSES

e-Learning courses available for educators in Alaska

- Web-based, interactive training assists educators in complying with state and federal laws
- Self-paced courses with certificate of completion
- Registration open to all Alaska public school employees, non-district Alaskans who support public school students, and teaching certificate applicants
- Variety of courses ranging from special education to child nutrition

The Special Education team periodically creates new eLearning modules

- Currently under consideration is an eLearning module for Dyslexia