



***SPECIAL EDUCATION COMPLIANCE
TIERED FEDERAL MONITORING***

***SELF-ASSESSMENT
TRAINING***

COHORT 3

2019

Missouri Department
of Elementary and Secondary Education

WELCOME COHORT 3!

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- Introductions
- Housekeeping Items
- THANKS in advance for putting your cell phones on SILENT!



Learning Objectives

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Participants will learn

1. the steps in the special education monitoring process for local agency self-assessment;
2. the required activities for the self-assessment and their due dates;
3. How to find resources for assistance with questions.



Program Monitoring of Districts

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Once every three years each district will go through the cyclical monitoring process.

The cyclical monitoring process consists:

- Self-Assessment (Year 1)
- Corrective Action Plans (Year 2)
 - Onsite Monitoring - Approximately 5-10% of LEAS in each cohort will be chosen to participate annually.
- Maintain & Retrain (Year 3)



Self-Assessment Year 1

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Training for Self-Assessment - **Oct**

Conduct Self-Assessment - **Nov-Jan**

Submit Self-Assessment in IMACS 2.0 – **Jan 31**

Submit Verification Documentation for the Desk Review - **Apr 1**

Submit Timelines (Initial/C to B) - **May 15**



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Conducting the Self-Assessment

EDUCATION



Five Components of the Self Assessment

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1. File Review
2. Initial Evaluation Timelines
3. C to B Transition Timelines
4. Upload requested documents in IMACS 2.0
5. Parent Surveys



File Review: Number of Student Files Included

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- Number of files to select:
 - Based on the December 1, 2018 child count for the agency, the following number of files should be used as a guideline for determining the total number of files reviewed:
 - Less than 10 – all files reviewed
 - 11-99 – minimum of 10 files reviewed
 - 100-199 – minimum of 15 files reviewed
 - 200-999 – minimum of 20 files reviewed
 - More than 1000 – minimum of 25 files reviewed



File Review: Selecting Student Files

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- Student files selected by the district for self-assessment should represent
 - A cross section of ages, grade levels and buildings within the district including ECSE and transition
 - A variety of disabilities and placements: Intellectual Disabilities (ID), Other Health Impaired (OHI), Specific Learning Disability (SLD)
- Select files from the current and prior school year



File Review: Types of Student Files

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Select a sampling of files for students who

- Had initial evaluations,
- Were reevaluated with or without assessment,
- Have postsecondary transition plans
- Were long-term suspended

Use each student's file for reviewing as many indicators as possible



Required/Conditional Indicators

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Required Indicators

- Referral (initial only)
- Evaluation
- Reevaluation
- IEP
 - Least Restrictive Environment
 - Postsecondary Transition

Conditional Indicators

- MAP-A
- Eligibility (SLD,OHI, ID)
- Long Term Suspensions



File Review: Selecting a Variety of Files

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- Initial Evaluations
 - When conditional indicators are triggered, include students eligible using criteria for SLD, ID and OHI
- Reevaluations
- IEPs
 - A variety of grade levels including ECSE
 - A minimum of five IEPs with postsecondary transition plans
 - IEPs for students enrolled in MAP-A when conditional indicators are included



Enter Student Demographic Data In IMACS 2.0

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There are now two ways to add data:

- Type student demographic data in IMACS 2.0
- Upload student demographic data to IMACS 2.0



File Review: Assemble Documents

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□ Initial Evaluations

- Referral, review of existing data, evaluation report and IEP
- Prior Written Notices
- Meeting Notices
- Meeting Notes or Contact Logs, if applicable
- Discipline documentation



File Review: Conducting Self Assessment

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- Read the **entire** indicator.
- Refer **often** to the Special Education Compliance Program Standards and Indicators manual for guidance and clarification.
- Do **not** rely only on the IMACS 2.0 checklist language.
- Determinations are

Yes = documentation is present/correct

No = documentation does not meet compliance

N/A = indicator doesn't apply



Documentation for the Desk Review Verification

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- Upon request, upload documentation from the files of specific students for the desk review.
- Upload to IMACS 2.0 no later than April 1, 2020.
- DESE supervisors will review and verify each district's self-assessment in IMACS 2.0 during desk monitoring conducted from April through July 2020.
- Provide your supervisor with summer contact info (cell phone #, email address) in case of questions or if additional documentation is needed to complete the verification



Timelines: Submission

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- **Timeline submission due May 15, 2020.**
 - Initial Evaluations
 - Include all students with initial evaluations (ineligible and eligible).
 - Part C to Part B Transition
 - Include all students referred from Part C whose referral date and birthday fall within the data collection period.
- Include initial evaluations completed between July 1, 2019 to April 30, 2020
- Include children who were in First Steps and turned 3 between July 1, 2019 to April 30, 2020



Parent Surveys

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- Purpose is to increase parent engagement
- Provide data for SPP Indicator 8
 - Percent of parents with a child receiving special education services, who report school facilitated parent involvement as a means of improving services and results for children with disabilities.*
- All parents of students with disabilities served by the LEA should participate in the Parent Survey:
 - During second semester of the 2019-20 school year, the University of Missouri will send out the survey
 - Follow instructions for conducting the survey
 - LEA provides parent with survey
 - Parent completes and returns survey
- LEA will receive results of surveys to use in planning for increasing parent involvement.



Learning Objectives

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Participants will know

- ✓ 1. the steps in the special education monitoring process for the self-assessment;
- ✓ 2. the required activities included in the self-assessment and due dates for submission;
- ✓ 3. resources for questions and assistance.



Regional Professional Development Centers

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Questions? Please contact:

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