Reminders

- Please mute
- Will be recorded
- Questions in chat box

LEA Call

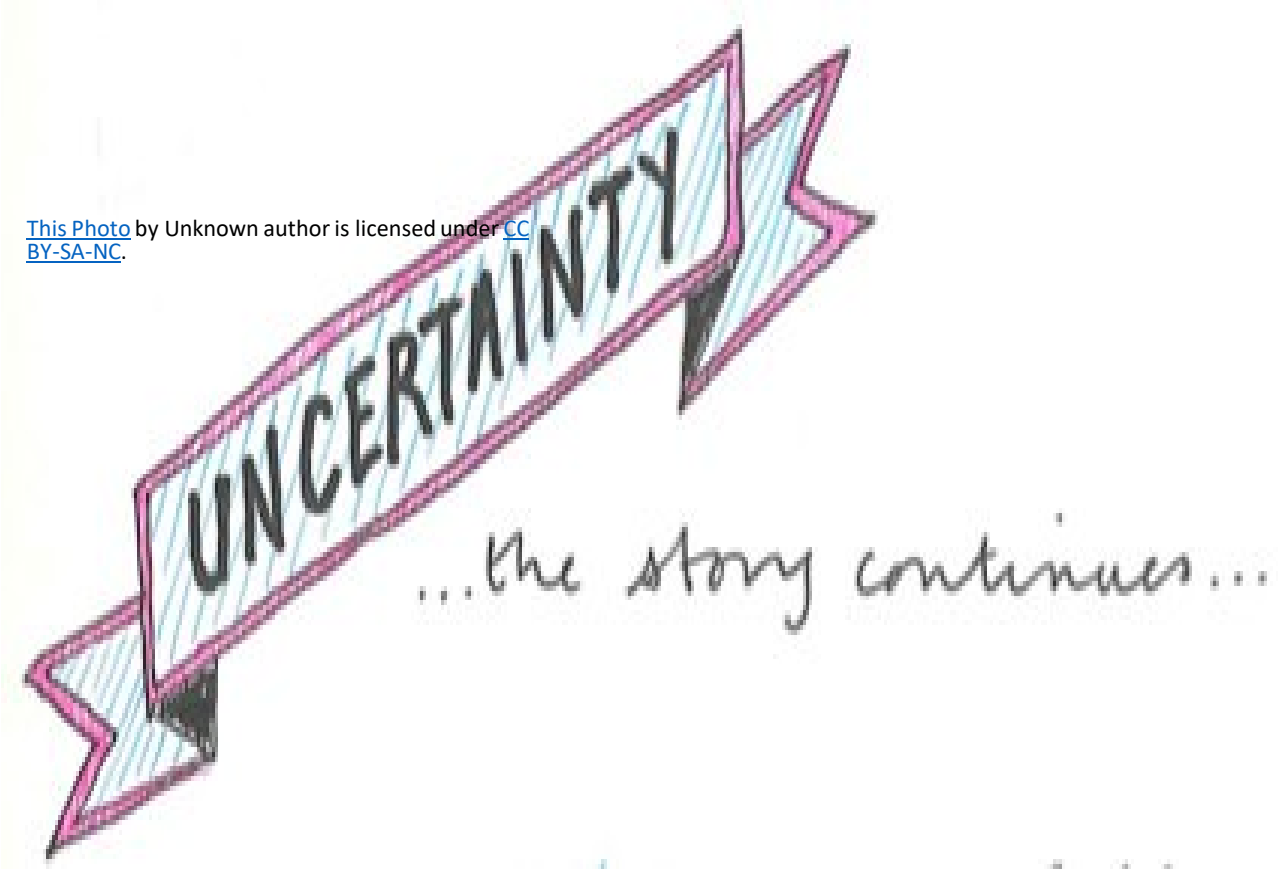
July 15, 2020

Agenda

- Today's Announcement
- Draft Guidance
- Contingency Plan
- Fiscal Reminders
- General Supervision

Governor's Announcement

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Draft Guidance

- Stakeholders' Group
- District audience
- Teacher audience
- Family audience

Contingency Plan

Emergency Closure-all switch to "learning opportunities

- All students will now receive "continued learning opportunities"
- Distance Contingency Plan will be used

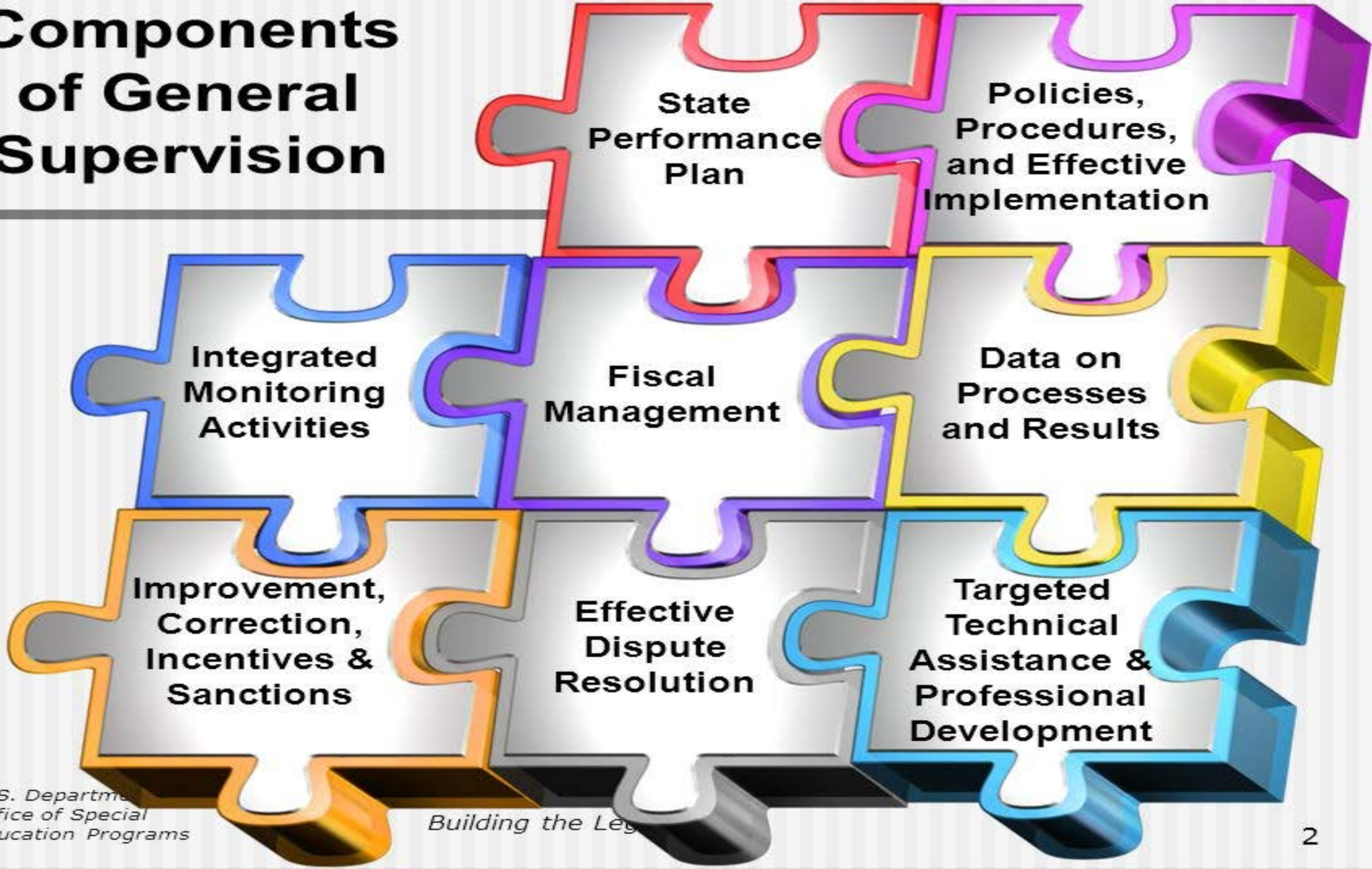
Emergency Closure-all switch to virtual

- All students will now receive all instruction through virtual format
- IEP amendments, if needed, to provide for/accommodate for change in instructional delivery model

Fiscal and Grants Management

- Supplemental Allocations – Week of July 13th
- New Special Education Directors & CFO's Workshop – Late July
- All Special Education Directors & CFO's Presentation – Early August
- Excess Cost Training Session #1 Eligibility – October
- Excess Cost Training Session #2 Compliance – November
- Maintenance of Effort TA – TBD
- Parentally Place Private School Children TA (PPPSC) - TBD

Components of General Supervision



State Performance Plan and Annual Performance Report

The Individuals with Disabilities Education Act (IDEA) requires states to submit a State Performance Plan (SPP) and to annually report data on the status toward meeting the targets on the indicators contained in this plan. This report of status is called the Annual Performance Report (APR) and is submitted in February of each year for OSEP to review. OSEP provides feedback and then the state makes revisions and submits a final version. The APR contains information about how the state performed for each of the indicators and explanations for meeting or not meeting targets as well as continued activities for maintaining or improving performance.

SPP-APR

SPP/APR Indicators

1. Graduation
2. Dropout
3. Assessment
4. Suspension /Expulsion
5. Education Environments (Ages 6-21)
6. Preschool Environments
7. Preschool Outcomes (COSF)
8. Parent Involvement (Parent Surveys)
9. Disproportionate Representation (Identification)
10. Disproportionate Representations in Specific Disability Categories
11. Child Find
12. Early Childhood Transition
13. Secondary Transition
14. Post-School Outcomes
15. Resolution Sessions (Dispute Resolution)
16. Mediations (Dispute Resolution)
17. State Systemic Improvement Plan (SSIP)

How Does the SC Determinations System Work?

- Utilizes a point system with twelve factors:
  - five compliance factors
  - seven performance factors

- Zero to three points assigned for each factor (total points range – 0 to 36 points)

Compliance Factors

- Timely and accurate data submissions
- Fiscal/subgrantee risk
- IDEA timelines (SPP/APR Indicators 11 and 12)
- Post-secondary planning and services (SPR/APR Indicator 13) compliance
- Timely resolution of findings of noncompliance

Performance Factors

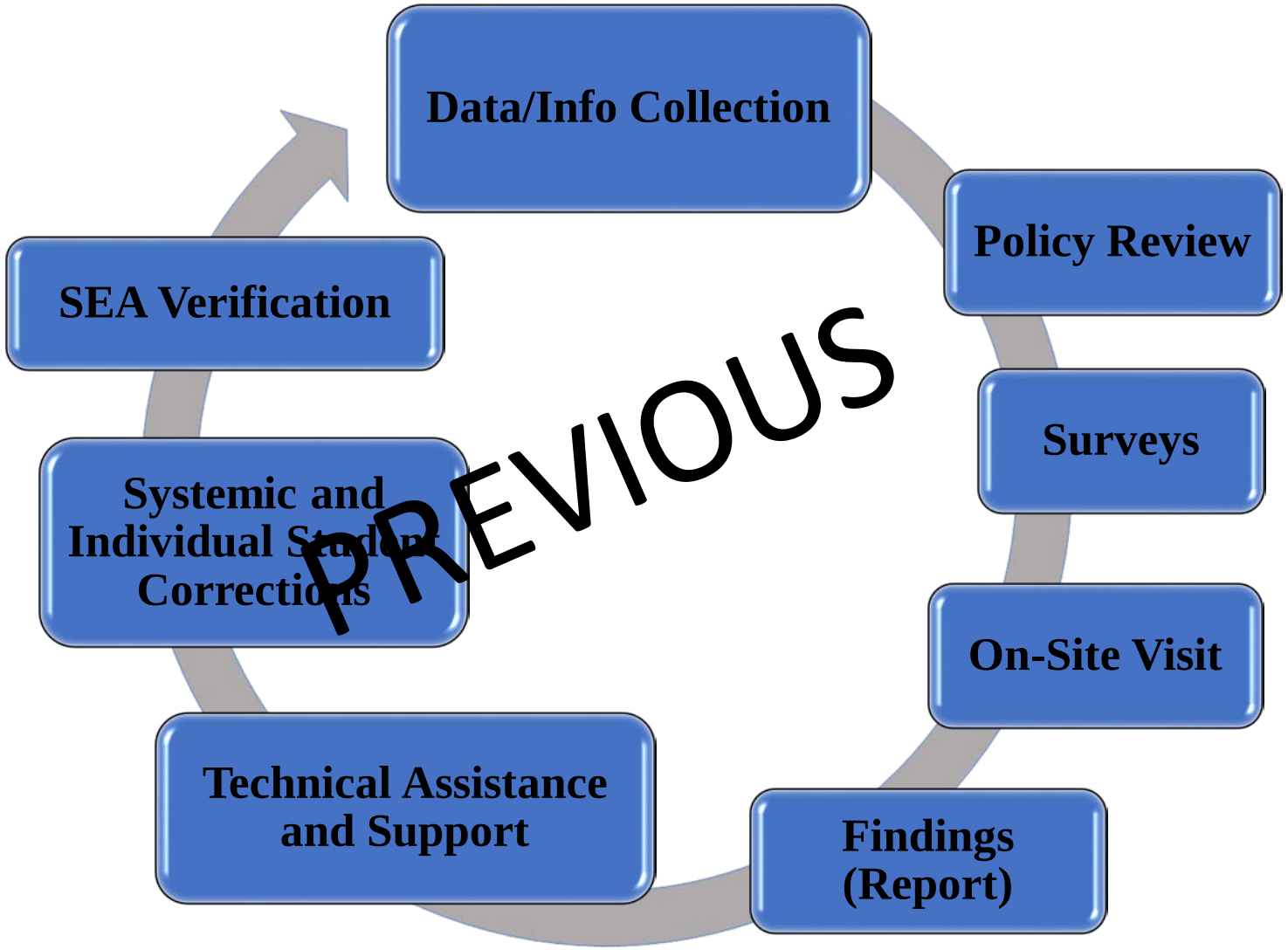
- Graduation rate
- ELA statewide assessment performance
- Math statewide assessment performance
- School age LRE
- Preschool placement settings
- Suspension of SWDs
- Career preparation assessment performance

How It Works – Continued

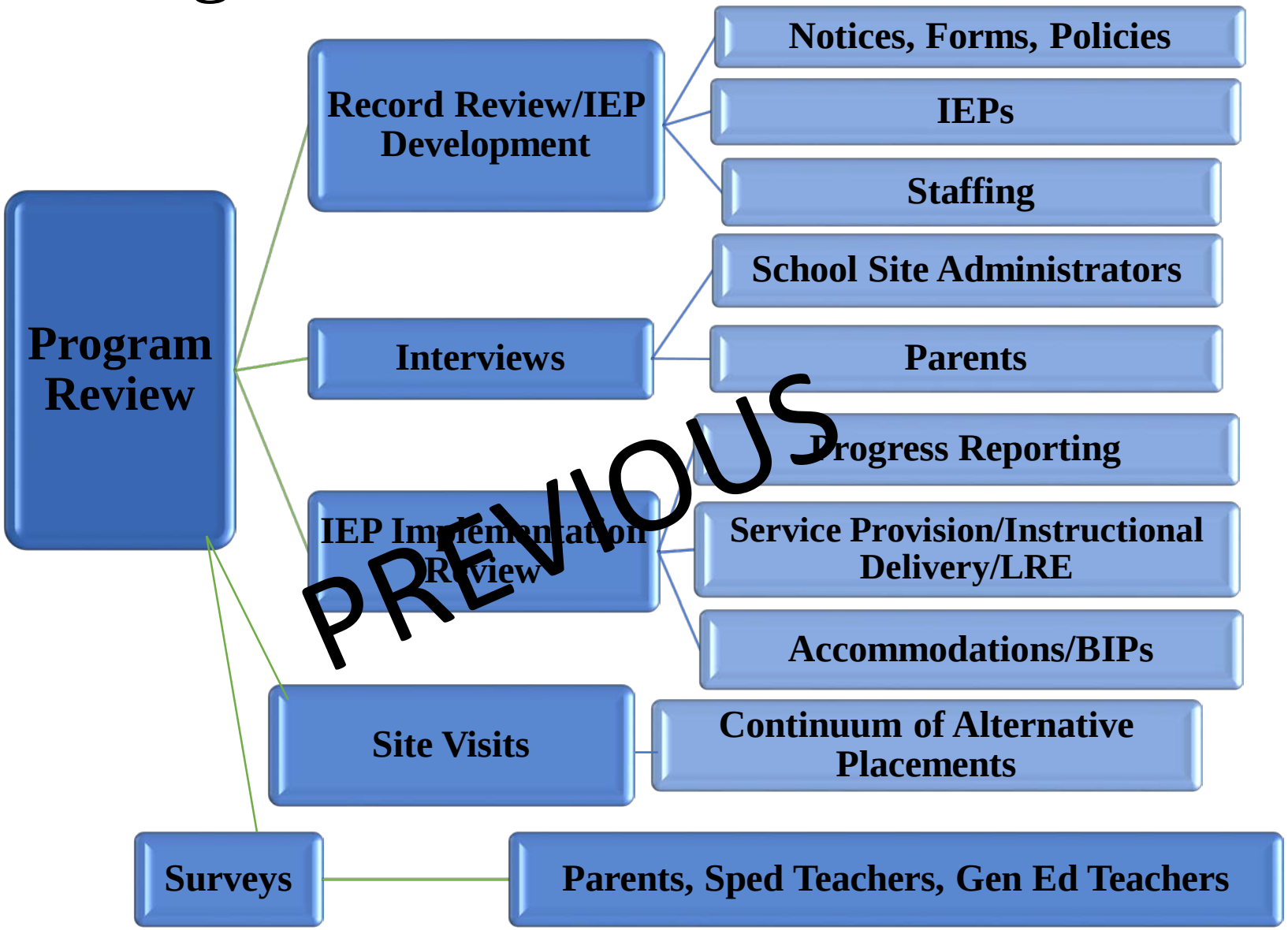
Determination levels for LEAs are based on the total points (36 maximum) and guide the type and intensity of technical assistance provided to LEAs (see chart below)

Total Points	Determination Level	Type of Assistance
28-36	Meets Requirements	Self-Directed
19-27	Needs Assistance	Collaborative
10-18	Needs Intervention	Focused
0-9	Needs Substantial Intervention	Systemic

PREVIOUS OSES IDEA PART B Program Review Process (Two Years)



PREVIOUS Program Review Activities



Focus on Outcomes, Result, Performance, Improvement

Preschool (currently ages 3 through 5)

- Indicator 6 – Preschool LRE
  - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
  - Separate special education class, separate school or residential facility.

- Indicator 7 – Preschool Outcomes
  - Positive social-emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
  - Use of appropriate behaviors to meet their needs.

- Indicator 12 – C to B transition
  - IEPs in place by third birthday

Proposed and Actual Changes

Actual

- Move age 5 up to school-aged
  - Preschool will now be ages 3 and 4
  - School-aged will now be ages 5 – 21

Proposed

- Add “home environment” to Indicator 6
  - Home environment is a natural environment for preschool children with disabilities

What this may mean

- Indictor 6 will be limited to ages 3 and 4 (the very ages for which we have no universal preschool services)
  - Running data for the past few years to see how this might change LREs for both school-aged and preschool
- Indicator 7 focus will be on how we assess and describe the progress across these three areas
  - Participating in intensive TA with ECTA in this area
- Indicator 12 will be viewed through “COVID” lens with transition timelines

Other anticipated changes

- Including growth measures in the LEA Determinations
- Organizing technical assistance around the 4 focus areas
  - Early childhood
  - Academic
  - Social-Emotional
  - Post-secondary
- IEP reviews will focus on critical components that most directly impact 4 focus areas


Stay
Tuned!