

SEPTEMBER 2018 TO DO LIST
OFFICE OF SPECIAL EDUCATION
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COMPLIANCE - PART B

1. **ANNUAL PUBLIC AWARENESS ACTIVITIES** must be conducted prior to November 1. These include four separate required methods: 1) either a radio or TV announcement, 2) either a newspaper notice or LEA website posting of the notice, 3) patron notification through a newsletter, student handbook, or flyers, and 4) posters or notices located in all administrative offices.
2. Be sure to **UPDATE SPECIAL EDUCATION CONTACT INFORMATION** in Core Data. DESE sends all pertinent special education correspondence to via email. To ensure student confidentiality, every LEA must also update the **IMACS USERS LIST** to reflect current employees and the appropriate data access rights for accessing the data network and DESE applications.
3. Begin planning for **MAP-A training** for staff, enrollment of identified students, and administration of the Dynamic Learning Maps (DLM). The following link has resources as well as a calendar of the testing windows dates. <http://dese.mo.gov/college-career-readiness/assessment/map-a> The DLM is the statewide alternate assessment for English language arts and mathematics for grades 3-8 and grade 11, as well as science for grades 5, 8 and 11. Participation in the MAP-A is documented on Form D (Statewide Assessments) of the model IEP. Because the DLM is not used for statewide accountability in grades 9, 10, and 12, Form E (Districtwide Assessments) would be used to document participation in the assessment if the district requires participation in the DLM at those grade levels and includes the DLM in the district assessment plan.
4. Review procedures and practices related to **PARENT REFERRALS**. Remember the first step in the process is to consider the parent request for a special education evaluation and make a decision regarding whether or not a disability is suspected. If a disability is not suspected, provide the parent with a Notice of Action refused; if a disability is suspected, proceed to the first step in the evaluation process by conducting a Review of Existing Data (RED) and then follow the evaluation process to its conclusion. Whenever a RED is conducted for an initial evaluation, the only way to conclude the evaluation process is to provide the parent an Evaluation Report and a Notice of Action.
5. **SPEECH IMPLEMENTER APPLICATIONS FOR APPROVAL** must be submitted and approved prior to the provision of services using this model. Remember that if your district is using the SLP-A model, you DO NOT need approval. Refer to the webinar and webpage guidance at <http://dese.mo.gov/special-education/compliance/speech-implementer> or contact Sandy Kliethermes at 573-751-3520 for questions.
6. **COHORT 1** should receive the results of their Self-Assessment and Desk Review as well as notification of those LEAs selected for onsite reviews by mid-October.
7. **COHORT 3** 100 percent of the LEAs have cleared their CAPs and are back in compliance at this time.

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8. When completing the evaluation reports for students, always remember the **EXCLUSIONARY STATEMENTS**. These are usually at the end of the report. Also, note that there was an update to an exclusionary statement due to ESSA. **The Reading component** states, *A lack of appropriate instruction in reading including the essential components of comprehensive literacy instruction (as defined in Section 2221(b)(1) of the ESEA):*

- 1) *Phonemic Awareness*
- 2) *Phonics*
- 3) *Vocabulary Development*
- 4) *Reading Fluency including oral reading skills*
- 5) *Reading Comprehension Strategies*

Please verify that your district forms have the current update. This is a compliance requirement.

9. Remember, when you have a student who is being **Home schooled** and the parent would like to have the student receive his/her services at the school, the student is still a **Home schooled** student and will need an ISP. If the student enrolls back into your district, the ISP would become an IEP.

10. As helpful resources to districts, remember that **PROJECT ACCESS** has many resources available to districts, and they will provide two free onsite visits and trainings on Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP).

11. **LOCATIONS for Cohort 2** Self-Assessment Trainings (registration in My Learning Plan) are

- a. October 1-Jefferson City
- b. October 5-Jefferson City
- c. October 11- Cape Girardeau
- d. October 17- Springfield
- e. October 30-Maryville