The Power of Data, Documentation, Decisions, and Delivery

Standing in the Sunlight of Alignment

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Speakers:

Dr. Karlyn Keller holds multiple degrees in Educational Administration, Special Education and Counseling as well as verification and licenses in over ten areas including all special education programs. After 24 years in education, she has had the opportunity to serve in various capacities from substitute teacher to assistant superintendent during that time with 13 years in administration and 12 years working directly in charter schools. Her experience spans service across Texas from rural, urban and suburban schools. Dr. Keller joined the School Board Association (TASB) in 2012 where she currently serves in an emphasis on outcome based solutions. Her focus is on building capacity with stakeholders and program efficiencies. Her knowledge of special programs, school finance, grants, and program management allow her to assist schools in both the micro and macro level, with the ability to manage the day-to-day needs of the Special Education area. She is well versed in the ramifications of the Special Health and Related Services Medicaid program and Special Education, after all, great special education starts here.

Overview of Session

Attendees will discuss alignment requirements and best practices in serving Special Education. Special attention will be focused on Child Find/Identification, Evaluation, and Overall Individual Education Program (IEP) Requirements bringing in Present Level of Academic Achievement and Functional Performance (PLAAFP), Service Decisions, Medicaid Alignment, Delivery of Services and Direct Delivery Documentation. Real world examples will be shared to tie each area into practical steps to support compliance.
Session Objectives

1. Upon completion, participants will be able to self-evaluate practices currently in place with the population they serve.
2. Upon completion, participants will be able to identify three steps they can take immediately to address weaknesses and concerns.
3. Upon completion, participants will learn to articulate the strength of alignment in decision making for Special Education students.

A leader is one who knows the way, goes the way, and shows the way.
- John C. Maxwell

Four Corners Activity

- Let’s get moving.
- In reviewing four quotes, choose one and go to that area of the room.
- What resonates with you?
- What role does your quote have on your operational focus in school-based services?
There needs to be a dynamic approach on what a child can do instead of what he cannot do. Dr. Temple Grandin

Every student can learn, just not on the same day, or in the same way. – George Evans

Fair isn’t everybody getting the same thing... Fair is everybody getting what they need in order to be successful. - Unknown
Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

– Albert Einstein

A - There needs to be a lot more emphasis on what a child can do instead of what he cannot do.

– Dr. Temple Grandin

B - Every student can learn, just not on the same day, or in the same way.

– George Evans

C - Fair isn’t everybody getting the same thing... Fair is everybody getting what they need in order to be successful.

– Unknown

D - Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

– Albert Einstein

Four Corners Activity – Think Pair Share

• Think about the quote you choose. What resonated with you? What role does your quote have on your operational focus in school based services?

• Pair with a small group in your area and discuss your thoughts.

• Be prepared to share with the group.
Are we soaring in the dark?

Or do we need to be standing in the power of the sun?

The Power of Alignment

➢ Data
➢ Documentation
➢ Decisions
➢ Delivery
History of Special Education

- Section 504 of the Rehabilitation Act of 1973
- P.L. 94-142, Education for All Handicapped Children Act of 1975
- Americans with Disabilities Act (ADA) of 1990
- P.L. 101-476, Individual with Disabilities Education Act (IDEA) of 1990
- P.L. 105-17, Individuals with Disabilities Education Act Amendment of 1997
- P.L. 108-446, Individuals with Disabilities Education Act Amendment of 2004

Seven Principles of IDEA

1. Free and Appropriate Public Education (FAPE) with Zero Reject
2. Child Find & Appropriate Evaluation
3. Individualized Education Plan
4. Least restrictive environment
5. Parent participation
6. Procedural Safeguards & Due Process Rights
7. Service Delivery & Progress Monitoring
“If you think compliance is expensive - try non-compliance.”

Former US Deputy Attorney General Paul McNulty

The IEP feeds alignment.

Alignment in the IEP Process
I saw the angel in the marble and carved until I set him free.

- Michelangelo
The school **district** is held **accountable** for providing the **services** outlined in the plan.

The IEP as a Contract

The IEP as a Monitoring Tool

The IEP represents an **entire accountability system in miniature**—an outline of learner expectations, strategies, and student needs.

Crafting a well written IEP takes dedication and practice.

- The IEP team members must work together to:
  - meet the requirements of the law,
  - create a written plan,
  - uniquely designed program
  - appropriate supports
  - crafted so that student will make reasonable progress
Are you crying? Are you crying? There is no crying in school based services!

Alignment

Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected.

- Steve Jobs
The present levels of academic achievement and functional performance set the stage for developing the rest of the IEP!

A statement of
• child’s present levels of academic and functional performance
• how the child’s disability affects the child’s involvement and progress in the general education curriculum

How to eat an Elephant
• Eligibility/FIE/Cognitive
• Language/Communication
• Emotional/Behavioral/Social
• Physical/Motor
• Academic/Functional/Vocational
• Need of Critical Nature
• Type of Accommodation/Modification
There MUST be a direct and consistent correlation between the PLAAF and related services/medical decision.

Related Services

MEDICAID
“So you mean to tell me a stress ball isn’t for throwing at people who stress you out.”

- Unknown

Eligibility, PLAAFP, IEP, Supplement

IDEA – A huge issue is when there is not alignment of student planning. This can result in multiple issues. An auditor will typically view documentation based on the lowest common denominator.

School based services - The biggest problem we see in school based services is that the areas of documentation are not in alignment with each other. Often times they contradict each other. An auditor will fall back to the documentation that allows “recoupment” of revenue.

Eligibility, PLAAFP, IEP, Supplement
ALIGNMENT:
TELL THE SAME STORY

Together we can fit the pieces of the puzzle together.