

## Part B Compliance:

# THE LIST MARCH

**2016**

- LEAs will receive the Preliminary Roster of the **ACT-APPROVED ACCOMMODATIONS** on or about March 14, 2016. Plan to review this roster carefully and if any accommodation has been denied, the school can submit an Edit for Reconsideration in the TAA system. Remember that in Missouri, only the ACT approved accommodations can be provided to the student during the administration of the ACT on April 19, 2016.
- The **SPRING TESTING WINDOW** for EOCs is now open and the spring testing window for Grade-Level Assessments will open on April 4, 2016. Be sure to review Form D for students and follow your district procedures for communicating the information to your District Test Coordinator. There have been many questions about why the Universal Tool of “Read Aloud – Text-to-Speech” is a choice for Grade-Level Assessments but not for the EOC exams. This is because the Text-to-Speech feature is not embedded in the EOCs. Note that the EOCs still allow for this Universal Tool through a human reader or use the student’s personal assistive technology device or software. Please refer to the Tools and Accommodations Lists under Resources on the Assessment webpage at <http://dese.mo.gov/college-career-readiness/assessment> for additional information.
- If your LEA plans to use the **SPEECH IMPLEMENTER MODEL** during the 2016-17 school year, be sure to advertise for both a speech/language pathologist and speech/language assistant as part of the application process. Information about the Speech Implementer Model is available at <http://dese.mo.gov/special-education/compliance/speech-implementer>
- EXTENDED SCHOOL YEAR (ESY)** decisions will need to be made by IEP teams soon. Remember to refer to your LEA’s school board policy on requirements for data collection, programming, and eligibility requirements. ESY is often mistakenly thought of as the same thing as summer school – it is NOT. Summer School is available to all students who are eligible to attend while ESY is required for students with disabilities in order to receive FAPE. ESY decisions must be documented in the IEP under special considerations and, if applicable, on Form A. Remember that if the LEA will use the speech implementer model or an SLP-A to provide speech/language services to students during ESY, the same supervision requirements continue to be in place.
- The **MAP-A** spring testing window will be open between April 4, 2016, and May 27, 2016. It is very important to be aware that the ESSA caps participation in the MAP-A for accountability purposes at 1% beginning in the 2016-17 school year. LEAs should be carefully reviewing their MAP-A participation rates as well as their MAP-A eligibility decisions to be sure students meet the MAP-A eligibility criteria. Information and resources for MAP-A eligibility criteria can be found at <http://dese.mo.gov/college-career-readiness/assessment/map-a>. Be watching for SELS messages for additional information and procedures related to this change.
- This is a good time to review **PARAPROFESSIONAL TRAINING** documentation to ensure the annual training requirements will be met by the end of the school year. Paraprofessionals who do not hold teaching certificates are required to receive orientation plus 15 clock hours of training during the initial year of employment and 10 clock hours of training each subsequent school year. See indicator 100.280 for specific requirements.

The **WORKFORCE INVESTMENT OPPORTUNITY ACT (WIOA)** will go into effect for the 2016-17 school year. WIOA will require changes in procedures and practices related to noncompetitive or sub-wage training and employment during secondary school. LEAs need to be aware of the impact of WIOA for transition plans, transition services, and IEP goals. LEAs will also need to be contacting and working with transition resources including Vocational Rehabilitation Counselors and Pre-Employment Transition Specialists in their communities. More information will be sent via SELS messages shortly.

Begin planning for documentation required for **GRADUATING STUDENTS**. The Summary of Performance (SOP) must include a summary of the academic achievement and functional performance of the student as well as recommendations on how to assist the student in meeting the student's post-secondary goals. The SOP must be provided not more than 60 days prior or 30 days after the student graduates. Also remember that graduating is a change of placement and requires that prior written notice of action be provided to the parent/guardian.

Mark your calendars for these summer trainings and be watching SELS for registration information:

- **NEW DIRECTOR'S TRAINING** will be held July 13-15, 2016 in Jefferson City for first and second year special education directors
- The **TRANSITION INSTITUTE** will be held June 28-30, 2016 at the Lake of the Ozarks for LEA and agency staff to develop community teams

**COHORT 1** LEAs are working to provide documentation to demonstrate systemic compliance with IDEA prior to April 1, 2016. LEAs who are required to complete follow-up timeline collections should be working to gather and monitor data related to initial evaluation or C to B transition timelines. Follow-up timelines are due in IMACS no later than March 20, 2016. Note that 40% of Cohort 1 LEAs have already cleared their CAP! Please visit with your Compliance Supervisor or Consultant if you have questions or need assistance.

**COHORT 2** LEAs should be uploading documentation from the self-assessment for selected students into IMACS no later than April 1, 2016. Also be collecting data on all initial evaluations and Part C to Part B transitions completed between July 1, 2015 and April 30, 2016. These are due in IMACS on May 15, 2016. Please visit with your Compliance Supervisor or Consultant if you have questions or need assistance with any of these monitoring activities.

**COHORT 3** LEAs should be planning for professional development to maintain compliance and improve outcomes for students with disabilities. Remember that "mock" file reviews can be conducted in IMACS as a training opportunity for LEA staff. Visit with your Compliance Consultant to arrange training opportunities in your LEA. Mark your calendars for self-assessment trainings that will be held around the state during for October, 2016.

The Compliance Team meets monthly to review and analyze **DATA** related to compliance. This month we looked at the most common issues for child complaints corrective action plans (CAPs) as a means of informing LEAs and school staff in the field of trends, issues and implications for practice. Implementing the IEP and BIP as written was the most commonly identified noncompliance with failing to provide prior written notice and failing to respond to a parent request for an evaluation tied for second place. In third place was not providing a copy of the IEP in a timely manner, not conducting the triennial evaluation in a timely manner, not following the transfer process, and not providing special education instruction by properly certificated staff. LEAs should examine their procedures and practices related to these issues to ensure compliance in these areas.