

Alabama State Department of Education Special Education Services

2021 Raising the Standards Conference
DaLee Chambers, Ph.D., J.D.
May 05, 2021

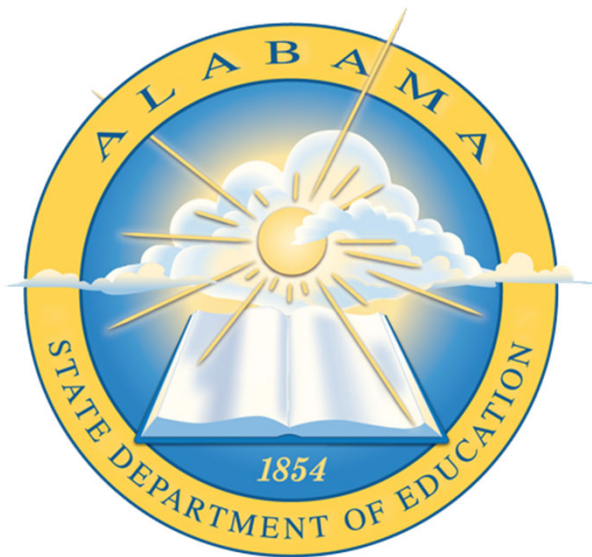


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Hello!

Alabama
State
Department of
Education,
Special
Education
Services

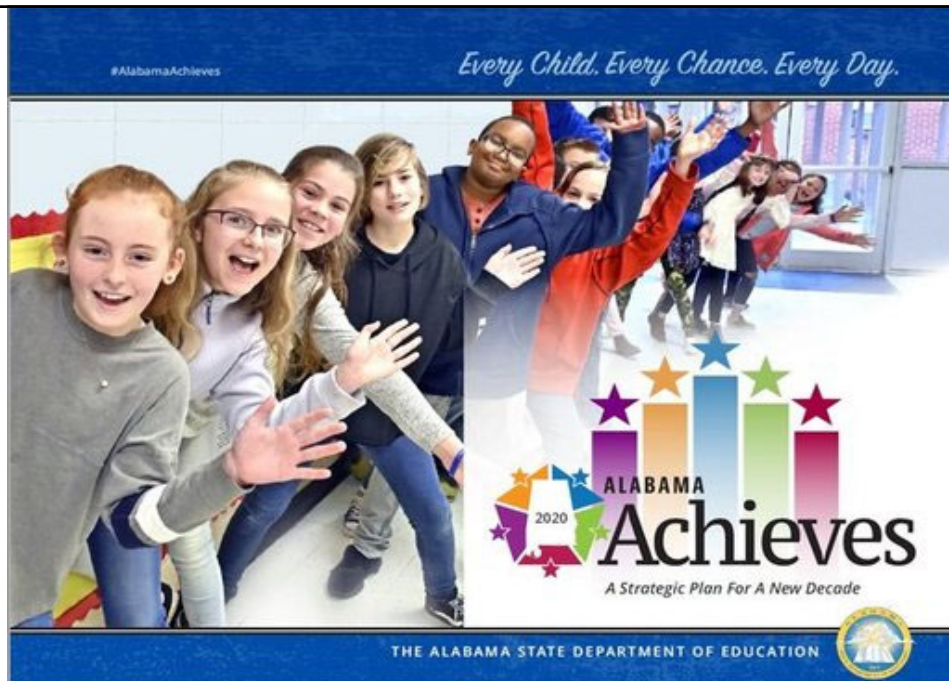
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Alabama
State
Department of
Education



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Academic Growth and Achievement

- Increase student achievement in all academic areas with a focus on reading and math.



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Academic Growth and Achievement

- Increase reading achievement on state and national assessments.
- Increase mathematics and science achievement on state and national assessments.
- Support students with exceptional needs (e.g., special education, gifted, English learners, dyslexic, medically fragile).



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College, Career, and Workforce Ready

Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.



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College, Career, and Workforce Ready

- Expand opportunities to give students multiple ways to demonstrate the knowledge, skills, and qualities necessary for success after high school.
- Identify the knowledge, habits, and qualities (i.e., essential skills) necessary for success after high school, and support every high school to incorporate these across various curricula.
- Reduce the gap between College and Career Readiness (CCR) rate and the Graduation Rate.



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Safe and Supportive Learning Environments

Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school.



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Safe and Supportive Learning Environments

- Expand access to mental health services and support in schools.
- Provide support and professional expertise to local school systems as they create, enhance, and/or maintain safe, secure campuses.



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Highly Effective Educators

Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.



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Highly Effective Educators

- Increase the number of high-quality educators entering the profession with an emphasis on shortage and areas of need.
- Provide high-quality professional development to focus on specific, identifiable needs of teachers and principals.
- Increase the number of non-traditional teacher candidates recruited as “second career” teachers from military, industry, business, and other fields.



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Customer-Friendly Services

Build a collaborative environment at the Alabama State Department of Education that provides fast, reliable customer service for citizens, state leaders, and local education agencies.



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Customer-Friendly Services

- Develop internal communications strategies and pathways at the ALSDE with a focus of “customer satisfaction.”
- Enhance external communications strategies and pathways to improve communication between the ALSDE and stakeholders.



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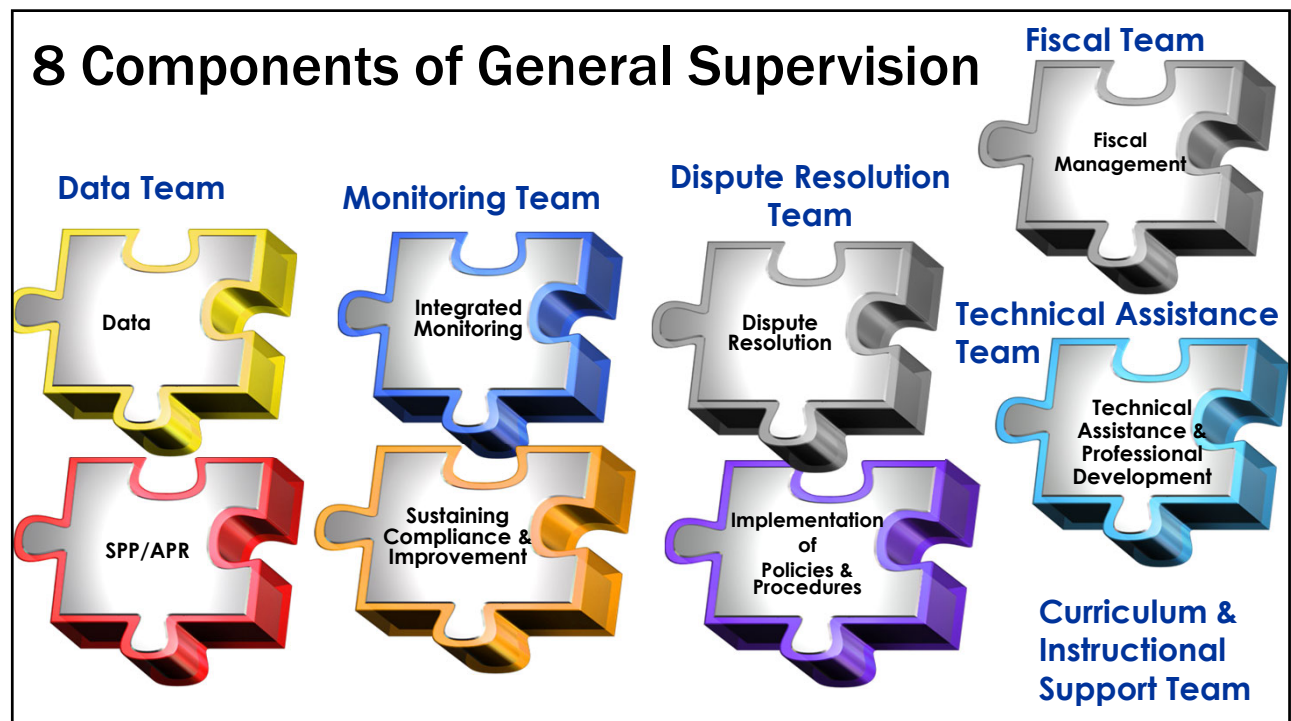
Special
Education
Services



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COVID-19 Impact Services MEMO

- Memo with companion presentation that explains COVID-19 Impact Services for students with disabilities.

<https://www.alsde.edu/sec/ses/Policy/COVID-19%20Impact%20Services%20for%20Students%20with%20Disabilities.pptx>

(Google ALSDE COVID-19 Impact Services)



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State Performance Plan (SPP)/ Annual Performance Report (APR)

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.



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Compliance Indicators

Performance Indicators



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Part B FFY 2020–2025 SPP/APR

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Drop Out.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Participation rate for children with IEPs; (B) Proficiency rate for children with IEPs against grade-level academic standards; (C) Proficiency rate for children with IEPs against alternate academic achievement standards; (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.
4. **Suspension/Expulsion.** (A) % of LEAs with significant discrepancy; (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Education Environments (School Age).** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.
6. **Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program; (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills; (B) Acquisition and use of knowledge and skills; (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent or state timeframe.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals & appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school; (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities.

10/20

www.ideadata.org



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SPP/APR, June 25, 2020

- **Meets** requirements and purposes of the IDEA
- **Needs assistance** in implementing the requirements of the IDEA
- **Needs intervention** in implementing the requirements of the IDEA
- **Needs substantial intervention** in implementing the requirements of the IDEA



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State Systemic Improvement Plan (SSIP)

The State Systemic Improvement Plan (SSIP) is a comprehensive, multiyear plan that outlines a state's strategy for **improving results** for children with disabilities.

The Office of Special Education Programs (OSEP) requires that each state plan will focus on results that will drive innovation with the use of evidence-based practices (EBPs) in the delivery of services to children with disabilities.



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SPP/APR & SSIP Submissions

State Performance Plan/Annual Performance Report and State Systemic Improvement Plan (SSIP)

- Submitted Feb. 1, 2021 → Received feedback from Office of Special Education Programs (OSEP)
- April 29, 2021 → Submitted final version of SPP/APR



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CADRE Continuum of Processes & Practices																		
Stages of Conflict	Stage I				Stage II			Stage III				Stage IV				Stage V		
Levels of Intervention	Prevention				Disagreement			Conflict				Procedural Safeguards				Legal Review		
Assistance/ Intervention Options	Parent Engagement	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent to Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Models	Ombudsperson	Third-Party Opinion/Consultation	Resolution Meeting	Mediation under IDEA	Written State Complaints	Due Process Hearing	Hearing Appeal (Two-Tier Systems)	Litigation	Legislation
Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance														Third-Party Intervention			
	Decision Making by Parties												Decision Making by Third-Party					
	Interest-Based														Rights-Based			
	Informal & Flexible														Formal & Fixed			



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ALTERNATIVE DISPUTE RESOLUTION (ADR) IN AL

Alternative to WHAT?

- Ignoring Conflict
- Litigation

Stitt, A. (1998). Alternative dispute resolution for organizations: How to design a system for effective conflict resolution.



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Goals for an ADR Program

- Reduce Time and Cost
- Improve or Maintain the Relationship
- Satisfactory Outcome
- Deal with Emotions
- Avoid Future Disputes

Stitt, A. (1998). Alternative dispute resolution for organizations: How to design a system for effective conflict resolution.



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What should you do when you have a complaint or concern...

Where
do you
start?



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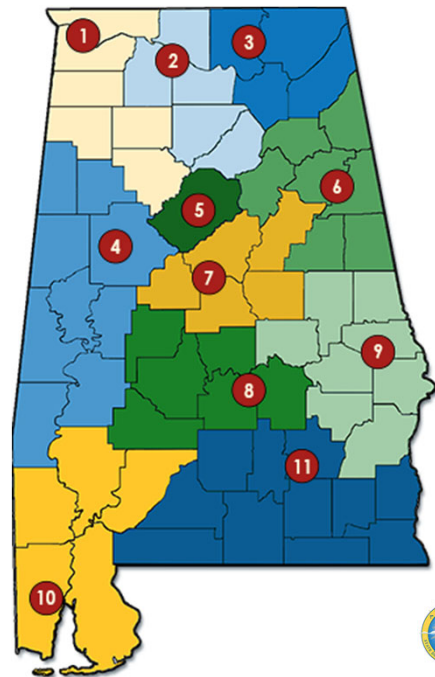
What should you do when you have a complaint or concern...

1. Work with local school staff. **← Start Here**
2. Request a parent-teacher conference.
3. Request an IEP meeting.
4. Call the Special Education Coordinator.
5. Call the Alabama State Department of Education (ALSDE) 334-694-4782.
6. Request IEP Facilitation or Mediation through the ALSDE.
7. File a Written State Complaint through the ALSDE.
8. File a Due Process Complaint through the ALSDE.



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Special Education Services Regional Assignments



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IDEA Due Process Hearing Officers



**Amanda D. Bradley, J.D. ,
Ed.D.**



P. Michael Cole, Esq.



**Steve Morton, Jr.,
Esq.**



Wesley Romine, Esq.



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IDEA Mediators



**Amanda D. Bradley, J.D. ,
Ed.D.**



**Sharon Brown,
M.Ed.**



**Jeffrey Courtney,
Esq.**



**Nika Gholston,
Esq.**



**Kia Scott,
Esq.**

**CALL ME
ALABAMA!**



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ALSDE IEP Facilitators



Amanda D. Bradley, J.D., Ed.D.



Sharon Brown, M.Ed.



CL May, Esq.



Tamika Miller, Esq.



Kia Scott, Esq.

**CALL ME
ALABAMA!**



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The School-Home Team



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Alabama Special Education Advisory Panel (SEAP)

The Individuals with Disabilities Education Act (IDEA) §300.167 requires each State to "establish and maintain a State Advisory Panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State."



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Alabama Special Education Advisory Panel (SEAP) Membership Application

◦ www.alsde.edu

- CLICK ON Department Offices, SELECT Special Education Services
- CLICK ON Technical Assistance, SELECT SEAP



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July 12-16, 2021, Mobile, AL



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