

# BIEDPA Special Education Monthly TA Call



MAY 8, 2018

DIVISION OF PERFORMANCE &  
ACCOUNTABILITY  
BUREAU OF INDIAN EDUCATION

# Today's Topics



- End of the School Year Special Education Data Clean Up
- Creating a Smooth Transition from Pre-K to Kindergarten for Students with Disabilities
- LRP Resources: Valuable Tools for School Staff

# End of Year Data Clean-Up



- Data Health Check
- Enrollment Tab
- Graduation Tab
- Discipline Data
- Personnel Data
- Coordinated Early Intervening Services (CEIS) Data

# Data Health Check



- Current year SpEd/enrollment inconsistencies
- Current year SpEd exit inconsistencies
- Current year SpEd enrollments that have no IEP
- Current SpEd Students with different values between enrollment and IEP
- Current year enrollments that have unlocked IEPs
- Current year enrollment inconsistencies between age and SpEd values

# NASIS Enrollment Tab

## General Enrollment Information

Calendar OOCs 17-18	Schedule (read only) Main	*Grade 02	Class Rank Exclude <input type="checkbox"/>	External LMS Exclude <input type="checkbox"/>
*Start Date 08/07/2017	No Show <input type="checkbox"/>	End Date	End Action	*Service Type P: Primary
Start Status 08: Last year, same school**			End Status	
Start Comments			End Comments	

## Bureau of Indian Education Reporting

*Start Status 08: Last year, same school	End Status			
BIE Exclude <input type="checkbox"/>	Enrollment Type 1: ISEP	Boarding Status	Percent Enrolled 100	Absent Days 1
Out of Boundary Reason	Resident State Select a Value	Section 504 <input type="checkbox"/>		
NLL for Maint or Resto <input checked="" type="checkbox"/>	Receiving Instruction in their NL <input type="checkbox"/>	Non-language subjects in NL <input checked="" type="checkbox"/>		
Homeless [ ]	Unaccompanied Youth [ ]	Homeless Nighttime Residence		
Gifted/Talented	Special Ed Status 03: Receiving Services	Special Ed Exit Date	Special Ed Exit Reason	
Primary Disability 42: Speech or Language Impairments	Special Ed Setting A: Inside regular class 80% or more of day	Rec sped svcs/BIE residentl setting <input type="checkbox"/>		
Homebound <input type="checkbox"/>	Care & Treatment <input type="checkbox"/>	IRG Code		

# Graduation Tab

The following fields can only be filled out once a student has entered 9th grade:

Date First Entered the 9th Grade

NGA Cohort End Year

NCLB Cohort End Year

## + State Graduation Record

No state graduation record found for this student.

## + Enrollment Data: Oneida Nation School (D55F15)

## + Graduation Detail: Oneida Nation School (D55F15)

### - General Graduation Information

Diploma Date:  

Diploma Type:

Diploma Period:

Date First Entered the 9th Grade:

NGA Cohort End Year:

NCLB Cohort End Year:

Post Grad Location:

Post Grad Plans:

### - BIE Graduation Information

BIE Activity after Grad/Exit:

BIE Diploma Type:

BIE Post Grad/Exit Plans:

# Discipline Data



- **ISS/OSS/Expulsion**
  - Days Duration
  - Procedural Safeguards
  - Manifestation Determination
  - Continuation of FAPE/Alternative Placement
  - Change of Placement IEP Rewrite
    - ✦ Prior Written Notice

# Personnel Data



- **Special Education Teachers**
  - Age Level Taught
    - ✦ ECH 4-5 (KG)
    - ✦ School Aged 6-21)
  - Certified/Not Certified
  - Full Time Equivalency (FTE)
  
- **Special Education Paraprofessional**
  - Age Level Taught
    - ✦ ECH 4-5 (KG)
    - ✦ School Aged 6-21)
  - Certified/Not Certified
  - Full Time Equivalency (FTE)



# Personnel Data (continued)



- **Special Education Related Services**
    - Audiologist
    - Counselors
    - Medical/Nursing service staff
    - Occupational Therapists
    - Orientation and mobility specialists
    - Physical Education teachers and recreation and therapeutic recreation specialists
    - Physical Therapist
    - Psychologists
    - Social Workers
    - Speech-Language Pathologists
    - Interpreters
- Certification Status—Fully certified or licensed/Not Fully  
Certified or licensed

# Coordinated Early Intervening Services (CEIS) Data



- **Complete Flag on student(s) participating in CEIS in NASIS Module.**
  - ▶ Verify numbers of students that are/have participated in CEIS, as well as numbers of students who were subsequently identified for special education services.

# CREATING A SMOOTH TRANSITION FROM PRE-K TO KINDERGARTEN FOR STUDENTS WITH DISABILITIES

NARCY D. KA'WON 2018

# OBJECTIVES



- What the law says about this transition process
- What is Transition and why it is important
- When and How to Plan for Transition
- Best practices for the Transition Process from PreK-Kdg
- How the School Team, Family and Child can prepare for the Change
- What parents need to know
- Transition Checklist
- Resources
- Contact information

# Special Education Law



The federal law mandating special education is known as the Individuals with Disabilities Education Act (IDEA). This law requires that every child with a disability is entitled to a free and appropriate public education (FAPE) and that school services be provided in the least restrictive environment (LRE). Instruction with non-disabled peers is part of the requirement for least restrictive environment. A child diagnosed with one of the following 13 categories of disability is determined eligible for special education services according to the Individuals with Disabilities Education Act (IDEA). Intellectual Disability, Hearing Impairment, Speech or Language Impairment, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Deafness – Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury, Developmental Delayed.

# What is Transition



- Transition is the movement from one place to another. For our purpose it means the process of moving a child's educational program from a PreK program to a kindergarten program.

# When to Begin Planning for the Transition Conference



Many schools begin the Transition Planning in the fall prior to the child entering kindergarten. Best practice recommends to start the transition planning as early as possible. For example the school may send out a Kindergarten Transition letter in late October or early November notifying parents of Kindergarten Orientation activities that the school has planned for parents of students with disabilities.

# How to plan for the transition

## SCHOOL

- Contact schools with PreK programs that may have students that will be eligible for kindergarten in the fall.
- Meet with staff and parents at the Preschool program to develop a Transition Timeline .
- Develop a time to visit/observe the preKprogram.
- Create and send out Kindergarten Orientation letter (Dear Parent).
- Prepare enrollment packets for incoming students (all).
- Review IEP goals and progress with the transition team.
- Discuss different types of programs/placement options.

## PARENTS/SENDING SCHOOL

- Contact the local school where your child will attend in the Fall.
- Notify appropriate administrators of students transition.
- Visit receiving school to meet teacher and ancillary staff.
- Meet with the staff at the new school to develop Transition Timelines.
- Develop a time for school/classroom visitation.
- Request for the enrollment packet.
- Ask about types of programs/placement.



# TRANSITION TIMELINE ACTIVITIES



July	August	September	October	November	December
		<ul style="list-style-type: none"> <li>• Contact FACE, Head Start, and local Day Care programs to identify any potential students, and students with disabilities on IEP who will be eligible for Kindergarten in the Fall (2018 for students eligible for Kdg in 2019)</li> <li>• Prepare enrollment packets for parents</li> <li>• Accept incoming IEP but do a Review of Existing Data to determine if IEP is sufficient and a re-evaluation if warranted</li> </ul>	<ul style="list-style-type: none"> <li>• Involve PreK programs to Transition planning and designate team members</li> <li>• Create a Timeline for Transition Activities</li> <li>• Create a kindergarten transition “Dear Parent”</li> </ul>	<ul style="list-style-type: none"> <li>• Send out the kindergarten transition “Dear Parent” letter to all families of children receiving special education who will be eligible for kindergarten in the Fall (2018 for students eligible for Kdg in 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• First informal visit for parents to visit the elementary school and potential classroom</li> </ul>

# TRANSITION TIMELINE ACTIVITIES



January	February	March	April	May	June
<ul style="list-style-type: none"> <li>Transition team's first meeting to create timelines</li> <li>Review current IEP goals, objectives, and progress.</li> </ul>	<ul style="list-style-type: none"> <li>First formal classroom visit/observation for both parties</li> <li>Discuss Extended School Year, and summer program that may would assist the parent</li> </ul>	<ul style="list-style-type: none"> <li>Transition team meets to discuss IEP goals/progress and basic Kdg skills and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten, special education teachers and ancillary providers research for additional training on strategies to use in kindergarten</li> <li>Pre K students visit Kdg classroom for an activity</li> <li>Begin planning for additional support staff if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule exit from prek and develop new IEP for Kindergarten to begin in the fall.</li> <li>Seek opportunities for additional trainings for specific disabilities to learn new teaching strategies to use in kindergarten.</li> <li>Pre K students visit Kdg classroom for an end of the year activity</li> </ul>	<ul style="list-style-type: none"> <li>Schedule exit from prek and develop new IEP for Kindergarten to begin in the fall.</li> <li>Seek opportunities for additional trainings for specific disabilities to learn new teaching strategies to use in kindergarten</li> </ul>

# TRANSITION CHECKLIST



- Contact local Head Start, Day Care and the FACE program to locate potential students
- Notify administration of potential students with disabilities who will be eligible for Kindergarten in the fall
- Create and send out “Dear Parent” letter
- Organize Transition Team members
- Develop a Transition Timeline for activities
- Review current IEP
- Schedule visitation and observation of programs
- Order materials and equipment needed if necessary
- Encourage family participation in Kindergarten Orientation activities
- Children are enrolled and ready to begin Kindergarten

# RESOURCES



- Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)
- National Dissemination Center for Children with Disabilities (NICHY) [www.nichcy.org](http://www.nichcy.org)
- IDEA: New Expectations for Schools and Students 5<sup>th</sup> Edition
- Parent Information Center [www.wpic.org](http://www.wpic.org)
- The National Early Childhood Transition Center
- <http://www.hdi.uky.edu/SF/NECTC/Home.aspx>

# CONTACT INFORMATION



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# LRP Resources for School Staff



- Kelly Whiting,
- Product Trainer & Implementation Specialist
- LRP Publications
- [www.lrp.com](http://www.lrp.com)
- 1-800-515-4577, x8311
- [kwhiting@lrp.com](mailto:kwhiting@lrp.com)