

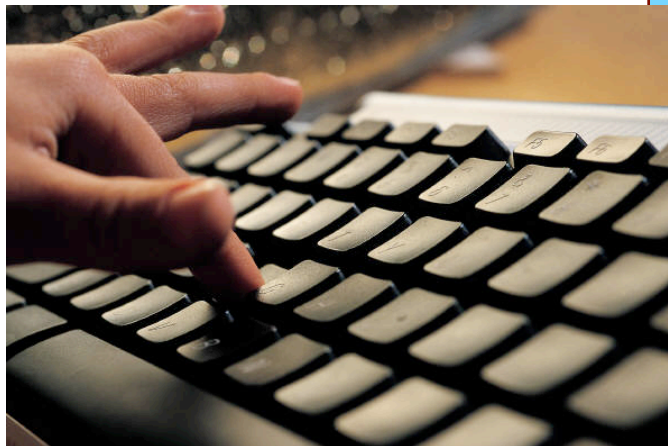
Connections from Jerr!

Progress Reporting Requirements

General Information: Parents of children with disabilities must be informed of progress at least as often as parents of children without disabilities. The IEP must include a statement of how parents will be informed of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the IEP time period.

ASD Internal Audit of Compliance: Progress reporting requirements reflect both state and federal mandates. Because progress reporting has been noted as a compliance issue by the DEED over the past three years of state audit, the following expectations should be clear to all special education staff, including all related service providers:

1. Progress reports will be done quarterly, unless otherwise indicated in a student's IEP. Any special education teacher or related service provider who needs assistance with progress report writing or planning should consult with the Teacher Consultant;



2. I have directed Early Childhood and Elementary Special Education, Secondary Special Education, Related Services Directors and Supervisors, DSHHH Supervisor and Special Programs Supervisors as well as the Director of State and Federal Compliance to randomly audit the district's efforts to accurately provide progress reports in a timely manner;

3. If a student's file (either in Records Department or IEP Program) indicates missing progress reports, the following steps will be taken:

Staying in Touch



Please be sure to read all email coming from [sped_connect](#) email box. This special email account is set up specifically to connect all special education professionals. It notifies you of training opportunities and new additions to our Online Special Education Handbook.

If you have missed any of our latest updates, take a look at the Special Education Handbook section that includes all items posted this year: http://www.asdk12.org/depts/sped/policy/o5o6_changes.asp!

- a. A notice requesting explanation will be sent to the special education teacher or related service provider requiring a timely response and explanation with 5 days of receipt;
- b. A random audit will be conducted of other student's files assigned to this services provider. At least 10 files, if applicable, will be audited to determine whether the compliance issue is limited to an individual student;
- c. In the event that there is evidence of repeated non-compliance, a meeting will be scheduled with the special education department administration as well as building level administration and the special education teacher or related service provider to determine whether disciplinary action need be taken; and
- d. A Prior Written Notice will be provided to all parents who have not received timely progress reports, documenting the reasons for the non-compliance.

ALASKA STATEWIDE ASSESSMENT TRAINING FOR ASD SPECIAL EDUCATORS

An online training has just been developed with information for you on the Alaska state-wide assessments and your role as a special educator. It also covers the options available for your students. The training takes about one hour to complete and can be done in multiple sessions if you prefer. You can access this training at:

http://www.asdk12.org/staff/johnson_cheryl/pages/statewide_assessment/home.html

Once you have completed the training, log on to MLP and register for the correct option of the two sessions listed below. Then follow the directions within the training for notifying Amy Young so she can verify your attendance in MLP. Please be certain to register for the correct option.



This training is required for all ECE teachers and ECE department chairs who should register for this option in MLP:

Special Ed-PD: Statewide Assessment and Students with Disabilities REQUIRED FOR ECE, 01/10/06-03/17/06,

Online, Self-Paced, 1 hour

All other special education staff opting to take this training should sign up for this option in MLP:

Special Ed-PD: Statewide Assessment and Students with Disabilities, 01/10/06-03/17/06,

Online, Self-Paced, 1 hour

Early to Bus for Special Education Students...
 Maybe Not the Best Idea under IDEA!

Shortening a sped student's day can constitute a denial of FAPE. Districts must provide special education and related services to eligible children with disabilities beginning at age 3 and continuing through age 21 (a student who is age 21 on the first day of the school year is entitled to Free Appropriate Public Education (FAPE) for the entire year even if his/her 22nd birthday occurs during the school year).



FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The concept of FAPE means regular and special education and related services that:

- are provided without charge to the parent - FREE;
- are provided in conformity with an appropriately developed Individualized Education Program (IEP) - APPROPRIATE;
- are provided at public expense, under public supervision and direction - PUBLIC; and
- include pre-school, elementary school, and secondary school education that meet the education standards, regulations, and administrative policies and procedures issued by the State Education Agency - EDUCATION.

From a practical standpoint, a student's IEP may indicate the number of hours of instruction required to provide the student with FAPE – so an elementary student eligible for 32.5 of special and general education services could not have his or her day shortened because, 20 minutes less of instructional time each day equates to a loss of 1 hour per week and therefore means that the district is not providing FAPE. If the district is failing to provide FAPE, a parent may chose to file a request for a due process hearing to enforce compliance with the IEP provisions.

Looking for Quick Training Options ~ Consider a Parent Teacher Institute!



Parent Teacher Institutes (PTI) are a disability outreach and informational series of workshops for everyone - parents, teachers, students, caregivers, etc. Learn about all kinds of disability issues, join discussion groups and earn credit for certification programs, salary advancement or for training requirements. Learn more about these training opportunities at the STeP Center website, <http://www.asdk12.org/depts/step/>.