DPA Special Education Monthly TA Call

October 9, 2018

Topics

- Secondary Transition IEP File Review for SY 2017-18
- Post-School Outcome Data Collection for SY 2018-19
- Students with Disability Child Count for SY 2018-19

Secondary Transition IEP File Review for SY 2017-18

- The Secondary Transition (SPP/APR Indicator 13) IEP file reviews took place March-April 2018

- Sixty 60 high schools had a file review using the NASIS Special Education Module

- A sample of all files of students 16 years of age or above were reviewed

- 298 sample files were reviewed using the National Secondary Transition Technical Assistance Center (NSTTACT) Indicator 13 Checklist Form A to determine whether students have compliant IEPs

Eight Required Components—NSTAACT Form A Checklist

- Appropriate measurable postsecondary goals that cover education, training, employment, and as needed, independent living
- Postsecondary goal(s) are updated annually
- Evidence that measurable postsecondary goal(s) based on age appropriate transition assessment
- Transition services in IEP that will reasonably enable student to meet post secondary goals
- Transition services include course of study
- Annual IEP goals related to student's transition service needs
- Evidence that student was invited to IEP team meeting where transition services were discussed
- **If** appropriate, evidence that a representative of any participating agency was invited to IEP team meeting with the prior consent of the parent or student who has reached the age of majority

Preliminary Trend Data for Part B Indicator 13

Statewide Percent of Compliance Across Elements of I-13 Checklist
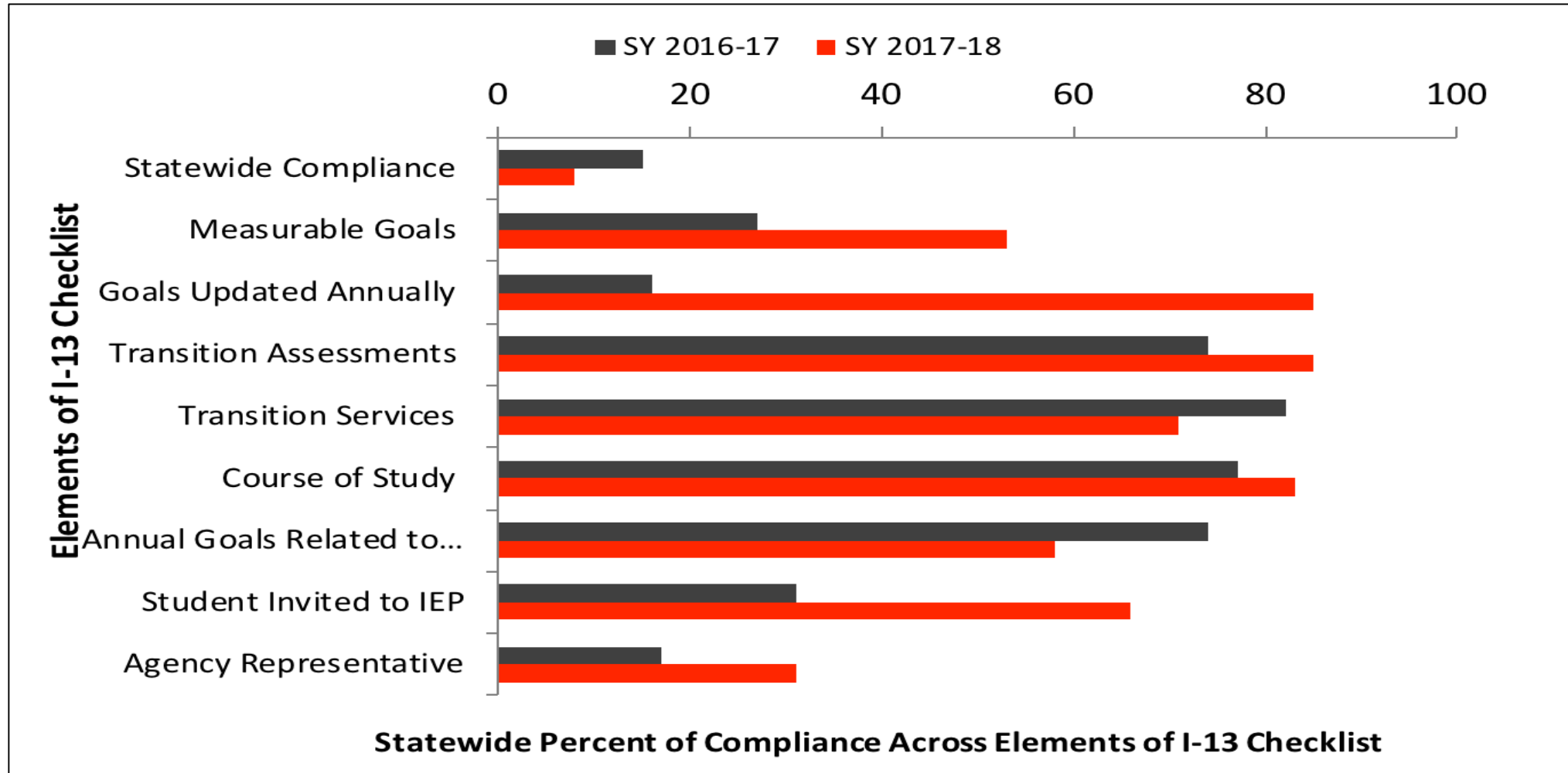
Areas Most Out of Compliance SY 2017-18

- 139 IEPs did not include measurable post-school goals (item #1 on the Indicator 13 Checklist A)

- 45 IEPs did not indicate it was updated annually (item #2 on the Indicator 13 Checklist A)

- 45 IEPs did not include goals based on age appropriate assessment (item #3 on the Indicator 13 Checklist A)

- 86 IEPs did not include transition services aligned with post-school goals (item #4 on the Indicator 13 Checklist A)

- 53 IEPs did not include an appropriate course of study (item #5 on the Indicator 13 Checklist A)

- 125 IEPs did not include annual goals aligned with post-school goals (item #6 on the Indicator 13 Checklist A)

- 101 IEPs did not indicate student was invited to the meeting (item #7 on the Indicator 13 Checklist A)

- 206 IEPs did not invite appropriate agencies to the meeting to support students in transition (item #8 on the Indicator 13 Checklist A)

- Correction Process—High schools had the opportunity to correct any findings of noncompliance identified by September 28, 2018
- If you haven't corrected the findings of noncompliance, please send the following information to Zonnie Sombrero: zonnie.sombrero@bie.edu
  - Student NASIS No.
  - Description of Finding
  - Correction of Noncompliance
- Corrections made by school are being verified
- Written notification of finding will be issued to high schools that did not correct by September 28, 2018

Post-School Outcomes Data Collection for SY 2018-19

- All BIE-funded high schools will be provided a list of exited students with disabilities from SY 2016-17 that was generated from NASIS

- All BIE-funded high schools will complete follow-up interviews for each student on your school's designated list by November 16, 2018

- Students should be contacted at least 3 times before considering the student unreachable

- Your interview documentation will be entered into a separate excel file titled *Template for Collecting Results of Contacts* (Disposition Codes) which can be found in Obaverse

Youth	Interview Completed	Interview began, not completed	Missing contact information	Incorrect contact information	No answer	Language barrier	Refused to participate	Notes

- This requires that you create an account in ObaVerse, if you haven't done so already. Directions for creating an account: https://www.obaverse.net/welcome/

- The recording of the post-school outcomes data collection training conducted on November 14, 2017 and a copy of the power point slides are posted in ObaVerse (i.e., Training materials for conducting the PSO Interview; BIEPSO Data Collection Tools)

- It is recommended you view the recording again as a refresher

Timeline for PSO Data Collection

- October 10-12, 2018: Webinar notice will be sent to high schools
- October 15-17, 2018: List of exited students during SY 2016-17 will be sent in separate email to each high school
- October 18, 2018: Webinar on PSO Data Collection training
- November 16, 2018: Complete student interviews

- Further information: Eugene Thompson, eugene.Thompson@bie.edu, 505-563-5394

Students with Disability Count for SY 2018-19

- The Special Education Student Count NASIS data pull will take place on the last Friday in the month of October (Friday, October 26, 2018).
  - Students must be enrolled with an active Individualized Education Program (IEP) on that date to be counted.
  - Individualized Education Program (IEP) created/uploaded to NASIS **must** include all required signature/date documentation.
  - Enrolled with an Active IEP does NOT mean that the student must be in attendance on that day.

Complete Enrollment Data

- The NASIS Enrollment must be one with an Active and Locked IEP.
- The NASIS enrollment with the Active IEP must start prior to or on October 26, 2018.
- To be counted, the enrollment with the Active IEP must not terminate prior to October 26, 2018.
- These enrollment fields need to be completed: Birthdate, Gender, Grade, English Learner and Homeless Status

Complete IEP Data

- IEPs need to be Locked after the Parental Signature has been obtained

- IEP Start Date should be entered

- Special Education Disability Code
  - Students 10 and older cannot be categorically identified as Developmentally Delayed

- Special Education Environment
  - Students 5 and younger will can have an Early Childhood Environment (e.g. – A01, B02, etc…)
  - Students 6 and older must be in a School Age Environment (e.g. – A, B, C, D, E, etc…)

Student Count Point of Contact

- Jennifer Davis, Education Specialist
  - Email: jennifer.davis@bie.edu
  - Phone:(480) 777-7986

- Donald Griffin, Supervisory Education Specialist
  - Email: donald.griffin@bie.edu
  - Phone: (202) 208-0268

Timely Initial Evaluations Reminder

- The webinar was held on August 30, 2018

- Desk Audit Form was due on/or before September 28, 2018

- Please send now to fax #615-564-6631, attention: Narcy Ka'Won

- The Desk Audit Form can be downloaded from Native Star under *Docs and Links*

DESK AUDIT FORM

BIE Division of Performance and Accountability (BIE-DPA)
State Performance Plan (SPP)/Annual Performance Report
Indicator 11 - Timely Evaluation for SY 2017-18

DUE: September 28, 2018

Read Carefully

☐ A. Check the box to the left if the school had Zero Initial evaluations for SY2017-18

If Zero, complete questions 1-4 below

B. Schools with initial evaluations will complete and **FAX** the desk audit form to Narcy Ka'Won (See Guidance document). Insert student information as noted, and utilize drop down boxes where appropriate.

1	School	
2	School Contact	
3	Email Address	
4	Contact Phone Number	
5	# of Initial Evaluations	

C. Upload the two (2) required documents for **ALL** the students listed below. (Signed Parent to Consent to Evaluate and Determination of Eligibility)

D. Complete the information below on **ALL** students of which an initial evaluation was started for SY2017-18 (July 1, 2017 - June 30, 2018). Utilize the drop down box when indicated.

	Student Eligibility	NASIS # (NOT Student ID)	SY2017-18 Grade level	Date the school received the signed Parent Consent to Evaluate	Date of Determination of Eligibility	Reason for Delay (See Code definition tab below)	Only Type in an Explanation for Reason codes #3 and #4	Total # of Days
1								0
2								0
3								0
4								0
5								0
6								0
7								0

Parent Consent to Evaluate

- Use the Date the document was <u>received</u> by the school.
- This should match the date on the desk audit form.
  - *If it does not change the date on form*

Page 2   Assessment Plan Report   Student Name:

Parent/Guardian Consent to Evaluate / Reevaluate (§300.300)

Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in the native language, or through other modes of communication. The parent understands and agrees in writing to the activity or activities for which consent is sought. The granting of consent by the parent or legal guardian is voluntary and may be revoked in writing at any time.

I consent to the evaluation as indicated: ☐ Yes   ☐ No

_____   _____   _____
Parent/Guardian/Student *(if of age)*   Date   Date received by school

This notice has been communicated in the primary language of the parent(s)/guardian(s).   ☐ Yes   ☐ No

An interpreter _____ was _____ was not needed.

A copy of procedural safeguards is enclosed. Please read them carefully and ask school staff if you have any questions.

Initial evaluation(s) must be conducted within 60 days of receiving parent/guardian consent (§300.301(c)(1))

- Only this form is acceptable

Determination of Eligibility

- Located under Evaluation Summary Report
- Review the form to ensure it complete & the signed dates match to the desk audit form

DETERMINATION OF ELIGIBILITY

The evaluation team has reviewed the evaluation data and proposed the following action:

[x] This child has a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), in the area of (Primary Disability) __Emotional Disturbance__ . This disability adversely affects educational performance, and the child requires specialized instruction. The team agrees that neither lack of instruction in reading or math, nor limited English proficiency was a factor in this determination.

    Related services are required for this child: [x] Yes   [ ] No

    If yes, list service(s):

    Psychotherapy

[ ] This child does not have a disability, as defined in the Individuals with Disabilities Education Act (IDEA 2004), that adversely affects educational performance, and does not require specialized instruction.

This child has been considered for Section 504 services and requires a 504 plan: [ ] Yes   [x] No   *If yes, refer to Student Assistance Team or Similar team.*

Does this child need further evaluation to determine special education services?   [ ] Yes   [x] No   *If yes, refer to the child's Assessment Plan.*

Team Participants:

Name/Title	Agree	Disagree	Signature	Date

CONTACT INFORMATION

NARCY D. KA'WON

Phone: 615-564-6632 Fax: 615-564-6631

narcy.kawon@bie.edu

or

ZONNIE SOMBRERO

Phone: 928-283-2208

zonnie.sombrero@bie.edu

BIE Division of Performance and Accountability Special Education Staff 2018-19

Staff	Location	Email	Telephone
Connie Albert Education Program Specialist	Albuquerque, NM	connie.albert@bie.edu	505-563-5180
Jennifer Davis Education Program Specialist	Phoenix, AZ	jennifer.davis@bie.edu	602-265-1592
Donald Griffin Supervisory Education Specialist	Washington, DC	donald.griffin@bie.edu	202-208-0268
Narcy Ka'won Education Program Specialist	Nashville, TN	narcy.kawon@bie.edu	615-564-6632
Deanna Klingensmith Education Program Specialist	Seattle, WA	deanna.klingensmith@bie.edu	206-220-7979
Marcy Oliver Education Program Specialist	Albuquerque, NM	marcy.oliver@bie.edu	505-563-5239
Delphina Shunkamolah Education Program Specialist	Shiprock, NM	delphina.shunkamolah@bie.edu	505-368-3407
Zonnie Sombrero Education Program Specialist	Tuba City, AZ	zonnie.sombrero@bie.edu	928-283-2218
Dr. Eugene Thompson Education Program Specialist	Albuquerque, NM	eugene.thompson@bie.edu	505-563-5394