Compliance Training

CDE Comprehensive Review Findings 2018
Administrator Training Part 2 9/26/2018
Special Education Department

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Access today’s presentation here: https://tinyurl.com/y7zdzzna
Agenda

- Learning Outcomes, Norms
- Parking Lot--Digital Version! :-)
- Review Padlet from last session
- Visual Explorer
- Compliance Topics Review
- Kahoot
- Helpful Resource Hyperdoc
- STOP/START/CONTINUE Action Plan
- Exit Ticket
Learning Outcomes

1. Administrators will identify strengths and design solutions via START/STOP/CONTINUE action plan to address district-wide CDE-identified compliance issues.

2. Administrators will identify essential elements of prior written notice (PWN) assessments, assessment reports, ELL considerations and Individualized Transition Plans (ITPs).

3. Administrators will identify resources to support special education compliance at their sites.
Norms

Treat one another respectfully as both professionals and learners.

Listen and participate with the intention to understand and to increase your professional expertise.

Think “beyond the box” about positive possibilities, new insights, and connections.
Parking Lot
Q & A

Type into your browser or click the link:
https://tinyurl.com/ycu4eghe

https://docs.google.com/presentation/d/1tIXYoMNDUTqL8eDiL5Cph16Y-CzFRNMkmPa8hx7SD0c/edit?usp=sharing
IEP Compliance 2018: Administrator Best Practices

Form groups of 3-6 to share some of your ideas about how to promote compliance at your sites. Ok to share in one or more columns. Bonus points for including inspirational images or other multimedia options with your responses!

SARAH OMAH  JUL 20, 2018 04:23PM

<table>
<thead>
<tr>
<th>Beginning of School Year</th>
<th>Talk to SDC class teachers about their need to complete progress notices and report cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide teachers with current IEPs or 504s</td>
<td>Give general teachers copies of IEPs, 504s and SST Action Plans.</td>
</tr>
<tr>
<td>Arrange a meeting with RSP teacher and</td>
<td>Schedule Annual 504 Meetings</td>
</tr>
<tr>
<td>Create shared Google calendar of all IEP meetings. Color coded by case manager and whether it's an initial or tri</td>
<td>Post meeting times/dates in staff lounge or copy room (not accessible to general public) as a weekly or daily reminder.</td>
</tr>
<tr>
<td>copy and distribute FACE sheets to all teachers.</td>
<td>Principal checks SEIS for status of IEPs.</td>
</tr>
<tr>
<td>staff training about IEP process and expectations</td>
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</tr>
</tbody>
</table>
Visual Explorer Activity

Framing Question:
As the special education leader at your school, which picture illustrates how you envision your general education and special education teams working together?
Prior Written Notice

“Prior written notice is a document outlining school district decisions about a student’s special education program. It is not a meeting invitation. School districts must provide Ed. Rights holder with PWN after a decision has been made regarding matters affecting student’s IEP or eligibility for special education, but before any decision is implemented or changes to student’s program take place.”

Prior Written Notice Checklist:
http://www.lozanosmith.com/docs/resources/Checklist_PWN.pdf

- Must include a **description of the action** (6-1-2.2) and **why LEA proposes or refuses to take the action.**
- Issued to student and parents to indicate **all rights** under Part B of IDEA will be transferred to student when **student reaches 18 years of age** (unless conserved under state law) 6-1-2.10
- Issued a **reasonable time before LEA proposes to initiate or change the identification, evaluation or educational placement of the student or the provision of FAPE** 6-1-1.1
Assessment

- **Assessment plan** (SE-7) is provided in the **primary language** of the parent (2-1-1) and written in language easily understood by general public.
- All assessments are **completed before** the **development** of the Initial IEP or Triennial IEP 3-2-4-2.1.1
  - Speech
  - Hearing
  - Nurse
  - Psychologist
  - Assistive Technology
  - Academic
  - APE
  - Occupational Therapy
Assessment Reports

- Assessments result in a **written report** or reports (2-3-1), that include the findings of each assessment and must include:
  - information related to **enabling the child to be involved in and progress in the general curriculum** (2-2-5) or for preschool participate in appropriate activities.
  - Relevant behavior noted during observation of the student in the appropriate setting. 2-3-1.6

- LEA provides parents with a **copy of the assessment report** (2-3-2) and documents receipt.
  - Include documentation of receipt in notes and check box on signature page.
  - Upload all reports to SEIS.
Statewide Assessments

- The IEP has a statement relating to accommodations or modifications, if any, that would enable the child to participate in the District or Statewide Achievement tests 3-2-8.1
- The IEP must include a statement regarding participation in district or statewide achievement testing, including an explanation of why it is not appropriate for the student to participate in general education district or statewide achievement tests, if the IEP team makes that decision 3-2-8.2
- The IEP includes a statement about the type of alternative testing materials that will be used if Statewide or District tests are not used 3-2-8.3
ELL Considerations

- Assessment materials and procedures are selected and administered to ensure they **measure the extent the student has a disability and needs special education**, rather than measuring the student's English proficiency. 2-2-2.
- IEP includes whether CELDT/ELPAC will be administered with or without **modifications or accommodations** or whether English proficiency will be measured using alternate assessment. 10-2-4
- Includes instructional systems which meet the **language development needs** of the student and **ensure access to general education curriculum**. 10-2-6
- The LEA assesses annually using **CELDT/ELPAC** or alternate to determine **ELL proficiency**. 10-2-2
- IEP team considers the language need to include **linguistically appropriate goals, programs and services** 3-5-8.
Transition

- The **first IEP** to be in effect when the **student turns 16 or younger** if determined appropriate by the IEP team and each IEP thereafter. 3-6-2.4
- Contains transition services based on the individual student needs, taking into account the **student’s preferences and interests**. 3-6-2.4 (ie. show evidence of **assessment**- multiple data collection points, surveys of student, parents and stakeholders.)
- Contains **measurable postsecondary goals** based on age appropriate **transition assessments** related to training, education, employment and where appropriate independent living skills. 3-6-1.2
• ITP includes courses of study that focus on **improving academic and functional achievement of the student** to facilitate their movement from school to post school 3-6-2

• IEP includes courses of study that **support the student’s transition goals** in all required areas including: instruction, related services, community experiences, the development of employment and other post school objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation. 3-6-2.5

• LEA **invites the student to attend the IEP meeting** when the purpose will be consideration of needed transition goals and services. Signature of parent/guardian or student that acknowledges invitation. 3-6-6

Checklists, assessments and resources: [https://transitionta.org/transitionplanning](https://transitionta.org/transitionplanning)
Helpful Resources: Collaborative Hyperdoc

Hyperdoc Mission: Provide a platform for collaboration across campuses to share best practices, tools and resources in special education.

<table>
<thead>
<tr>
<th>IEP Resources</th>
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<tbody>
<tr>
<td>SCUSO Special Education Procedural Handbook</td>
<td>How to Offer FAPE</td>
<td>Designated Instructional Services (DIS) Protocols (aka related services)</td>
</tr>
<tr>
<td>IEP Checklist with hyperlinks</td>
<td>Prior Written Notice</td>
<td>Transition Planning</td>
</tr>
<tr>
<td>Lozano Smith IEP Agenda</td>
<td>IEP Notes</td>
<td>SEIS Login SEIS Manual</td>
</tr>
<tr>
<td>Facilitated IEP Info</td>
<td>Special Education Law</td>
<td>WI4 Login</td>
</tr>
<tr>
<td>Timelines Basics, Timelines Advanced</td>
<td>Discipline &amp; Manifestation Determination</td>
<td>Independent Educational Evaluation</td>
</tr>
<tr>
<td>Acronyms</td>
<td>Assessment</td>
<td>Special Education District Website</td>
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https://docs.google.com/document/d/e/2PACX-1vRUi9tO_Aii4InJCAJyfvNiHlu6tWh67qp3Vtj1el6MCLQkAmJHpCx6fP5Z5b-MjtuFbiBO6f518Lk3/pub
Unaffirmed IEP Check-In
Before
**Action Plan:** What will you STOP, START and CONTINUE on your campus to promote IEP compliance?

<table>
<thead>
<tr>
<th>Stop</th>
<th>Start</th>
<th>Continue</th>
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<td>• Strategies that are not working or helping.</td>
<td>• Strategies that will benefit the site.</td>
<td>• Strategies that are working well.</td>
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<td>• Things that are not delivering the desired results.</td>
<td>• Things worth trying or experimenting for better results.</td>
<td>• Things that are worth continuing to see if they’re worthwhile.</td>
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Action Plan
Independently or with groups of 2-3 people, determine what you will STOP/START/CONTINUE

https://padlet.com/sarah_dhah2/ruq7s3radi

Bonus points for including inspirational images with your responses!

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Exit Ticket: Thank you for participating in today’s compliance training! Please help us improve by rating your post-understanding of today’s anticipated Learning Outcomes. Scale of 1-4, 1 = no understanding, 2 = some understanding, 3 = good understanding, 4 = strong understanding.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Post-training</th>
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<tr>
<td>LO1: Administrators will identify strengths and design solutions via START/STOP/CONTINUE action plan to address district-wide CDE-identified compliance issues.</td>
<td>1  2  3  4</td>
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<td>LO2: Administrators will identify essential elements of a. Assessments and Assessment Reports--- b. ELL (English Language Learner) Considerations c. ITPs (Individual Transition Plans) d. PWN’s (Prior Written Notice)</td>
<td>a) 1  2  3  4 b) 1  2  3  4 c) 1  2  3  4 d) 1  2  3  4</td>
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<tr>
<td>LO3: Administrators will identify resources to support special education compliance at their sites.</td>
<td>1  2  3  4</td>
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My biggest take-away from today’s training is…

My feedback for the presenters is…

One topic I would like to know more about is…

A challenge I may need more support with is…
Parking Lot
Q & A

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