

2/13/09

**OVERVIEW:
SPECIAL
EDUC. &
INTENSIVE
NEEDS**

Training Materials for Determining Eligibility of Intensive Needs Students



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Training Materials for Determining Eligibility for Intensive Needs Students

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Training Materials for Determining Eligibility for Intensive Needs Students

INTRODUCTION

The Department of Education & Early Development (EED) has developed the *Training Materials for Determining Eligibility for Intensive Needs Students* to provide assistance to school districts in correctly identifying and documenting students who may qualify for intensive needs funding.

These training materials contain four sections that will assist school district staff in understanding how the regulations concerning intensive needs students are interpreted and applied. In addition, this document includes a copy of the verification checklist EED staff and/or special education contractor's use when reviewing students who are claimed for intensive needs funding.

This document is intended to provide the reader with a general familiarity with the requirements for funding of intensive special education students. This document is not binding and does not have the force of law. All decisions related to intensive funding will be governed by the relevant statutes and regulations.

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SECTION 1

Regulation 4AAC 53.700 Public School Foundation Program

The following are the regulations as they appear in the Alaska Administrative Code as of 9/22/08 for determining eligibility for students for intensive needs funding. Included in this section are the relevant sections from the definitions section.

4 AAC 52.700. Public school foundation program

- (a) Each district that files a plan under AS 14.17.420 (b) to provide special education and related services to children with disabilities is eligible for state financial aid under AS 14.17.300 - 14.17.490.
- (b) Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.
- (c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent, and require significantly more resources to provide, than the services received by other special education students. The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and educational needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting, is not an intensive student. Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes. For funding purposes under AS 14.17.420, a student will not be counted as receiving intensive services unless the student needs and receives intensive services and the -
 - (1) student's IEP provides for the following:
 - (A) direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340;
 - (B) multiple services, including related services;
 - (C) that all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider;
 - (D) continuous special education programming;
 - (E) assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student;
 - (F) 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;
 - (G) special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or
 - (2) student experiences deaf-blindness, must read Braille, or needs and receives full-time the services of a deaf education interpreter or tutor;
 - (3) student's IEP team determines that out-of-state residential placement is necessary; or
 - (4) student has a disability that prevents the student from attending a regular or 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

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appropriate to meet the 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.

- (d) A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's educational program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with AS 14.17.420 and this section and in the public interest. An application for a waiver must be in writing and include -
- (1) a statement of the component or components to be waived and the reason why the waiver is sought;
 - (2) the student's IEP; and
 - (3) any additional information that the department determines is necessary to address a particular student's needs.
- (e) The department will notify a district of the action taken on a public school foundation report after receipt of the report.
- (f) A district may not receive state financial aid under this section for special education or related services provided by the department.
- (g) If, after an entitlement review under 4 AAC 52.780, or otherwise, the department determines that an overpayment has occurred, the department may require repayment or withhold all or part of one or more future payments. The decision to do so is subject to appeal under 4 AAC 52.750.

History: Eff. 7/1/83, Register 86; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 8/29/2004, Register 171; am 9/29/2005, Register 175; am 1/17/2007, Register 181; am 3/24/2007, Register 181

Authority: AS 14.07.060, AS 14.17.420, AS 14.30.180

4 AAC 52.790. Definitions

As used in 4 AAC 52.090 - 4 AAC 52.790, unless the context requires otherwise,

- (10) "IEP" means individualized education program;
- (15) "related services" has the same meaning given that term in AS 14.30.350 ;
- (20) "basic self-help, daily living, or adaptive skills" means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;
- (21) "multiple services" means more than one special education service or related service;
- (23) "appropriate to the age of the student" means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;
- (24) "individual care" means providing for the health, safety, and educational needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person; for purposes of this paragraph, "personal attention" means
 - (A) full-time one-on-one attention; or
 - (B) attention provided on other than a one-to-one basis if
 - (i) one-on-one care is not required for a particular intensive student;

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- (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
- (iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

History: Eff. 8/22/2001, Register 159; am 8/29/2004, Register 171; am 1/17/2007, Register 181; am 8/30/2007, Register 183; am 9/23/2007, Register 183

Authority: AS 14.07.060, AS 14.30.180, AS 14.30.186, AS 14.30.193, AS 14.30.194, AS 14.30.250, AS 14.30.255, AS 14.30.272, AS 14.30.285, AS 14.30.325, AS 14.30.350

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SECTION 2

Regulation Explanation and Examples

Section two of this document breaks regulation 4 AAC 52.700 down and provides the reader with questions to consider when claiming a student for intensive needs funding. Examples are provided, but the reader is cautioned that the examples are **not** all inclusive and will require some judgment on the school district's part. Additionally, the reader is provided direction as to where EED staff will expect to find documentation in the student's IEP to support a claim for intensive needs funding.

EED has separated regulation 4 AAC 52.700(c) into four sections for discussion because it establishes the basic criteria a school district must follow in order to correctly identify an intensive needs student. **The basic criteria outlined in 4 AAC 52.700(c) must be met before moving to the additional seven criteria outlined in 4 AAC 52.700(c)(1)(A)-(G).**

Below, each section of the regulation is underlined and italicized for easy reference followed by some basic questions and examples pertaining to each section. If the reader is still unsure about the eligibility of a student for intensive funding, they are encouraged to contact EED special education staff for additional clarification.

4 AAC 52.700 Public school foundation program.

(a) Each district that files a plan under AS 14.17.420(b) to provide special education and related services to children with disabilities is eligible for state financial aid under AS 14.17.300-14.17.490.

- School districts have completed this requirement.

(b) Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.

- This is an annual reporting requirement.

(c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent and require significantly more resources to provide than the services received by other special education students.

- Students must be eligible for special education under one of the 14 state categories - 4 AAC 52.130.
- The IEP documents this criteria in this place:
 - ✓ The student identification information section under "Eligibility Category".
- Students must need and receive individual attention as defined by the IEP team and there must be evidence that these services are being delivered.
- The IEP documents this criteria in this place:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
- Students must receive services that are significantly more complex and frequent than those of a typical special education student. What makes the services significantly more complex and frequent?
- The IEP documents this criteria in one or both of these places:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

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- ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
 - Students must require more resources than other typical special education students to access needed services. What are the financial, staff and environmental resources? Why does the student require more resources?
 - The IEP documents this criteria in one or both of these places:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
- *The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and education needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.*
- Students must require services necessary to meet a critical medical need. What individual care is required for this student to meet a critical medical need? For example: tracheotomy care, wound care, tube feeding, ventilator care, psychotropic medication managed by school personnel, etc.
 - The IEP documents this criteria in one or both of these places:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
 - Students must require services necessary to provide for the students health, safety, and educational needs. What individual services are provided to meet the health, safety and educational needs of the student that are different from those of a typical special education student?
 - The IEP documents this criteria in one or both of these places:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
 - Students must require services necessary to provide special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. What services and supports are needed in all environments while this student is attending school?
 - The IEP documents this criteria in one or more of these places:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
 - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
- *A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is not an intensive student.*
- Can this student function independently with limited supervision in or out of school? For example: driving a car, driving a 4 wheeler, driving a snow machine, attending social or sports functions by self or with peers, shops independently, has a job, etc.
- *Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.*
- Is the student placed in a rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services?

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For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

-- For funding purposes under AS 14.17.420, a student will not be counted as receiving intensive services unless the student needs and received intensive services and the

(1) Student's IEP provides for the following:

4 AAC 52.700(c)(1)(A) Student's IEP provides for the following:

(A) Direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340.

- Is there evidence in the IEP that the Sped teacher is providing direct daily instruction to the student?
- Are the services identified in the IEP being provided?
- The IEP documents criteria A in one or both of these places:
 - ✓ Special Education & Related Services page – provider needs to say SPED teacher not Sped staff (Section XIV of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal – provider needs to say SPED teacher not SPED staff (Section XI of the IEP)

4 AAC 52.700(c)(1)(B) Student's IEP provides for the following:

(B) Multiple services, including related services:

- Is there evidence in the IEP that the student is receiving multiple services including related services?
 - This means that in addition to special education and special transportation, the child must also be receiving at least one related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)
- Are the services identified in the IEP being provided?
- The IEP documents criteria B in one or both of these places:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

4 AAC 52.790 (15) AS 14.30.350: "Related Service" has the same meaning given that term in AS 14.30.350;

AS 14.30.350 (7): "Related Service" means services described in 34 C.F.R. 300.24.

4 AAC 52.790 (21): "Multiple services" means more than one special education service or related service.

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4 AAC 52.700(c)(1)(C) Student's IEP provides for the following:

(C) That all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider.

- Is there evidence in the IEP that services not being provided by the special education teacher or related service provider are supervised by a special education teacher or related service provider?
- Are the services identified in the IEP being supervised?
- The IEP documents criteria C in one or both of these places:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

4 AAC 52.700(c)(1)(D) Student's IEP provides for the following:

(D) Continuous special education programming:

- Is there evidence in the IEP that the student is receiving continuous special education programming?
 - This means that the child has specially designed instruction for the entire school day.
 - Regular education time needs to say 0 hours or specify that special education support person is with the student
- Are the services identified in the IEP being provided?
- The IEP documents criteria D in this place:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - Regular Education needs to say 0 hours or specify that special education support person is with the student (Section XIV of the IEP)

4 AAC 52.700(c)(1)(E) Student's IEP provides for the following:

(E) Assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student:

- Is there evidence in the IEP that the student is receiving assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student?
- Is the assistance and training identified in the IEP being provided?
- The IEP documents criteria E in one or more of these places:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
 - ✓ Statement of Needed Transition Services for ages 16-21 (Section VIII of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
 - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

Definition 4 AAC 52.790 (20): “Basic self-help, daily living, or adaptive skills” means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;

- 1) As set out in regulation, when defining basic self help, daily living or adaptive skills consider large domain areas. They are not meant to be broken down into separate areas. (Separate objectives under each goal are not considered a single domain area.)

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For example:

- a. Utensil use, chewing, tongue thrusting, and swallowing, are not four separate domains areas. They fall under the single domain of eating.
- b. Receptive language, expressive language and articulation are not three separate domain areas. They fall under the single domain of communication.
- c. Verbal aggression and physical aggression are not two separate domain areas. They fall under the single domain of behavior.

Definition 4 AAC 52.790 (23): “Appropriate to the age of the student” means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;

4 AAC 52.700(c)(1)(F) Student’s IEP provides for the following:

(F) 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:

- Is there evidence in the IEP that individual care is provided to the student for the student’s entire school day by staff who are trained to meet the student’s individual needs?
 - 1) The expectation is that individual care means 1-1 attention.
 - 2) The only exceptions to 1-1 care is when the district can justify through documentation that:
 - I. one-on-one care is not required for a particular intensive student;
 - II. the district has provided the level of care necessary to protect the health and safety of the child; and
 - III. the teacher, aide, or another trained person attends to no more than three intensive students at a time.
- Is individual care being provided to the student?
- The IEP documents criteria F in this place:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP) (4AAC 52.790 (24) (A-B))

Definition 4 AAC 52.790 (24): “Individual care” means providing for the health, safety, and education needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person for purposes of this paragraph, “personal attention” means:

- (A) full time one-on-one attention; or
- (B) attention provided on other than a one-to-one basis if
 - (i) one-on-one care is not required for a particular intensive student;
 - (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
 - (iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

4 AAC 52.700(c)(1)(G) Student’s IEP provides for the following:

(G) Special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or

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- Is there evidence in the IEP that the student needs and receives transportation or no longer needs transportation services?
- Are the transportation services identified in the IEP being provided?
- The IEP documents criteria G in this place:
 - ✓ Special Education & Related Services page (Section XIV of the IEP)
 - If services are not being provided by the district the provider line should say person responsible (e.g., parent)
 - ✓ In the case of the student who has received special transportation for one year and no longer needs it. The district will provide a Prior Written Notice stating the changes and conditions of transportation

4 AAC 52.700(c)

(2) Student experiences deaf-blindness must read Braille, or needs and receives full time the services of a deaf education interpreter or tutor:

- This includes a deaf student who needs an interpreter or needs a tutor
- This includes a blind student who reads or are learning to read Braille or needs a tutor
- This includes a dual sensory impaired (deaf/blind) student
- The IEP documents this exemption in one or more of these places:
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
 - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
 - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
 - ✓ Special Education & Related Services page (Section XIV of the IEP)

(3) Student's IEP team determines that out of state residential placement is necessary; or

- Placement is recommended by the IEP team and is paid for by the school district.
- The IEP documents this exemption in this place:
 - ✓ Justification for Placement (Section XVI of the IEP)

(4) Student has a disability that prevents the student from attending a regular or 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 the 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.

- If a student is prevented from attending a regular or special education program due to the student's disability and the IEP team recommends and places the child in a home based or health care facility based instructional program they are eligible for intensive funding.
 - Home-school/correspondence is not synonymous with home-based or health-care-based instructional program.
- Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.
- Is the student placed in a Residential Treatment Placement Center (RTPC), rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services? For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

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- The IEP documents this exemption in one or more of these places:
 - ✓ Justification for Placement (Section XVI of the IEP)
 - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

4 AAC 52.700(d)

A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's education program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with AS 14.17.420 and this section and in the public interest. An application for a waiver must be in writing and include

- (1) A statement of the component or components to be waived and the reason why the waiver is sought;
- (2) The student's IEP; and
- (3) Any additional information that the department determines is necessary to address a particular student's needs.

Sec. 14.17.600. Student counting periods.

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program.

Example: District A submits its waiver request for Sally P. in January. The intensive funding for District A has already been processed and Sally P. was not approved as intensive. The waiver request is denied because it was not timely under AS 14.17.600 and 4 AAC 09.015(b).

SECTION 3

INTENSIVE REVIEW BY: _____ Type of Review: I R A W

District: _____
School/Site: _____
Grade: _____
Date: _____

Student Name: _____
Student ID Number: _____
Eligibility: _____
Observation: Date _____ Who _____

- ___ A student is eligible for funding as an intensive student if the student has been identified for special education and;
 - ___ the student needs and receives individual attention and;
 - ___ services that are significantly more complex and frequent, and;
 - ___ require significantly more resources to provide, than the services received by other special education students.
- ___ The services received by an intensive student will include services necessary to meet a critical medical need,
 - ___ services necessary to provide for the student's health, safety, and educational needs, and;
 - ___ special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.
- ___ A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is not an intensive student.
- ___ Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.
- ___ A student will not counted as receiving intensive services unless the student needs and receives intensive services and the students IEP provides for the following:

Notes

Criteria:

- A) Y N Direct daily instruction by a certified special education teacher.

- B) Y N Provision of multiple services including related services. (This means that in addition to special education and special transportation, the child must also be receiving at least one related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)

- C) Y N All services not provided by a certified special education teacher are supervised by at least one certified special education teacher or related service provider.

- D) Y N Continuous special education programming. (This means that the child needs specially designed instruction for the entire school day.)

- E) Y N Assistance and training in two or more basic self help, daily living, or adaptive skills, appropriate to the age of the child;

- F) Y N 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;

- G) Y N When the student needs transportation, (the student will receive special transportation), except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it;

Automatic Exemptions to Criteria:

- Student experiencing deaf-blindness, must read Braille, and needs or receives full-time the services of a deaf education interpreter or tutor.
- Student's IEP team has determined that out-of-state residential placement is necessary.

SECTION 4
INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____
(Last Name/First Name/Middle Name) (State ID Number)

(School District) (Site)

(Grade) (Primary Language of Student) (Age) (Birth Date - MM/DD/YYYY) (Gender)

Mark One: Annual IEP [] or Interim IEP [] or Initial IEP []

IEP Meeting Date: _____ Eligibility Category: _____
(Primary Category - only one)

IEP Expiration Date: _____ Eligibility Report Date: _____
(Most Recent Date)

[] Transfer of Rights Letter has been sent to both parent and student (at least one year before turning 18, the student must be informed of his/her rights).

I. Signature Of Participants In Attendance At IEP Meeting *	
Parent _____	Special Ed. Teacher _____
Parent _____	Regular Ed. Teacher _____
Student _____	District Representative _____
_____	_____
Title/Signature	Title/Signature
_____	_____
Agencies	Community Partners
* Signature indicates attendance and does not constitute agreement or disagreement with IEP content.	

II. Student's Strengths:

III. Student and Parent Comments, Needs or Concerns:

IV. Other Agency Comments:

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

V. Present Levels of Academic Achievement and Functional Performance (Must address all identified needs from the ESER, and each need must correspond to a goal and objective or benchmark, when appropriate)

Student's current functioning (Report on and consider most recent performance on classroom, statewide, and district-wide assessments) and results of most recent evaluations.

Describe how the disability affects the student's involvement and progress in the general education curriculum, or for a preschool student, participation in appropriate activities. * Provide a Transition Statement based on the student's needs, interests and preferences.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

VI. Post-School Goals for Students Age 16-21 years (based on age-appropriate transition assessments; students needs, interests and preferences.) Secondary Transition Domains	
A. Training:	Source of Information:
B. Education:	Source of Information:
C. Employment:	Source of Information:
D. Independent Living (when appropriate):	Source of Information:

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

VII. Statement of Transition Service Needs for Students Age 16-21 (or younger if appropriate)

School Year	Grade Level	List courses and activities needed to assist the student in reaching his/her post-secondary goals.	Credits Earned

Total number of credits required by district for graduation: _____ Anticipated month and year of graduation: _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

VIII. Statement of Needed Transition Services for Ages 16-21 (or younger if appropriate)

Transition Services Name of Service	Needs & Activities What is needed and what is planned to provide this service	Agency(s) & Responsibilities What agency will be providing the service and what agencies are responsible	Contact/Date Who will be contacting the agency and date of contact	Provider & Payer Who is the provider of this service and who is responsible for payment of service
Instruction:				
Related Services:				
Community Experiences:				
Job Training / Employment:				
Adult Living and Post-school Activities:				
Daily Living Skills (when appropriate):				
Functional Vocational Assessment:				

*** If any agency identified by the IEP team fails to provide services, the IEP team must reconvene as soon as possible to identify alternate strategies and amend the IEP as necessary. The team should document date of reconvened IEP meeting and results.**

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name:

IEP Date:

IX. SPECIAL FACTORS IEP TEAM MUST CONSIDER:

1. In the case of a student whose behavior impedes his/ her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

Concern addressed in IEP Not a concern

2. In the case of a student with limited English proficiency, consider the student's language needs as they relate to the student's IEP.

Concern addressed in IEP Not a concern

3. In the case of a student who is blind or visually impaired, provide instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

Concern addressed in IEP Not a concern

4. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

Concern addressed in IEP Not a concern

Whether the student requires assistive technology devices and services.

Concern addressed in IEP Not a concern

X. PROGRESS REPORTS

Part XI, with progress appropriately noted, may serve as a Progress Report to parents. Parents of children with disabilities must be notified of progress at least as often as parents of children without disabilities. Progress reports must answer two questions:

1. What is the student's progress toward the annual goal?

2. Is progress sufficient for the student to achieve the annual goal by end of IEP period? (*If not, IEP Team must review and revise IEP goals and objectives/benchmarks*)

Progress reports will be provided each: Quarter Trimester Other _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____

IEP Date: _____

XI. MEASURABLE ACADEMIC AND FUNCTIONAL ANNUAL GOAL:

STANDARD ADDRESSED:

Short-Term Instructional Objectives or Benchmarks (required for all special education students in Alaska)	Evaluation Procedure & Schedule	Progress % or Ratio	Progress % or Ratio	Progress % or Ratio	Progress % or Ratio
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other Person(s) Responsible (Including Other Agencies):	Date: Result:	Date: Result:	Date: Result:	Date: Result:

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

XII. STATE AND DISTRICT-WIDE ASSESSMENTS:

The student will:

1. Participate in state and district-wide assessments (grades 3 through 10) without accommodations
2. Participate in state and district-wide assessments (grades 3 through 10) with the following accommodations (refer to *The Participation Guidelines* booklet for the list of accommodations).

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Comments: _____

3. Participate in a modified High School Graduation Qualifying Exam (HSGQE) with the following modifications (refer to *The Participation Guidelines* booklet for the list of modifications and Appendix L of the State Special Education Handbook for parental guidance). **Requires application and Department approval.**

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Comments: _____

4. Participate in a nonstandardized High School Graduation Qualifying Exam (HSGQE) (refer to *The Participation Guidelines* booklet for guidance). **Requires application and Department approval.**

Non-Diploma Track

5. Participate in the statewide Alternate Assessment for grades 3 through 10.

The Alternate Assessment is based on alternate achievement standards and is a non-diploma track assessment. The team must provide a statement of why regular assessment is **not** appropriate and why the Alternate Assessment is appropriate.

Reason(s): _____

Parent Signature: _____

(Note: The parent's signature acknowledges participation in a non-diploma track assessment)

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

XIII. Program Modifications/Accommodations for Student

to:

Supports for School Personnel:

Advance appropriately toward annual goals	What supports/training do school personnel need?
Be involved in and progress in the general education curriculum	What supports/training do school personnel need?
Participate in extracurricular and other nonacademic activities	What supports/training do school personnel need?

Please address all areas listed above.

Extended School Year:

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below.

- A review of the child's educational program indicates that extended school year services are required.
- A review of the child's educational program indicates that extended school year services are not required.
- The team needs to collect further data before making this determination and will meet again by: _____
(mm/dd/yy)

Justification: _____

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

Special Education & Related Services

XIV. - Total number of hours in student's school day (including lunch, recess and study periods)

Note: Supervision is required for any service provided by individuals who are not certified in that service area. Do not include supervision or transportation time in the total of special education and related service time received by the student.

Special Education	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
<input type="checkbox"/> Reading Supervision						
<input type="checkbox"/> Math Supervision						
<input type="checkbox"/> Writing Supervision						
<input type="checkbox"/> Speech/Language Supervision						
<input type="checkbox"/> Social/Behavioral Supervision						
<input type="checkbox"/> Other: Supervision						
<input type="checkbox"/> Other: Supervision						
(Insert additional rows as needed)						Special Ed. Hours Per Week
Related Services	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
<input type="checkbox"/> Speech/Language Supervision				Speech Pathologist		
<input type="checkbox"/> Gross Motor Supervision				Physical Therapist		
<input type="checkbox"/> Fine Motor Supervision				Occupational Therapist		
<input type="checkbox"/> Counseling Supervision						
<input type="checkbox"/> Other: Supervision						
<input type="checkbox"/> Transportation Supervision						
(Insert additional rows as needed)						Related Service Hours Per Week

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

Regular Education Participation	Location	Provider	Frequency	Time
Total Regular Education Hours Per Week (Regular education + special education service and related service hours should total one school day.)				

XV. FEDERAL REPORTING REQUIREMENT FOR EDUCATIONAL ENVIRONMENTS

This child is 3-5 years old

Check the appropriate educational environment for this student: (only check one)

For students ages 3-5 in Early Childhood education environments the student receives:

- Regular education, special education and related services **Inside** the regular early childhood program at least 80% of time.*
- Regular education, special education and related services **Inside** the regular early childhood program 40% to 79% of time.*
- Regular education, special education and related services **Inside** the regular early childhood program less than 40% of time.*
- Regular education, special education and related services **In a Separate Class.** (do not include children who attend a regular EC program)
- Regular education, special education and related services **In a Separate School.** (do not include children who attend a regular EC program)
- Regular education, special education and related services **In a Residential Facility** (do not include children who attend a regular EC program)
- Regular education, special education and related services **In a Home**
- Not attending special education and related services, but receiving services (do including children who receive services at home)

* When determining which environment to report you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Divide # of hours per week inside regular childhood program by the total #hours in regular EC program plus anytime spent receiving SPED and Related Services outside a regular EC program.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____ IEP Date: _____

This child is 6-21 years old

Check the appropriate educational environment for this student: (only check one)

For students ages 6-21 educational environments the student receives:

- Regular education, special education and related services **Inside** the regular classroom at least 80% of time.*
- Regular education, special education and related services **Inside** the regular classroom 40% to 79% of time.*
- Regular education, special education and related services **Inside** the regular classroom less than 40% of time.*
- Regular education, special education and related services In a Separate School. (do not include children who attend a regular classroom)
- Regular education, special education and related services In a Residential Facility (do not include children who attend a regular classroom)
- Regular education, special education and related services In a Homebound/Hospital environment
- Regular education, special education and related services In a Correctional Facility
- Regular education, special education and related services In a **Parentally Placed** Private school

*To calculate the percentage of time **INSIDE** the regular classroom, divide the number of hours the youth spends inside the regular classroom by the total number of the hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Divide # of hours INSIDE the regular classroom
by the total # of hours in a school day.....multiply answer by 100 = % of time **INSIDE** the regular classroom.

**** For further clarification:**

See OASIS Data Handbook Appendix A for Schools and Districts
See OASIS Data Handbook Appendix C for environments

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: _____

IEP Date: _____

JUSTIFICATION FOR PLACEMENT

XVI. Teams must consider the first placement option and, if rejected, explain why. Do the same for each succeeding placement option until the most appropriate is selected. If a child's IEP requires multiple settings, choose the placement option that best describes the child's placement and then describe any variations in the justification box. (See Appendix E Data Handbook for Schools & Districts)

Placement	Justification
1. Regular education classroom 80% or more of the day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
2. Regular education classroom no more than 79% of day and no less than 40% of the day <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
3. Regular education classroom less than 40% of the day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
4. Full-time instruction in a separate day school. Separate school- a public or private day school <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
5. Residential facility- lives in residential facilities and rec's instruction for greater than 50% of the school day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
6. Homebound/Hospital <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
7. Correctional facilities <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
8. At a Service Provider Location (for 3-5 year olds) <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	

**Alaska Department of Education and Early Development
Special Education Child Count by District**

FY2009 VI-B Child Count

Count as of: 10/1/08

	MR	HI	SI	VI	ED	OI	OHI	LD	DB	MD	AUT	TBI	DD	3-21 Total
Alaska Gateway	4	1	25	0	0	0	3	16	0	0	2	0	3	54
Aleutian Region	1	0	1	0	0	0	0	2	0	0	0	0	0	4
Aleutians East	0	1	6	0	1	0	3	17	0	0	1	0	2	31
Anchorage	248	72	770	14	368	26	773	2,918	1	180	304	24	1153	6,851
Annette Island	0	2	19	0	1	0	6	17	0	0	0	0	6	51
Bering Strait	10	1	63	0	6	1	11	91	0	5	3	0	15	206
Bristol Bay	0	0	1	0	1	1	0	9	0	0	0	0	1	13
Chatham	3	1	7	0	0	0	4	6	0	4	0	0	3	28
Chugach	0	0	1	0	1	0	3	5	0	0	1	0	0	11
Copper River	1	0	34	1	2	0	12	25	0	0	1	0	4	80
Cordova City	0	3	11	0	3	0	11	9	0	2	3	0	5	47
Craig City	1	0	15	0	4	0	6	28	0	4	4	0	10	72
Delta/Greely	2	2	17	1	7	0	18	44	0	0	7	1	18	117
Denali	0	0	15	0	0	0	4	15	0	0	2	0	3	39
Dillingham	2	1	21	0	2	0	9	35	0	6	1	0	11	88
Fairbanks	62	12	613	3	64	16	289	688	0	24	54	7	240	2,072
Galena	5	2	43	0	4	0	23	68	0	1	14	0	10	170
Haines	2	0	9	0	3	2	9	15	0	1	3	0	1	45
Hoonah	1	0	1	0	1	0	3	3	0	1	2	0	0	12
Hydaburg	1	0	1	0	0	0	1	11	0	0	0	0	3	17
Iditarod	1	0	19	0	1	0	0	16	0	0	0	0	5	42
Juneau	25	7	100	3	33	1	92	317	3	16	42	2	109	750
Kake	2	0	4	0	1	0	0	3	0	1	0	0	2	13
Kashunamiut	0	0	11	0	1	0	2	6	0	6	0	0	1	27
Kenai Peninsula	30	9	337	5	51	9	163	537	0	25	52	4	109	1,331
Ketchikan	5	8	89	1	4	2	17	80	0	6	4	3	42	261
Klawock	0	0	7	0	3	0	1	9	0	0	1	0	2	23
Kodiak Island	4	6	66	2	8	1	60	147	0	12	14	0	46	366
Kuspuk	5	1	4	0	1	0	7	25	0	1	2	0	5	51
Lake & Peninsula	5	0	9	0	1	0	3	26	0	0	1	0	5	50
Lower Kuskokwim	24	7	104	3	14	2	35	316	1	27	3	0	37	573
Lower Yukon	16	2	68	0	2	2	5	112	0	6	0	0	16	229
Mat-Su	107	16	395	10	118	10	169	1,133	1	44	55	5	258	2,321
Mt. Edgecumbe	0	0	2	0	0	0	4	13	0	0	0	0	0	19
Nenana	0	2	11	1	12	0	10	62	0	0	2	0	1	101
Nome	6	0	53	0	1	0	5	25	0	2	2	0	8	102
North Slope	1	0	45	1	5	0	9	113	0	6	3	0	23	206
Northwest Arctic	31	7	65	1	0	1	14	109	0	7	2	0	10	247
Pelican	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Petersburg	1	0	35	0	1	0	17	30	0	1	6	0	15	106
Pribilof	1	0	2	0	0	0	0	7	0	0	0	0	1	11
Saint Mary's	2	0	5	0	0	0	1	7	0	0	0	0	0	15
Sitka	7	0	27	0	6	0	24	71	0	5	6	0	49	195
Skagway	0	0	6	0	0	0	3	5	0	1	2	0	0	17
Southeast Island	0	0	6	0	3	0	6	20	0	0	0	0	4	39
Southwest Region	8	0	22	0	5	0	3	38	0	3	0	2	13	94
Tanana	0	0	3	0	1	0	2	6	0	0	0	0	0	12
Unalaska	0	0	25	0	0	0	4	6	0	0	1	0	4	40
Valdez	4	0	18	0	3	0	9	56	0	0	2	0	14	106
Wrangell	0	0	7	1	2	0	4	14	0	2	2	0	2	34
Yakutat	0	0	10	0	0	0	2	3	0	0	0	0	0	15
Yukon Flats	3	0	15	0	1	0	6	31	0	1	2	0	2	61
Yukon/Koyukuk	6	0	41	1	7	0	20	56	0	1	0	0	7	139
Yupit	3	0	10	1	1	0	4	31	0	1	1	0	4	56
Grand Total	640	163	3,295	49	754	74	1,890	7,452	6	402	607	48	2,282	17,662

MR - Mental Retardation	VI - Visual Impairments	OHI - Other Health Impairments	MD - Multiple Disabilities
HI - Hearing Impaired	ED - Emotional Disturbance	LD - Specific Learning Disabilities	AUT - Autism
SI - Speech/Language Impaired	OI - Orthopedic Impairments	DB - Deaf-Blindness	TBI - Traumatic Brain Injury
DD - Developmentally Delayed			

128,000 Students Statewide

Alaska's Public School Special Needs Funding Prepared 2/7/09

Alaska's public school funding formula provides block funding for students with special needs. The special needs adjustment provides public school districts with funding to support special education, bilingual/bicultural, vocational and gifted and talented programs. In addition to the special needs block grant, school districts can apply for funding for high cost special education students identified as "intensive needs students". Below are the amounts that have been generated through the public school funding formula for the most recent five years.

FY06

Special needs	\$157,801,815
Intensive needs	<u>45,008,850</u>
FY06 Total	\$202,810,665

FY07

Special needs	\$172,215,141
Intensive needs	<u>44,142,900</u>
FY07 Total	\$219,358,041

FY08

Special needs	\$169,740,668
Intensive needs	<u>50,679,600</u>
FY08 Total	\$220,420,268

FY09

Special needs	\$180,643,104
Intensive needs	<u>97,998,840</u>
FY09 Total	\$278,641,944

FY10 Projected

Special needs	\$186,813,769
Intensive needs	<u>118,033,740</u>
FY10 Total	\$304,847,509

Prepared by Eddy Jeans, Director of School Finance
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Department of Education & Early Development
 Prepared 2/4/09
 Intensive Movement during FY2008

Prepared by Assessments & Accountability

District to District movement through out the year.

District	Sending	Receiving	Lose/Gain
Anchorage	7	11	4
Bering Strait	0	1	1
Chatham	0	1	1
Copper River	1	0	-1
Cordova	1	0	-1
Denali	0	1	1
Dillingham	0	1	1
Fairbanks	5	3	-2
Juneau	0	1	1
Kenai	2	0	-2
Ketchikan	1	0	-1
Lower Kuskokwim	2	1	-1
Mat-Su	6	4	-2
North Slope	0	1	1
Sitka	1	0	-1
SW Region	1	1	0
Yukon/Koyukuk	1	2	1
TOTAL	28	28	0

Department of Education & Early Development
 Prepared 2/4/09
 Correspondence ADM that are SPED
 and/or Limited English Proficient [LEP]

Prepared by School Finance

	TOTAL ADM	SPED ADM	% SPED of TOTAL Corresp ADM	LEP ADM	% LEP of TOTAL Corresp ADM	SPED ADM + LEP ADM TOTAL	TOTAL % Corresp SPED & LEP
Alaska Gateway	56.14	8.50	15%	7.00	12%	15.50	28%
Anchorage	893.15	26.95	3%	12.50	1%	39.45	4%
Chugach Extension	158.50	6.00	4%	3.00	2%	9.00	6%
Copper River Corresp	48.95	3.50	7%	-	0%	3.50	7%
Craig PACE	391.31	12.05	3%	-	0%	12.05	3%
Delta Greely Cyber	272.18	15.30	6%	7.00	3%	22.30	8%
Denali PEAK	174.29	1.75	1%	-	0%	1.75	1%
Fairbanks	249.11	12.91	5%	4.65	2%	17.56	7%
Galena IDEA	3,427.15	135.47	4%	-	0%	135.47	4%
Haines	15.00	-	0%	-	0%	-	0%
Iditarod Distance Learning	83.93	8.00	10%	-	0%	8.00	10%
Juneau	74.40	4.00	5%	1.65	2%	5.65	8%
Kenai	893.60	7.13	1%	5.50	1%	12.63	1%
Ketchikan	57.20	8.35	15%	-	0%	8.35	15%
Kodiak	84.55	7.25	9%	1.00	1%	8.25	10%
Mat-Su	1,483.45	69.25	5%	34.45	2%	103.70	7%
Nenana Cyberlynx	795.75	102.28	13%	13.20	2%	115.48	15%
Nome	8.50	-	0%	-	0%	-	0%
Sitka	37.90	4.00	11%	-	0%	4.00	11%
Yukon/Koyukuk	1,071.53	77.45	7%	10.00	1%	87.45	8%
TOTAL	10,276.59	510.14	5%	99.95	1%	610.09	6%

School District	FY10 Projected Entitlement	FY10 Projected Correspondence & 1.20 SPED Adjustment	Cost of Correspondence Adjusted b/f 1.20 SPED add-on
Alaska Gateway	\$ 6,248,785	\$ 6,300,716	\$ 51,931
Aleutian Region	1,402,350	1,402,350	-
Aleutians East	5,537,672	5,537,672	-
Anchorage	296,771,314	297,573,556	802,242
Annette Island	1,951,739	1,951,739	-
Bering Strait	25,913,834	25,913,834	-
Bristol Bay	1,665,702	1,667,493	1,791
Chatham	2,627,310	2,629,995	2,685
Chugach	2,204,756	2,296,257	91,501
Copper River	7,011,500	7,056,492	44,992
Cordova	3,921,692	3,921,692	-
Craig	5,120,347	5,473,678	353,331
Delta/Greely	10,392,334	10,660,942	268,608
Denali	3,782,658	3,939,346	156,688
Dillingham	5,114,482	5,119,854	5,372
Fairbanks	100,631,972	100,894,312	262,340
Galena	18,309,059	21,353,283	3,044,224
Haines	2,670,287	2,683,717	13,430
Hoonah	1,721,773	1,721,773	-
Hydaburg	952,683	952,683	-
Iditarod Area	4,533,656	4,623,192	89,536
Juneau	34,742,934	34,815,458	72,524
Take	1,446,064	1,446,064	-
Kashunamiut	3,349,104	3,349,104	-
Kenai Peninsula	63,101,787	63,938,949	837,162
Ketchikan Gateway	16,228,383	16,259,721	31,338
Klawock	1,576,249	1,576,249	-
Kodiak Island	22,305,645	22,377,274	71,629
Kuspuk	6,193,690	6,193,690	-
Lake & Peninsula	8,840,919	8,840,919	-
Lower Kuskokwim	54,238,860	54,238,860	-
Lower Yukon	28,413,501	28,413,501	-
Mat-Su	121,164,808	122,494,417	1,329,609
Nenana	6,410,693	7,126,981	716,288
Nome	8,147,503	8,155,114	7,611
North Slope	12,575,007	12,575,007	-
Northwest Arctic	29,094,617	29,094,617	-
Pelican	425,806	425,806	-
Petersburg	5,240,896	5,240,896	-
Pribilof	1,349,404	1,349,404	-
Saint Mary's	2,927,565	2,927,565	-
Sitka	10,243,349	10,274,687	31,338
Skagway	804,255	804,255	-
Southeast Island	4,356,062	4,356,957	895
Southwest Region	8,958,859	8,958,859	-
Tanana	1,021,920	1,021,920	-
Unalaska	3,539,661	3,539,661	-
Valdez	4,036,437	4,036,437	-
Wrangell	3,166,751	3,170,333	3,582
Yakutat	1,297,196	1,297,196	-
Yukon Flats	6,556,177	6,556,177	-
Yukon/Koyukuk	10,432,799	11,305,775	872,976
Yupit	6,325,511	6,325,511	-
Mt. Edgecumbe	2,970,874	2,970,874	-
TOTAL			\$ 9,163,623

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Special Education

Within the Division of Teaching and Learning Support this team:

- Operates under various state and federal statutes and regulations regarding the education of students with special needs.
- Maintains compliance with state and federal laws governing students with disabilities through technical assistance to school districts, distribution of grant funding, development of pre-service and in-service training programs, complaint investigation, mediation, due process hearing and compliance reviews. [Federal funds]
- Provides or arranges for technical assistance or professional development related to any department activity as needed
- Conducts district monitoring on a 5-year cycle to verify compliance with state and federal regulations related to special education
- Conducts meetings, work sessions, conferences to help school staff and administrators meet the goals of the district and the department
- Ensures that children receive early screening and intervention for health developmental and learning needs
- Collaborates with other agencies to ensure students have access to necessary supports and services:
 - Health (general, oral, mental, and behavioral)
 - Part C and Early Intervention services
 - Headstart and Daycare services
 - Assistance and supporting Autism Resource Center
 - Assistance and supporting Secondary Transition Supports and Services as well as Department of Vocational Rehabilitation activities
 - University of Alaska Statewide System—Alaska Teacher Placement
 - Special Educators for Alaska Project: Statewide Mentor Program
- Assists with and supports:
 - The Alternate Assessment
 - Response to Instruction initiatives
 - Positive Behavior Interventions and Supports initiatives
 - McKinney-Vento initiatives
 - Correspondence and Home School initiatives
- Preschool handicapped: Provides funding to school districts for special education services to disabled preschool children ages 3 to 5 years. [Federal funds]

- Special Education State Personnel Development Grant: Integrates teacher recruitment with mentoring. The project's purpose is to design and implement a highly innovative and timely strategy addressing problems of recruitment and retention of special education teachers in Alaska. A key project component is the recruitment and training of special education field mentors matched with special education teachers in their first or second year of teaching.
- In order to help districts and others understand Special Education a guidance document Alaska Special Education Handbook has been published and is reviewed yearly and updated as necessary. This document is located on the EED website:

<http://www.eed.state.ak.us/tls/sped/Handbook.html>

- Intensive needs

The Department of Education & Early Development developed the *Training Materials for Determining Eligibility for Intensive Needs Students* to provide assistance to school districts in correctly identifying and documenting students who may qualify for intensive needs funding.

The training materials contain four sections that will assist school district staff in understanding how the regulations concerning intensive needs students are interpreted and applied. In addition, this document includes a copy of the verification checklist EED staff and/or special education contractor's use when reviewing students who are claimed for intensive needs funding.

The link to the Training Materials may be found on the EED website:

<http://www.eed.state.ak.us/tls/sped/>

IDEA is up for reauthorization during 2009.

Special Education

State of Alaska > Department of Education & Early Development > Special Education

Welcome to the Alaska State Special Education Website!



NEW / • Alaska State Performance Plan & Annual Performance Report Information

› Resource Information:

- Early Learning Guidelines - PDF (December 2007)

- eLearning Modules

- Resources for Educators & Parents

- › Contact Us - State and District Contact Information

NEW / • Training Materials for Determining Eligibility of Intensive Needs Students- PDF

Alaska Special Education Handbook - (2007/2008)

NEW / • Revisions and Filing Guide for Handbook

- 2007 / 2008 Handbook Guidance Memorandum - PDF

› Assessment, Accountability and Student Information

- Accommodations

- September 2007 Participation Guidelines - PDF

› Conference Information and Materials (SPED Directors' Conferences 2006 - 2008)

› Grants: FY07 Title VI-B and Section 619 Preschool Disabled

› IDEA 2004 - Changes to IDEA and Legal Resource Links

NEW / Annual State Application under Part B of the Individuals With Disabilities Education Act as Amended in 2004 for FEDERAL FISCAL YEAR 2009

- Access the OSEP IDEA 2004 Topic Briefs Here

› Mediation, Complaints & Due Process Hearings

- 4AAC 52.550(e)(9) – Due Process Hearings for Special Education - Effective May 20, 2006, Register 178, July 2006

› Monitoring Schedule for School Year 2008 / 2009 - PDF

Quick Links...

- › U.S. Dept. of Education ~ Office of Special Education
- › NASDSE
- › NICHCY
- › Office of Civil Rights
- › Western Reg. Resource Ctr
- › Government Education Publications On-line
- › National Center for Learning Disabilities
- › Division of Vocational Rehabilitation-- "Assisting Alaskan's with disabilities get good jobs."
- › Special Olympics ~ Alaska
- › Special Ed Connection ~ this is a quick link for those that subscribe to this service
- › Frequently Used Special Education Acronyms

- **Reports & Results** - Federal Reports and Data
 - **State Improvement Grant**
(please refer to the **Reports & Results** page for this information)
-

Upcoming Events:

NASDSE Professional Development Series

**From Computers to Classrooms:
Tackling Bullying in Today's Schools**

Friday, March 20, 2009 1pm-3pm ET
Contact your District Special Education Director for log-on information

How may we help you?

Revised: 1/26/2009



Resources for Educators & Parents

State of Alaska > Department of Education & Early Development > Special Education > Resources for Educators & Parents

Of Interest to Educators & Districts:

- › **A Guide to the Individual Education Program (IEP)**
- › **Alaska Autism Resource Center (AARC)**
- › **A Place for Teachers**
- › **Alaska Family Directory (AFD)**
- › **AK Sp Ed Directors & Community Resources**

NEW / Alaska Special Education Handbook - (2007/2008)
 • 2007-2008 Handbook Guidance Memo - PDF

- › **Alaska Staff Development Network (ASDN)**
- › **Alaska Standards**
- › **Assessment and Accountability**
- › **Assistive Technology of Alaska (ATLA)**
- › **E-Learning Modules**

NEW / Early Learning Guidelines - PDF (December 2007)

- › **Mediation, Complaints & Due Process Hearings**
- › **No Child Left Behind**
- › **Post Secondary Education - Student Loans**
- › **School District Directories**
- › **SET for Life - Transition Implementation Guide-**
- › **Stone Soup Group - Alaska Parent Training & Information (PTI) Center**
- › **Teaching Self-Determination in Alaskan Schools**
- › **Teacher Certification**
- › **Tool Kit on Teaching and Assessing Students with Disabilities**

Of Interest to Parents & Families:

- › **A Guide to the Individual Education Program (IEP)**
- › **Alaska Autism Resource Center (AARC)**
- › **Alaska Family Directory (AFD)**
- › **Alaska Parent Guide - 2007**
 - English Version - PDF

The 2007 Tagalog, Spanish and Yupik versions of this publication are currently being revised. 11/30/2007

› **AK Sp Ed Directors & Community Resources**

› **NEW / Alaska Special Education Handbook**

- Select Handbook Sections of Interest to Parents:

- Part III - Eval & Elig, Sec. 3: Parental Consent
- Part IV - IEP Development, Implementation...
- Part VII - Procedural Safeguards & Parental Rights
- A Word to Parents and Family
- HSGQE - Guidance for Parents

- › **Assessment, Accountability and Student Information**
- › **Assistive Technology of Alaska (ATLA)**
- › **NEW / Early Learning Guidelines - PDF (December 2007)**
- › **Family Educational Rights and Education Act (FERPA)**
- › **Frequently Used Special Education Acronyms**
- › **Parents and Students**
- › **Stone Soup Group - Alaska Parent Training & Info. (PTI) Center**
- › **TestingFacts.org**
- › **Transition Toolkit - Self-determination Guide for Parents**
- › **What Parents of Children with Disabilities Need to Know and Do**
- › **Additional Resources: See Statewide Agencies**



Statewide Resources:

- › **Alaska Autism Resource Center (AARC)**
- › **Alaska Center for Blind**
- › **AK Sp Ed Directors & Community Resources**

Community-Specific Resources:

- › **LINKS - Mat-Su Parent Resource Center**
- › **REACH - Northern Southeast Alaska**
- › **Southeast Alaska Living Center (SAIL)**

- Center for Human Development (CHD) - UAA
- Division of Vocational Rehabilitation (DVR)
- Governor's Council on Disabilities & Special Education (GCDSE)
- Office of Childrens Services (OCS)
- Southeast Regional Resource Center (SERRC)
- Special Education Service Agency (SESA)
- Special Olympics ~ Alaska
- Stone Soup Group - Alaska Parent Training & Information (PTI) Center



Department of Education Resources:

- Alaska State Special Education Staff
- Special Education Technical Assistance - PDF
- State Program Contact Information
- Quality School Team Leaders (QSTL) - PDF

National Resources:

- ACRES - American Council on Rural Special Education
 - Assistive Technology Resources
 - Ntl Assoc. for the Education of Young Children
 - Ntl Early Childhood Tech Assistance Center (NECTAC)
 - National Center for Learning Disabilities
 - Ntl Dissemination Ctr for Children with Disabilities (NICHCY)
 - Office of Civil Rights
 - U.S. Dept. of Education
-
- Western Regional Resource Center (WRRC)

Links posted to this site are for the sole purpose of making resources available to those accessing this website.
Posting of links is not an endorsement of services or agencies.

Please contact us if you have questions or concerns regarding the information posted on this site, or would like to request a link be posted

Revised: 11/20/2008

Special Education District Data Profile

State of Alaska > Department of Education & Early Development > Special Education District Data Profile

To viewing a report card from a district:

1. Select the **school year**
2. Select the **district** - if you would like to see where the district is located, go to this **MAP**
3. Click on the **Submit** button

GLOSSARY OF TERMS

▾

▾

Special Education District Data Profile

State of Alaska > Department of Education & Early Development > Special Education District Data Profile

Read This Before Printing!  Print This Page

District Name: Anchorage School District	2006-2007 School Year
Total Enrollment: 49230	
Child Count (students with disabilities) Total: 6,661	
Child Count Aged 3-5: 692	
Child Count Aged 6-21: 5969	

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Alaska's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) on 16 of the 20 indicators.

KEY			
*	Results cannot be published without releasing personally identifiable information.	N/A	No students were reported in this population.
~	Did not meet the States' AYP minimum N (21 or more students with disabilities enrolled and 26 or more meeting full academic year requirements).	NR	Not required to report this year.
<=	Less than or equal to	>=	Greater than or equal to
^	New Indicator, No Data (2005-2006 reporting ONLY)	Not Collected	Not required to report by district. (2005-2006 reporting ONLY)

ALASKA STATE PERFORMANCE PLAN INDICATORS

Indicator 1: Graduation Rates				
	District	State	State Target	Met State Target Y/N
% of Students w/Disabilities Who Graduated	42.0%	39.4%	>= 42.1%	No
% of All Students Who Graduated	65.0%			

Indicator 2: Drop-Out Rates				
	District	State	State Target	Met State Target Y/N
% of Students w/Disabilities Who Dropped Out	5.2%	6.1%	<= 4.5%	No
% of All Students Who Dropped Out	5.1%			

Indicator 3: Assessment				
	District	State	State Target	Met State Target Y/N
A. District meet AYP for Students w/Disabilities	No			
B. Participation Rate in Math for students w/Disabilities	97.8%	97.4%	>= 95.2%	Yes
B. Participation Rate in Reading for students w/Disabilities	97.8%	97.2%	>= 95.2%	Yes
C. Proficiency Rate in Math for students w/Disabilities	39.2%	37.8%	>= 34.1%	Yes
C. Proficiency Rate in Reading for students w/Disabilities	48.0%	45.5%	>= 43.8%	Yes

Indicator 4: Suspension/Expulsion				
	District	State	State Target	Met State Target Y/N
A. Did the district have a significant discrepancy in suspension/expulsion rates for students w/disabilities?	No			

A.	Percent of Students w/disabilities being suspended for greater than 10 days in a school year.	2.5%	1.9%	<= 2.6%	Yes
A.	Percent of Students wo/disabilities being suspended for greater than 10 days in a school year.	1.0%			

Indicator 5: School Age Least Restrictive Environment (LRE)				
	District	State	State Target	Met State Target Y/N
Percent of students aged 6-21 with disabilities outside the regular class <21% of the day	40.9%	55.4%	>= 58.2%	No
Percent of students aged 6-21 with disabilities outside the regular class <60% of the day	16.2%	13.3%	<= 12.7%	No
Percent of students aged 6-21 served in separate schools, residential, homebound, or hospital placements	3.7%	1.8%	<= 1.8%	No

Indicator 6: Preschool LRE				
	District	State	State Target	Met State Target Y/N
Percent of preschool students with disabilities in setting with typically developing peers.	NR	NR	NR	NR

Indicator 7: Preschool Outcomes				
	District	State	State Target	Met State Target Y/N
Percent of preschool students who demonstrate improved positive social-emotional skills.	NR	NR	NR	NR
Percent of preschool students with disabilities who demonstrated improved acquisition and use of knowledge and skills.	NR	NR	NR	NR
Percent of preschool students with disabilities who demonstrate improved use of appropriate behaviors to meet their needs	NR	NR	NR	NR

Indicator 8: Parent Involvement				
	District	State	State Target	Met State Target Y/N
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.	28.9%	29.3%	>= 29.3%	No
Percent of parents surveys returned	8.8%	9.1%		

Indicator 9: Disproportionality - Child with a Disability	
	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	No

Indicator 10: Disproportionality - Eligibility Category	
	Inappropriate Identification Yes/No
Does the district have a disproportionate representation of racial and ethnic groups in specific disability a category that is the result of inappropriate identification?	No

Indicator 11: Child Find				
	District	State	State Target	Met State Target Y/N
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days	89.4%	88.4%	= 100%	No

Indicator 12: Early Childhood Transition				
	District	State	State Target	Met State Target Y/N
Percent of children referred by Part C and found eligible for Part B whose IEP's were completed on or before their 3rd birthday	81.3%	81.9%	= 100%	No

Indicator 13: Secondary Transition				
	District	State	State Target	Met State Target Y/N
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	97.7%	96.9%	= 100%	No

Indicator 14: Post School Outcomes				
	District	State	State Target	Met State Target Y/N
Percent of youth who had IEP's, who are no longer in secondary school, and who have been:				
A. Competitively employed within one year of leaving high school	NR	NR	NR	NR
B. Enrolled in some type of post-secondary school within one year of leaving high school	NR	NR	NR	NR

Indicator 15: General Supervision				
	District	State	State Target	Met State Target Y/N
Percent of noncompliance corrected within one year for:	100.0%	99.7%	= 100%	Yes
Indicators 1, 2, 13, 14	100.0%			
Indicators 3, 7	100.0%			
Indicators 5, 6	100.0%			
Indicator 8	100.0%			
Indicators 9, 10	100.0%			
Indicator 11	100.0%			
Indicator 12	100.0%			
Indicator 4a	100.0%			
Confidentiality	100.0%			
Interagency Agreement	100.0%			
Miscellaneous	100.0%			
Personnel	100.0%			
Procedural Safeguards	100.0%			
IEP Process	100.0%			
Dispute Resolution	100.0%			

Indicator 20: State Reported Data			
Data Collection	Timely	Complete	Accurate
Fall Oasis (Tables 1 & 3)	Yes	Yes	Yes
Summer Oasis (Table 4)	Yes	Yes	Yes
Supplement Workbook (indicators 7, 11, 12, 13)	Yes	Yes	Yes
Participation Rate (Table 6)	Yes	Yes	Yes
Suspensions Expulsion Data (Table 5)	Yes	Yes	Yes
Personnel (Table 2)	Yes	Yes	Yes
Monitoring Noncompliance	Yes	Yes	Yes
Fiscal Reports (EDGAR)	Yes	Yes	Yes

For more information regarding the Alaska State Performance Plan /Annual Performance Report, please go to www.eed.state.ak.us/tls/sped.

- Results of survey: Section question for follow up 8.9 2.11.

- Listing IEP w/out Parental Consent (D) - Muñoz

- # of Parents that turn down IEP - Edgeman (Don't think that #s exist, but will attempt to get back)

Section
Examples of what Voc Rehab Needs (Rate subscription)

Comparison to National Average - Gordon
Inter-Needs

Questions for RMANP

List of Inter-Needs (No breakdown) → 2,000

