

# *September 2006 Special Education Update*

## **New Federal IDEA 2004 Website**

The United States Department of Education, Office of Special Education Programs (OSEP) has recently posted a dedicated website intended to assist districts and families with the implementation of the Individuals with Disabilities Education improvement Act of 2004 (IDEA 04). The website address is <http://idea.ed.gov> . This is intended to be a living website in which information can be included periodically and updated as necessary. Please take the opportunity to review the website periodically for the latest updates from OSEP.

OSEP is also planning to conduct an IDEA 04 implementation session in Seattle on October 22 or 23. As soon as our office has details on the actual date, time and location we will notify you via list serve. The implementation sessions will also be posted on our website as well as the OSEP website. More details to follow as soon as they are available, but we wanted you to be aware of this information as soon as possible to allow you to plan accordingly.

## **State Special Education Safety Net Committee Meeting Dates and Application Deadlines**

<b>Deadline for Receipt of Application at OSPI*</b>	<b>Oversight Committee Meeting Date</b>	<b>Meeting Location</b>
November 17, 2006	January 17, 2007	Pacific Room, ESD 113
January 19, 2007	March 7–8, 2007	Thurston Room, ESD 113
March 16, 2007	May 9–10, 2007	Pacific Room, ESD 113
May 18, 2007	June 27–28, 2007	Pacific Room, ESD 113

**\*Hard copy applications must be received at OSPI by 5 p.m. on deadline day. Faxes and electronic submissions will not be accepted.**

## **Special Education Monitoring—Targeted Assistance Visits**

Beginning September 12th, 2006, local districts may request a Targeted Assistance Visit as part of the new Outcome-based Monitoring System. Requests will be reviewed and approved based on scheduling and availability of monitoring staff. Targeted Assistance Visits are directly correlated with data tables for the seven performance indicator areas, with a balanced emphasis on educational benefit and compliance related to educational process. District requests for Targeted Assistance Visits for the 2006-07 school year must be received no later than December 1, 2006. Districts may request a Targeted Assistance Visit by electronically submitting a brief, one-page Targeted Assistance Request Form/Self-Study Worksheet available on the OSPI Special Education webpage at <http://www.k12.wa.us/SpecialEd/targeted.aspx>.

## **LEA Application for 2006–07**

The 2006–07 Federal Funds for Special Education IDEA-B and Section 619 application will be available on iGrants by the end of September and can be accessed at <https://eds.ospi.k12.wa.us>. Although the WASL and WAAS results have been released, our office has not yet received the data for use in completing the application. An e-mail will be sent out when we have posted the LEA performance data files at: [http://www.k12.wa.us/specialed/LEA\\_data.aspx](http://www.k12.wa.us/specialed/LEA_data.aspx). **However, the district may use data that is already available to them in their district for completing the application.**

The application due date is **November 30, 2006**, however, **it may be submitted prior to this date for approval and release of funds.** If you have any questions, please contact Michelle Sartain at 360-725-6081 or [msartain@ospi.wednet.edu](mailto:msartain@ospi.wednet.edu)

## Center for Change in Transition Services 2006-07

For the 2006/07 school year the Center for Change in Transition Services will work with a cadre of school districts conducting an in-depth investigation to understand the connection between in-school services and programs and post-school outcomes. Data sources in general education and special education will be used to inform future training and activities in secondary special education and transition services.

- **Post-school data collection 2006-2007**

**Post-school Survey:** The Center for Change in Transition Services (CCTS), under the direction of the Office of the Superintendent of Public Instruction (OSPI), coordinates the Post-school Status Survey with all school districts in the State of Washington. This activity has been required by OSPI since 2000 and in 2007 it is required by the Office of Special Education Programs, Department of Education, for all states. Information is collected from special education leavers six months after exiting the high school program. Information is collected from the last IEP and from telephone surveys with the youth and their families. Post-school data are used for program improvement and evaluation at the local and state level. Post-school outcome data are tied to the LEA Application for Federal Funds for Special Education and is one of four performance indicators and to the State Performance Plan (SPP), Indicator 13 and 14. **The due date for the surveys has changed this year, it is now: FEBRUARY 1, 2007.**

**Survey Forms:** The 2006 Student Demographic Data Form and the Data Collection Survey are located at the CCTS website in a MS Word Format. The address for these forms are: <http://www.seattleu.edu/ccts/postschool.asp>. Please contact the CCTS with any technical problems associated with the downloading of these forms.

**Special Education Leavers:** Beginning with the 2007-2008 school year, Washington State is required to report follow-up information for ALL special education leavers (grades 9-12) who have graduated with a diploma, aged out, dropped out (including those who receive a GED) and/or left school. District personnel will identify those leavers and conduct follow-up telephone surveys with all special education youth that have left school in the 2006-2007 school year. More information will be provided from CCTS to assist with this process.

**State Student Identification number (SSID):** In order to align reporting requirements the SSID will be used for each survey instead of a number other than the SSID previously assigned by districts. Each district has a CSRS Coordinator able to answer questions as needed.

**Online Survey Reporting:** The post-school survey will be on-line beginning with the 2007-2008 school year. Those conducting the post-school surveys will enter the data as they interview students or the data may be entered at the district level after surveys are conducted. This web-based system will allow districts to access the survey progress or results at any point in time, increasing opportunities to use this information for program improvement.

**Questions:** Contact the Center for Change in Transition Services, [ccts@seattleu.edu](mailto:ccts@seattleu.edu) or at (206) 296-6494.

## National Instructional Materials Accessibility Standards and National Instructional Material Access Center

The special education section has developed a Frequently Asked Questions (FAQ) to assist districts in understanding the new IDEA requirements regarding the timely delivery of textbooks and materials for students with print disabilities. IDEA requires the State Education Agency (SEA) to adopt the National Instructional Materials Accessibility Standards (NIMAS). NIMAS is a technical specification developed for the purpose of promoting the development of high quality and consistent source files to be used to create specialized formats for students with print disabilities. OSPI also elected to coordinate with the National Instructional Materials Access Center (NIMAC). The NIMAC was established to be a national repository of NIMAS source files that can be converted into formats that are accessible for students who are blind or have other print disabilities. LEAs can access the source files if they also agree to coordinate with the NIMAC. Districts that partner with the Instructional Resource Center (IRC) should continue to do so in order to facilitate delivery of appropriate materials in a timely manner.

For more information about NIMAS and NIMAC, see the attached document on frequently asked questions developed by OSPI. Also see the attached topical brief developed by OSEP that addresses the final regulatory requirements regarding NIMAS. As more information is received from OSEP regarding the NIMAC, it will be shared with the LEAs. Should you have questions concerning the new requirements, contact Lou Colwell at 360-725-6075 or <mailto:lcolwell@ospi.wednet.edu>

## Medicaid Reimbursement Program – Washington Fall 2006 Training Schedule

Date and time	Location
Monday, September 18 9:00 a.m. to 12:00 p.m.	<b>Wenatchee</b> - ESD 171, (At new facilities) 430 Olds Station Rd., Wenatchee
Tuesday, September 19 9:00 a.m. to 12:00 p.m.	<b>Spokane</b> - ESD 101 Regal Center, 4202 South Regal St., Spokane
Wednesday, September 20 9:00 a.m. to 12:00 p.m.	<b>Pasco</b> - Tri-Cities Pasco - Booth Ed. Serv. Cntr. – 1215 W. Lewis St., Pasco
Friday, September 22 9:00 a.m. to 12:00 p.m.	<b>Yakima</b> - ESD 105, 33 S 2nd Ave., Yakima
Monday, September 25 9:00 a.m. to 12:00 p.m.	<b>Anacortes</b> - ESD 189, 1601 R Ave., Anacortes
Tuesday, September 26 9:00 a.m. to 12:00 p.m.	<b>Sequim</b> - Sequim Community School; 220 West Alder, Sequim
Wednesday, September 27 9:00 a.m. to 12:00 p.m.	<b>Aberdeen</b> - Hopkins Building, 1313 Pacific Avenue, Aberdeen
Thursday, September 28 9:00 a.m. to 12:00 p.m.	<b>Vancouver</b> - ESD 112, 2500 NE 65th Ave., Vancouver
Wednesday, October 11 9:00 a.m. to 12:00 p.m.	<b>Olympia</b> - ESD 113, 601 McPhee Rd. SW, Olympia
Thursday, October 12 9:00 a.m. to 12:00 p.m.	<b>Edmonds</b> - Edmonds School District, 20420 68th Ave. West, Lynnwood
Friday, October 13 1:00 p.m. to 4:00 p.m.	<b>Renton</b> - Renton School District, 300 SW Seventh Street, Renton

To register for a training contact Leader Services at: <http://www.leaderservices.com/wa/fall2006.asp>

### REMINDER: Special Education Record Retention Schedule

The General Records Retention Schedules and Records Retention Manual includes retention schedules for special education. Your business manager should have a copy of the manual. You may also view the manual through the following link is: [http://www.secstate.wa.gov/archives/pdf/School Districts March 2003.pdf](http://www.secstate.wa.gov/archives/pdf/School_Districts_March_2003.pdf). The sections regarding special education records are [S-84 and S-85, or pages 91 and 92](#) of the pdf file.

### Special Education Data Collection for the December 1 2006 Count and CSRS Fall Workshops

As a result of IDEA 2004 some major changes have taken place within the Least Restrictive Environment (LRE) and Special Education Discipline data reports. These changes will be implemented in the 2006-07 school year. The Core Student Record System (CSRS) has been revised to incorporate these changes beginning with the first 2006-07 school year data submission. School districts must use CSRS to submit the December 1 Child Count and LRE reports. Excel templates are available for districts to use and may submit the December 1 data using the templates as a **secondary** submission process, in addition to CSRS. Any discrepancies between the two submission processes must be reconciled. A document explaining the LRE definitions and calculations has been posted at has also been posted at [www.k12.wa.us/specialed/forms.aspx#2006-07\\_Collection](http://www.k12.wa.us/specialed/forms.aspx#2006-07_Collection).

Following are complete directions on how districts submit the December 1 reporting using CSRS:

The December 1st Special Education reports are generated based on students who have a valid IEP and current evaluations as reported in the December Monthly Data Submission.

In order for CSRS to generate the December 1st Special Education Reports, the following must be completed by January 15th at 5:00 PM:

NOTE: Your December CSRS Monthly Data Submission must be accepted and be free of “Critical Soft Exceptions” that pertain to Special Education and related data elements. Please see the list of possible special ed exceptions (highlighted in yellow) by selecting [Exceptions](#).

1. Verify that students have a [valid IEP and current evaluation](#). Please note that CSRS will only include the students you have checked on this screen in generating the December 1st reports.
2. Verify the numbers in each of the reports below. If you find discrepancies in the data CSRS generates for you, you'll need to either resubmit your December data or send the Excel Spreadsheet to Sandy Grummick at [SGrummick@ospi.wednet.edu](mailto:SGrummick@ospi.wednet.edu).
  - [Special Education Report by Disability and Age](#)
  - [Special Education Aged 3-5 By Disability and Race/Ethnicity](#)
  - [Special Education Aged 6-21 By Disability and Race/Ethnicity](#)
  - [LRE Report by Disability and Age](#)
  - [Children Aged 3-5 by Setting](#)
  - [LRE Report by Ethnicity](#)
  - [Report Business Rules](#)
3. After you have completed steps 1 and 2, submit the [Child Count Certification](#) form.

Here are the business rules not mentioned on this screen that are also posted to the CSRS website within the “Info Center” tab that provide further clarification as to how the reports are calculated.

### Special Education - LRE Reports

The Special Education/LRE reports display information about special education students and their LRE codes. The following rules apply to each report.

1. The student must be reported as receiving special education services (IsSpecialEd = Y).
2. The student's age is calculated as of December 1st of the current school year.

### December 1st Special Education/LRE Reports

The December 1st Special Education/LRE reports are exactly like the Special Education/LRE reports, with these additional conditions on which students are reported:

1. The students must be enrolled on December 1st of the current school year as indicated in the CSRS December monthly submission.
  1. The school enrollment date is  $\leq$  the count date (Dec 1)
  2. The school exit date is  $\geq$  the count date (Dec 1) or not provided (NULL)
  3. An SSID has been assigned (SSID is not NULL)
2. The student must have a valid IEP and current evaluation. This information must be set for each student inside of CSRS, on the Special Ed/IEP screen.
3. No critical or soft exceptions relating to special education must exist for the December CSRS monthly submission.

### LRE Exceptions

The LRE exceptions report displays students with invalid LRE Part A codes. A student meeting any of the following criteria will be reported:

1. The student is marked as IsSpecialEd, but does not have an LRE Part A code.
2. The student does not meet the LRE Age restriction rules, based on their age as computed on December 1st of the current school year.

For questions regarding child count or LRE please contact Sandy Grummick ([sgrummick@ospi.wednet.edu](mailto:sgrummick@ospi.wednet.edu)) or Michelle Sartain ([msartain@ospi.wednet.edu](mailto:msartain@ospi.wednet.edu)) at 360-725-6075. For information regarding CSRS, please contact [Customersupport@ospi.wednet.edu](mailto:Customersupport@ospi.wednet.edu) or (800) 725-6371.

Below is the schedule of CSRS Fall In-service trainings offered by the Customer Support team and Information Technology Services staff at OSPI. Please do not contact OSPI or the ESD's to register for these in-services, there is no registration, and spots will not be held, seats are available upon a first come first serve basis.

<p><b>ESD 101</b> October 18<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 4202 S. Regal St. Spokane 99223 (509) 789-3800 <b>Directions:</b> <a href="http://www.esd101.net/contact/directreg.aspx">http://www.esd101.net/contact/directreg.aspx</a></p>	<p><b>ESD 105</b> October 23<sup>rd</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 33 S. 2<sup>nd</sup> Avenue Yakima 98902 (509) 575-2885 <b>Directions:</b> <a href="http://www.esd105.wednet.edu/AboutESD/map.htm">http://www.esd105.wednet.edu/AboutESD/map.htm</a></p>
<p><b>ESD 112</b> October 11<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 2500 N.E. 65<sup>th</sup> Ave. Vancouver 98661 (360) 750-7500 <b>Directions:</b> <a href="http://www.esd112.org/about/contact.cfm#directions">http://www.esd112.org/about/contact.cfm#directions</a></p>	<p><b>ESD 113</b> October 13<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 601 McPhee Road. S.W. Olympia 98502 (360) 464-6700 <b>Directions:</b> <a href="http://www.esd113.k12.wa.us/templates/Container.aspx?ID=769">http://www.esd113.k12.wa.us/templates/Container.aspx?ID=769</a></p>
<p><b>ESD 114</b> October 26<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 105 National Avenue N. Bremerton 98312 (360) 479-0993 <b>Directions:</b> <a href="http://www.oesd.wednet.edu/OESD_HOME/directions.htm">http://www.oesd.wednet.edu/OESD_HOME/directions.htm</a></p>	<p><b>ESD 123</b> October 27<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 3918 W. Court Pasco 99301 <b>Directions:</b> <a href="http://www.esd123.org/Organization/contact_us.html">http://www.esd123.org/Organization/contact_us.html</a></p>
<p><b>ESD 171</b> October 25<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 430 Olds Station Road Wenatchee 98801 (509) 665-2610 <b>Directions:</b> * Please use Mapquest or Google maps for directions to ESD 171</p>	<p><b>ESD 189</b> October 9<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 1601 R. Avenue Anacortes 98221 (360) 229-4000 <b>Directions:</b> <a href="http://www.esd189.org/admin/driving.html">http://www.esd189.org/admin/driving.html</a></p>
<p><b>Puget Sound ESD</b> October 10<sup>th</sup> 8:00 a.m. – 5:00 p.m. <b>Location:</b> 800 Oaksdale Ave. S.W. Renton 98055 (425) 917-7600 <b>Directions:</b> <a href="http://www.psesd.org/maps/index">http://www.psesd.org/maps/index</a></p>	

## FREQUENTLY ASKED QUESTIONS (FAQ)

### National Instructional Materials Accessibility Standard (NIMAS) and National Instructional Materials Access Center (NIMAC)

IDEA requires the State Education Agency (SEA) to adopt the National Instructional Materials Accessibility Standards (NIMAS). OSPI provided an assurance to Office of Special Education Programs (OSEP) in the state's Part B application that students who need curriculum materials in alternate formats are provided those materials in a timely manner to ensure students' access to the general education curriculum. The NIMAS is designed to streamline the process by which districts can access instructional materials in alternate formats in a timely manner. Curriculum materials that must conform to the NIMAS include printed textbooks and printed core material written and published primarily for use in elementary and secondary school instruction.

In addition, the SEA is required to either "opt-in or -out" of the National Instructional Materials Access Center (NIMAC). NIMAC is in the process of creating a national repository of NIMAS source files that can be converted into formats that are accessible for students who are blind or have other print disabilities. Washington "opted-in" and has provided the OSEP with an assurance of its participation in NIMAC. "Opting-in" will help districts acquire student-ready versions of textbooks and other materials in a more timely and cost-efficient manner. As more information becomes available to OSPI on this process, we will inform districts.

- Local Education Agencies (LEAs) are reminded that the obligation to provide appropriate print materials to students with print disabilities is not a new obligation.
- The NIMAS sets a standard for specialized formats for textbooks and materials.
- Coordination with the NIMAC will facilitate the LEAs' ability to acquire specialized format materials in a timely manner.

In anticipation of meeting the IDEA 2004 requirements, this FAQ provides preliminary information for LEAs. Attached to this document is a technical assistance paper on this subject developed by the OSEP.

#### **What are the National Instructional Materials Accessibility Standards (NIMAS)?**

The NIMAS is a technical specification developed for the purpose of promoting the development of high quality and consistent source files to be used to create specialized formats for students with print disabilities. The NIMAS is designed to streamline the process by which districts can access instructional materials in alternate formats in a timely manner. Curriculum materials that must conform to NIMAS include printed textbooks and printed core material written and published primarily for use in elementary and secondary school instruction.

#### **What is the National Instructional Materials Access Center (NIMAC)?**

The NIMAC is located at the American Printing House for the Blind (AHP). The NIMAC was established by statute on December 3, 2005 and will become operational December 3, 2006. The center is in the process of creating a national repository of NIMAS source files that can be converted into formats that are accessible for students who are blind or have other print disabilities.

The NIMAC will:

- Receive and maintain a catalog of print instructional materials prepared in NIMAS, as established by the Secretary, and made available to NIMAC by the textbook publishing industry, SEAs and LEAs.
- Provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary and secondary schools in accordance with such terms and procedures as the NIMAC may prescribe.
- Develop, adopt and publish procedures to protect against copyright infringement, with respect to the print instructional material provided under Sections 612(a)(23) and 613(a)(6). [674(e)(2)]

## **What does it mean for a state to “opt-in or opt-out” of coordinating with NIMAC?**

IDEA requires the State Education Agency (SEA) to adopt the National Instructional Materials Accessibility Standards (NIMAS). OSPI provided an assurance to OSEP in the state’s Part B application that students who need curriculum materials in alternate formats are provided those materials in a timely manner to ensure students’ access to the general education curriculum.

The SEA is also required to either “opt-in or –out” of coordinating with the NIMAC. Washington has chosen to coordinate with the NIMAC and has provided OSEP with an assurance of its participation in NIMAC. Opting to coordinate with NIMAC will help districts acquire student-ready versions of textbooks and other materials in a more timely and cost-efficient manner. The coordination includes support for the LEAs in their role as purchasers of print instructional materials. It requires publishers to prepare and on or before delivery of the printed instructional material provide NIMAC electronic files containing the contents of the print instructional materials using the NIMAS.

## **Are districts required to coordinate with the NIMAC?**

IDEA does not require an LEA to coordinate with the NIMAC. However, IDEA does require each LEA to notify the SEA whether or not it will coordinate with the NIMAC. As part of the LEA’s FY2007 IDEA funding application, the LEA will indicate its choice to coordinate or not coordinate with the NIMAC (Federal Register Section 613(a)(6)). Whatever the district’s choice, each district is required to sign assurances that it will provide materials in alternate format in a timely manner for blind or other students with print disabilities.

For districts choosing to participate with the NIMAC, contracts with publishers executed on and after December 3, 2006 for textbooks and other printed core materials must include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC. Curriculum publishers have been involved in discussions related to NIMAS and are well aware of the requirements. Opting-in to NIMAC does not negate the LEA’s choice of contracting directly with curriculum publishers for accessible student-ready versions of materials. OSPI has received guidance from OSEP in regards to non textbook adoption states, such as Washington. LEAs in these states are responsible for negotiating directly with publishers.

For districts that choose not to participate with NIMAC, each LEA may contract with curriculum publishers directly to purchase accessible student-ready versions. Be advised that publishers typically do not have such versions for sale.

## **What steps will the LEA need to take to meet the IDEA requirements?**

The LEA should take the following steps:

- Under Section II, Assurances, of the LEA application for federal funds the district must indicate whether it will or will coordinate with NIMAC (Assurance #21). Whether the LEA opts to coordinate or not with NIMAC, it ensures each child who requires instructional materials in an alternate format will receive these in a timely manner (613(a)(6)). Special note: OSPI recommends that districts elect to coordinate with NIMAC as the national effort to centralize the distribution of instruction materials in alternate formats will help ensure timely provision of these materials to students.
- For districts choosing to coordinate with NIMAC, you will be required to add language in contracts with publishers that they must produce NIMAS files and send them to NIMAC. OSPI is providing model contract language adopted from the state of Massachusetts for possible use by districts in their negotiations with publishers. The model language is included below:

“By agreeing to deliver the materials marked with “NIMAS” on this contract or purchase order, the publisher agrees to submit a valid NIMAS file set to the NIMAC at the American Printing House for the Blind, Inc. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS file sets of the purchased projects to the NIMAC.”

- LEAs are encouraged to continue their partnership with the Instructional Resource Center (IRC) located at the Washington State School for the Blind to coordinate access with the NIMAC. The IRC will be able to access electronic files from NIMAC for suitable conversion to specialized formats. OSPI provides funding to facilitate the partnership between the IRC and LEAs. For more information on how the IRC can support the LEA in acquiring appropriate textbooks and materials, contact Colleen Lines at the IRC. Her contact information is (360) 696-6321 Ext. 183 or [colleen.lines@wssb.wa.gov](mailto:colleen.lines@wssb.wa.gov).

**Are publishers aware of the new IDEA requirements?**

Yes, publishers have been part of the discussions concerning the NIMAS and the role of NIMAC. They are expecting to see contract language which ensures they will submit NIMAS file sets of the purchased materials to the NIMAC.

**OTHER INFORMATION AND RESOURCES**

Office of Special Education (OSEP) topic paper, *IDEA Regulations: National Instructional Materials Accessibility Standard (NIMAS)* (see attached)

NIMAS FAQ: <http://nimas.cast.org/about/faq/index.html>

NIMAC FAQ: <http://www.nimac.us/faq.html>

OSPI contact: Lou Colwell, 360-725-6075 or [lcolwell@ospi.wednet.edu](mailto:lcolwell@ospi.wednet.edu)