MCASE HOT TOPICS

Changes in our office
- Student Support Services
  - Special Education- 19 Full-Time staff
  - Early Learning- 9 Full-Time staff
  - Gifted and Talented- 1 Full-Time staff

Our mission has not changed; the way we do some things is evolving
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Statewide Assessments

Interim Assessments for SBAC
- Allow practice on grade-level assessments
- Opportunity to try out accommodations
- Formative data

Multi-State Alternate Assessment (MSAA)
- Criteria are still the same

Accommodations
- Individual Student Assessment Accessibility Profile (ISAAP) Process
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Legislative Update

Items the OPI is tracking
Dyslexia Task Force

- Purpose
- Participants
- Schedule
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Fiscal Updates

• IDEA Allocations
• MOE
• Carryover
Unlicensed Staff

• Highly Qualified Teacher requirement went away. Now, the requirement is for special education teachers to be fully licensed.

Concerns:

• May impact FAPE
• EDGAR and ARM limit use of federal and state funds to qualified staff
• Accreditation
Results-Based Accountability

- Data Profile
  - Many factors (fiscal, outcome data, other issues)

- Monitoring Cycle
  - 5-year cycle (on-site, virtual, desk audit)

- Targeting Resources
  - What technical assistance is available when
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Administrative Rules
• Hearing
• Timeline

Are there changes you would like to see made?
What is Special Education?

Section 300.39

“Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability…”
What does “specially designed instruction” mean?

“Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) to address the unique needs of the child that result from the child’s disability; and

(ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”
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Who Provides it?

ARM 10.16.3136 Special Education Professional Staff Qualifications

ARM 10.55.715 Instructional Paraprofessionals: Qualifications and Supervision
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Educational Interpreters Performance Assessment (EIPA)

- Written and Performance Assessments
- Interpreter Requirements ARM 10.55.718
- Training of Interpreters in Public Schools (TIPS)
- Child Count number for students who are deaf and hard of hearing
- Ideas from you for professional development
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Level 1 Beginner: 0-1.9 = 10% of accurate message conveyed
Level 2 Advanced Beginner: 2.5-2.9 = 30% of accurate message conveyed
Level 3 Intermediate: 3.0-3.5 = 50% and 3.6-3.9 = 60% of accurate message conveyed
Level 4 Advanced Intermediate: 4.0-4.9 = 80% of accurate message conveyed
Level 5 Advanced: 5.0 = 100% of accurate message conveyed
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Other Stuff
• Administrator Training
• Reports in AIM
• Cooperative Membership