

Compliance Procedures in Exceptional Student Education

Division of Exceptional Student Education

Dr. Ruby Poitier, Administrative Director

Mr. Will Gordillo, Administrative Director

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Division of ESE Compliance Checklist

Monitoring Questions

- Who?
- What?
- When?
- Where ?
- Why?



Documentation

- *Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation FM-4961* (initial) and, if applicable, *Informed Notice of Reevaluation Review Meeting and/or Consent for Reevaluation FM 4958* (current)
 - available in ESE folder
 - signed and dated by parent/guardian
 - form completed

Initial

- *Informed Notice of Initial Eligibility or Ineligibility FM-4960*
 - available in ESE folder
 - signed by parent & eligibility committee members
 - form completed

ESOL COMPLIANCE ISSUES

- New ESE students whose home language is other than English must be assessed 30 days after enrolling into M-DCPS
- Annual ESOL Test
- Section V of the IEP
 - Current ESOL Level
 - Type and Location (“think location”)
 - ESOL (e.g., reading and language arts)
 - Content area (science, math, social studies and computer literacy) must be marked
- Section XVII must be document with ESOL
- J-Screen must be updated
 - No ESOL Level change --- type over level in the screen

ESOL ISSUES

- Exceptional students in grades 4-12 must be administered the Metropolitan Achievement Test:
 - Language Mechanics and
 - Reading Comprehension Subparts (The Reading Comprehension score from FCAT takes the place of the Reading Comprehension subpart from the MAT)
- Six semesters or more does not apply to ESE - - used to monitor student progress
- Use appropriate test from the **Continuum of ESOL Placement Tests for Exceptional Students**

Matrix of Services Reminders

- Services on the Matrix are based on information on the IEP
 - Areas where services can be documented on the IEP
 - Present levels of performance
 - Priority Educational Needs (PENs)
 - Goals/Benchmarks
 - Related Services
 - Notes section
- Matrix at each initial IEP
- Reviewed after annual/interim IEP
- New Matrix at least every 3 years

Matrix of Services Reminders

- New Matrix when services change at an IEP meeting
- Matrix only required for Gifted students that are Gifted and ESE
- No white-out or crossing out on the Matrix
- Signatures are not required
- McKay Scholarship - Matrix submitted one time
- All ESE Teachers/Service Providers must attend a 3-hour training
- Current Matrix of Services form FM# 5582 Rev. 03-04
- Current Handbook: Matrix of Services Handbook 2004 Revised Edition

Assistive Technology (AT)

- Referral Process
- Miami-Dade County Public Schools
- District Assistive Technology Committee

Making Referrals

- When is it appropriate to make an assistive technology referral?
- Two factors should guide this process.
- First, if after instructional strategies have proved unsuccessful in meeting the needs of a student, assistive technology may be a consideration.
- Second, the following steps have been completed:

AT Process Steps

- The student receives service in a K – 12 setting.
- The student receives service through an IEP or Section 504 Plan.
- The Consideration Guide for Assistive Technology has been completed.
- The Assistive Technology Checklist has been completed.

Next

- If after completing the AT Consideration Guide and Checklist, it is determined that a referral for assistive technology screening and/or assessment is necessary, a referral packet will be submitted to the Speech-Language Chairperson at the designated Region Center.

Referral Packet:

- **Provide a completed copy of:**
- Assistive Technology Referral (FM-6513 Rev. (____-____))
- Copy of the most recent Individual Educational Plan (IEP) or 504 Plan
- Consideration Guide for Assistive Technology (pages 3 & 4)
- Assistive Technology Checklist (page 5)
- Informed Notice of Reevaluation Review Meeting and/or Consent for Reevaluation (FM 4958) - check "Other" and indicate - Assistive Technology Screening and/or Assessment

Process for Screening/Assessment

- **Screening / Assessment Process**

- An assistive technology screening and/or assessment will be conducted in the student's customary educational environment and coordinated by the RSAT.

- **Formal Written Report**

- Upon completion of an assistive technology assessment, a written report will be completed by the RSAT. This report will be submitted to and reviewed by the Speech/Language Chairperson at the designated Region Center, who will then forward it to the school staffing specialist.

Process for Screening/Assessment

- **Presentation of Assistive Technology Assessment**
 - The RSAT, if available, or appropriate personnel will review the assistive technology assessment. Goals and benchmarks will be added or modified as necessary.
- **Recommended Equipment Ordered**
 - **NOTE:** If the M-team does not follow AT Considerations Process Procedures, as outlined in District AT Procedures, school/Region Center will be responsible to purchase and track any AT equipment documented on student's IEP.

Process for Screening/Assessment

- **Instruction of Educational Personnel and Family**
 - The responsibilities associated with any assistive technology (AT) system should be considered a team effort, which emphasizes a continuation of use from school to home. The need for students to use AT systems should be seamless across all environments; therefore, the family's participation in developing, using, and programming AT systems is integral.
- **Ongoing Data Collection and Follow-up**
 - To insure the students' success data must be collected and follow-up activities, including training must take place.

AT Equipment Purchase

- There are two types of assistive technology resources available to students.
- **Prescriptive devices** - assigned as a result of the student IEP or Section 504 Plan.
- **Universal Access** - items placed in the classroom for use by any student who would benefit from it.

AT Prescriptive Devices

- Prescriptive devices are deemed necessary for a student as a result of an M-Team decision. The need is documented on the IEP or Section 504 Plan.
- The device is purchased by district funds and the item will follow the student while they are in the MDCPS system.

Universal Access

- Universal access devices are deemed necessary by the school and are considered appropriate for the students' classroom.
- These device and items are purchased by the school or by the region. They are part of the classroom setting. Remember, a child using Universal Access who moves to another classroom will need to continue to receive these services.

Purchasing Assistive Technology

- The purchase of AT is determined by the type of AT in question and by the user(s) of the technology.
 - **NOTE:** If the M-team does not follow AT Considerations Process Procedures, as outlined in District AT Procedures, school/Region Center will be responsible to purchase and track any AT equipment documented on student's IEP.
 - If needed immediately, contact FDLRS-S 305-274-3501 for loan of a device. The following should be included in the request for a loaner and mailed to FDLRS (mail code 9618).
 - AT Equipment Purchase Request Form (page 7)
 - Copy of the current IEP or 504 Plan
 - Assistive Technology Report or Guide for AT (pages 3 & 4)

REPAIR OR MAINTENANCE

The repair or maintenance of a device is the responsibility of the Region Center and/or school.

Please contact the FDLRS-S
Technology Department at:
305-274-3501 for assistance.



FDOE Recommendations for Determining Change in Educational Placement

DRAFT Procedures for Fall 2005

- The new procedure for determining when there is a change in educational placement is based on percentage of time with non-disabled peers (*no longer determined by changing 2 or more classes into or out of ESE within an IEP year*).
- A change in educational placement occurs when the time with non-disabled peers leads the student to fall within a different placement category, as follows:

Current Placement Considerations and Future Categories

DRAFT Procedures for Fall 2005

CURRENT Placement Considerations

- Gen ed class
- Gen ed with external
- Gen ed with in-class
- Resource Room/VE
- Self-Contained Class

Discuss the placement in the LRE, then document PDM.

FUTURE Categories:

- Consultation/
Collaboration
 - 80% - 100% of the day with non-disabled peers
- Resource Room
 - 40% - 79% of the day with non-disabled peers
- Separate Class
 - 0% - 39% of the day with non-disabled peers

Discuss the placement in the LRE, then document the %.

Educational Placement Categories

DRAFT Procedures for Fall 2005

Q: *What changes are required now?* A: None

Q: *When will the changes take place?* A: Schools will be notified via memo.

- Memo forthcoming with charts to facilitate calculations.
- IEP (*page 5, section XVI*) & Proposal/ Refusal (FM-4877) will be updated with the educational placements and percentages.

FORMULA:

Minutes in school week

Minus (-)

ESE minutes/week

Divided by (÷)

Minutes in school week

Times (x) 100 =

Percent of time with non-disabled peers

Educational Placement Categories

DRAFT Procedures for Fall 2005

- If a change in instructional time leads to a change in educational placement:
 - an IEP meeting is required;
 - the Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or Free Appropriate Public Education (FM-4877) is completed; and,
 - the ISIS PF4 screen, and the contact hours in ESE will need to be updated to reflect any changes.
- If a change in instructional time does **not lead** to a change in educational placement, an IEP meeting is not required.

Activity

- A student had a total of 15 ESE contact hours per week (900 minutes) within 1,950 total minutes per week. The ESE contact hours decreased to 5 (300 minutes). Using the formula:
Total minutes in school week - ESE Minutes / Total minutes in school week x 100 = PLACEMENT
 1. What was the original educational placement (15 hours)?
 2. What is the new educational placement (5 hours)?
 3. Did a change in educational placement take place?
 4. What procedure(s) should the school follow?

Activity

- $1950 - 900 = 1050 / 1950 = .5384 \times 100 =$
53.84% Resource
- $1950 - 300 = 1650 / 1950 = .8461 \times 100 =$
84.62% Gen ed

IDEA 2004

- FDOE has developed a program on Individuals with Disabilities Education Improvement Act (IDEA 2004). Shown on Dish Network through the Florida Education Channel (FEC) at the Panhandle Area Educational Consortium
 - Highlights where Florida's rules prevail until the federal regulations are available.
 - Channel 9418; Echostar Satellite at 61.5 degrees. Information at www.paec.org; click on FEC.
 - Aired: 4/13 at 10am, 12, 2, & 4pm. 4/15 at 10am; 4/18 at 2pm; 4/20 at 1 & 4pm; 4/25 at 12, 2, and 4pm.
 - A study guide will be available at:
<http://www.firn.edu/doe/commhome/home0014.htm>

New requirements must be a part of any IEP that will be in effect after July 1, 2005.

Procedures for Occupational and Physical (OT/PT) Therapy

- Procedures for discontinuation of OT/PT
- Role of the OT/PT at the IEP meeting
 - Considerations for Educationally Relevant Therapy (CERT)
 - New FDOE requirements

Transition Services & Self- Determination

- Concept and impact
- State Board Rule
- Standing Up for Me curriculum

Extended School Year (ESY) Services 2005

- Verify ISIS “R” screen is accurate and matches the IEP (FM-6313) by reviewing the bi-monthly ESY report.
 - Product no: T0543E10-01
 - Review “frequency” and “dates”
- ESY sites – memo forthcoming
 - Enter the ESY Site on ISIS “R” screen
 - Rick Rothberg will pick-up the transportation requests from the RC. Do not fax transportation requests directly to Rick.
- Registration memo - use of location 9749



Extended School Year (ESY) Services 2005

- By April 29, 2005: Submit copies of all IEPs with ESY services, any “home packets,” and transportation lists to the Region Center. Collaborate with your staffing specialist on cases with ESY duration dates before **6/22/05** or after **7/20/05**.
- May 2005: The focus will be on organizing the delivery of services by allocating, hiring coordinating service delivery, and informing parents. Memo forthcoming.

Extended School Year (ESY) Services 2005

- Materials and resources have been ordered and will be delivered to each ESY site.
 - ESY Curriculum is based on individually designated IEP goals
 - ESY Enrichment Activities
 - “Nature’s Wonders”
 - “Building a Community”
 - “Travel: Going on a Trip”
 - “Food for Thought”

Transportation

Deadline to Register for Transportation to Ride on First Day of each Session

- **Summer Routes** **May 13**
- **Fall Routes** **July 1**

NOTE: After those dates, continue to register students in ISIS and send in lists for ESY. We will route as many as possible.

- IEP and ISIS must match (some registrars do not complete the transportation codes). Transportation will not process any requests without correct codes in ISIS
- IEP meetings – invite transportation when something is unusual
- Please include info about the case with the IEP invitation
- ESY Dates

Transportation

- Medically Fragile/504 Transportation Requests
 - Memo from Roni Bader-Tables
 - New 504 Computer Entry
- Parent Reimbursement
 - Prior to IEP meeting – confirm request with transportation
 - Transportation establishes a contract with parent for reimbursement
 - Payments to parent 2 times per year
- Region Center Boundaries/Student Assignment
- Transportation Codes
 - Parents meeting the bus/Code 4
 - Code 1 with Aide

Transportation

- Time Spent on bus
 - Distance to school
 - # of students in program location
 - Traffic conditions
- C.B.I.
 - Times: 9:00 a.m. to 1:30 p.m.
 - Buses per week based on # of students
 - Buses are for educational not recreational purposes
 - Buses for Youth Fair will not be included as part of CBI without school paying for the bus

Transportation

Centralized Routing North

WL#: 9234

Phone: 305-633-6909

Fax: 305-633-9250 or
9220

Centralized Routing South

WL#: 9230

Phone: 305-969-2225

Fax: 305-234-9053
305-232-2679

Announcements

- A revised **504 Plan** will be in place for 05-06. Training will be provided in the fall.
- Secondary: The Florida Department of Education recently issued a technical assistance paper (TAP) regarding the **FCAT waiver**. For your convenience, a copy of this TAP is provided. If you have any questions regarding the TAP, please contact **Ms. Joanne Rosen**, Educational Specialist, 305-995-4697 or, email: jrosen@dadeschools.net.

RFB&D Reminders

- Return CDs that will NOT be used next school year to RFB&D in Princeton. Use the "Free Matter" mailers for returns; no postage is required.
- Keep CDs that will be used next year.
- Install, register, and use your school's software!
- For questions or assistance, contact:

Dan Jones,

djones@rfgd-florida.org

305-666-0561, ext. 22.

Juvenile Justice Support Office

- Provide support on:
 - Dependency
 - Delinquency

Information:

305-633-4950

TBI Support

Karen Taylor,

District Staffing Specialist

Traumatic Brain Injury (TBI) &
Spinal Cord Injury (SCI)

Office: (305) 995-3197

Pager: (305)730-7170

Mail Code: 9615

Email: ktaylor1@dadeschools.net

Culminating Activity

Summarize key points and plan for school level dissemination

1. Audit preparation procedures
2. Assistive Technology
3. Determining Educational Placements
4. Occupational & Physical Therapy
5. Speech-Language, DHOH, VI (elementary)
6. Self-Determination (secondary)
7. ESY & Transportation

Follow-up Activities

- Meet with administrator and plan for a school level meeting to disseminate and plan for implementation ESE Compliance Procedures.
 - All handouts will be posted on the ESE website at <http://ese.dadeschools.net>.
- ESE Discussion Board through e-learning services at <http://campus.dadeschools.net>; click on **“Talk with other Educators”** then **“ESE”**
 - The discussion boards provide a way to communicate and share ideas with other educators.
- E-mail and telephone presenters for support if needed.
- Region Center Instructional Supervisors for ESE will receive a copy of the registration sheets for school level follow-up.