

# Special Education (SPED) Compliance Procedures

## Fall 2006

November 20, 2006	RC I & II	Dr. Michael M. Krop Sr
November 28, 2006	RC V & VI	Robert Morgan Ed. Ctr.
November 30, 2006	RC III & IV	Miami Edison Sr

# District

- Office of SPED and Psychological Services
  - Ms. Brucie Ball, Assistant Superintendent
- Division of Special Education
  - Dr. Ruby Poitier, Administrative Director
  - Mr. Will Gordillo, Administrative Director

# Legal Update

**Ms. Laura Pincus**

Senior Board Attorney

Academics

# Handout

"1 Minute SPED Updates"

# 1 Minute SPED Updates

- DJJ
- ESOL SPED
- *ESY Update (handout)*
- FDLRS
- FTE Preparation
- *HHIP*
- IEP
- Eligible not placed (D)
- Inclusionary Practices & Program Support for SLD
- McKay Scholarship Program for SWD
- PT/OT
- Section 504
- *Transition Services (handout)*

# Additional Handouts

- Alternate Assessment
- AT Awareness Day Flyer
- FERPA Briefing #118
  - Medicaid Parental Consent
- ESY Summary of Procedures
  - Dates/IEP/ISIS
  - ESY Report (product #T0543E10-1)

# Answers to all your questions...

1. Student Progression Plan
2. Matrix of Services Handbook
3. SP&P: Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students
4. FTE Survival Guide
5. Upcoming... SPED Handbook

# How are SPED teachers generated?

- The Matrix cost factors (251-255) are used for teacher allocations along with the SPED hours generated on PF4.

# Speech & Language

- As of 11/06, "speech services" and "language services" may be provided as a related service.
  - In-service was held November 13-15, 2006 for Regional staff and Program Specialists
  - Additional in-service will be held
- "Speech Impaired" and "Language Impaired" continue to be a program (eligible exceptionality) with the same procedures as before.

# Transportation Update

**Ms. Susan Detmold-Collins**

Director II

Centralized School Bus Routing

M-DCPS Dept. of Transportation

# Auditor General's Findings

- The 2004-2005 Full-Time Equivalent (FTE) audit generated a loss of 1.6 million, of which 1.2 million was due to SPED non-compliance.
- The majority of non-compliance was in the development and reporting of the Matrix of Services.

# Actions Taken

- **Briefing #445, Matrix of Services Forms**
- Development of a revised self-audit system in collaboration with Regional Center and additional staff.
  - “SPED Standards Record Review”
- Dissemination of audit results and “SPED Standards Record Review” process at:
  - Regional Centers inservice
  - Principals Money Matters workshop (09/06), FTE workshop (10/06), 504/SPED inservice (10/06), and others.

# SPED Standards Review Process

## New Self-Monitoring Procedure

# 2006-2007 FTE Survey 2

## Division of SPED

The following was presented at the FTE workshop for  
Survey 2 (*October 9-13, 2006*)

- FTE preparation is more than just cleaning up the “error report”.

**Cumulative  
Record  
Folder**

```
graph TD; A[Cumulative Record Folder] --- B[ ]; B --- C[IEP]; B --- D[Matrix]; B --- E[ISIS];
```

**IEP**

**Matrix**

**ISIS**

# Incoming Students

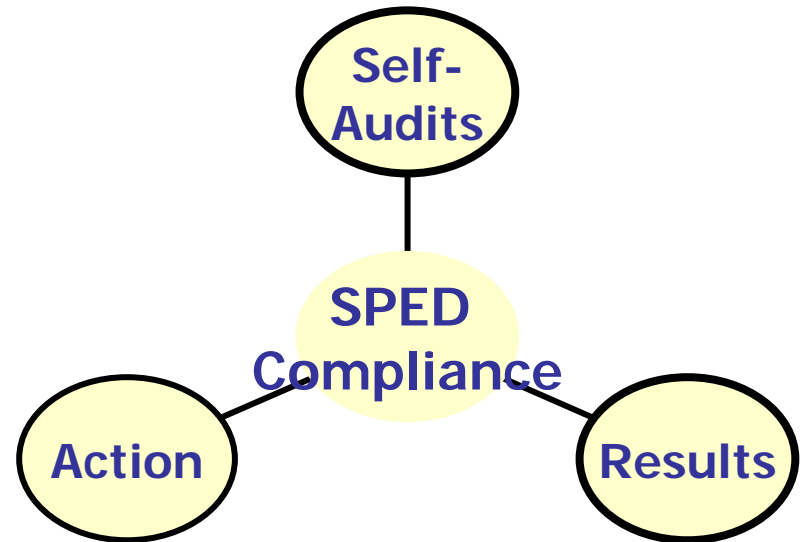
- Certainly there are circumstances where problems are inherited; however, the majority of non-compliance occurs at the current school.

# School Level Procedures

- What procedures do you have in place to ensure compliance?
  1. Is the cumulative record folder complete and organized?
  2. Were the IEP and Matrix developed correctly?
  3. Are the data reported accurately?

# FTE Survival Guide

- Review students' records and data elements periodically to ensure that all required documentation for the audit is available and in compliance. Take corrective action is taken, as needed.



# SPED Paper Trail

- Cumulative Record Folder is available & organized
- SPED forms for initial placement are available including:
  - CST/SST, consent for evaluation, psychological evaluation, notice of meeting, program eligibility, consent for placement, IEP, and Matrix are available
  - SPED forms for all subsequent evaluations and IEPs are available

# SPED Paper Trail

- The IEP is signed by at least 3 different M-DCPS employees
  - The LEA must participate and sign all IEPs
  - The LEA insures the IEP is properly developed, implemented, and reported in ISIS
- The student is invited to IEP meetings beginning at age 14

# Inclusion & ISIS PF4

- SPED contact hours are not reported for services delivered in the general education setting
  - Elementary: Report hours on ISIS screen PF4 only for “pull-out” time
  - Secondary: Course schedule includes the general education teacher and the general education course **number**
    - FTE line 200 is hard coded for basic courses taught by SPED teachers to a class of students with disabilities
- Survey 2 is used for reporting inclusion to feds

# Consultation/Collaboration

## ISIS PF17

- Enter “Y” when SPED services are delivered in the general education setting for one or more classes
  - In accordance with the IEP
  - If student is in the general education setting all day, “fully included”, the IEP must have consultation/collaboration documented and enter “Y”
    - Unless the student is “speech impaired” only
- A log must be maintained

# Limited English Proficient (LEP)

- New SPED ESOL students are assessed within 30 of enrollment.
- Special Education ESOL 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)
- IEP Section V - All information is listed and current.
  - **Type and location of LEP services are indicated and are in agreement with the “J” in ISIS for ESOL Levels I-IV.**
    - For J screen, type over level on the screen to update
  - **Post Program Review completed for ESOL Level V students.**
  - **ESOL test is available in the cumulative record folder.**
- Section XVII- ESOL level must be documented.

# LEP - Secondary

- Elementary:
  - Enter only the employee # on ISIS “J” screen
- Secondary:
  - Send an e-mail from the school administrator or program specialist to Ms. Dulce Castro stating that the following students are receiving all their ESOL instruction in the SPED Program
  - Include student name, ID number, teacher name and employee number

# Records Organization

## Left Side

- Organized from oldest to newest
- Notice of meeting stapled to each IEP
- Corresponding matrix behind IEP
- Notice of Proposal or Refusal to change placement

## Right Side

- Initial Referral
- Psychological Evaluations
- CST-R forms
- Parent/guardian consent to conduct an evaluation
- IEP team recommendation and parent consent for placement
- Summary of Performance

# Common Matrix Errors

- The majority of findings by the auditor general for the school year ending 06/05...
- Student not reported in accordance with the Matrix

# Common Matrix Errors

1. Matrix not properly scored; computed incorrectly
2. Matrix not prepared; missing
3. Matrix incorrectly prepared
4. Matrix not reviewed following an IEP meeting
5. Student reported incorrectly
6. No new Matrix for change in IEP services
7. Changes were made to the Matrix
8. Matrix exceeded 3 years
9. Special consideration points not included

# Specifically

1. The Matrix domain rating is not properly updated in ISIS (PF17)
2. The Matrix is more than 3 years old
3. The Matrix is not properly documented with each interim and annual review
4. Changes are made to the Matrix instead of a new one being written
5. Mistakes in adding are made
6. The Matrixes are too low or too high and do not match the services on the IEP

# Matrix of Services

(for funding under the Florida Education Finance Program)

Total of Ratings: \_\_\_\_\_  
 Cost Factor: \_\_\_\_\_

## Student Information

District: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

Areas of Eligibility (Put a "P" next to the primary exceptionality. Check all others that apply.)

### Data Entry Code

- Autistic ----- P
- Deaf or Hard of Hearing ----- H
- Developmentally Delayed (Age: 0-5) ----- T
- Dual-Sensory Impaired ----- O
- Emotionally Handicapped ----- A
- Intellectually Handicapped ----- J
- Learning Disabilities (Age: 0-2) ----- U
- Limited English Proficiency ----- L
- Mentally Retarded ----- M
- Orthopedically Handicapped ----- G
- Physically Handicapped ----- D
- Visually Impaired ----- C
- Hearing Impaired ----- V
- Gifted ----- E
- Emotionally Handicapped ----- N
- Chronically Disturbed ----- Q
- Legally Disabled ----- K
- Physically Disabled ----- F
- Emotionally Handicapped ----- B
- Physically Injured ----- S
- Other ----- I

Total Minutes in School Week is calculated on the PF 18 screen.

Minutes  
 PF 18  
 Name(

This area is used only when the Matrix is correctly completed &

- *The IEP meeting did not change the services/program that are documented on the Matrix*
- *the Matrix is less than three years old by the time the IEP expires.*

### Instructions

1. Complete the Matrix of Services for each student.
2. Check for applicable special considerations, if any, and record total special considerations rating in the box at the top of this page.
3. Mark the appropriate level (1 through 5) for each domain and record this level in the box at the top of this page.
4. Check applicable special considerations, if any, and record total special considerations rating in the box at the top of this page.
5. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record the total in the box at the top of this page.
6. Determine the cost factor using the cost factor scale on the final page and record it in the box at the top of this page.

**Matrix Reviews after Interim IEP Meetings**  
 Record interim reviews below if (1) there is no change in services and (2) the matrix is less than three years old.

Review Date \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Review Date \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

Review Date \_\_\_\_\_ Reviewer's Initials \_\_\_\_\_

(Note: For more information, see the *Matrix of Services Handbook*.)

# Matrix of Services

## Domain E - Communication

Level 1 <input type="checkbox"/>	Requires _____ or assistance beyond that which is _____
Level 2 <input type="checkbox"/> Requires periodic assistance and/or minor interventions	<input type="checkbox"/> Weekly assistance with personal application of communication system <input type="checkbox"/> Weekly supervision of augmentative or alternative communication systems <input type="checkbox"/> Collaboration with teachers, family, agencies, or others
Level 3 <input type="checkbox"/> Requires weekly intervention and/or assistance which may include alternative and augmentative communication systems	<input type="checkbox"/> Daily assistance and/or instruction with communication equipment (e.g., augmentative or alternative communication systems) <input type="checkbox"/> Daily integrated intervention and assistance related to communication needs <input type="checkbox"/> Instruction in sign language for use as the primary method of communication <input type="checkbox"/> Interpreting services for part of the school day
Level 4 <input type="checkbox"/> Requires daily intervention and/or assistance which may include alternative and augmentative communication systems	<input type="checkbox"/> Continuous assistance and/or instruction with communication equipment (e.g., augmentative or alternative communication systems) <input type="checkbox"/> Interpreting services for most or all of the school day <input type="checkbox"/> Multiple, continuous interventions to replace ineffective communication (e.g., severe mutism, echolalia) and establish appropriate communication
Level 5 <input type="checkbox"/> Requires multiple interventions and assistance which may include alternative and augmentative communication systems	

Use handbook to prepare all Matrixes.

Student Name: \_\_\_\_\_

### Special Considerations:

- \_\_\_\_\_ Add 13 points for students eligible for the hospital/homebound program who are receiving individual instruction at home or at a hospital.
- \_\_\_\_\_ Add 13 points for **prekindergarten** children with disabilities who are being served in the home or hospital on a one-to-one basis.
- \_\_\_\_\_ Add 3 points for **prekindergarten** students earning less than .5 FTE during an FTE survey period.
- \_\_\_\_\_ Add 3 points for students identified as **visually impaired** or **dual-sensory impaired**.
- \_\_\_\_\_ Add 1 point for students who have a score of 17 total points *and* who are rated Level 5 in three of the five domains.
- \_\_\_\_\_ Add 1 point for students who have a score of 21 total points *and* who are rated Level 5 in four of the five domains.

**Special Considerations Rating:** \_\_\_\_\_

		Cost Factor Scale	
Total of Domain Ratings:	_____	Total of Ratings	Cost Factor
Special Considerations Rating:	_____	6 - 9	= 251
Total of Ratings:	_____	10 - 13	= 252
		14 - 17	= 253
		18 - 21	= 254
		22 +	= 255

**Domain E Rating:** \_\_\_\_\_

# To avoid areas of VERY COSTLY non-compliance:

- Every SPED teacher must have Matrix training
- Every SPED teacher must have a Matrix Handbook
- Every SPED teacher must use it for every Matrix written
- SPED teachers must maintain the corresponding documentation

- What procedure is followed when a mistake in the Matrix is found?

# To avoid areas of VERY COSTLY non-compliance:

- Be aware of every student funded at a 254-255 cost factor in your school &
  - Verify the Matrix is correctly calculated based on the current IEP
  - Verify the domain rating is correct in ISIS
- “PARIS” is very helpful for this
- Address students returning from the HHIP ASAP...

# Remember...HHIP (M)

- When a student returns from Hospital Homebound Instructional Program (HHIP)...
  - A copy of the IEP from HHIP, with a cover letter, is mailed the principal upon dismissal of a student.
    1. An annual IEP is completed ASAP,
    2. A new matrix completed, and
    3. ISIS is updated

# To avoid areas of VERY COSTLY non-compliance:

- Temporary placements cannot exceed 6 months or ONE (1) FTE period
- IEPs must not be expired
- IEPs must implemented
  - Course schedule
  - Error #4: “No course for a specified exceptionality”?

# Resources

- Section 504
  - Twila Grandchamp 305-995-1816
  - Joanne Rosen 305-995-4697
- SPED ESOL
  - Rosalia Gallo 305-274-8889
- McKay Scholarship
  - Judi Fain 305-995-1742
- IEP
  - Claudia Leary 305-995-1859
- Matrix
  - Gary Magnus 305-754-4081
- ISIS 305-995-3705 *Systems User Support*

# Follow-up Activity

- In order to receive ten (10) master plan points please submit the completed follow-up activity by December 14, 2006 to Ms. Claudia Leary, Educational Specialist, Division of Special Education via email.
  - Complete the online evaluation for this inservice between December 18-22, 2006.

# Follow-up Activity

- If the follow-up activity is not submitted, your record will reflect the course as “unsatisfactory”
  - Follow-up activity includes 6 contact hours and 4 follow-up activity hours

- Only persons who have pre-registered are eligible to receive Master Plan Points (MPP)

# Substitute Funding

- If needed, pick-up a form at the exit
- The form must be returned within one week of the inservice in order to secure substitute funding.

# Q & A

- Presentation materials will be available at:  
<http://ese.dadeschools.net>
  - Select “Services and Programs”
  - Select “Presentations, Documents, and More”