

Monitoring and Program Effectiveness Updates October 2017

Monitoring Activities

One of functions of the Monitoring and Program Effectiveness (MPE) section is to monitor each LEA for compliance with IDEA and Arkansas Regulations. Arkansas uses a four-year cycle which means all LEAs are monitored at least once every four years.

This year ADE is monitoring Cycle 2 districts and has divided these LEAs into two timeframes. The dates for each timeframe are shown in the table below. All LEAs in Cycle 2 will conduct a self-review as part of the monitoring process. Some LEAs will be engaged in additional monitoring and technical assistance actions based on established risk. The timeframe begin and end dates indicate the dates during which the LEA will be completing the self-review portion of the monitoring. The 90-day reference in the table indicates the time during which the LEA can work to correct any potential areas of non-compliance and the ADE's timeframe to review the data submitted including requests for additional information. Letters of findings will be sent after ADE has completed the review of all documentation for the LEA.

Date	Timeframe	Action
9/11/2017	1	Letter of Notification done
9/18/2017	1	Letter of Notification mailed
10/16/2017	1	Timeframe begins
11/10/2017	1	Timeframe ends
11/13/2017	1	90 days begins
by Dec 8, 2017	1	Reports mailed
2/9/2018	1	90 days ends
	1	Letters of Finding mailed

1/4/2018	2	Letter of Notification done
1/8/2018	2	Letter of Notification mailed
1/22/2018	2	Timeframe begins
2/16/2018	2	Timeframe ends
2/19/2018	2	90 days begins
by March 16, 2018	2	Reports mailed
19-May	2	90 days ends
	2	Letters of Finding mailed

Districts may be monitored more frequently than four years if determined necessary.

- Monitoring tools have been revised for the current year
 - Student Folder Checklist
 - Aligned with new special education forms
 - Used to review a specific student's folder

- Designed to address key areas of compliance within the special education process, to help ensure that each child's needs are addressed through evaluation and their IEP
 - General Program Checklist
 - Used for the LEAs to review their overall special education policies and procedures
 - Areas addressed on the checklist include
 - Child Find
 - Confidentiality
 - Contract employee licensure
 - Surrogate parent processes
 - Transfer student processes
 - Teacher Information Sheet
 - Used for district to list professional staff, their caseload, and per period ranges. This provides an overall picture of the LEA's services.
- Guidance documents for each monitoring tool have also been revised.

SEA Current Projects and Committee Involvement

- SPED 101 Training
 - Monitoring and Program Effectiveness partnered with Dispute Resolution to host 17 *Sped 101* training sessions throughout the state during the summer of 2017. The session covered topics including: Child Find, Referral, Evaluation, IEP development, Re-evaluation, and Dispute Resolution. Feedback from the sessions was positive.
 - Developing a Q&A from the training based on questions from participants
 - Working on a web version of this training for two audiences
 - face to face attendees so they can review the information
 - first time participants to go through the course and earn professional development hours
- Specially Designed Instruction (SDI) Training
 - As ADE-SEU works with districts to focus on results for students, we want to help define, address, and build understanding of Specially Designed Instruction. This term is part of the definition of special education in IDEA.
 - **Specially Designed Instruction:** Adapting as appropriate the ***content, methodology or delivery*** of instruction
 - (i) to address the unique needs of a child that result from the child's disability; and
 - (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards of the public agency that apply to all children.

- The first step in this work was to present a session at the LEA Academy to lay a foundation for why SDI is important. The session was well attended.
- The team is gathering information and thinking about audience and district needs for future training as we continue to develop opportunities for learning about SDI.
- Coordinated Early Intervening Services
 - Districts identified with significant disproportionality are required to set aside 15% of their IDEA Part B allocation to provide Coordinated Early Intervening Services (CEIS) to students that are not identified as having a disability under IDEA.
 - MPE team members will be working with Finance, beginning in November, to revise the CEIS application and procedures to ensure districts are using evidence-based practices in the selection and provision of CEIS.