

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**

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

Matrix

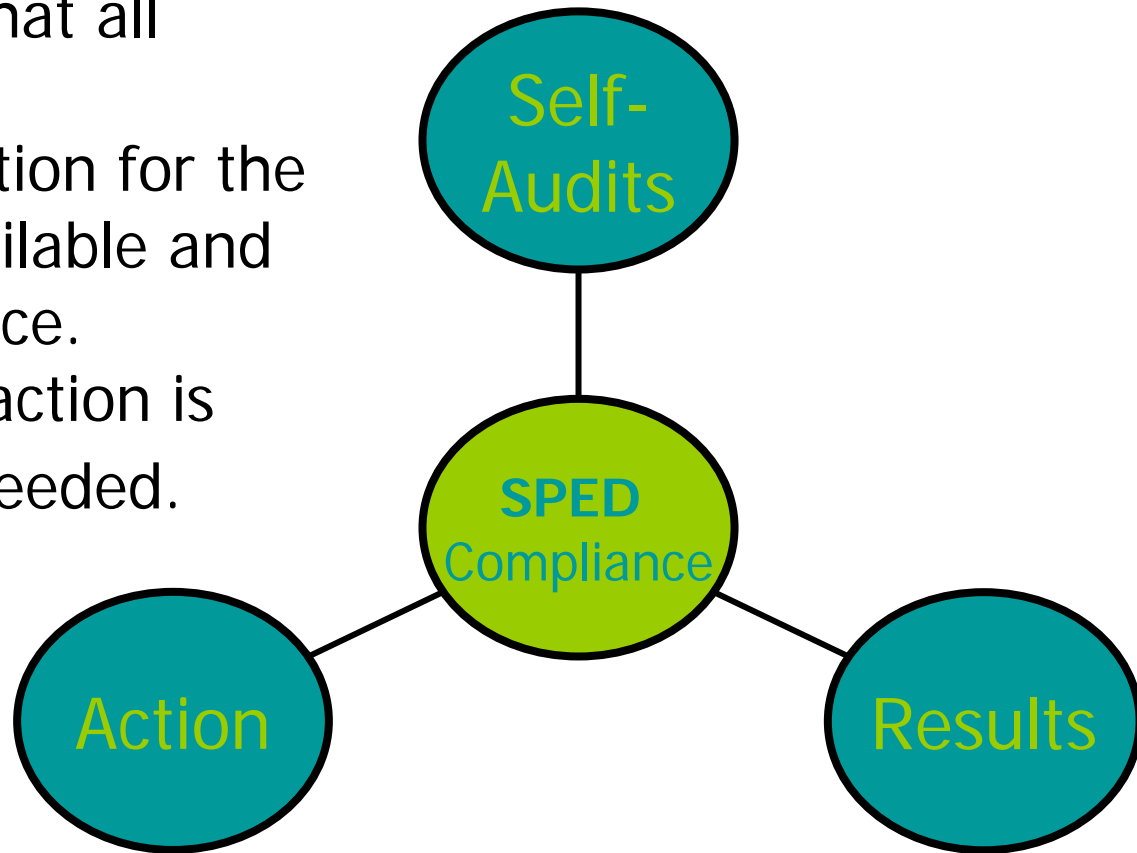
ISIS

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

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?

- Review students' records and data elements periodically to ensure that all required documentation for the audit is available and in compliance. 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 SPED

- New SPED ESOL students are assessed within **30 days** after enrolling.
- 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*)

Limited English Proficient SPED

- 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 SPED students.
 - ESOL test is available in the cumulative record folder.
- Section XVII
 - ESOL level must be documented.

Limited English Proficient

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
- Eligibility and parent consent for placement

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: _____

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.*

(Put a "P" next to the primary check all others that apply.)

	Data Entry Code
Learning	P
Delayed (Age: 0-5)	H
Deaf	T
Deaf-Blind	O
Emotionally Handicapped	A
Gifted/Talented	J
Intellectually Disabled (Age: 0-2)	U
Intellectually Disabled (Age: 3-5)	L
Intellectually Disabled (Age: 6-12)	M
Intellectually Disabled (Age: 13-21)	G
Physically Handicapped	D
Physically Handicapped	C
Physically Handicapped	V
Physically Handicapped	E
Physically Handicapped	N
Physically Handicapped	Q
Physically Handicapped	K
Physically Handicapped	F
Physically Handicapped	B
Physically Handicapped	S
Physically Handicapped	I

4. Check applicable special considerations, if any, and record total special considerations in the box at the top of this page.
5. Total the five domain ratings, sum the total of domain ratings and special considerations, 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"/>	
Level 2 <input type="checkbox"/> Requires periodic assistance and/or minor interventions	
Level 3 <input type="checkbox"/> Requires weekly intervention and/or assistance which may include alternative and augmentative communication systems	<input type="checkbox"/> Weekly assistance with personal amplification or communication system <input type="checkbox"/> Weekly supervision of augmentative or alternative communication systems <input type="checkbox"/> Collaboration with teachers, family, agencies, or others
Level 4 <input type="checkbox"/> Requires daily 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 5 <input type="checkbox"/> Requires multiple interventions and assistance which may include alternative and augmentative communication	<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., selective mutism, echolalia) and establish appropriate communication

• 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 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

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.
 - An annual IEP is completed ASAP,
 - A new matrix completed, and
 - 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 and data reflected in ISIS
- ❑ 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
- Systems User Support (SUS) 305-995-3705