

# Connections from Jerr!

New IDEA to this school year...  
big changes coming!



On December 3, 2004 President Bush held the signing ceremony of the reauthorization of the Individuals with Disabilities Education Act (IDEA). The new IDEA will do much to advance the educational success of children with disabilities as well as improve special education conditions.

Here are some great resources on the new IDEA available from the [Council for Exception Children](#):

- \* Read press release: [IDEA Signed into Law](#)
- \* Read press release: [New IDEA Delivers for Students with Disabilities](#)
- \* [CEC's IDEA Reauthorization Summary](#)

All of the above resources are located on our department website at: <http://www.asdk12.org/depts/sped/idea.asp>.

## *Staying in Touch*

This year it will be critical for our department to stay in touch regarding the new policies and procedures being issued in response to IDEA 2004.

We've established a special email account to enable swift and accurate communication. Please anticipate mail from [sped\\_connect@asdk12.org](mailto:sped_connect@asdk12.org)! This email address is designed to assist anyone in the Anchorage School District with special education questions.

Your key to staying in touch with special education, especially this busy year will be [sped\\_connect!](mailto:sped_connect!)

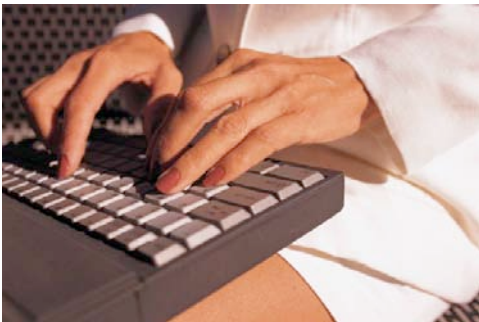
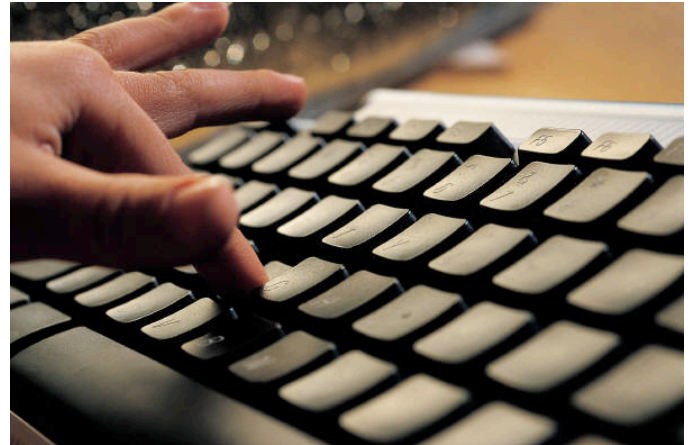


## Department of Education Issues Topical Briefs on the new IDEA Law

The Department of Education has issued a series of topical briefs on the new IDEA law. This series of briefs provides a summary of 16 significant IDEA topics. These briefs are only summaries of the law and do not contain any interpretation of the law by the Department.

The following topics are available on the OSEP website:

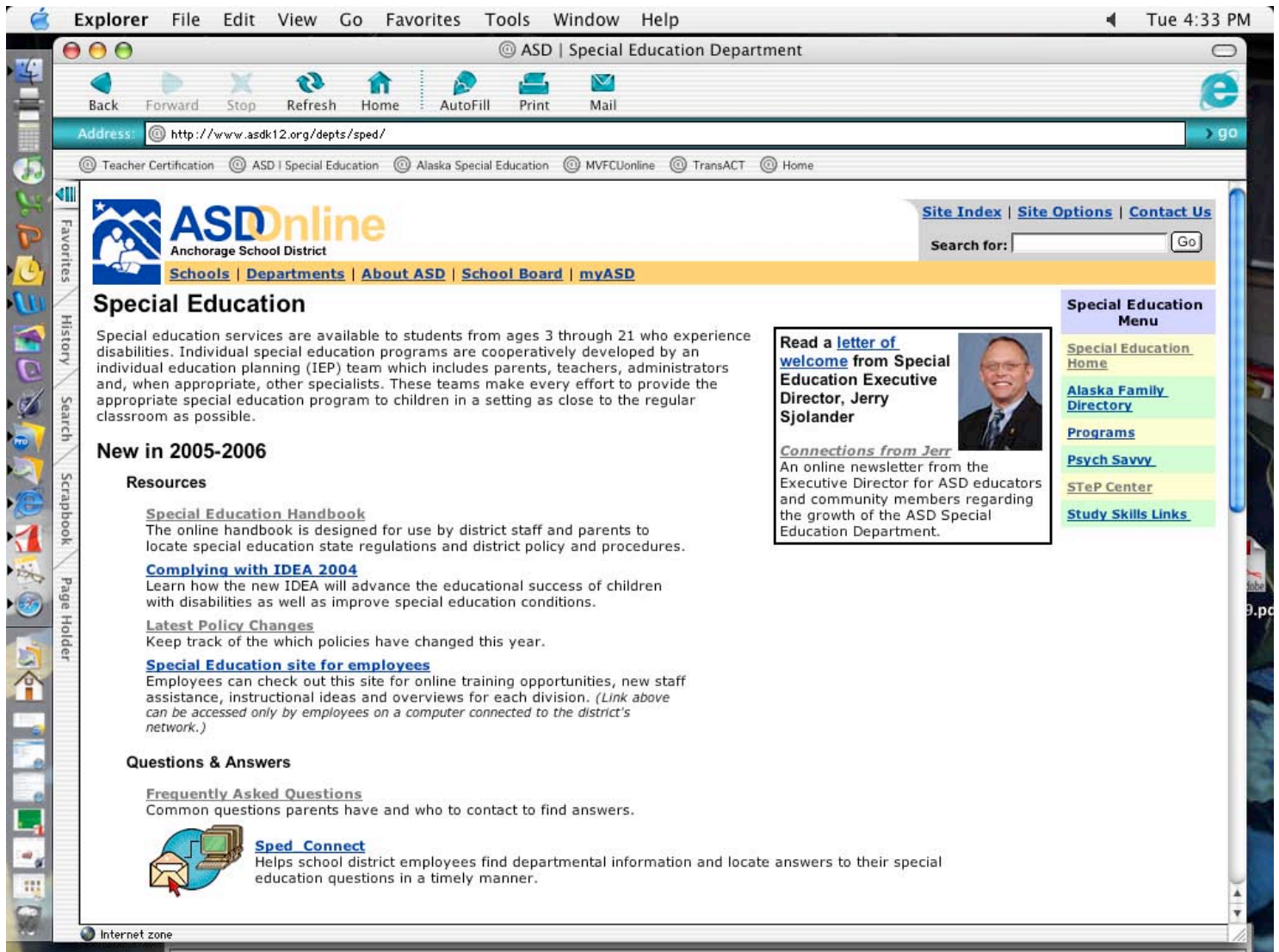
- \* Alignment with the No Child Left Behind Act
- \* Changes in Initial Evaluation and Re-evaluation
- \* Children Enrolled by Their Parents in Private Schools
- \* Discipline
- \* Disproportionality and Overidentification
- \* Early Intervening Services
- \* Highly Qualified Teachers
- \* Individualized Education Program (IEP), Team Meetings and Changes to the IEP
- \* Individualized Education Program (IEP)
  - \* Local Funding
  - \* National Instructional Materials Accessibility Standard (NIMAS)
  - \* Part C Amendments in IDEA 2004
  - \* Part C Option: Age 3 to Kindergarten Age
  - \* Procedural Safeguards: Surrogates, Notice and Consent
  - \* Procedural Safeguards: Mediation and Resolution Sessions
  - \* Procedural Safeguards: Due Process Hearings
- \* Secondary Transition
- \* State Funding
- \* Statewide and Districtwide Assessments



Read the briefs at: <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

GET TO KNOW YOUR SPECIAL EDUCATION DEPARTMENT WEBSITE!

The Special Education Division maintains a website on the ASD website dedicated specifically to all new policy changes for this year. The log helps staff identify changes and their effective dates. This website holds links to [Frequently Asked Questions for Parents](#), [ASD Special Education Handbook](#), and a link to [sped\\_connect@asdk12.org](mailto:sped_connect@asdk12.org). Check it out at: [http://www.asdk12.org/depts/sped/policy/0506\\_changes.asp](http://www.asdk12.org/depts/sped/policy/0506_changes.asp)



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## The Continuous Improvement Monitoring Process in Alaska

The U.S. Department of Education, Office of Special Education Programs (OSEP) is responsible for assessing the impact and effectiveness of state and local efforts to provide early intervention services to infants and toddlers with disabilities, and a free and appropriate public education to children and youth with disabilities.

Beginning in 1998, OSEP implemented a new monitoring system, known as the Continuous Improvement Monitoring Process (CIMP). CIMP is built around a number of critical themes such as continuity, community partnerships, self assessment, data driven process and the provision of technical assistance.



The Anchorage School District has been monitored by the Alaska State Department of Education and Early Development as part of the CIMP process since the 2001-2002 school year. Each year a section of the district is chosen to be scrutinized for compliance with state and federal regulations. Special education records and school district policy are evaluated to improve the manner and delivery of special education services to its students. Each year the district uses the information gained from the audit to formulate a plan of improvement which functions to supplement the division staff development plans.

In October of 2005, DEED completed an audit of the Service and South High School attendance zones and many of its feeder elementary and middle schools. Parents and teachers were provided opportunities to give statements to state department representatives. The results of the state audit were very positive. Ninety-six percent of the administrative policies were consistent with state administrative requirements and eighty-five percent of audited records demonstrated compliance. These results, combined with a ninety-five percent on our Level 3 audit (audit of the documentation of Level 3 students' need for intensive funding), illustrate that the division's efforts to improve administrative policy and record-keeping are being successful. The results are even more insightful when compared to the sixty-seven percent administrative policy and sixty-five percent record scores ASD received in the first audit of 2001-2002.



***Great job everyone and thank you for your continued dedication to our students and their families!***