

# Annual Performance Report FFY 2005

Alaska Department of Education  
& Early Development



Submitted to the Office of Special Education Programs,  
U.S. Department of Education

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## APR– Part B (4)

Alaska  
State

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**Part B State Annual Performance Report (APR) for FFY 05****Overview of the Annual Performance Report Development:**

The development of the Alaska Part B State Performance Plan (AK-SPP) and the Alaska Annual Performance Report (AK-APR) is a culmination of many efforts beginning with the broad stakeholder involvement initiated with the Continuous Improvement Monitoring Process (CIMP), and continuing through the state's Annual Performance Report (APR). The contributions of the Part B stakeholders continue to be vital and necessary for the completion of this work initiated by the Alaska State Education Agency.

Much of the early work on the Part B CIMP and APR was done and completed in conjunction with Alaska Part C. Our combined participants and stakeholders numbered more than 200 participants at times. There was strong participation at every level including parents, teachers, advocates, providers, principals, administrators, students, and state agency representation as well as local and tribal entities. Several agencies continue to be integral to the Alaska Part B effort to include and utilize stakeholder involvement. These critical agencies have been the Education Committee of the Governor's Council on Disabilities and Special Education (GCDSE) which serves as the State Advisory Panel; the Education Committee of the GCDSE which serves as the Alaska Special Education Advisory Panel, PARENTS Inc., LINKS, and Stone Soup Group (Alaska parent information centers), and Alaska Special Education Services Agency – SESA. Also critical in the effort to involve and facilitate Alaska's public meetings and the processes involved in these meetings was the work and input of the Western Regional Resource Center. Alaska utilized the professional and technical skills of several National organizations that deserve some credit along with our stakeholders. Through this long process, beginning with the CIMP and culminating in the SPP and APR, the following organizations have been very helpful to our state: National Association of State Directors of Special Education - NASDE, National Center for Education Outcomes – NCEO, National Center on Secondary Education and Transitions – NCSET, National Center for Culturally Responsive Education Systems – NcCREST, and the National Early Childhood Technical Assistance Center – NECTAC.

Input regarding the Part B SPP and APR was reviewed and received from the Education Committee of the Governors Council on Disabilities and Special Education, which, as stated, serves as the Special Education Advisory Panel. Input into this process will continue to be developed and included into ongoing meetings with stakeholders. The Stakeholder meeting has generally been held at a time convenient to most stakeholders and noted as a July annual meeting. Review of the APR and now the SPP will be a part of the annual meetings.

The State of Alaska will be reporting results to the public in several different ways. A stakeholder group will be brought together to look at the district results and determine the formula, protocol and algorithm by which the designations for each district will be made. This will be done as soon as possible after the submission of this report. The results for each district will be incorporated onto our state report card website. [www.eed.state.ak.us](http://www.eed.state.ak.us). EED will provide the district with a District Performance report indicating the districts performance on each indicator (1-14).

Alaska Departments of Education and Early Development (EED) will make the SPP available on the EED website. The document will be presented to the State Board of Education during its regularly scheduled spring meeting. EED will also provide a notice to the public through the department website at [www.eed.state.ak.us](http://www.eed.state.ak.us) as well as identified list serve service.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

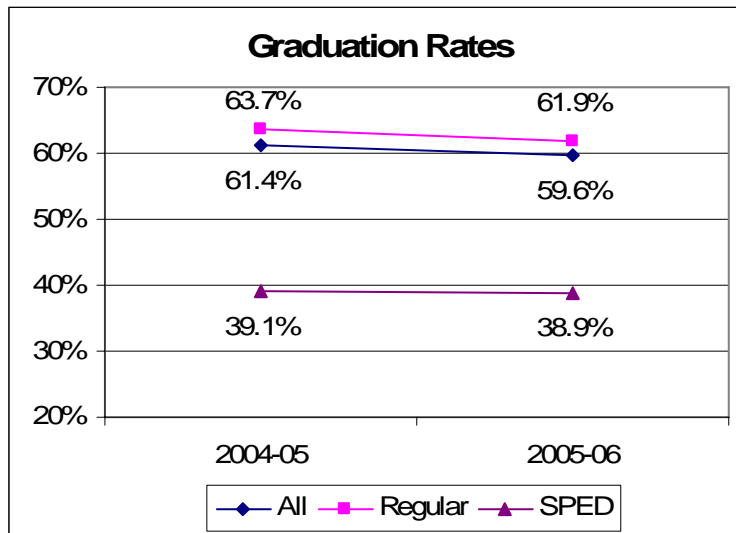
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** The data used to generate the graduation rate is the same for all students, whether they be on an IEP or not. The data is obtained from the Department’s student – level database (OASIS) and is collected at the conclusion of each school year. The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

**Applied:**  $(468 + 421 + 126 + 70 + 71 + 46) = 1202$   
 $468/1202 = 38.9$

FFY	Measurable and Rigorous Target
2005 (2005-2006)	40.1%

Actual Target Data for (FFY 05):



## APR– Part B (4)

Alaska  
State

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for *FY06*:

Due to the Noon v. Alaska decision, which affected the graduation requirements for the 2003-2004 school year, we now have two years of data to reflect the new graduation requirements and have adjusted our targets to reflect that.

Overall, the state showed a decrease of 1.8% from the 2004-2005 to the 2005-2006 school year. In special education the state only showed a decrease of 0.2%. Even though we did not reach our target, special education is still showing a smaller decrease in graduation rates than the regular education population.

#### Improvement Activities/Timelines/Resources:

It is the goal of the Alaska Department of Education & Early Development that all Alaskan students will graduate from high school.

1. The SEA & LEA's are continually striving, through public service announcements, to motivate students to graduate from High School. **Timeline: ongoing.**
2. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timeline: continuous.**
3. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved graduation rates. **Timeline: continuous.**
4. A statewide initiative is being looked at to help improve our graduation rates. **Timeline: current**
5. A new state regulation 4 AAC 06.076 has been put in place that allows students to come back to school (until legal school age) if they get a certificate of attendance, or complete the required coursework but have not received a diploma. **4AAC 06.076 Timeline: current. Resources: General funds**

**Resources: Travel/Per Diem/Lodging for stakeholder activities estimated at \$25,000.**

#### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FY06*

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. Revised baseline from 38.5 to 39.1 after the number changed slightly after data was cleaned.
3. EED added a graph to reflect new baseline data.
4. EED added discussion language to reflect graph.
5. Revised targets to reflect new baseline data.
6. Revised targets to reflect change in graduation requirements.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

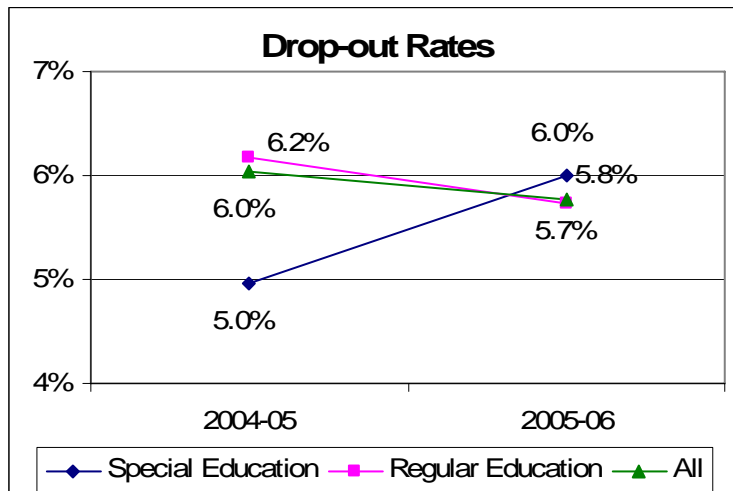
**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The Dropout rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

**Applied:** 441/7350= 5.3%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	4.72%

Actual Target Data for FFY 05:



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FY 06:**

Explanation of Slippage

The State of Alaska has a High Stakes Test, the High School Graduation Qualifying Exam (HSGQE), this has indeed impacted the dropout rate for all Students in Alaska. In order for students to graduate with a diploma they need to pass all three parts of the HSGQE in Reading, Writing, and Math as well as meet the districts graduation requirements. This has caused the dropout rates in our state to increase. During 2004-2005 the State of Alaska was involved in a class action lawsuit about the HSGQE. NOON v. Alaska

gave special education students a one year special education waiver allowing them to graduate regardless of performance on the HSGQE. The explanation of our slippage may lie in the fact that special education students are no longer able to get a waiver of the HSGQE requirements. The dropout rates decreased in the 2004-05 school year because special education students were able to get a special education waiver and regular education students could not. Therefore, during this school year regular education students showed an increase in dropout rates. During the 2005-06 school year neither population received a waiver. Therefore, students who might have received a waiver did not, which led to an increase in the dropout rate for special education students. In 2005-06 the regular education population showed a decrease in the dropout rate. Our hope is that special education rates will also level out and decrease.

#### Improvement Activities/Timelines/Resources:

1. The SEA and LEA's are using a broad base of "Motivational Messages" to try to keep students in school. These messages are delivered through a variety of public service announcements.  
**Timeline: Ongoing. Resources: Discretionary and VI-B funding**
2. The SEA and LEA's are also using training and strategies presented and promoted by the National Dropout Prevention Center for Students with Disabilities. **Timeline: ongoing. Resources: materials available through National Dropout Prevention Center.**
3. One of the trainings being used in our state is Why Try which is a new approach to incorporating visual, auditory strengths into a social skills curriculum to help them feel better about themselves and their performance in the school setting. **Timeline: ongoing. Resources: Discretionary and VI-B funding, LEA's contract separately.**
4. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved dropout rates. **Timelines: monthly, Ed. Committee, Annual, SEAP. Resources: Discretionary funding.**
5. A new state regulation 4 AAC 06.076 has been put in place that allows students to come back to school (until legal school age) if they get a certificate of attendance, or complete the required coursework but have not received a diploma.

#### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 06

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. EED added a graph to show clean baseline data.
3. EED added discussion language to reflect graph.
4. Revised targets to reflect clean data.
5. Revised targets to reflect change in graduation requirements.
6. Added calculation to determine dropout rates for all students.
7. Added definition of dropout rate.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: FAPE in the LRE**

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A. Percent = [(# of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100.

**Applied: 4/22= 18.2%**

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

**Applied: Reading (2,541+7,314+0+475) = 10,330/ 10,654 =97%**  
**Math (2,595+7,277+0+475) = 10,347/ 10,654 = 97.1%**

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured

**APR– Part B (4)**

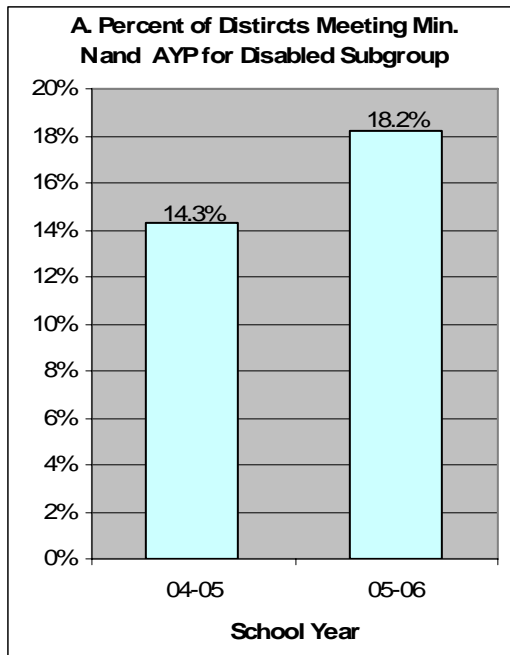
**Alaska  
State**

against alternate achievement standards (percent = [(e) divided by (a)] times 100).  
 Account for any children included in a but not included in b, c, d, or e above.  
 Overall Percent = [(b + c + d + e) divided by (a)].  
**Applied: Reading (1391+2687+0+343)= 4,421 /10,654 = 41.5%**  
**Math (1127+1808+0+333)= 3,268/10,654 = 30.7%**

**A**

FFY	Measurable and Rigorous Target
<b>2005 (2005-2006)</b>	17.3

**Actual Target Data for FY 05:**

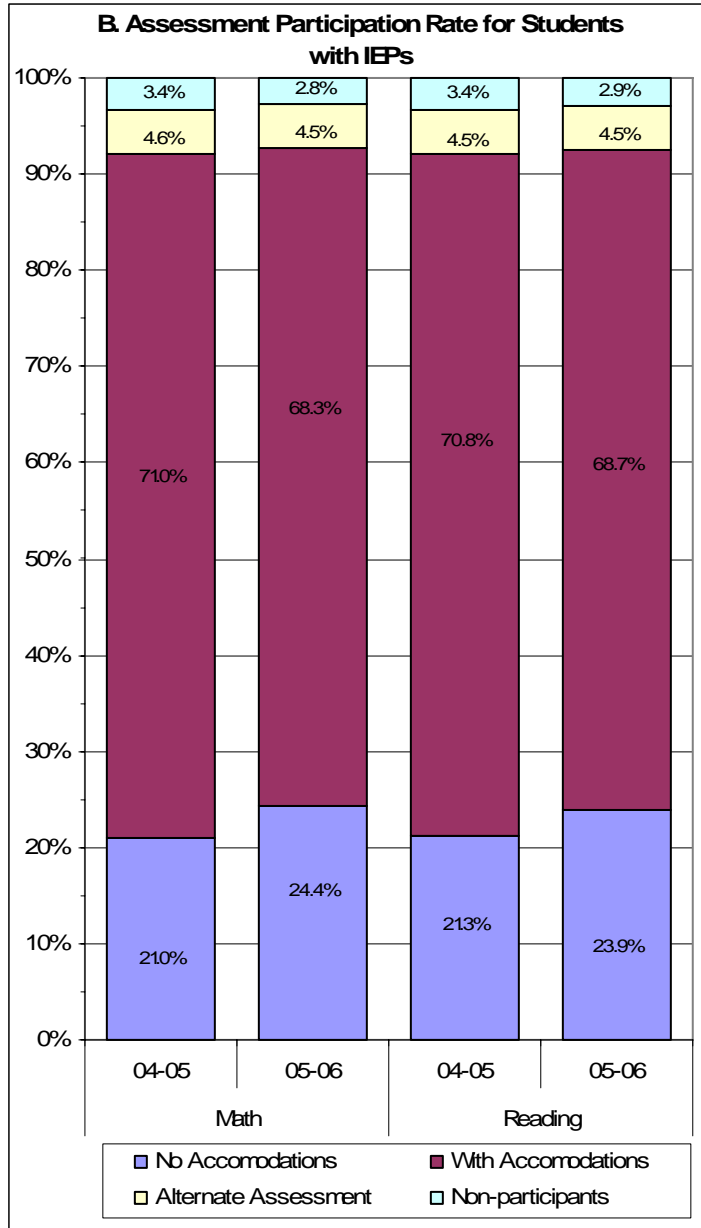


**Explanation of Progress or Slippage that occurred for (FFY 05):**

The State of Alaska has met its target in this area.

**B**

**Actual Target Data for FY 05**



Measurable and Rigorous Target	
<b>2006 (2005-2006)</b>	<b>Target – 95%</b>  Actual <b>Math – 97.2%</b> <b>Reading – 97.1%</b>

**Explanation of Progress or Slippage that occurred for (FFY 05):**

The State of Alaska has exceeded this target for the last several years and will continue to maintain at least 95 %. EED's actual percentages for participation rate were 97.25 in math and 97.1% in reading.

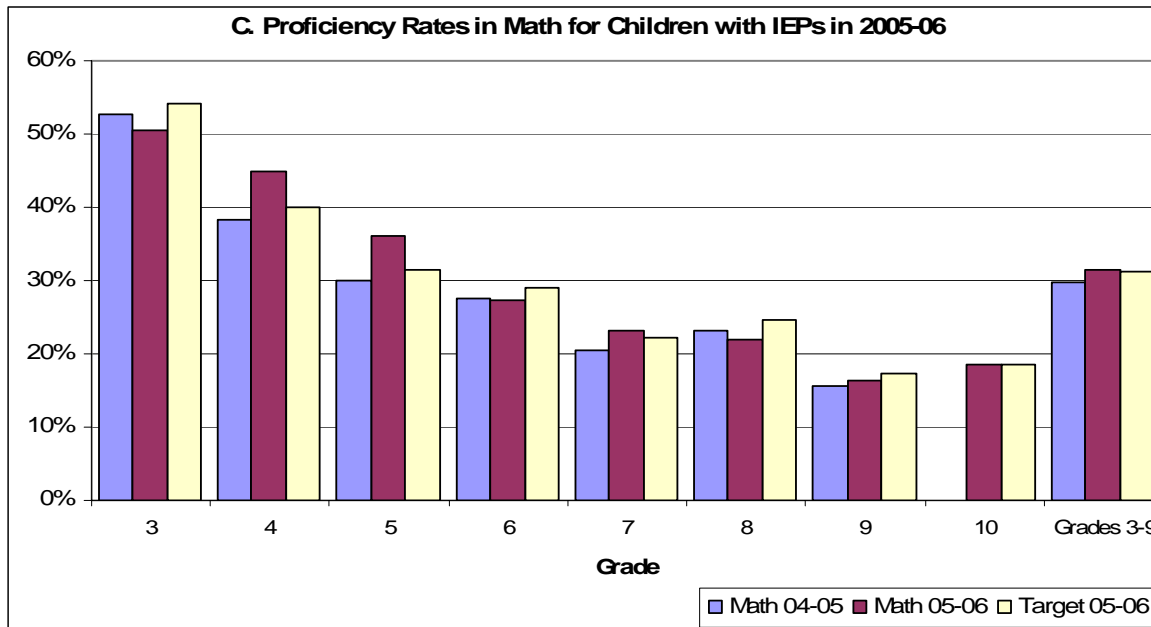
C

Overall Proficiency Rates for children with IEPs in 2005-2006									
	3	4	5	6	7	8	9	10	Grades 3-9
Math	50.5%	44.9%	36.0%	27.4%	23.1%	22.0%	16.4%	18.5%	31.5%
Reading	45.8%	48.7%	42.9%	35.4%	38.4%	44.6%	35.4%	39.3%	41.6%

Math

FFY Measurable and Rigorous Target's Math									
Grade	3	4	5	6	7	8	9	10	Across Grades
2006 (2005-2006)	54.2	39.9	31.4	29	22.1	24.7	17.2	29.9	31.5
Actual	50.5	44.9	36	27.4	23.1	22	16.4	18.5	31.5

Actual Target Data for FY 05:



Explanation of Progress or Slippage that occurred for (FFY 05):

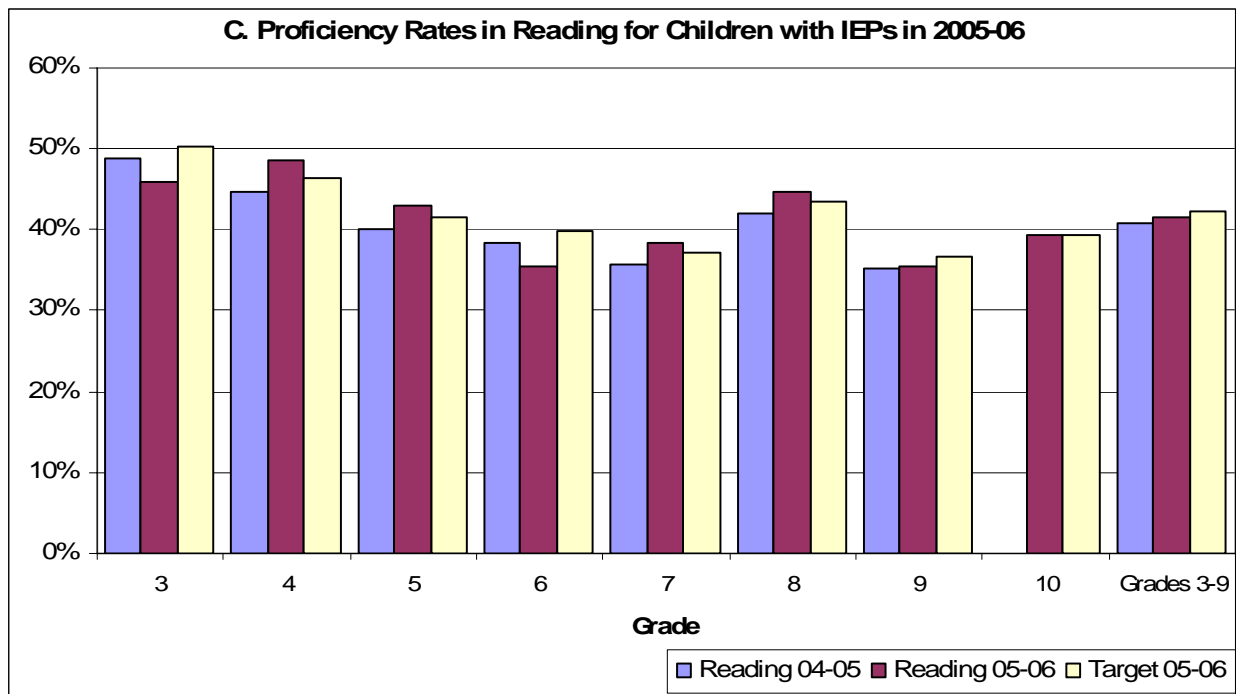
The State of Alaska has shown improvement in regular education proficiency in Math in grades 3-8. While special education has shown an increase in grades 4, 5, & 7. Special education also showed an improvement across the grade levels in Math. In grade 3, special education decreased by 2.2 % and did not meet its target. In grade 6, special education decreased by .1 % and did not meet its target. In grade 8, special education decreased by 1.2 % and did not meet its target. In grade 9, special education increased by .7 % but did not meet its target. The State of Alaska administered a

new assessment in grade 10; we have reestablished our baseline and adjusted our targets to reflect the new assessment.

**C Reading**

FFY									
Measurable and Rigorous Target's									
Reading									
Grade	3	4	5	6	7	8	9	10	Across Grades
<b>2006</b>	50.3	46.3	41.6	39.8	37.2	43.6	36.8	28	40.9
<b>(2005-2006)</b>									
<b>Actual</b>	45.8	48.7	42.9	35.4	38.4	44.6	35.4	39.3	41.6

**Actual Target Data for FY 05:**



**Explanation of Progress or Slippage that occurred for (FFY 05):**

The State of Alaska has shown improvement in regular education proficiency in Reading in grades 4-8 & 10. While special education has shown an increase in grades 4, 5, 7, 8, & 10. Special education also showed an improvement across the grade levels in reading. Both showed a decrease in grade 9. In grade 3, special education decreased by 3 % and did not meet its target. In grade 6, special education decreased by 2.9 % and did not meet its target. In grade 9, special education decreased by .1 % but did not meet its target. The State of Alaska administered a new assessment in grade 10; we have reestablished our baseline and adjusted our targets to reflect the new assessment.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FY 06**

**Improvement Activities/Timelines/Resources:**

1. One activity that was completed through our GSEG grant was to have a Reliability and Validity Study done on our current Alternate Assessment (\$50,000) One of the results of that was to design and develop a "new" Alternate Assessment (\$200,000) for 05-06. **Timeline: 2004-2006. Resources: GSEG grant**
2. The Special Education Unit at the Department provides technical assistance to the Assessment Unit. **Timeline: ongoing. Resources: 1 FTE manager and 1 FTE in kind.**
3. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timeline: ongoing at Special Education Director's Conference and ASSEC Conference. Resources: Discretionary funding.**
4. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved assessment results. **Timelines: monthly, Ed. Committee, Annual, SEAP. Resources: Discretionary funding.**

Professional Development training activities:

5. Alaska State Special Education Conference- provided training to teachers on the Extended GLEs, instruction that aligns with the alternate achievement test, **Timeline: ongoing at Special Education Director's Conference and ASSEC Conference. Resources: Discretionary funding.**
6. The state provides training to alternate achievement mentors in each district. The training consists of educating mentors on how to get their protégés to evaluate a student's abilities and disability and provide access to the assessment. **Timeline: ongoing at Special Education Director's Conference and ASSEC Conference. Resources: Discretionary funding.**
7. At our annual No Child Left Behind Conference EED provides a stipend for a special education and regular education teacher to attend the conference together from each district. Presentation centered around analysis of data, understanding the students program, and appropriate use of accommodations, including determining what are appropriate accommodations. **Timeline: ongoing at No Child Left Behind Conference. Resources: SIG Grant, discretionary VIB & 619 funding.**
8. The Department monitors each districts administrative policies to ensure they are in compliance. On site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at student monitoring standards in the individual IEP's being monitored. Student Monitoring Standard: 4.09 Participation and any necessary accommodations for state-wide and district-wide testing are documented in the IEP and are supported by and consistent with the special factors considered. This provides an onsite check to ensure districts are implementing this practice. **Timeline: ongoing, 15 districts per year. Resources: 3 FTE, Discretionary, Admin funds.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 06**

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. Revised targets on A to answer the question and current data.
3. We determined that our targets for C were inconsistent and we adjusted them to make them consistent.
4. Revised language in part C to reflect measurement.
5. Revised part C targets on grade 10 to reflect new test.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

Significant Discrepancy is defined as 1% point or more above the 2004-05 state average of 1.6% for special education students (i.e., the baseline).

**Applied:**  $(3/54) * 100 = 5.6\%$

B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

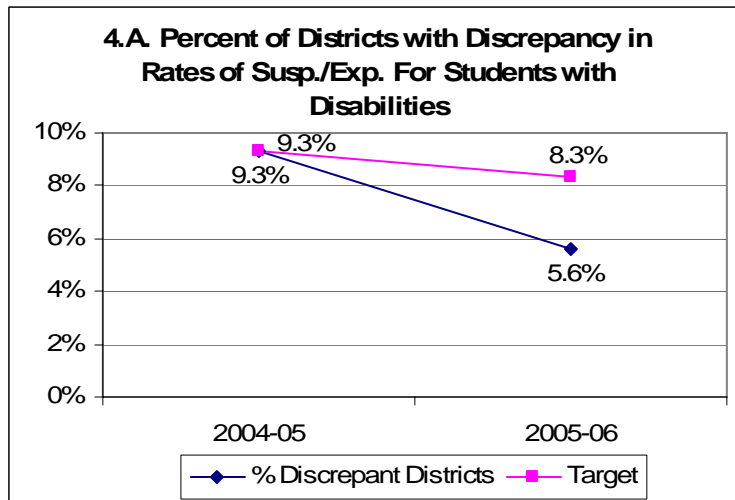
Definition of significant discrepancy = one or more subgroups 1% or more above the 2005-06 state average for each ethnic subgroup: Alaska Native/American Indian=1.8% (2.8),

Asian/Pacific Islander=2.1% (3.1), Black=3.8% (4.8), Hispanic=2.6% (3.6), White=1.5% (2.5)

A.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	8.3%

Actual Target Data for (FFY 05):



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

The State of Alaska has met its goal on this indicator. The state has reduced the number of discrepant school districts from 5 to 3. Two of those districts are the same as last year. The State of Alaska maintains a web-based database system that collects this information for regular and special education students. During the monitoring process EED reviews all policies and procedures relating to Special Education.

**Improvement Activities/Timelines/Resources:**

1. EED currently reviews all districts’ suspensions, expulsions, and trancies on an annual basis and uses this information in a variety of ways. **Timeline: ongoing and continuous. Resources: .5 FTE, VI-B & 619 funding.**
2. It is made available to the public to respond to any inquiries as to the safety of individual schools or on a more holistic level. **Timeline: ongoing and continuous.**
3. This information is used by districts to determine school safety, equity, and Title IV program needs. **Timeline: ongoing and continuous.**
4. EED directs districts (through its websites and individual technical support) to US Dept. of Education approved exemplary and promising programs that are intended to address drug and violence concerns as well as to SAMHSA’s promising, effective, and model programs for effective substance abuse prevention and improved mental health. **Timeline: ongoing.**
5. Many of these programs focus on the promotion of social skills and positive school climate. **Timeline: current**
6. Many districts use data from the Suspensions, Expulsions, and Trancies database as the primary measure of the efficacy of their programming. **Timeline: ongoing.**
7. EED provides multiple statewide audio conferences each year about the Suspensions, Expulsions, and Trancies database to ensure districts understand all reporting requirements. (These have been including highlights on the new reporting requirements born out of the Reauthorization of IDEA). **Timeline: ongoing. Resources: VI-B & 619 funding.**
8. The audio conferences explores all of the different ways districts can review and interpret their data to measure the impact of their programming in given years and across years. **Timeline: ongoing.**
9. EED also uses the data system to determine if Alaska has any schools meeting the criteria of “Persistently Dangerous” and if action is necessary to support these schools. To date, Alaska has

never had a school reach “Persistently Dangerous” status, or had a school emerge as “At Risk for Persistently Dangerous” status. **Timeline: current and ongoing.**

10. EED uses the database to compile report data to the U.S. Department of Education for the NCLB Consolidated Performance Report, and for the Gun-Free Report. **Timeline: current.**
11. EED is using the database to respond to new legislation pertaining to bullying, harassment, and intimidation in Alaska schools. All Alaska schools will soon be required to report all bullying, harassment, and intimidation resulting in suspension or expulsion to EED and to develop district policies to specifically address these issues. **Timeline: current.**
12. Data on these topics will be used to update the legislature each year on the status of school climate and safety. **Timeline: current.**
13. The Positive Behavior Support team has been doing training with several school districts. To date, only one school district has completely implemented the Positive Behavioral Support model school wide. **Timeline: ongoing. Resources: VI-B & 619 funding.**
14. The focus of the grant is to develop school wide Positive Behavioral Support models, rather than individual models. **Timeline: current.**
15. The SEA believes that school wide use of Positive Behavior Support will enhance inclusive practices within the school setting as well as reduce the number of discipline referrals and incidences of suspensions and expulsions. **Timeline: continuous and ongoing. Resources: Grant to Stone Soup Group for statewide training on PBS, VI-B & 619 funding of \$100,000.**
16. EED contracted with Thomson NetG (now NetG/Skillsoft) to develop and implement a series of E-Learning Modules. EED developed one specific module to teach about positive behavior supports. The Supporting Positive Student Behavior module focuses on appreciating the positive outcomes of a school wide positive behavior support program. Currently, there are 1,068 learners registered for the Supporting Positive Student Behavior module. To date, EED has registered a total of 14, 518 learners for its e-learning modules. These modules have proven to be very popular among parents and educators throughout the state. **Timeline: ongoing. Resources: VI-B & 619 funding.**
17. The Department monitors each districts administrative policies to ensure they are in compliance. Admin Monitoring standards: 3.01 Records indicate that the district has a continuum of possible (rather than only those available) placements available and used in recommending placement. 3.02 The district has a continuum of alternative placements available to students with disabilities at each school site/or a plan to provide alternative placement if necessary. On site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at student monitoring standards in the individual IEP's being monitored. Student Monitoring Standards: 6.01 Functional Behavior Assessment is conducted and implemented when there is misconduct resulting in suspension/expulsions/IAES of more than 10 school/business days. 6.02 The Functional Behavior Assessment contains a clear written description of the problem conduct. 6.03 The FBA provides information helpful in predicting when and in which situations the misconduct may occur. 6.04 The Functional Behavior Assessment provides information helpful in predicting when and in which situations the problem misconduct may occur. 6.05 The Functional Behavior Assessment identifies the consequences that maintain the misconduct. 6.06 The Functional Behavior Assessment determines the main purpose or function of the misconduct. 6.07 If the IEP team determines conduct impedes student's learning or that of others, a Behavior Intervention Plan is developed and implemented based on the Functional Behavior Assessment and is supported by and consistent with the ESER, PLAAFP, Goals/Objectives (if necessary) and areas of special education and related services. 6.08 The IEP team and other qualified individuals conduct a Manifestation Determination within 10 school days after the district decides to take any disciplinary action constituting a change of placement. 6.09 Evaluation results, diagnostic/relevant information supplied by parent/guardian/student, appropriateness of placement, and appropriateness of the IEP are considered by IEP team and qualified personnel when conducting a Manifestation Determination. 6.10 During the Manifestation Determination, the IEP team determined the misconduct WAS NOT considered a manifestation of the student's disability because of the district's failure to implement the IEP appropriately or misconduct was caused by/had direct, substantial relationship to the student's disability. 6.11 During the Manifestation Determination, the IEP team determined the conduct WAS considered a manifestation of the student's disability if the special education, related services and

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behavior intervention strategies were provided consistent with the student's IEP and placement. 6.12 The IEP team conducts/reviews/revises a FBA and develops/reviews/revises and implements a BIP within 10 days of suspension/expulsion/IAES. 6.13 Documentation confirms that a student carrying a weapon, using, possessing, selling, or soliciting illegal drugs at school or causing serious bodily injury is placed in an IAES for 45 school days or less. 6.14 Documentation confirms that the IAES was determined by the IEP team, allows the student to participate in general education curriculum, includes continuation for services as outlined in the IEP and includes services and modifications to address the behavior so it does not recur. 6.15 Documentation shows that if parent disagrees with the determination that the student's behavior was NOT a manifestation of the student's disability or disagrees with the disciplinary placement, the parent was informed of the right to request a hearing and given Procedural Safeguards. 6.16 Documentation confirms that services were provided to the student beginning on the 11th day to the extent necessary, as determined by the IEP team, to enable the student to progress in the general education curriculum and advance toward his/her goals. 6.17 Parents received PWN of the disciplinary action no later than when the action becomes effective.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. Revised targets on A to answer the question and current data.
3. Added new indicator for part B

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;<sup>1</sup>
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements. (20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Applied: 8,806 / 15,915 = 55.3%

B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Applied: 2,158 / 15,915 = 13.6%

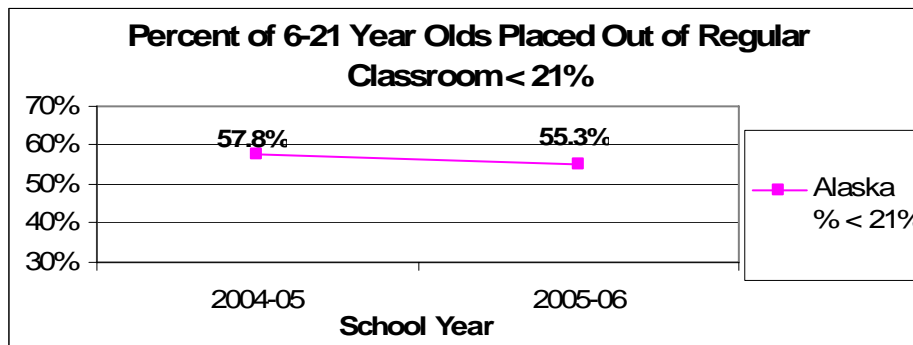
C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Applied: 297 / 15,915 = 1.9%

A.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	58%

Actual Target Data for (FFY 05):



<sup>1</sup> At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.  
Part B State Annual Performance Report for (FFY 05)  
(OMB NO: 1820-0624 / Expiration Date:)

**Explanation of Progress or Slippage**

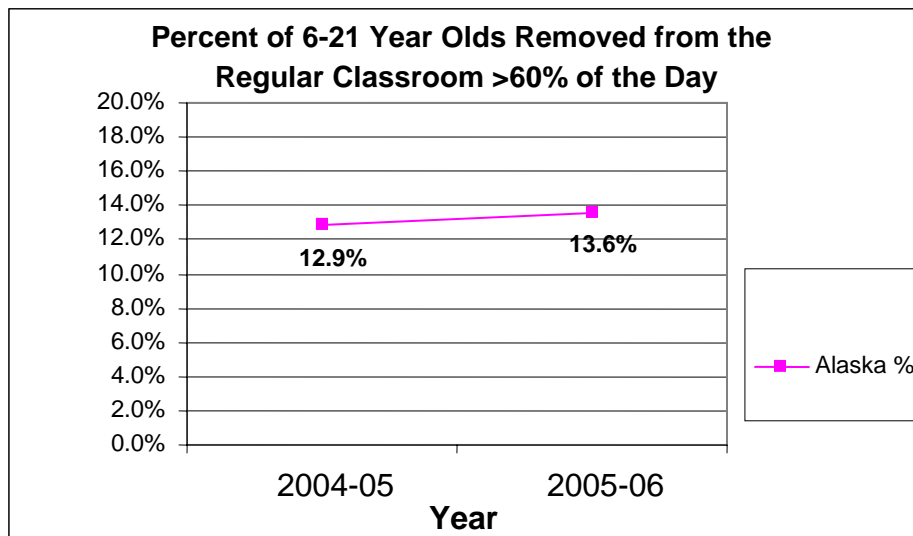
The State of Alaska EED has set the national average of children aged 6 through 21 who have been removed from the regular education classroom environment less than 21% of the day as a guide. Currently, Alaska exceeds the national average in this area of student participation in the regular classroom. Even though the state showed a slippage of 2.7% from our target, we are still above the national average of 54.2% by 0.9%.

In looking at our district data, the state had 15 districts showing some positive movement in this area. Seven districts showed an increase of 168 students in this setting. Eight districts showed a decrease of 461 students in this setting. Our largest district, which has 38 % of the state’s total special education population, had a decrease of 292 students in this setting. This large number, along with the other districts that showed a decrease, is the reason for the slight change in our percentage.

B.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	13%

Actual Target Data for (FFY 05):



**Explanation of Progress or Slippage**

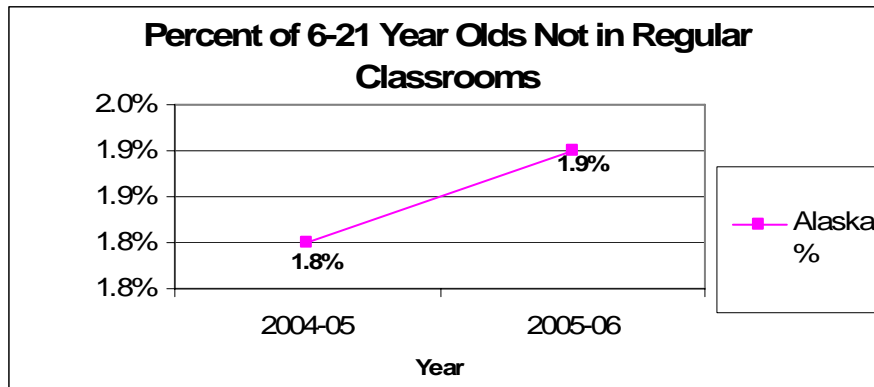
The State of Alaska has showed an increase of 0.6% from our target. The State of Alaska EED has used the national average of children aged 6 through 21 who have been removed from the regular education classroom environment more than 60% of the day as a guide. Currently, Alaska is below the national average in this area of student participation in the regular classroom. Alaska’s goal is to maintain or stay below the national average. Even though the state showed an increase of 0.6% from our target, we are still below the national average by 3.1%.

In looking at our district data, the state had 1 district showing a change in this area. This district has 8 % of the total state special education population. They showed a decrease of 70 students in their total special education population, but an increase of 11 students in this setting.

C.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	2%

Actual Target Data for (FFY 05):



**Explanation of Progress or Slippage**

The State of Alaska EED has used the national average of children aged 6 through 21 who are served in public or private separate schools, residential placements, homebound or hospital placements as a guide. Currently, Alaska is below the national average in this area of student participation.

Even though the state showed an increase of 0.1% from our baseline, we are still below our target of 2%. In looking at our district data, the state had 1 district showing movement in this area. This district has 11 % of the total state special education population. They showed a decrease of 100 students in their total special education population, but an increase of 11 students in this setting.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

1. The SEA has many professional development conferences that happen throughout the year: State Special Education Director’s Conference, No Child Left Behind Conference and the Alaska State Special Education Conference. **Timeline: ongoing. Resources: supported by Discretionary, Admin., and VI-B funding.**
2. The State Director’s Conference has a specific breakout section on data collection and reporting. **Timeline: annual. Resources: Discretionary funding.**
3. EED’s Special Education data manager provides technical assistance to all districts to improve data collection. **Timeline: ongoing. Resources: 1 FTE data manager, VI-B funding.**
4. EED has also provided guidance to the districts on the new environment codes. EED provides a data handbook for this data collection including a federal descriptions and definitions. **Timeline: ongoing. Resources: 1 FTE data manager, VI-B funding.**
5. EED currently submits LRE through EDEN. **Timeline: ongoing. Resources: 1 FTE data manager, VI-B funding.**
6. EED is in the process of revising the State Special Education Handbook to include all LRE data information and guidance. **Timeline: Spring 2007-Fall 2007 Resources: Discretionary, Admin funding.**

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7. The Department monitors each districts administrative policies to ensure they are in compliance. On site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at student monitoring standards in the individual IEP's being monitored. Student Monitoring Standards: (4.23) The justification for placement is determined annually, is supported by and consistent with the Present Levels of Academic Achievement and functional Performance, goals and objectives (when appropriate), supports for school personnel and special education and related services. (4.24) The extent of student participation in the regular education program is included (in the justification of placement) with an explanation of the extent if any that the student will not be participating with children without disabilities. (4.25) Student's placement is with age appropriate peers in academic and extra curricular courses and activities. (4.26) Student attends his/her resident school (i.e. the student would attend if not disabled) or documentation verifies that the IEP team considered the feasibility of providing services in the student's residing school. (4.27) If student is enrolled in private school, correspondence schools, and charter schools, documentation verifies that special education services are provided. This provides an onsite check to ensure districts are implementing this practice.

**Timeline: ongoing, 15 districts per year. Resources: 3 FTE, Discretionary, Admin funds.**

8. Positive Behavioral Supports training is happening at the local level throughout our state. **Timelines: monthly, Ed. Committee, Annual, SEAP. Resources: Discretionary funding.**

9. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timelines: monthly, Ed. Committee, Quarterly, SEAP. Resources: Discretionary funding.**

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. Changed targets in A to make them more gradual.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: FAPE in the LRE

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

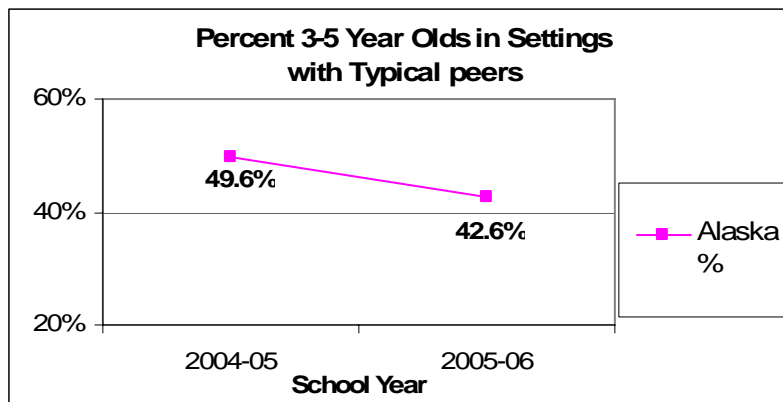
(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

**Applied:** 886 / 2082 = 42.6%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	50.6%

Actual Target Data for (FFY 05):



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**Explanation of Slippage**

The state's data for this year showed a decrease of 7%. During the 2004 -2005 school year there was a large increase of part time enrollment in Early Childhood settings which caused a spike in our baseline. Part time enrollment went from 162 students to 480 students and is now at 372 students. Prior to the last couple of years this number has only fluctuated by 10-20 students. EED has been working and will continue to work with districts to ensure that the environment codes are being interpreted correctly.

In looking at our district data, the state had 8 districts that showed movement in this area. Four districts showed an increase of 79 students in this setting. Four districts showed a decrease of 142 students in this setting. Our largest district which has 38% of our total special education population had a decrease of

45 students in this setting. This district created an additional communication classroom for students with significant phonological communication concerns. This was created for students who previously received 2 ½ hours of itinerant speech services. They now received five hours of service. In reviewing the monitoring data (student standard 7.03) we reviewed 8 preschool files all students were placed with typical peers. Our third largest district, which has 11 % of the total state special education population, had a decrease of 84 students in this setting. The department is monitoring this district just prior to the submission of this report. We will be working with the district to improve their numbers and or data collection system. All of our big five school districts showed a reduction in this area. This along with other districts showing a decrease explains the change in our percentage. All districts are monitored to ensure they have preschool students with typical peers.

**Improvement Activities/Timelines/Resources:**

1. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timeline: ongoing. Resources: supported by Discretionary, Admin., and VI-B funding.**
2. The SEA has many professional development conferences that happen throughout the year State Special Education Director's Conference, No Child Left Behind Conference, Alaska State Special Education Conference. **Timeline: ongoing. Resources: supported by Discretionary, Admin., and VI-B funding.**
3. The State Director's Conference has a specific breakout section on data collection and reporting. **Timeline: annual. Resources: Discretionary funding.**
4. EED's Special Education data manager provides technical assistance to all districts to improve data collection. **Timeline: ongoing. Resources: 1 FTE data manager, VI-B funding.**
5. The Alaska Department of Education & Early Development developed develop Early Learning Guidelines birth through age 5 through our General Supervision Enhancement Grant. **Timeline: 2004-2006 Resources: GSEG grant**
6. EED currently submits LRE through EDEN. **Timeline: ongoing. Resources: 1 FTE data manager, VI-B funding.**
7. EED is in the process of revising the State Special Education Handbook to include all LRE data information and guidance. **Timeline: Spring 2007-Fall 2007 Resources: Discretionary, Admin funding.**
8. The Department monitors each districts administrative policy to ensure they are in compliance. On site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at student monitoring standards in the individual IEP's being monitored. Student Monitoring Standards: (4.23) The justification for placement is determined annually, is supported by and consistent with the Present Levels of Academic Achievement and functional Performance, goals and objectives (when appropriate), supports for school personnel and special education and related services. (4.24) The extent of student participation in the regular education program is included (in the justification of placement) with an explanation of the extent is any that the student will not be participating with children without disabilities. (4.25) Student's placement is with age appropriate peers in academic and extra curricular courses and activities. (4.26) Student attends his/her resident school (i.e. the student would attend if not disabled) or documentation verifies that the IEP team considered the feasibility of providing services in the student's residing school. (4.27) If student is enrolled in private school, correspondence schools, and charter schools documentation verifies that special education services are provided. This provides an onsite check to ensure districts are implementing this practice. **Timeline: ongoing, 15 districts per year. Resources: 3 FTE, Discretionary, Admin funds.**
9. Positive Behavioral Supports training is happening at the local level throughout our state. **Timelines: monthly, Ed. Committee, Annual, SEAP. Resources: Discretionary funding.**

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10. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timelines: monthly, Ed. Committee, Quarterly, SEAP. Resources: Discretionary funding.**

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. EED revised the SPP to show actual percentage numbers in the targets.

## Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

## Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs

assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
(FFY05)	(Insert Measurable and Rigorous Target.)

**Actual Target Data for** (FFY 05):

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** (FFY 05):

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** (FFY 05)  
[If applicable]

**Part B State Annual Performance Report (APR) for FFY 05**

**Overview of the Annual Performance Report Development: See page 4**

**Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
	<b>NEW INDICATOR</b>

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

**NEW INDICATOR**

**Part B State Annual Performance Report (APR) for FFY 05**

**Overview of the Annual Performance Report Development: See page 4**

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<p><b>2005</b> (2005-2006)</p>	<p>0%</p>

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

**Part B State Annual Performance Report (APR) for FFY 05**

**Overview of the Annual Performance Report Development: See page 4**

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	Target 100%

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Improvement Activities/Timelines/Resources:**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

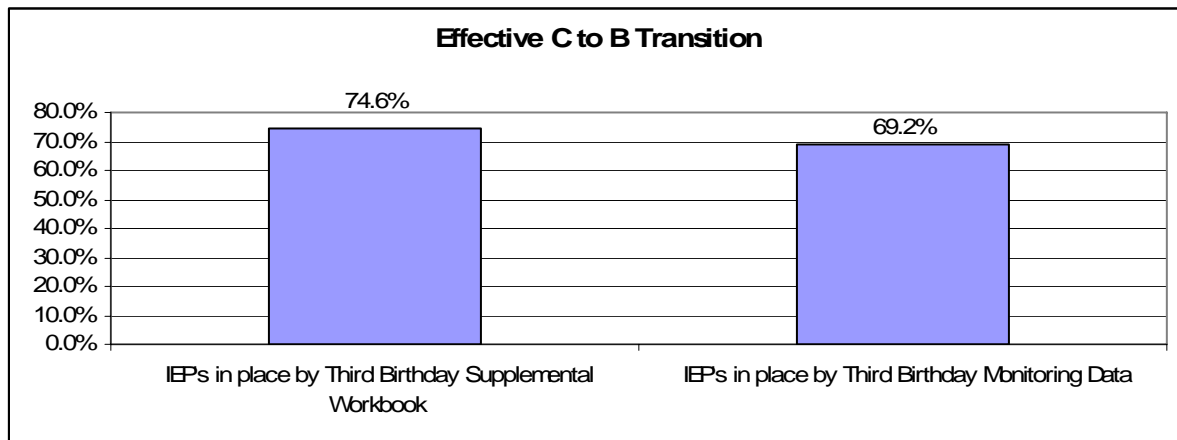
Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b)] times 100.

**Applied:** [50/(83-4-12)]  
50/67\*100=74.6%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%

**Actual Target Data for (FFY 05):**



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## Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):

### DISCUSSION and Explanation of Slippage:

EED has improved its method of collecting this data. Due to the timelines for the submission of this data our entry data was established by collecting data as a pilot from the 13 school districts being monitored during the 2005-2006 school year. All districts submitted timely data. The Alaska Department of Education & Early Development conducts annual on-site monitoring of school districts on a rotational basis of 12-15 separate schools districts per year. The monitoring schedule is representative of the state and based on school district enrollment and location. Two school districts receive annual monitoring (Anchorage, Matanuska Susitna) and one other receives semiannual monitoring (Fairbanks). This schedule ensures that all school districts within the state receive intensive on-site monitoring at least once every five years. For the next submission the department will be collecting census data from all districts of all children referred from Part C to Part B..

The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that will be submitted to the department on an annual basis. With this workbook the state is able to collect data required for indicator's 7, 11, 12, & 13 of the SPP/APR. Each indicator will have one page of instructions followed by one page for the data to be submitted. For this indicator the district was asked to provide a list of all children referred from Part C to Part B in the reporting year. For each child reported the district was required to report the following data: child's birthday, IEP date, and the reason why the IEP was not in place by their third birthday.

Reason why IEP was not in place by 3rd birthday	# of Students
Extended illness for child	0
Late referral by ILP (Infant Learning Program)	0
No 90 day transition meeting	5
Parent refusal to provide consent caused delayed evaluation or initial services	12
Student moved/withdrew after referral but before IEP implementation	0
Not able to contact parent	6
Unknown	5
<b>Total Eligibility but late</b>	<b>28</b>
<b>Total not reported in 12D</b>	<b>16</b>

Not Eligible - late	# of Students
Parent refusal to provide consent caused delayed evaluation or initial services	1

Range of Days Late	# of Students
0-10	4
11-30	2
31-60	3
>60	8
<b>Total</b>	<b>17</b>

With this data collection our percentage has decreased from 82.9% to 74.6%. However, we believe these numbers are more in our control and more accurate than the previous method of collecting this data. It is the goal of EED to reach the mandated target of 100%.

Three of the 13 school districts monitored this year did not have 100% on this indicator. There were 83 referrals reported. Twenty eight of those referrals did not have the IEP in place by the child's third birthday. Twelve did not have the IEP in place because of parent refusal, 5 did not have a 90 day transition meeting, 6 were due to not being able to contact parent, and 5 were unknown. Our largest district, which has 38 % of our total special education population, had 42 students referred from Part C. Twenty-nine of those students were found eligible by their third birthday. Of the 13 students who did not have their IEP in place by their third birthday, 9 were due to parent refusal, 1 were due to not being able

to contact the parent, 2 did not have a 90 day transition meeting, and 1 was due to unknown reasons. Our third largest district, which has 11 % of the total state special education population, had 16 students referred from Part C. Three of those students were found eligible by their third birthday. Of the 13 who did not have their IEP in place by their third birthday, 2 were due to parent refusal, 4 were due to not being able to contact the parent, 3 did not have a 90 day transition meeting, and 4 were due to unknown reasons. The three districts not reporting 100% were our three largest districts this appears to driving our state numbers.

FY 06 student file monitoring data for this indicator was collected through standard 7.02 The date of the IEP/IFSP for a preschool student indicates it was in place by the child's third birthday (IFSP may be implemented with agreement of district; district only obligated to implement educational components of IFSP). This overall FY06 data shows that 208 files were reviewed, 144 of those files had an IEP in place by the students third birthday, 64 files did not have the IEP in place for 69.2%

#### Improvement Activities/Timelines/Resources:

1. The Department of Education & Early Development in collaboration with the Department of Health and Social Services (Part C) provides training to districts with regards to transition. **Timeline: ongoing RSA to H&SS. Resources: Discretionary funding.**
2. The Alaska Transition Training Initiative (ATTI) has been providing training and technical assistance to community teams including parents, ILP providers, school districts, and Head Start agencies. **Timeline: annual. Resources: \$50,000 per year.**
3. The goals of ATTI are that they will participate in statewide collaborative transition planning and policy development. **Timeline: ongoing. Resources: Discretionary funding.**
4. ATTI provided training and technical assistance support to foster sustainable community transition teams. The state currently has seventeen communities that have received the training. **Timeline: ongoing. Resources: no other resources for this.**
5. ATTI will have a training team that consists of highly qualified team members that represent all members involved in transitions to provide training and technical assistance. The training team consists of 4 parents, 1 Head Start representative, 1 ILP representative, and 3 school District Personnel. **Timeline: ongoing.**
6. ATTI also promotes statewide knowledge and understanding of current early childhood transition practices.
7. They will be developing a newsletter to be sent out three times a year. **Timeline: three times a year.**
8. They also provide a table top display at statewide conferences. **Timeline: annual.**
9. ATTI also includes families in the transition planning process at every level. They provide information on parent involvement including legal requirements, use of transition plan checklist forms. **Timeline: ongoing.**
10. They participated in the GSEG process to provide input. As part of the organization of trainings, community agencies have been asked to include a parent who is going through, or has recently completed the transition process on their team. **Timeline: ongoing, ended in summer 2006.**
11. The department monitors each districts administrative policies to ensure they are in compliance. On-site monitoring activities promote inclusive settings. As a regular monitoring activity the monitoring team looks at the individual IEP being monitored and ensures it follows the Student Monitoring Standards: (7.02) The date of the IEP/IFSP for a preschool student indicates it was in place by the child's third birthday. This provides an onsite check if districts are implementing this practice. **Timeline: ongoing. Resources: 3 FTE, Discretionary funding.**
12. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timelines: monthly, Ed. Committee, Annual, SEAP. Resources: Discretionary funding.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**  
[If applicable]

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.

**Part B State Annual Performance Report (APR) for FFY 05**

**Overview of the Annual Performance Report Development: See page 4**

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
<i>(FFY05)</i>	<b>NEW INDICATOR</b>

**Actual Target Data for** *(FFY 05):*

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** *(FFY 05):*

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** *(FFY 05)*

*[If applicable]*

**NEW INDICATOR**

**Part B State Annual Performance Report (APR) for FFY 05**

**Overview of the Annual Performance Report Development: See page 4**

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
(FFY05)	(Insert Measurable and Rigorous Target.)

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05):**

*[If applicable]*

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- # of findings of noncompliance
- # of corrections completed as soon as possible but in no case later than one year from identification.

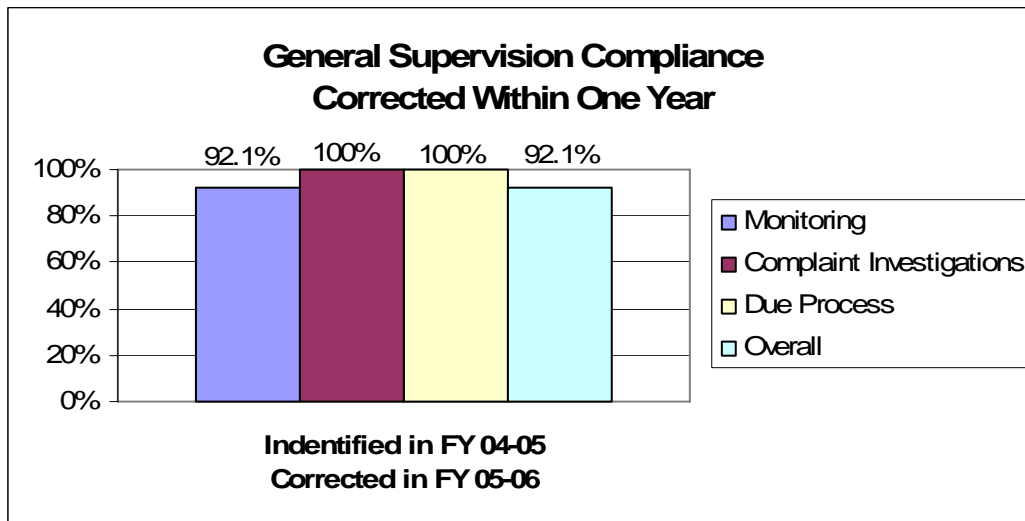
Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

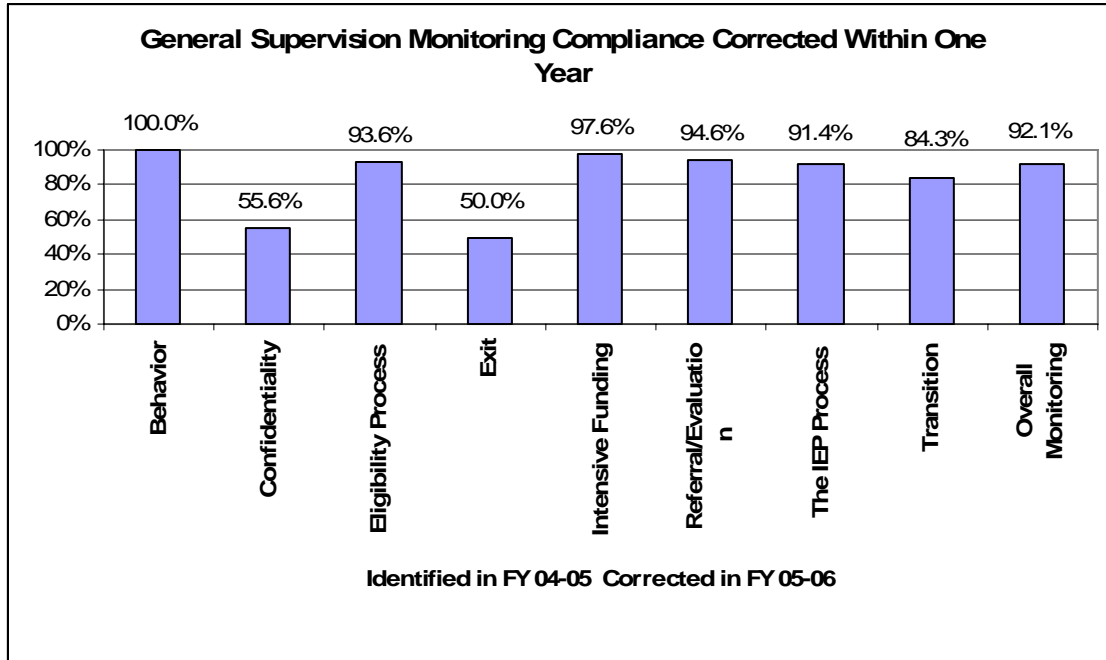
**Applied: a. =2,215**  
**b. = 2,041**  
**(2,041)/(2,215) \* 100 = 92.1%**

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%

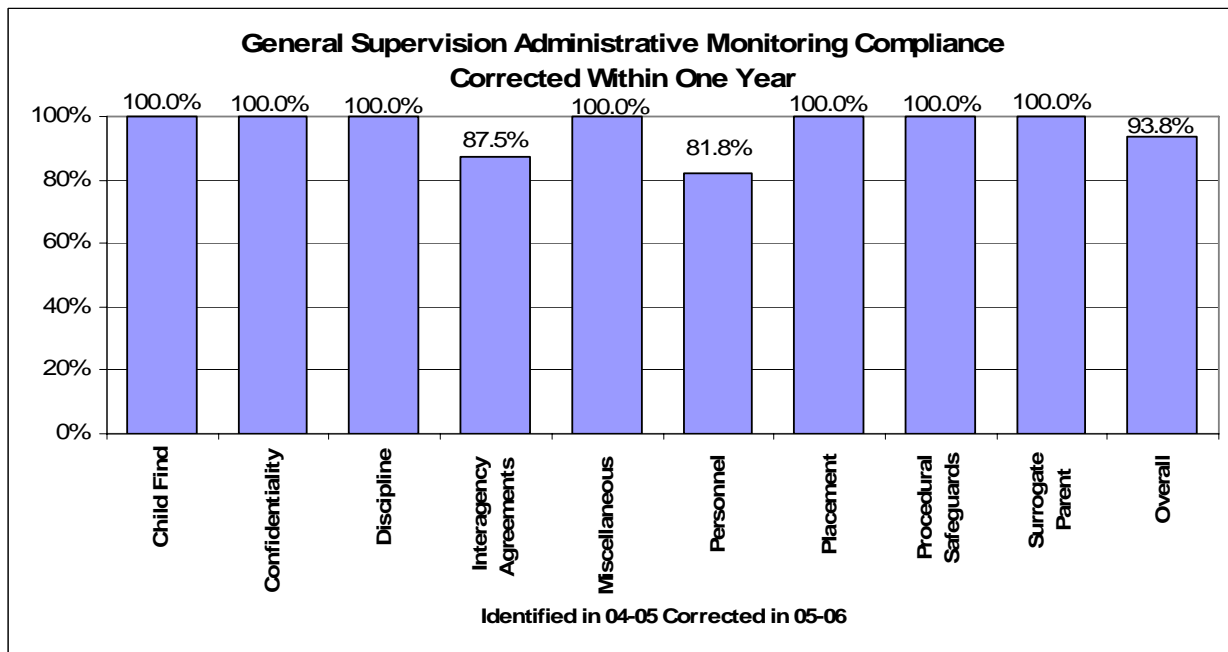
Actual Target Data for (FFY 05):



Student File Monitoring Compliance Categories - Baseline:



Administrative File Monitoring Compliance Categories - Baseline:



## APR– Part B (4)

Alaska  
State

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):

**Overall:** The State of Alaska had 92.1% of corrective actions completed within one year. There were a total of 2,215 findings, and 2,041 of those findings were completed within one year.

Alaska's student file monitoring process ( attachment 2) breaks down the student file review into 96 monitoring standards under 8 compliance categories: Behavior (17 standards), Confidentiality (3 standards), Eligibility Process (10 standards), Exit (2 standards), Intensive Funding (10 standards) (state regulation category), Referral/Evaluation (9 standards), The IEP Process (32 standards), and Transition (12 standards). The following chart shows the numbers for each category.

Compliance Category	Non Compliance Total for District A	a. # of findings of noncompliance	b. # of corrections completed as soon as possible but in no case later than one year from Identification	Percentage
Behavior	0	27	27	100.0%
Confidentiality	4	9	5	55.6%
Eligibility Process	37	581	544	93.6%
Exit	4	8	4	50.0%
Intensive Funding	1	42	41	97.6%
Referral/Evaluation	16	299	283	94.6%
The IEP Process	95	1103	1008	91.4%
Transition	14	89	75	84.3%
Overall Totals		2158	1987	92.1%

Alaska's administrative file monitoring process (attachment 3) breaks down into 65 monitoring standards under 9 compliance categories: Child Find (12 standards), Surrogate Parent (5 standards), Placement (8 standards), Miscellaneous (2 standards), Interagency Agreements (7 standards), Procedural Safeguards (9 standards), Confidentiality (10 standards), Personnel (8 standards), and Discipline (4 standards).

Administrative File Compliance Category	Non Compliance Total for District A	a. # of findings of noncompliance	b. # of corrections completed as soon as possible but in no case later than one year from Identification	Percentage
Child Find	0	11	11	100.0%
Confidentiality	0	8	8	100.0%
Discipline	0	2	2	100.0%
Interagency Agreements	1	8	7	87.5%
Miscellaneous	0	1	1	100.0%
Personnel	2	11	9	81.8%
Placement	0	3	3	100.0%
Procedural Safeguards	0	2	2	100.0%
Surrogate Parent	0	2	2	100.0%
Overall Totals	3	48	45	96.60%

## APR– Part B (4)

Alaska  
State

**Monitoring:** Alaska will continue to strive for 100% compliance in completing corrective actions within one year. We are showing progress toward reaching this goal. For corrective actions identified in the 2004-2005 school year, 92.1% of those were corrected within one year of identification during the 2005-2006 school year. During this monitoring school year, 2,206 of those findings were out of compliance. Of those, 2,032 were corrected within one year. One school district did not correct their non-compliance within one year. This district had 174 findings that were corrected within 16 months.

In the 2004-2005 school year twelve school districts were monitored. Eleven out of the twelve completed their corrective action within one year. One district completed the corrective action within 16 months. The department worked extensively with this district by providing technical assistance through phone calls, emails, and letters to the Superintendent to assist them in completing their corrective actions. This district went through an administrative change in the middle of the corrective action timeframe. They also had a complete change in special education teaching staff. The new superintendent requested extra time to be able to address each area correctly.

As part of our monitoring process, draft reports of compliance monitoring findings are provided on-site. Within 30 days, the Department of Education & Early Development provides a final report for the school district. Districts are required to submit dates of when the Plan of Improvement (POI) will be completed. The Plan of Improvement requires corrective action or submission of additional documents. The Plan of Improvement is designed to correct the exceptions found through the file reviews. School districts are to identify the significance of the issue based on the incidence the standard was not adequately documented in the student's file. If a number of files missed a standard, it could be a systemic issue. EED will give the district guidance in determining whether a systemic issue has occurred. When the POI is submitted by the district it must include training for systemic issues. The state approves the Plan of Improvement and the qualified trainers. Individual student items may require individual correction such as: re-convening of IEP teams, re-determinations of eligibility, written observations for LD, transition plans, Functional Behavioral Assessments, and Behavioral Intervention Plans. In the past we have allowed districts up to one year to submit all of their POI documents in. To enforce that all corrective actions are completed within one year, the department requires the district to provide corrective action documents 3 to 6 months after the district's receipt of the final monitoring report. Following careful review of the submissions, EED will either approve of the corrections made or will request further clarification. When the department approves the corrective action, it will send a letter notifying the district that all corrective actions have been completed.

As reported on the SPP, three districts did not correct their noncompliance within one year. Two districts completed corrective action within 15 months, and 1 district completed their corrective actions in 17 months. All corrective action on the SPP has been corrected.

**Complaints:** During the 2004-2005 school year, the department had a total of seven complaint investigations. One required corrective action. Corrective action completed within one year was 100%.

**Due Process:** During the 2004-2005 school year there were 41 requests for Due Process. Ten of those required corrective action. Corrective action completed with one year was 100%.

### **Improvement Activities/Timelines/Resources:**

1. Alaska will continue to strive for 100% compliance to all Student file and Administrative file review standards. A copy of this document is also posted on our website at [www.eed.state.ak.us/tls/SPED](http://www.eed.state.ak.us/tls/SPED) Alaska Special Education Handbook, Part X, Attachments 2 & 3. **Timeline: ongoing.**
2. A database is used to record, measure and compare data collected during monitoring activities. This database was updated with IDEA 04. **Timeline: current.**
3. As a regular monitoring activity, the monitoring team looks at all monitoring standards. **Timeline: continuous.**
4. Many strategies are continually being developed to promote inclusion and access to the general education curriculum. **Timeline: ongoing.**
5. The SEA has many professional development conferences that happen throughout the year including State Special Education Director's Conference, No Child Left Behind Conference, and the Alaska State Special Education Conference. **Timeline: annual.**

## APR– Part B (4)

Alaska  
State

6. The timelines for these activities are ongoing from FY 05 through FY 10. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results.

7. To enforce that all corrective actions are completed within one year, the department now requires the district to provide corrective action documents within 3 to 6 months of the district's receipt of final monitoring report. **Timeline: current**

8. EED has ongoing communication and technical assistance with school districts by follow up phone calls, emails, letters, and video conferencing when available. **Timeline: current.**

**Resources: VI-B and 619 Admin**

9. Department supports up to 4 staff to complete district monitoring activities throughout the state.

**Cost for staff and monitoring is \$90,000. Funding from VI-B and 619 Discretionary.**

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /**

**Resources for (FFY 05)**

*[If applicable]*

1. This indicator has been revised as required by OSEP SPP approval letter, table A and B. It also has been revised to show the new measurement. The department had a new employee writing the SPP who did not have complete knowledge of the department monitoring process and corrective action procedures. Therefore information was missing for this indicator. That information has been added.

2. EED revised the SPP to include Improvement activities/ Timelines/ Resources.

3. EED changed the baseline to reflect the number of findings ( the number of district was reported in the SPP).

4. EED added a graph to show baseline data.

5. EED added discussion language to reflect graph.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

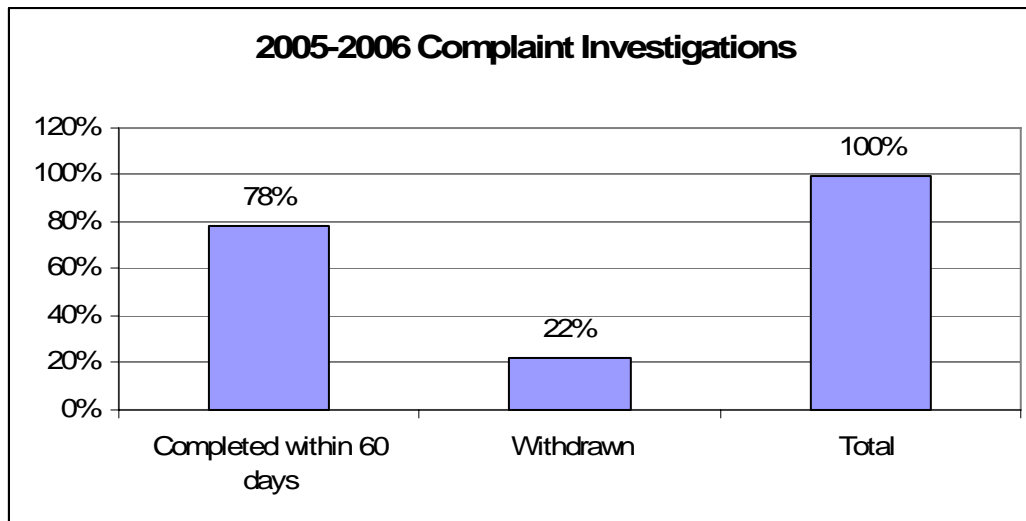
**Applied:**

1.1 = 6; 1.1(b) = 6; 1.1(c) = 0.

$(6 + 0) / 6 * 100 = 100\%$

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%

Actual Target Data for (FFY 05):



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):****Explanation of Progress**

EED has maintained it's baseline of 100% compliance on this indicator. During the 2005-2006 school year there were nine requests for a complaint investigation. Two of those requests were withdrawn or dismissed. Of the nine requests, 100% were completed within the 60 day timeline.

**Improvement Activities/Timelines/Resources:**

1. EED provides annual training by nationally recognized trainers. **Timeline: annual.**
  2. The state has maintained a rich and active training schedule to stagger trainings between Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. **Timeline: annual.**
  3. There are several procedures in place to ensure compliance with corrective action. EED has a complaint database to track all information. **Timeline: continuous.**
  4. EED also has an electronic log that is used to provide and compile ongoing information. This log is also posted on our website at [www.eed.state.ak.us/tls/SPED](http://www.eed.state.ak.us/tls/SPED). **Timeline: current.**
  5. Follow up telephone calls and letters are sent to comply with corrective actions to Special Education Directors and, if needed, the Superintendent. **Timeline: continuous.**
  6. The department does have a protocol in place for assigning compliant investigators, investigating complaints, and writing reports. **Timeline: current.**
  7. As a regular monitoring activity the monitoring team will pull the files of students who have had a complaint to make sure they are in compliance. **Timeline: ongoing.**
  8. The department will monitor the district administrative policies to ensure they are the following administrative standards: (6.01) Parents receive procedural safeguards that include their rights for mediation, due process and complaints. (6.06) Records indicate that the district complied with corrective actions assigned in due process hearing and complaint investigations. **Timeline: on schedule, ongoing.**
- Resources:**
9. CI/HO training costs estimated at \$30,000 per year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. On the original SPP we submitted baseline data from 2003-2004 school year for this indicator.
3. EED revised applied numbers to reflect accurate numbers.
4. EED added a graph to show baseline data.
5. EED added discussion language to reflect graph.
6. Revised Attachment 1 to reflect correct numbers

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

**Applied:**

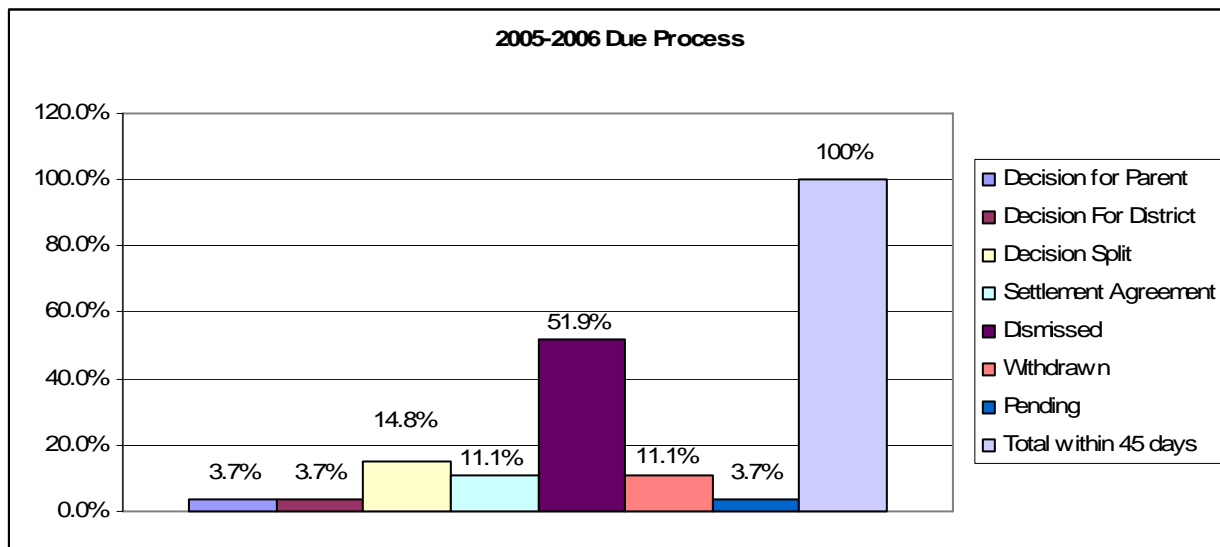
3.2 = 6; 3.2(a) = 0; 3.2(b) = 6.

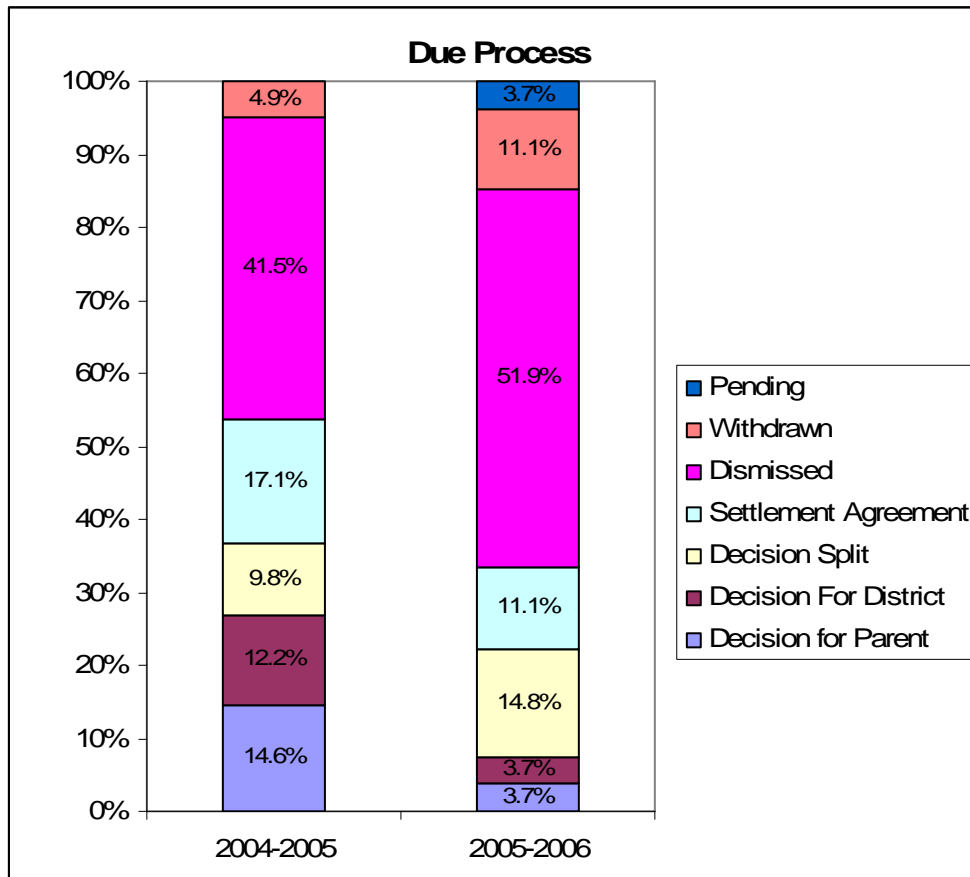
$(0 + 6) / 6 * 100 = 100\%$

(See Attachment 1)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%

Actual Target Data for (FFY 05):





**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**Explanation of Progress**

EED has maintained it’s baseline of 100% compliance on this indicator. Alaska had 27 requests for Due Process Hearings. Six of those requests went to a decision, 3 requests were settled prior to the hearing, 14 were dismissed due to a mediation agreement, resolution agreement, or at the parent’s request, and 3 hearings were withdrawn by the party. At the time of this report, one hearing is still pending at request of the parents and the district. Proper extensions have been granted.

**Improvement Activities/Timelines/Resources:**

1. EED provides annual training by nationally recognized trainers. Prior to the training, the trainer is provided with all decisions rendered in the previous year. The decisions are reviewed for legal and procedural accuracy. Hearing officers are routinely evaluated by the trainers. The state has maintained a rich and active training schedule with staggered trainings given by Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. **Timeline: annual.**
2. There are several procedures in place to ensure compliance with corrective action. EED has a due process database to track all information. **Timeline: continuous.**
3. EED also has an ongoing log to compile information. This log is posted on our website, with each decision linked to it. [www.eed.state.ak.us/tls/SPED](http://www.eed.state.ak.us/tls/SPED). **Timeline: current.**
4. The Department has six independent Hearing Officers with an average of 10-15 years of experience in special education hearings.
5. As a regular monitoring activity, the monitoring team will pull the files of students who have had a due process hearing to ensure they are in compliance. **Timeline: ongoing.**

6. The Department will monitor the district administrative policies to ensure they are in compliance with the following the administrative standards: (6.01) Parents receive procedural safeguards that include their rights for mediation, due process and complaints. (6.04) Records show that the district provided written notice to parents initiating a due process hearing, offering mediation and the notice included a copy of the Notice of Procedural Safeguards. (6.05) Records show that the district notified the department when a parent requested a due process hearing. (6.06) Records indicate that the district complied with corrective actions assigned in due process hearings and complaint investigations. (6.07) Records document that the district informs parents of their right to have copies of hearing transcripts, keeps transcripts on file and shares them with parents when requested. (6.08) Student records show student remained in educational placement that preceded proceedings unless parties agreed otherwise. (6.09) If the proceedings concern admission to the school the child was admitted (with parent consent). **Timeline: on schedule, ongoing.**

**7. Resources: CI/HO training costs estimated at \$30,000 per year.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**  
*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. On the original SPP we submitted baseline data from 2003-2004 school year for this indicator.
3. EED revised applied numbers to reflect accurate numbers.
4. EED added a graph to show baseline data.
5. EED added discussion language to reflect graph.
6. Revised Attachment 1 to reflect correct numbers

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
(FFY05)	(Insert Measurable and Rigorous Target.)

**Actual Target Data for (FFY 05):**

**NEW INDICATOR**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**NEW INDICATOR**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**

*[If applicable]*

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

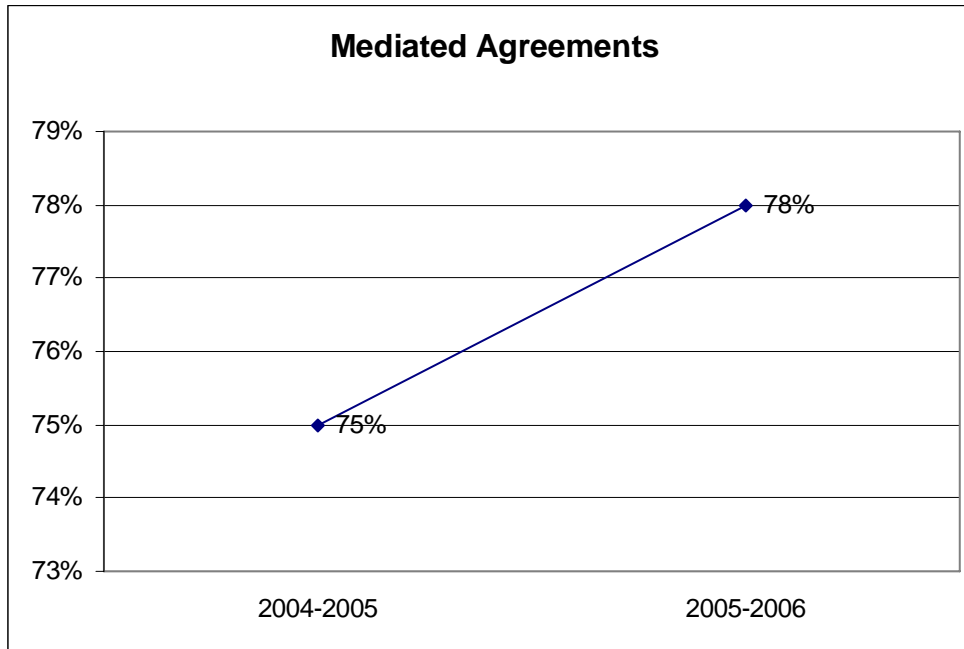
**Applied**

2.1(a)(i) = 3; 2.1(b)(i) = 11; 2.0 = 18

Percent =  $3 + 11 / 18 * 100 = 77.0\%$

FFY	Measurable and Rigorous Target
2005 (2005-2006)	77%

Actual Target Data for (FFY 05):



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):****Explanation of Progress**

EED strives to promote mediation at every opportunity. We have had an active mediation team since the reauthorization of IDEA 97. During the 2004 -2005 school year 75% of the mediations were successful. During the 2005-2006 school year we improved with 78% of mediations being successful. The state beat its target by 1%.

**Improvement Activities/Timelines/Resources:**

1. During the 2005-2006 school year EED put out an RFP to continue providing mediation services in our state. **Timeline: annual.**
2. T & G Consulting was awarded the contract. They have been providing mediation services to our state since IDEA 97. **Resources: estimated cost at \$150,000.**
3. The SEA has professional development conferences that happen throughout the year: State Special Education Director's Conference and Alaska State Special Education Conference. **Timeline: annual.**
4. Our mediator's had a booth to provide information to districts about their services. **Timeline: ongoing**
5. They also have a breakout session at each of these conferences. **Timeline: ongoing.**
6. Our Mediators also participate in the Annual LRP conference to learn the latest on special education law. **Timeline: annual.**
7. Along with mediations services they also provide IEP facilitations to school districts upon request. EED has a WEB based Mediation database to track all information. This database is currently being revised. **Timeline: continuous, current.**
8. EED also has an ongoing log to compile information. This log is posted on our website at [www.eed.state.ak.us/tls/SPED](http://www.eed.state.ak.us/tls/SPED).
9. The timelines for these activities are ongoing from FY 05 through FY 10.
10. The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results.
11. **Resources: Mediator / CI / HO training provided at estimated cost of \$30,000 per year**
12. EED provides annual training by nationally recognized trainers. The state has maintained a rich and active training schedule with staggered trainings given by Lyn Beekman, Art Cernosia, Ann Alexander, and Jeanne Kincaid. **Timeline: annual.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**  
*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.
2. On the original SPP we submitted baseline data from 2003-2004 school year for this indicator.
3. EED revised applied numbers to reflect accurate numbers.
4. EED added a graph to show baseline data.
5. EED added discussion language to reflect graph.
6. Revised Attachment 1 to reflect correct numbers
7. EED revised targets to between 75% & 85% as was recommended by OSEP.

Part B State Annual Performance Report (APR) for FFY 05

Overview of the Annual Performance Report Development: See page 4

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	Timeliness 100%  Accuracy 100%

**Actual Target Data for (FFY 05):**

The data has been 100% for more than five years. EED will continue to submit its data timely and accurately. EED currently submits LRE, Exit, and child count through EDEN.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 05):**

**Improvement Activities/Timelines/Resources:**

1. EED’s Special Education data manager provides technical assistance to districts to improve data collection. **Timeline: ongoing**
2. The state maintains a data dictionary and distributes it to all school districts. **Timeline: ongoing**
3. EED implemented a new data collection instrument to collect more accurate data on some indicators this Supplemental workbook will help us to maintain our collection of timely and accurate data. **Timeline: current, ongoing.**
4. EED contracted with Computer Task Group (CTG, Anchorage) to assess compliance monitoring tool and assets. **Timeline: report received October 3, 2005.**
5. EED staff has aligned the current special education monitoring tool (standards) to IDEA 2004. **Timeline: current.**

6. CTG Report was developed to help enhance the monitoring system. **Timeline: current.**
7. Unity Warehouse training is in progress training completed by Jan. 07. Since EED data staff received training in Unity Warehouse (Microsoft Business Intelligence Solution) programming, will be able to develop and implement a working and successful portal. **Timeline: ongoing.**
8. EED has implemented the design of the Unity Warehouse. **Timeline: continuous and ongoing.**
9. In November 2005, EED learned it was a recipient of an IES Statewide Longitudinal Data Systems Grant. **Timeline: ongoing.**
10. Around the same time, in December 2005, Microsoft announced the release of its new Microsoft Business Intelligence solution. This, coupled with the new Microsoft Business Intelligence Solution release, allowed the State of Alaska to enter into a statewide enterprise license agreement with Microsoft.
11. The agreement allowed EED to purchase the new Microsoft Business Intelligence Solution at one-third the cost of the Oracle 10g Business Intelligence solution. Another advantage of using the Microsoft solution is that department staff has already been trained and is already knowledgeable about Microsoft products. **Timeline: ongoing.**
12. Due to this switch of systems, part of the training and development is still in progress under different funding sources. **Timeline: ongoing.**
13. EED contracted with Computer Task Group (CTG, Anchorage) to assess the compliance monitoring tool and assets. **Timeline: completed 10/3/05.**  
**Resources: EED was provided a strategic assessment at the cost of \$25,000.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 05)**  
*[If applicable]*

1. EED revised the SPP to include Improvement activities/ Timelines/ Resources.

**Attachment 1 = Table 7**

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION  
AND REHABILITATIVE SERVICES  
OFFICE OF SPECIAL EDUCATION  
PROGRAMS

TABLE 7  
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2006-07

PAGE 1 OF 1  
OMB NO.: 1820-0677  
FORM EXPIRES: 08/31/2009  
STATE: Alaska

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	9
(1.1) Complaints with reports issued	6
(a) Reports with findings	3
(b) Reports within timeline	6
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	18
(2.1) Mediations	
(a) Mediations related to due process	3
(i) Mediation agreements	3
(b) Mediations not related to due process	15
(i) Mediation agreements	11
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	27
(3.1) Resolution sessions	11
(a) Settlement agreements	8
(3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline	0
(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	20
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

**Attachment 2**

**Administrative Monitoring Standards**

**Monitoring Category: Child Find**

1.01 The district has a written administrative guideline for documenting and attempting interventions for a reasonable length of time before referral.

1.02 Completed screenings are available for children who were determined eligible and ineligible and they document screening process for: vision, hearing, health, motor, language and social development, general basic skills and general development, primary language and culture and daily living skills through home and community and the file contains documentation of the conducted screenings.

1.03 The child Find plan identifies the Child Find Coordinator and is for children ages 3-21.

1.04 Documentation verifies that contact is made to private schools, charter schools, and correspondence schools to identify children with disabilities who need services.

1.05 Documentation verifies child find public notices have been included in TV spots, newspaper announcements (include dates) and/or other forms of media.

1.06 Documentation verifies child find activities are coordinated with Part C child find activities.

1.07 Each teacher/provider involved in the student's services has been informed of his/her responsibilities, specific accommodations, modifications and supports provided to the student and has access to the student's IEP.

1.08 The child find annual public notice includes the types of disabilities that qualify as disabling conditions, educational needs of children with disabilities, right to FAPE and special services available through the district.

1.09 The child find annual public notice is available in each language in which the district has a bilingual program and is posted in several areas throughout the community.

1.10 Procedures for screening include: vision, hearing, health, motor, language and social development, general basic skills and general development and primary language and culture.

1.11 Screening results demonstrating above procedures were conducted, and are available for students who were determined eligible and students who were determined ineligible (random selection of screenings).

1.12 Documentation that staff have been trained in child find referral procedures outlined in child find plan.

**Monitoring Category: Surrogate Parent**

2.01 The district has a surrogate parent plan or adopted the Alaska Special Education Handbook Surrogate Parent Plan by putting it on their letterhead.

2.02 District maintains a current list of trained surrogate parents who meet the criteria to be surrogate parents.

2.03 District maintains a record of training each surrogate parent has received.

## **APR– Part B (4)**

**Alaska  
State**

2.04 Student files demonstrate surrogate parent represents the child in all matters related to identification, evaluation, educational placement, and provision of FAPE.

2.05 If surrogate parent is removed, documentation shows reason(s) for removal (based on surrogate parent plan) and documents proper procedures were followed.

### **Monitoring Category: Placement**

3.01 Records indicate that the district has a continuum of possible (rather than only those available) placements available and used in recommending placement.

3.02 The district has a continuum of alternative placements available to students with disabilities at each school site/or a plan to provide alternative placement if necessary.

3.03 Evidence that district provides services to eligible preschoolers.

3.04 Evidence of students participating in academic and extracurricular activities with their same age peers.

3.05 District has an effective model for ensuring special education services are provided to students in private schools, correspondence schools, and charter schools.

3.06 Documentation is present that shows services are being provided to students in private schools, correspondence schools, and charter schools.

3.07 Documentation shows ESY services are provided beyond the regular school year at no cost to parents.

3.08 The district has Individualized Cooperative agreements between the district and statewide correspondence study programs for each student in special education.

### **Monitoring Category: Miscellaneous**

4.01 The district has adopted a written criteria for determining students to meet eligibility as Learning Disabled consistent with state and federal regulations.

4.02 Records document that the district has and supplies parents with a list of places independent evaluations may be obtained and a list of the criteria the district uses when providing an evaluation.

4.03 Documentation shows that the district periodically inspects hearing aids worn by students who are deaf or hearing impaired to ensure proper functioning.

### **Monitoring Category: Interagency Agreements**

5.01 There are district level interagency agreements in place with Juvenile corrections facilities and adult corrections facilities.

5.02 There are district level interagency agreements in place with correspondence schools .

5.03 There are district level interagency agreements in place with community mental health providers.

5.04 There are district level interagency agreements in place with private schools.

5.05 There are district level interagency agreements in place with the local infant learning program.

5.06 There are district level interagency agreements in place with the local Head Start program, if appropriate.

5.07 There are district level interagency agreements in place with community agencies involved in providing transition services for secondary transition, including vocational rehabilitation.

**Monitoring Category: Procedural Safeguards**

6.01 Parents receive procedural safeguards that include their rights for mediation, due process and complaints.

6.02 Prior Written notice is made available in all languages for which the district has a bilingual program.

6.03 If native language is not a written language a taped version of Prior Written Notice is available as are other alternative methods of communication (eg. Braille, interpreter).

6.04 Records show that the district provided written notice to parents initiating a due process hearing, offering mediation and the notice included a copy of the Notice of Procedural Safeguards.

6.05 Records show that the district notified the department when a parent requested a due process hearing.

6.06 Records indicate that the district complied with corrective actions assigned in due process hearings and complaint investigations.

6.07 Records document that district informs parents of their rights to have copies of hearing transcripts, keeps transcripts on file and shares them with parents when requested.

6.08 Student records show student remained in educational placement that preceded proceedings unless parties agreed otherwise.

6.09 If proceedings concern admission to school ,the child was admitted hearings (with parent consent).

**Monitoring Category: Confidentiality**

7.1 Records indicate that district complied with parental requests to review records.

7.02 Documentation is available to show that one district employee has received training on district's responsibility regarding confidentiality of information and is designated to oversee confidential records.

7.03 The record of training documents personnel collecting or using personally identifiable information have been trained or instructed regarding the state's policies and procedures regarding confidentiality.

7.04 Record of training includes: dates of training, who conducted training, subjects covered and participants attending.

7.05 The district maintains a current list of employee names and positions within the district that may have access to personally identifiable information (records) and the list is posted on or near the confidential special education files.

7.06 Records show that the district when requested provides parents with a list of the types and locations of education records collected, maintained or used by the district.

7.07 Records indicate that parents have been informed when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child.

7.08 District has a written procedure for destroying personally identifiable information when it is no longer needed to provide educational services.

7.09 District has a written procedure for destroying personally identifiable information at the parents' request when it is no longer needed to provide educational services. Procedure includes educating parents regarding potential needs for this information.

7.10 Documentation shows parent requests for student records to be amended, documentation of amendment of record or refusal to amend and appropriate process followed.

**Monitoring Category: Personnel**

8.01 Records document that special education teachers have a Type A certificate with an endorsement in special education.

8.02 Records document that related service providers have the appropriate license or certification. - OT/PT may have a license or Type C certificate -All others must have a Type A or C certificate

8.03 Certification for administrators of Special Education. Each person employed solely to administer a Special Education program must possess (1) both a Type B certificate and Type A certificate endorsed in Special Education or for a related services specialty or (2) a Type B certificate endorsed in Special Education or for a related services specialty.

8.04 Interpreters for the deaf are certified by the National Registry for the Deaf or documentation verifies interpreters rate intermediate on SCIP1 within ONE year of employment; Intermediate plus within TWO years; Advanced plus within 3 years.

8.05 Records document a description of training provided to meet the district's personnel needs; sign in sheets of persons attending training, name of person providing training and dates of training.

8.06 Documentation (includes dates, time and training, name and title of person providing training and topics covered) verifies para-educators have received 6 hours of training on child's disability, content of IEP, instructional and safety procedures and maintaining confidentiality annually.

8.07 The district has a personnel development plan in place that: 1. identifies district training needs; 2. Documents ongoing training.

8.08 Documentation verifies that preschool teachers have a Regular Type A certificate with endorsement in special education or have a Type A certificate with an endorsement in Special Education and completed 6 semester hours in early childhood special education.

**Monitoring Category: Discipline**

9.01 The special education and disciplinary records of the student are transmitted for consideration by the persons making the final determination regarding disciplinary action for procedures applicable to all students.

9.02 Documentation shows that school records containing information concerning violent or disruptive behavior or disciplinary action, are transferred to the student's new school.

9.03 Documentation shows crimes are reported to law enforcement.

9.04 Special Education and disciplinary records are provided to appropriate agencies to the extent permitted by FERPA.

**Attachment 3**

**Student Monitoring Standards**

**Monitoring Category: Confidentiality**

1.01 Parental consent for release of information is obtained before personally identifiable information is disclosed to anyone other than officials of the participating agency or to be used for any purpose other than the requirements of IDEA 04.

1.02 Persons accessing the file that are not the student’s parents or authorized employees of the participating agency sign record of access, which includes name, date, purpose and agency affiliation.

1.03 If district changes or destroys information in district that personally identifies the student, parent/guardian/student (at age of majority) received Prior Written Notice.

**Monitoring Category: Referral/Evaluation**

2.01 Interventions are documented and attempted for a reasonable length of time before referral.

2.02 The referral form documents a summary of existing information

2.03 A signed consent for initial evaluation and evidence that Procedural Safeguards were given to parents are present in the file and dated prior to evaluation being conducted.

2.04 Parents received Prior Written Notice of initial evaluation before evaluations were conducted.

2.05 Parents receive Prior Written Notice for initial evaluation if the parents REFUSED to have their child evaluated.

2.06 Each evaluation indicated on the Consent for Evaluation or Reevaluation is conducted prior to placement.

2.07 More than one evaluation was conducted and addresses the areas of need identified in the referral.

2.08 The file contains documentation of request(s) for Independent Educational Evaluation(s), a copy of the IEE(s) that was conducted and the IEE is considered on the ESER.

2.09 Evaluation and placement in special education are completed within 45 school days of INITIAL CONSENT for evaluation.

**Monitoring Category: Eligibility Process**

3.01 Parents were invited to participate in the eligibility determination meeting early enough to ensure they had an opportunity to attend as evidenced by a copy of the invitation to attend a meeting.

3.02 Comparison of dates on CONSENT FOR EVALUATION and the ESER indicates that DETERMINATION OF ELIGIBILITY was made within 45 school days of parental consent for evaluation.

3.03 Parent information and observation are documented on the Evaluation Summary and Eligibility Report.

3.04 The Evaluation Summary and Eligibility Report documents that the student meets each requirement for eligibility under the selected certification category.

3.05 Eligibility determination is supported by, and consistent with, the other information contained in the Evaluation Summary and Eligibility Report.

3.06 Educational needs and recommendations are documented on the Evaluation Summary and Eligibility Report and are consistent with findings from the evaluations (or reevaluations) consented and conducted.

3.07 The Evaluation Summary and Eligibility Report contains evidence of team participation - a group of qualified professionals and the parent (signatures of the student's parent(s)/guardian/trained surrogate parent, the student, when appropriate, a representative of the school district, an appropriately certified special education teacher, at least one general education teacher and district staff to interpret instructional implications of evaluation results. When appropriate the following representatives should also be present: a private school representative, transition service providers and related service personnel).

3.08 Documentation verifies that parents/guardian/student (if at age of majority) received verbal or written notice of a reevaluation without further assessments being conducted.

3.09 Documentation verifies that parents/guardian/student, (if at age of majority) received prior written notice of a reevaluation, including assessment before the assessment was conducted.

3.10 A signed consent for reevaluation is present in the file and dated prior to evaluation being conducted.

**Monitoring Category: The IEP Process**

4.01 Parent/student were invited to participate in the IEP meeting early enough to ensure they had an opportunity to attend.

4.02 Comparison of date of eligibility determination (ESER) with date of IEP meeting shows IEP is implemented within 30 days of eligibility determination.

4.03 IEP documents a single certification category that matches that determined in Eligibility Determination Meeting as documented on the ESER.

4.04 The CURRENT IEP contains evidence of complete IEP team participation (signatures of the student's parent(s)/guardian/trained surrogate parent, the student, when appropriate, a representative of the school district, at least one appropriately certified special education teacher, at least one general education teacher and district staff to interpret instructional implications of evaluation results. When appropriate the following representatives should also be present: a private school representative, transition service providers and related service personnel or other individuals at the discretion of parents and/or district.)

4.05 The IEP documents contribution from parent(s)/student and transition agencies or documentation is present to verify attempts to encourage their participation.

4.06 Present Levels Academic Achievement and Functional Performance are supported by and consistent with areas of educational need as identified in the ESER.

4.07 PLAAFP includes: 1. Transition needs (ages 16-21) 2. A narrative description of the student's current functioning 3. The student's performance on state and district-wide assessments. 4. The effect of the student's disability on the student's involvement and progress in the general education curriculum or the effect of the disability on the participation of a preschool child on appropriate activities and transition needs.

4.08 Special factors have been considered and are supported by and consistent with the Present Levels Academic Achievement and Functional Performance.

4.09 Participation and any necessary accommodations for state and district-wide testing are documented in the IEP and are supported by and consistent with the special factors considered.

4.10 The measurable academic and functional goals and short-term objectives (when appropriate) are aligned with state standards and address each area identified as a need/recommendation in the Present Levels Academic Achievement and Functional Performance.

4.11 An evaluation procedure is identified and used to measure progress toward Goals (academic and functional) and objectives (when appropriate) throughout the IEP year.

4.12 Goals (academic and functional) and objectives (when appropriate) are updated and revised as appropriate.

4.13 Progress reports in the file document student progress toward each annual goal (academic and functional) and objective (when appropriate) and have been sent to parents at least as often as students without disabilities in the school.

4.14 Progress reports document plan to revise/update goals and objectives (when appropriate) if progress is not sufficient for student to meet goal and objective (when appropriate) by end of IEP year, file contains evidence that plan is being followed.

4.15 Program modifications are supported by and consistent with the goals and objectives; be involved in and progress in the general education curriculum; and participate in extracurricular and other nonacademic activities.

4.16 IEP documents supports for school personnel that help the student to advance appropriately toward annual goals; be involved in and progress in the general education curriculum; and participate in extracurricular and other nonacademic activities.

4.17 IEP documents ESY services were considered and decision regarding provision of ESY services is justified within 90 days of school year and is supported by and consistent with the student's IEP.

4.18 Areas of Special Education and Related Services are supported by and consistent with areas of educational need and recommendations identified in the Evaluation Summary and Eligibility Report and address each need identified in Present Levels Academic Achievement and Functional Performance.

4.19 Areas of special education and related services are supported by and consistent with the goals and objectives (when appropriate).

4.20 Areas of special education and related services include the location, projected start and end dates, provider, frequency, amount of time and frequency of site supervision by certificated or licensed service providers.

4.21 IEP documents regular education participation including location, provider, frequency and time.

4.22 The IEP is implemented as soon as possible following the IEP meeting.

4.23 The justification for placement is determined annually, is supported by and consistent with the PLAAFP, goals and objectives (when appropriate), supports for school personnel and special education and related services.

4.24 The extent of student participation in the regular education program is included (in the justification for placement) with an explanation of the extent if any that the student will not be participating with children without disabilities.

4.25 Student's placement is with age-appropriate peers in academic and extra-curricular courses and activities.

4.26 Student attends his/her resident school (i.e., the student would attend if not disabled) or documentation verifies that the IEP team considered the feasibility of providing services in the student's residing school.

4.27 If student is enrolled in private school, correspondence schools, and charter schools documentation verifies that special education services are provided.

4.28 Copy of signed Consent-for-Special Education Services form is present and dated prior to any delivery of special education or related services.

4.29 Parents received Prior Written Notice for initial student placement.

4.30 Documentation verifies that Procedural Safeguards were given to the parents/guardian or student (if student has reached age of majority) at the IEP meeting.

4.31 There is evidence of a request for a due process hearing and evidence that a copy of Procedural Safeguards were given to the parent/guardian or student, if student has reached age of majority.

4.32 If district accepts an out of district IEP and eligibility category, parents/guardian/student, if at age of majority, receive prior written notice.

**Monitoring Category: Intensive Funding**

5.01 Student was claimed for intensive funding and received services on the count date (4th Friday in October).

5.02 Direct daily instruction by a teacher endorsed in special education.

5.03 Provision of multiple services, including related services.

5.04 Services supervised by at least one certified special education teacher or related service provider.

5.05 The need for continuous special education programming.

5.06 Assistance and training in more than one basic self-help, daily living, or adaptive skills.

5.07 That individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs.

5.08 Daily special transportation, except that this transportation requirement does not apply in the case of a student who has received daily special transportation for at least a year and no longer needs it.

5.09 Student experiencing deaf-blindness, must read Braille, and needs or receives full-time the services of a deaf education interpreter or tutor.

5.10 Student's IEP team has determined that out-of-state residential placement is necessary.

5.11 Student has a disability that prevents the student from attending a regular or special education program even with the aid of special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is appropriate to meet student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

**Monitoring Category: Behavior**

6.01 Functional Behavior Assessment is conducted and implemented when there is misconduct resulting in suspension/expulsions/IAES of more than 10 school/business days.

6.02 The Functional Behavior Assessment contains a clear written description of the problem conduct.

6.03 The FBA provides information helpful in predicting when and in which situations the misconduct may occur.

6.04 The Functional Behavior Assessment provides information helpful in predicting when and in which situations the problem misconduct may occur.

6.05 The Functional Behavior Assessment identifies the consequences that maintain the misconduct.

6.06 The Functional Behavior Assessment determines the main purpose or function of the misconduct.

6.07 If the IEP team determines conduct impedes student's learning or that of others, a Behavior Intervention Plan is developed and implemented based on the Functional Behavior Assessment and is supported by and consistent with the ESER, PLAAFP, Goals/Objectives (if necessary) and areas of special education and related services.

6.08 The IEP team and other qualified individuals conduct a Manifestation Determination within 10 school days after the district decides to take any disciplinary action constituting a change of placement.

6.09 Evaluation results, diagnostic/relevant information supplied by parent/guardian/student, appropriateness of placement, and appropriateness of the IEP are considered by IEP team and qualified personnel when conducting a Manifestation Determination.

6.10 During the Manifestation Determination, the IEP team determined the misconduct WAS NOT considered a manifestation of the student's disability because of the district's failure to implement the IEP appropriately or misconduct was caused by/had direct, substantial relationship to the student's disability.

6.11 During the Manifestation Determination, the IEP team determined the conduct WAS considered a manifestation of the student's disability if the special education, related services and behavior intervention strategies were provided consistent with the student's IEP and placement.

6.12 The IEP team conducts/reviews/revises a FBA and develops/reviews/revises and implements a BIP within 10 days of suspension/expulsion/IAES.

6.13 Documentation confirms that a student carrying a weapon, using, possessing, selling, or soliciting illegal drugs at school or causing serious bodily injury is placed in an IAES for 45 school days or less.

6.14 Documentation confirms that the IAES was determined by the IEP team, allows the student to participate in general education curriculum, includes continuation for services as outlined in the IEP and includes services and modifications to address the behavior so it does not recur.

6.15 Documentation shows that if parent disagrees with the determination that the student's behavior was NOT a manifestation of the student's disability or disagrees with the disciplinary placement, the parent was informed of the right to request a hearing and given Procedural Safeguards.

6.16 Documentation confirms that services were provided to the student beginning on the 11th day to the extent necessary, as determined by the IEP team, to enable the student to progress in the general education curriculum and advance toward his/her goals.

6.17 Parents received PWN of the disciplinary action no later than when the action becomes effective.

**Monitoring Category: Transition**

7.01 For students entering preschool, records indicate that district staff participated in a transition planning conference at least 90 days (and up to 6 months) before the child's third birthday.

7.02 The date of the IEP/IFSP for a preschool student indicates it was in place by the child's third birthday (IFSP may be implemented with agreement of district; district only obligated to implement educational components of IFSP).

7.03 Pre School children are in settings with Typically developing peers.

7.04 Preschool Children demonstrate improved positive social emotional skills. (including social relationships) N

7.05 Preschool children demonstrate improved acquisition and use of knowledge and skills. (including early language/communication and early literacy)

7.06 Preschool children demonstrate improved use of appropriate behavior to meet their needs.

7.07 IEP should include measurable postsecondary goals related to training, education, employment, and independent living skills (where appropriate) based on appropriate transition assessments.

7.08 A statement of the student's (age 16-21) transition service needs that focuses on the student's course of study and is supported by and consistent with the PLAAFP, goals and objectives, supports for school personnel and special education and related services by the student's 16th birthday.

7.09 A statement of needed transition services for student (age 16-21) are based on student's strengths, preferences, interests, and are supported by and consistent with the PLAAFP, goals and objectives, supports for school personnel and special education and related services.

7.10 A statement of the student's (age 16-21) needed transition services including instruction, community experiences, job training/employment, related services, adult living and post school activities, and when appropriate, daily living skills and/or functional vocational assessment.

7.11 There is clarifying information about each agency's responsibility and/or identifying linkages to support the student in transition to post-school services/activities.

7.12 The student and parent have been informed of the transfer of rights at least one year before the student has reached the age of 18.

**Monitoring Category: Exit**

8.01 Completed Exit form is present documenting student no longer eligible for special education services (ESER and Exit Form needed), graduation with a regular diploma, student reached age of 22, or is deceased (ESER not needed.)

8.02 Parent/guardian/student, if at age of majority, were provided with Prior Written Notice regarding student's exit from special education services.

The End☺