



Special Education Leadership

September 12, 2018



Delaware
Department of Education



WELCOME & INTRODUCTIONS





DESSA-ALT AND ACCESSIBILITY GUIDELINES



Update

- Accessibility Guidelines
- Appendix F-1
- Alternate Assessment Participation
- 1% Cap/Delaware Plan

DeSSA Accessibility Guidelines: Available in Two Formats

- Accessibility Guidelines with all appendices included
- Accessibility Guidelines without the appendices added
- All appendices are available on the website as individual documents
- <http://www.doe.k12.de.us/Page/2138>



Accessibility Guidelines for the Delaware System of Student Assessments (DeSSA)

2018-19 School Year

Updated August 2018

Use this document to plan for:
DeSSA Summative/Interim Assessments,
*DeSSA-Alternate Assessments
and the School Day SAT

Delaware Department of Education
Office of Assessment
401 Federal Street, Suite 2
Dover, DE 19901

**Use in conjunction with the DLM
Accessibility Manual and the
Delaware SAT Crosswalk*

Accessibility Guidelines

Front Matter

- Introduction
- Purpose
- Application of Guidelines
- Procedural Clarifications
- Changing Accommodations or Supports During DeSSA testing
- Accommodations and Supports for DeSSA-Alt and SAT testing

Accessibility Guidelines

- Section I: Accessibility Levels Overview
- Section II: Students with Disabilities
- Section III and IV: ELs and SWD/ELs
- Section V: General Education Students Receiving Supports

Accessibility Guidelines

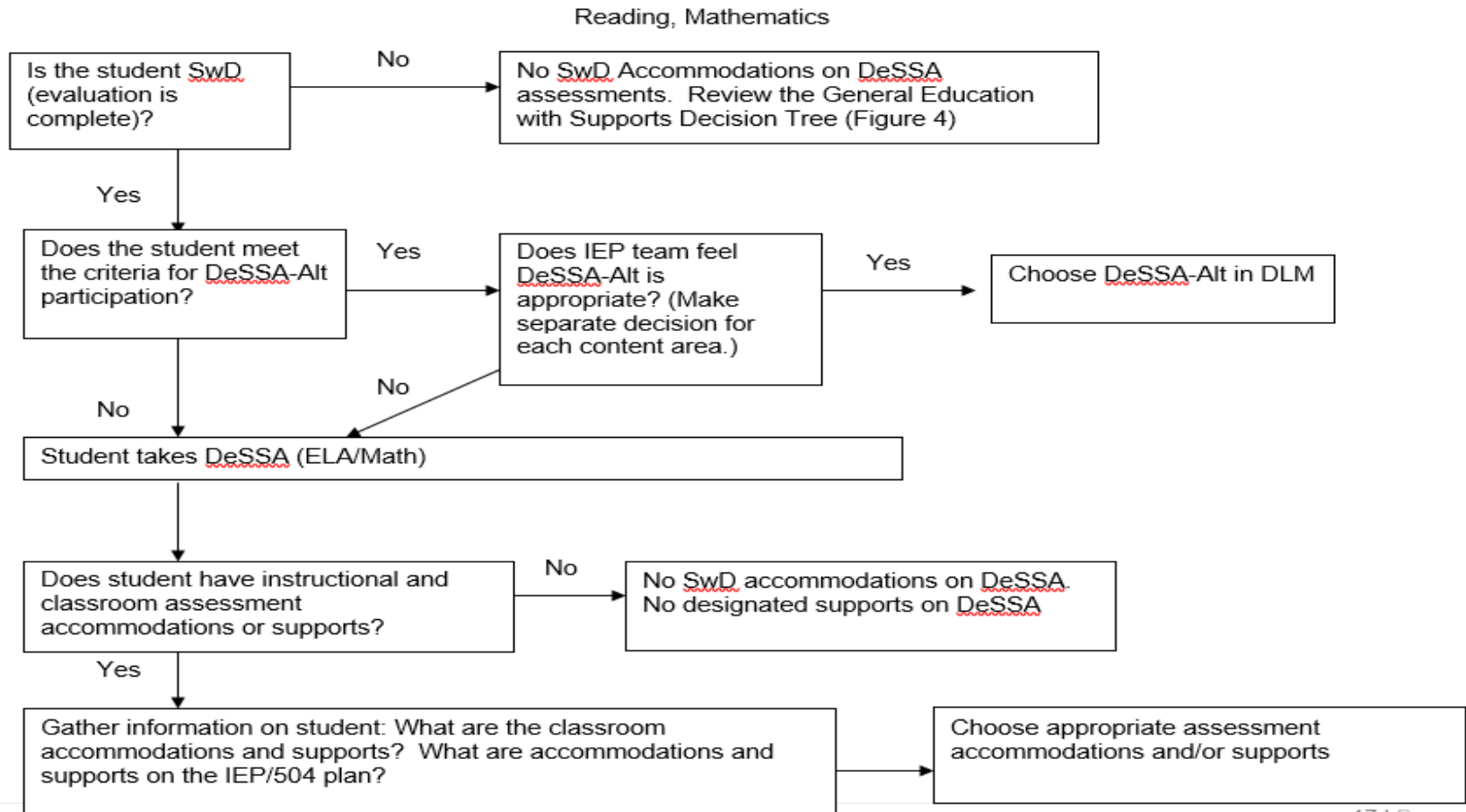
- Section I: Accessibility Levels Overview

Accessibility Guidelines

- Section II: Students with Disabilities

Decision Tree

Figure 2. Decision Tree for Assessing Students with Disabilities



Accessibility Guidelines

- Section IV: SWD/ELs

Level 1: Universal Tools

Available to ALL students

Level 2: Designated Supports

Available to students w/ IEP, 504, ELL plans OR general education w/ supports

Embedded Examples

- Zoom
- Highlighter

Embedded Examples

- Color Choices
- Glossaries

Level 3: Accommodations

Available to students with IEPs and/or 504 plans

Non-Embedded Examples

- Specialized Seating
- Small group

Non-Embedded Examples

- Noise buffer
- Translated directions

Embedded Examples

- ASL video
- Print on request

Non-Embedded Examples

- Braille paper version
- Speech to Text

Which students are eligible for accessibility features?

	Universal Tools (L1)	Designated Supports (L2)	Accommodations (L3)
IEP, 504, SWD/ELs	✓	✓	✓
ELL	✓	✓	
Gen Ed/supports	✓	✓	

✓ = eligible

Accessibility Guidelines Appendices

- Appendix A: General Assessment Accessibility Forms and Definitions
- Appendix B: DeSSA-Alt Accessibility Forms and Categories
- Appendix C: Assessment Resources
 - Graphic Organizers
 - Arithmetic, Multiplication, Hundreds Tables
- Appendix D: Protocols During Assessment
 - Scribing, Human Reader, Translation, Simplified Directions

Accessibility Guidelines Appendices

- Appendix E: Special Accommodations Requests to DOE
 - Text-to-Speech, Human Reader, Interpreter, Unique Accommodations
- Appendix F: Alternate Assessment forms, Participation Guidelines for Alt. and DCPS
- Appendix G: SAT Crosswalk
- Appendix H: Acronyms

Embedded vs. Non Embedded Accommodations

- Embedded* is delivered online via the browser
- Non-embedded is provided in the classroom by staff – it is important the test administrator is aware they are responsible for ensuring students receive non-embedded features

* Except “print on demand” – called non-embedded in Smarter

Appendix A-1

Section A: DeSSA ELA/Literacy and DeSSA Mathematics

Level 1: Universal Tools

Level 1 Embedded Universal Tools do not have to be checked in order for a student to use the tool during testing – they are provided regardless of entry in TIDE.
 Non-embedded Universal tools do not need to be checked either; however, a team may decide to indicate the tool below, in order to ensure that the test administrator provides these during state testing. Non-embedded universal tools MUST be provided by the test administrator on the day of testing.

	Page in Definitions Doc	DeSSA ELA	DeSSA ELA-PT	DeSSA Mathematics
None		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embedded				
Breaks/Pause Click here to enter text.	1	Y	Y	Y
Calculator (for calculator allowed items)	2	-	Y	-
Digital Notepad	2	Y	Y	Y
English Dictionary	2	Y	Y	Y
English Glossary	2	Y	Y	Y
Expandable Passages	2	Y	Y	-
Global Notes	2	Y	Y	Y
Highlighter	2	Y	Y	Y
Keyboard Navigation	2	Y	Y	Y
Line Reader	2	Y	Y	Y
Mark for Review	2	Y	Y	Y
Math Tools	2	-	-	Y
Spell Check	3	Y	Y	Y
Strikethrough	3	Y	Y	Y
Thesaurus	3	Y	Y	Y
Writing Tools	3	Y	Y	Y
Zoom	3	Y	Y	Y
Non-Embedded				
Breaks (Frequent Breaks) Click here to enter text.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Dictionary Click here to enter text.	3	-	<input type="checkbox"/>	-
Familiar Test Administrator Click here to enter text.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified Lighting Click here to enter text.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refocus Click here to enter text.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scratch/Blank/Grid Paper Click here to enter text.	4	<input type="checkbox"/>	<input type="checkbox"/>	Y
Small Group Click here to enter text.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Use during IEP/ 504 or EL meeting to make decisions
- An “Y” indicates it is already provided
- Open boxes indicate features you may select
- Any student can use Level 1: Universal tools

Appendix A-2

Appendix A-2: DeSSA Accessibility Descriptions

2018-19 School Year

Page 1 of Descriptions

Section A: Descriptions for DeSSA ELA/Literacy and DeSSA Mathematics

*** The [Smarter-Balanced TAM](#), Appendix E, has a **Resources and Practices Comparison Crosswalk** that may be helpful for selecting accommodations and supports.

General Descriptions:

Stimuli/ Passages	These terms are used interchangeably within the document and essentially mean the same thing. The stimulus is anything that leads up to the question. It may be a description of something related to the test items. It could include a map or a diagram. A stimulus could be a short passage to help establish the premise of the items to follow. For the ELA assessment, the passage is the text that is on the left hand side of the screen. The only content area where the distinction between stimuli/passages and items are consequential is the DeSSA ELA CAT portion of the test. For the ELA CAT portion of the test, stimuli/passages can only be read (text-to-speech or human reader) IF previously approved by DOE. All other content areas (including the ELA PT), if the support is selected, all stimuli/passages and items can be read (text-to-speech or human reader).
Items	Items refer to the actual question that is asked of the student. Items also include any response options or choices.

NOTE – For this section the Content Areas refer to the following:
DeSSA ELA = For the summative, this refers to the English Language Arts CAT (Computer Adaptive Test); for the interim this refers to the English Language Arts portions that are NOT the ELA-PT
DeSSA ELA-PT = English Language Arts - Performance Task
DeSSA Mathematics = For the summative, this refers to the Mathematics CAT and PT; for the interims it applies to all Mathematics assessments

Level 1: Universal Tools

Embedded (available through student testing interface)

Breaks/Pause	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student (exception is the Performance Task). There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See pause rules in Test Administrators Manual for details about length of time a student may pause and still be able to review items previously answered.
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- Section A – DeSSA ELA/Literacy and Mathematics
- Section B – DeSSA Science and Social Studies
- Breaks/Pause – found on Page 1 of Descriptions.

Appendix A-2

Page 15 of Descriptions

Level 3: Accommodations- Non-Embedded

<p>Human Read Aloud Passages</p> <p>(approved by DOE)</p>	<p>This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan.</p> <p><u>Human Read aloud for ELA passages for the CAT portion of the assessment can only be activated by DOE. See Accessibility Guide for more information about the criteria for a student to use Human Read aloud for ELA Passages for the CAT portion of the assessment.</u></p> <p>TTS and Human Read Aloud are NOT interchangeable. Each <u>must be selected separately and considered carefully if a student needs both accommodations. TTS is preferred</u> but there are some students for whom TTS can be difficult to use or for whom TTS is not familiar.</p> <p>See Appendix E-1 and E-2 (guidance document)</p>	<p><u>Human Read Aloud for ELA passages for the CAT portion</u> is for only SWD, 504, SWD/EL students.</p>
<p>Hundreds Table</p> <p>***</p>	<p>A paper-based table listing numbers from 1 – 100 available from <u>DeSSA</u> for reference. Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. (grades 4-8 and 11) See Appendix C</p> <p>*** Grade 3 student exception: A grade 3 student can use the arithmetic, hundreds or multiplication table if they have been using the table in their instruction and if it is <u>documented</u> in the student's IEP/504 plan. DOE approval is required. <u>Permission must be submitted</u> as a Unique Accommodation Help Desk Ticket.</p>	<p>SWD, 504, SWD/EL</p>

Appendix B-2

Appendix B-2: DeSSA-Alt Assessment Descriptions

2018-19 School Year

Page 1 of Descriptions

Category 1 Supports: settings in PNP Profile activate supports within Student Portal

Magnification	Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, 22 point. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. Scrolling with vary according to the level of the magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP Profile and actual live testlets.
Invert Color Choice	Makes the background color black and font white. Images display a white background
Contrast Color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio	Synthetic Spoken Audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual. (This preference also describes page layout for students who are blind or have visual impairments).

Category 2 Supports: Settings in PNP Profile require additional supports or materials.

Braille	The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's PNP Profile. DLM braille forms also include Nemeth code for mathematics, as needed. Braille testlets are for students who read proficiently.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or who has significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet if available, will have the letters BVI in the testlet name, in the test ticket, and in Student Portal.

Appendix B-3

Appendix B-3: DeSSA-Alt Test Profile Characteristics Form

Directions:

Use this form to keep track of the following test profile characteristics for the DeSSA-Alternate assessment. These are not accommodations or supports, but characteristics of the student's testing profile. Share this information when the student changes teachers or schools. Keep a copy in the student's folder. DLM incorporates a First Contact Survey for background information and an Access Profile to help determine assessment entry points.

Make an X in the boxes to indicate that the test administrator should make adjustments to a student's test administration.

Student Name: _____ Date of Form: _____

Teacher Name: _____

Test windows in which this profile was last implemented: _____

	Reading	Mathematics
Adaptation of response cards		
Cutting		
Laminating		
Velcro		
Special Paper		
Color Overlay		
Amplification		
Adaptive Lighting		
Adaptive Furniture/Seating		
Sensory Supports (e.g., headphones, weighted vest)		
Frequent Breaks		
Preferred Time of Day for Testing		
Communication Aids (Switch, Pointer, Assistive Augmentative Communication Device)		

NOTES:

Appendix F-1

Appendix F-1: DeSSA-Alternate Participation Guidelines

Agree Disagree	Criterion #1: Evidence of Significant Intellectual Disabilities
	A disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.**
Agree Disagree	Criterion #2: Intensity of Instruction
	Student requires specialized direct instruction and/or a wide range of supports to acquire and transfer skills to school, home, work, and community environments.
Agree Disagree	Criterion #3: Curricular Outcomes
	The student requires extensively modified instruction with less complex and depth of skills in order to access the <i>Delaware Content Standards</i> as articulated by the Dynamic Learning Maps Essential Elements. The student <u>will be awarded a Diploma of Alternate Achievement Standards.</u>
Agree Disagree	Criterion #4: Exclusions
	The decision to include the student in the DESSA-Alt is NOT based on the following:

* A student with an IEP.

† A student with a suspected disability.

Appendix F-1

Appendix F-1: DeSSA-Alternate Participation Guidelines

Parent/Guardian: My initials below signifies that I understand that continued participation in the DeSSA-Alternate assessment will lead to a Diploma of Alternate Achievement Standards. The standards assessed in the DeSSA-Alt are less complex than the Delaware Content Standards assessed in the DeSSA general assessments, therefore this diploma may or not be accepted by colleges and technical/trade schools. _____

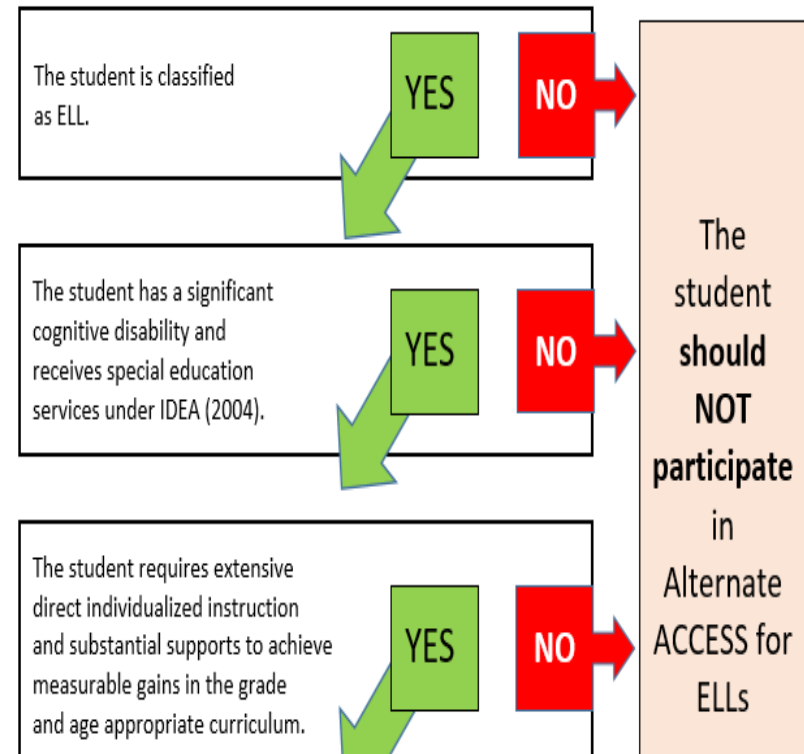
Appendices F-2 and F-3

Appendix F-2: ACCESS-AIt Participation Guidelines

- IEP teams decide whether students who are classified as English Learners with significant cognitive disabilities participate in the Alternate ACCESS for ELLs.
- The following criteria were developed to help IEP teams determine whether the Alternate ACCESS for ELLs is an appropriate test for students
- All of the following participation criteria must be met to administer the Alternate ACCESS for ELLs to a student.

Participation Criteria	Yes	No	Explanation of Yes or No Response
The student is classified as an ELL.			
The student has a significant cognitive disability and receives special education services under IDEA (2004).			
The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.			
The student is or will be participating in his/her statewide alternate assessment based on alternate academic achievement standards.			

Appendix F-3: Alternate ACCESS for ELLs Participation Criteria Decision Tree



Appendix F-4

Appendix F-4: Delaware Communication Portfolio Summary Participation Guidelines

Student Name: _____ Date of Birth: _____
 School: _____ IEP Meeting Date: _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet the required criteria of the Delaware Communication Portfolio Summary (DCPS) will participate in the DeSSA-Alternate assessment or the general assessment, with or without accommodations.

The achievement of students in the DCPS is based on alternate achievement standards. Students who participate in the DCPS are working on the same *Delaware Content Standards* as their peers; however, they are working on these standards in less complex ways.

NOTE: If a decision is made for the student to participate in the DCPS after the beginning of the winter test window, the student will continue to participate in the DeSSA-Alt or the general assessment for the remainder of the school year.

*** Any student who participates in the DCPS must also take one testlet in each content area of the DeSSA-Alt assigned to their grade level.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
Criterion #1: Meets Criteria for the DeSSA-Alt <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	IEP team agrees that the student meets all criteria to participate in the <u>DeSSA-Alt</u>	<input checked="" type="checkbox"/> <u>DeSSA-Alt Participation Criteria have been reviewed and discussed with the IEP Team.</u> Date completed _____
Criterion #2: Complexity of Communication Needs <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	The student's selected mode of communication requires interpretation by others, or the student does not currently have a consistent and reliable mode of communication that <u>is understood</u> by others.	Evidence must be shown in at least one area: <input type="checkbox"/> Speech/Language Evaluation Results _____ (date) <input type="checkbox"/> Speech/Lang Goals _____ (date of latest progress report reviewed) <input type="checkbox"/> Needs/Annual Goals section from IEP _____ (date of IEP) <input type="checkbox"/> Other _____ (date)
Criterion #3: Student responses <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	Student does not appear engaged or does not reliably use a communication system that <u>is understood</u> by ..	Evidence must be shown in at least one area: <input type="checkbox"/> Teacher survey/observations _____ (date completed) <input type="checkbox"/> Related IEP annual goals/progress updates _____ (date completed)

DCPS Policy

If a student has not completed 2 observations and 2 content area testlets by February 15, 2019, that student will be moved to the DeSSA-Alt. All DCPS scores will be invalidated.

(Grade 10 students need to have 2 observations and 1 science testlet completed by February 15, 2019)

Appendix F-4

The IEP team understands that the student must still take one testlet in each content area of the DeSSA-Alt assigned to their grade level.

The IEP team understands that if a student has not completed 2 observations and 2 content area testlets by February 15, 2019, that student will be moved to the DeSSA-Alt. All DCPS scores will be invalidated.

(Grade 10 students need to have 2 observations and 1 science testlet completed by February 15, 2019)

Appendix F-4

The IEP team understands that the student must still take one testlet in each content area of the DeSSA-Alt assigned to their grade level.

The IEP team understands that if a student has not completed 2 observations and 2 content area testlets by February 15, 2019, that student will be moved to the DeSSA-Alt. All DCPS scores will be invalidated.

(Grade 10 students need to have 2 observations and 1 science testlet completed by February 15, 2019)



Alternate Assessment

ELA, Mathematics Grades 3-8 and 11
Science Grades 5, 8, 10



Delaware
Department of Education

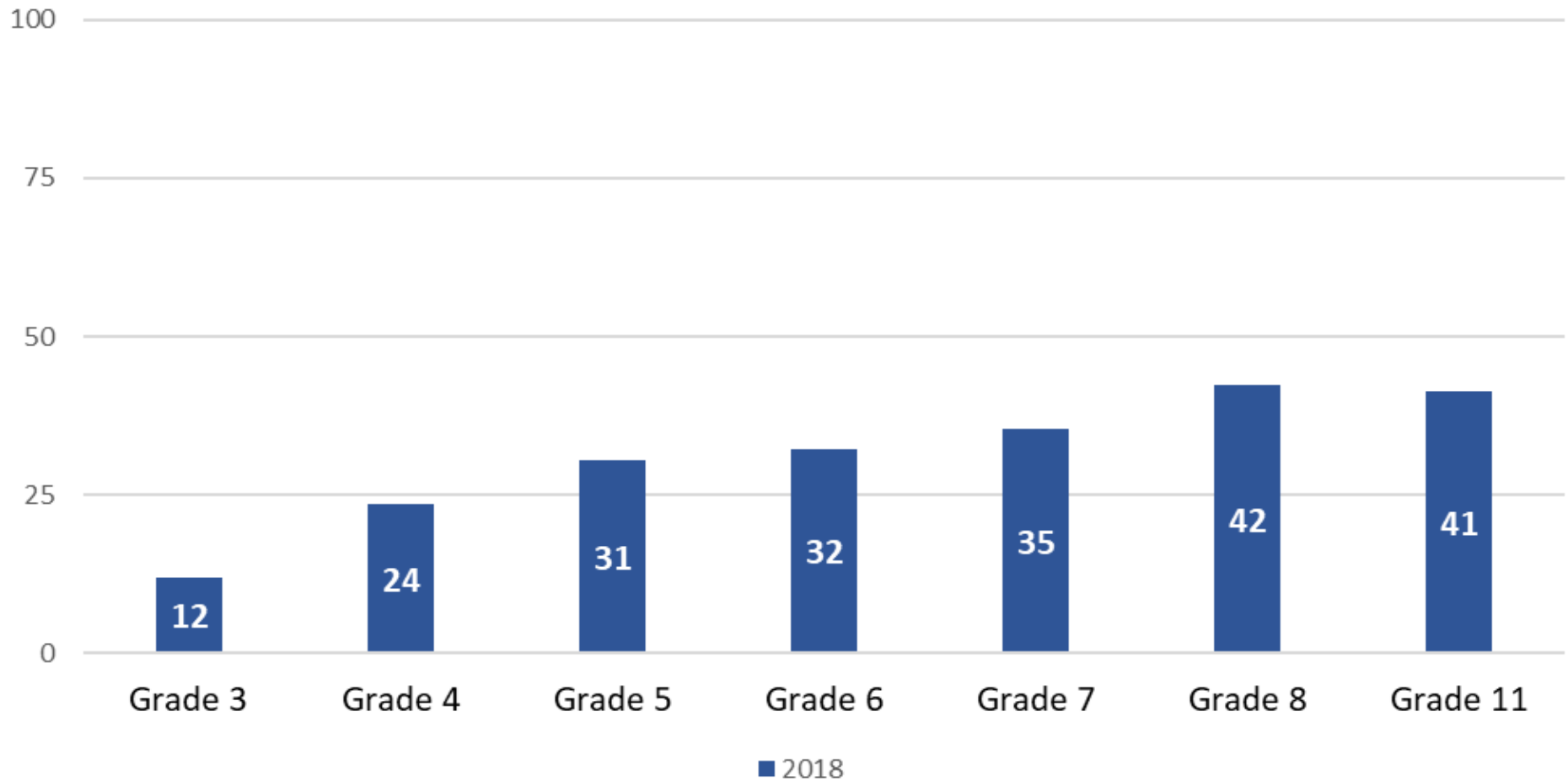
DeSSA-Alt ELA Participation Rate

The combined participation rate for the DeSSA-Alt ELA was 94%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for <u>DeSSA-Alt ELA</u>
3	>95%
4	91%
5	93%
6	>95%
7	91%
8	94%
11	>95%

Alternate Assessment ELA Proficiency 2018

DeSSA-ALT ELA Percent Proficient for 2018



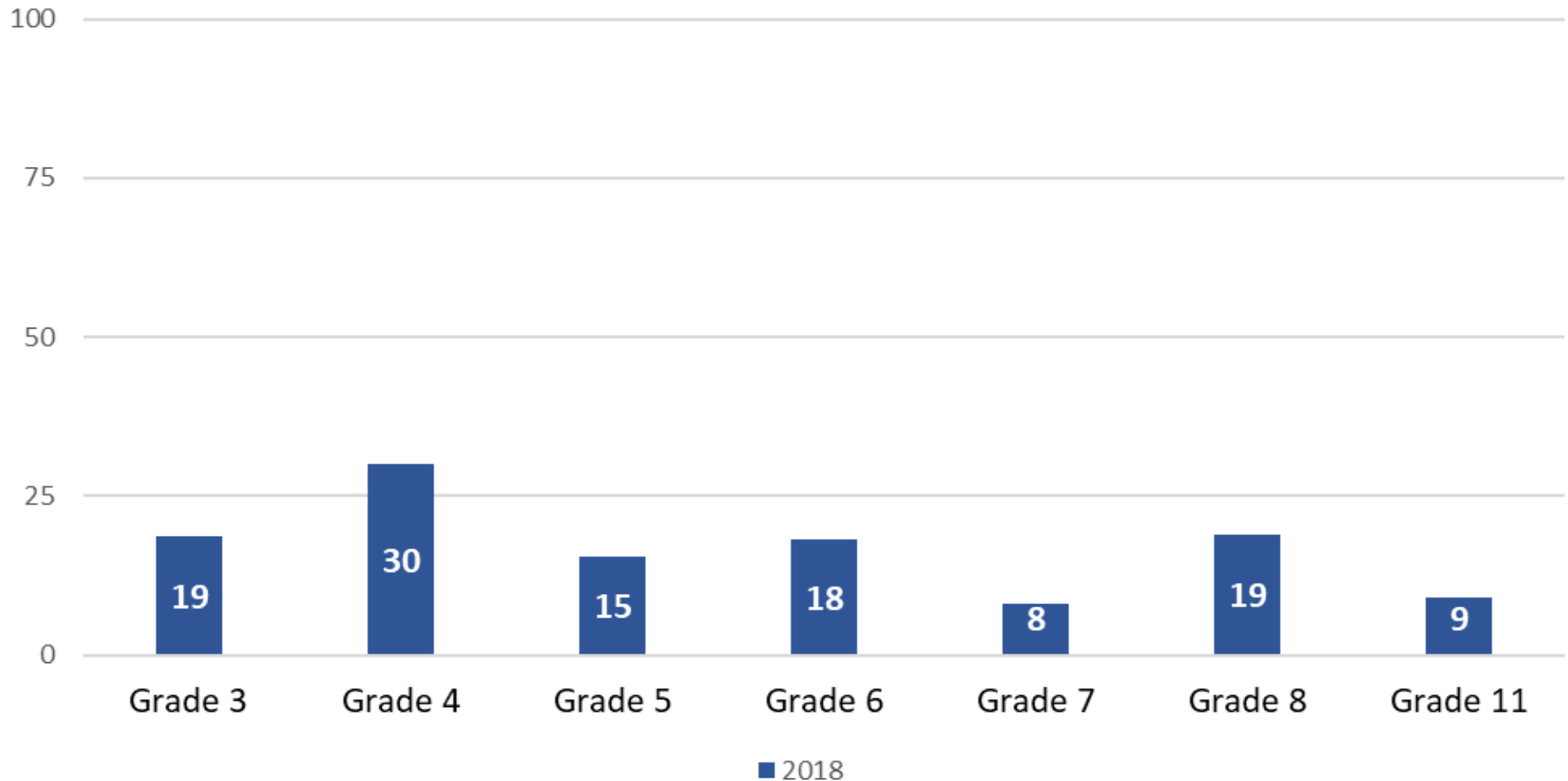
DeSSA-Alt Mathematics Participation Rate

The combined participation rate for the DeSSA-Alt Mathematics was 94 %. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for <u>DeSSA-Alt Mathematics</u>
3	>95%
4	91%
5	94%
6	>95%
7	92%
8	94%
11	>95%

Alternate Assessment Math Proficiency 2018

DeSSA-ALT MATH Percent Proficient for 2018



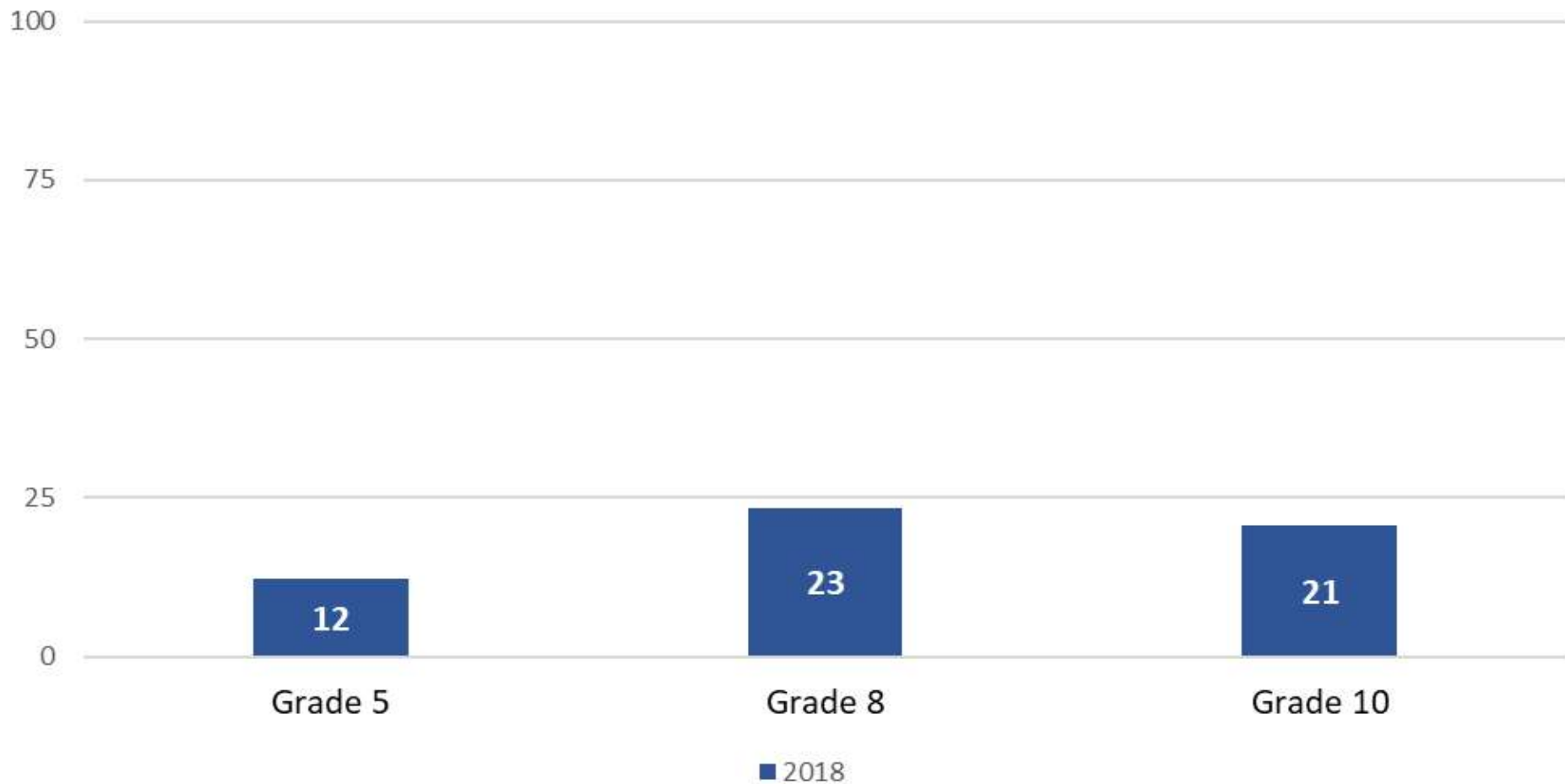
DeSSA-Alt Science Participation Rate

The combined participation rate for the DeSSA-Alt Mathematics was 92%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates

Grade Level	Participation Rate for <u>DeSSA-Alt Science</u>
5	93%
8	92%
10	92%

Alternate Assessment Science Proficiency 2018

DeSSA-ALT Science Percent Proficient for 2018





1% Cap Delaware Waiver Plan



Delaware
Department of Education

Delaware 1% Approved

I am writing in response to the Delaware Department of Education (DDOE) request on December 12, 2017, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. DDOE requested this waiver because, based on State data for the 2016–2017 school year, the DDOE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2017–2018 school year.

After reviewing Delaware’s request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, the following waiver for school year (SY) 2017–2018:

- A waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in a reading/language arts, mathematics and science.

Delaware 1% Approved

I am writing in response to the Delaware Department of Education (DDOE) request on December 12, 2017, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. DDOE requested this waiver because, based on State data for the 2016–2017 school year, the DDOE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2017–2018 school year.

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- A waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in a reading/language arts, mathematics and science.

Justification Form

Delaware Department of Education Alternate Assessment Justification Form

Name of District/Charter: _____

District/Charter Code: _____

Person Completing Form: _____

Contact information: _____

Calculate Alt assessment rates for each content area:	ELA/Literacy 2016-2017	ELA/Literacy 2017-18	ELA/Literacy 2018-19 Projection
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			
2. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the Districtwide anticipated Alternate participation rate for each content area.			
Calculate Alt assessment rates for each content area:	Mathematics 2016-17	Mathematics 2017-18	Mathematics 2018-19 Projection
5. Total number of DeSSA-Alt students at in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			
6. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
7. Divide the line 1 number by the line 2 number.			
8. Multiply the line 3 number by 100 to determine the Districtwide anticipated Alternate participation rate for each content area.			

Justification Form

Justification: (to be completed if above 1% in any column above)	2016-17	2017-18	2018-19 Projection
<u>There is a school, community or health program in the district that draws large numbers of students with significant intellectual disabilities.</u>			
The total test population is less than 300 and the total number of students participating in <u>DeSSA-Alt</u> is 3 or less.			
There is a high incidence of students with disabilities in the district.			
*Other			

Justification:

*Other (Please elaborate)

By submitting this application, the district/charter verifies that all students participating in the DeSSA-Alt/DCPS meet the Delaware Department of Education's participation criteria (available online at: <http://www.doe.k12.de.us/Page/2138>).

Signature of Superintendent or Charter School Lead

Evidences

One Percent Cap Plan Evidences			
Task	State Provides	Person(s)	Evidences - Date - Document
1.7	Provide additional IEP and accommodations training for staff and families	CDS/ECR	Training Calendar sent
1.8	Increase awareness and solicit feedback related to the one percent threshold for alternate assessments, the state plan, along with related state and LEA level data stakeholder groups including <i>Access to General Curriculum committee</i> AND <i>Governor's Advisory Council for Exceptional Citizens</i>		<p>April 12, 2018 - meeting with Susan/Mitch from the ECR workgroup to work on the contract and how we will support the 1% cap plan with DLM and CDS</p> <p>AGEC Meeting - April 12, 2018 @1 pm - PPT</p>
1.9	Provide monthly training and updates related to the definition, participation guidelines, and one percent topics to cadres, coalitions, and coordinator meetings		<p>Communication Plan - Monthly for 2018-19</p> <p>Provided EL workgroup and DTC with updates to the Accessibility Guidelines - June 14 PPT</p> <p>July 16th - DTC updates - shared information on the due dates for Justification form</p> <p>September 12th - will share updates on definition and Accessibility Guidelines with ECR workgroup</p> <p>September 27, 2018 - will share updates to EL Coordinators</p>

Questions:

- Michelle Jackson, Education Associate,
Special Populations

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Michelle.Jackson@doe.k12.de.us

- Theresa Bennett, Director, Office of
Assessment

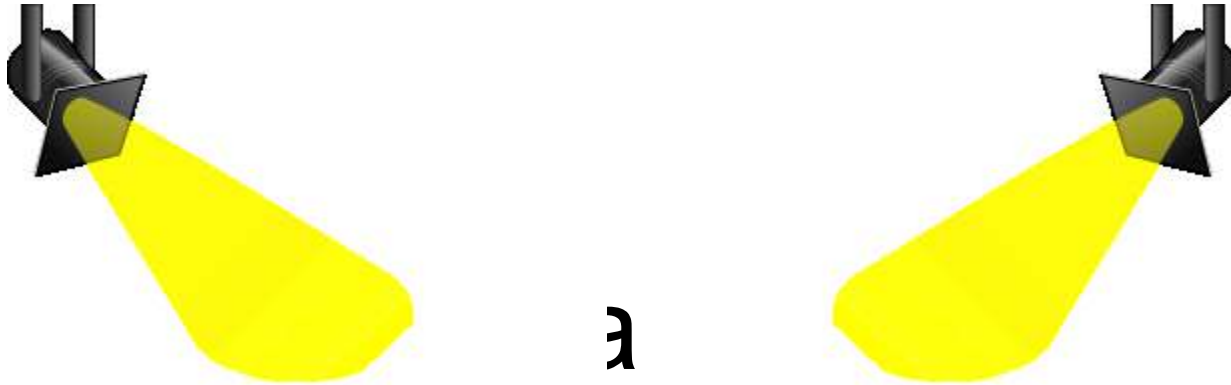
Theresa.Bennett@doe.k12.de.us



IDEA STATE PERSONNEL DEVELOPMENT GRANT (SPDG)



Delaware
Department of Education



Multi-Tiered System of Supports



Goal 1: Multi-Tiered System of Supports

Focus: **Academics**

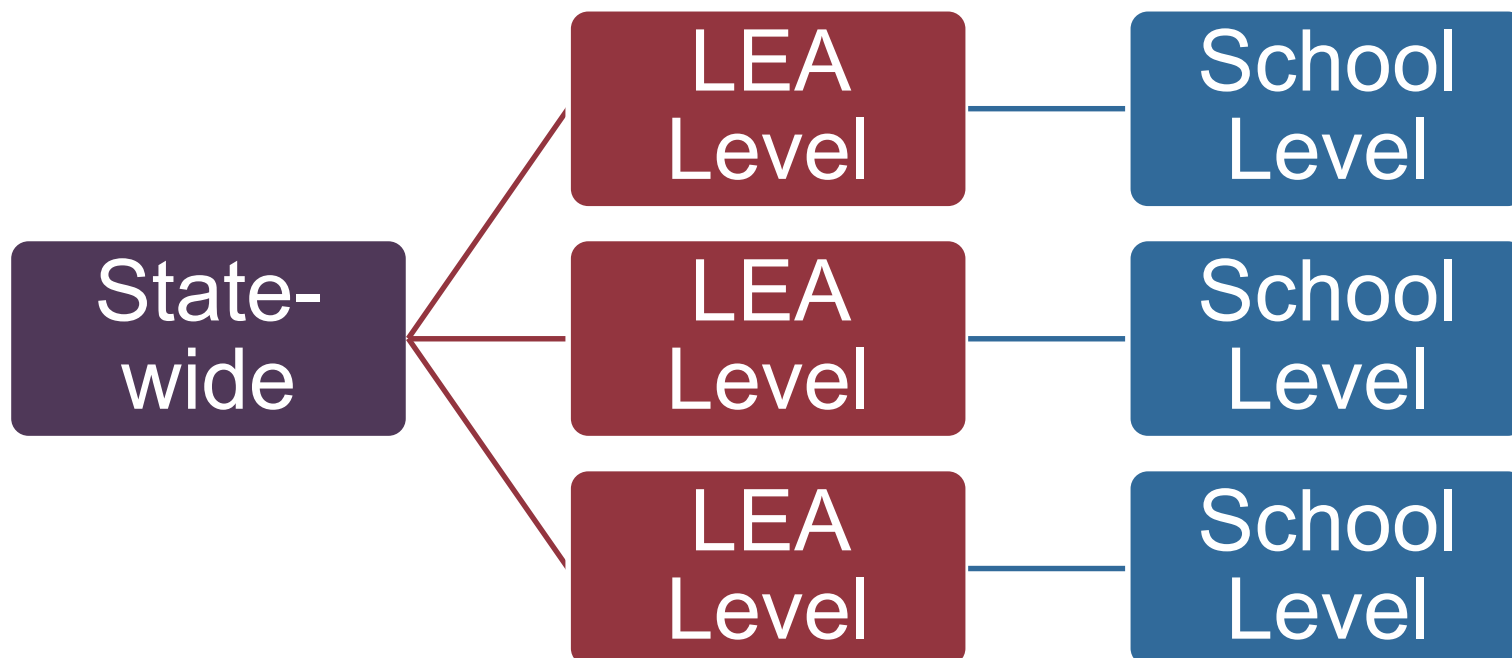
Outcomes:

- Increase statewide **knowledge and implementation** of MTSS
- **Develop and sustain** the capacity of state and LEAs to support MTSS practices
- Engage in **ongoing data analysis** for continuous improvements in MTSS implementation.
- Establish **systems of sustainability** in MTSS practices and professional learning.
- Support LEAs with **aligning behavior and academic supports** under one Multi-Tiered System of Supports.
 - Combining efforts of behavior and academic MTSS advisory groups.



Goal 1: Multi-Tiered System of Supports

Multi-Level Support





Goal 1: Multi-Tiered System of Supports

State-Wide Supports

- Conduct Needs Assessment of MTSS.
- Develop resources (modules, guidance documents, etc.) to support LEAs/schools with implementing MTSS.





Goal 1: Multi-Tiered System of Supports

LEA/School Supports

- Partner with 9 LEAs (3 Cohorts of 3 LEAs) over 5 years.
- Support 18 (3 schools in each LEA)
- Provide training, coaching, and technical assistance to strengthen MTSS at the LEA/systems and school levels

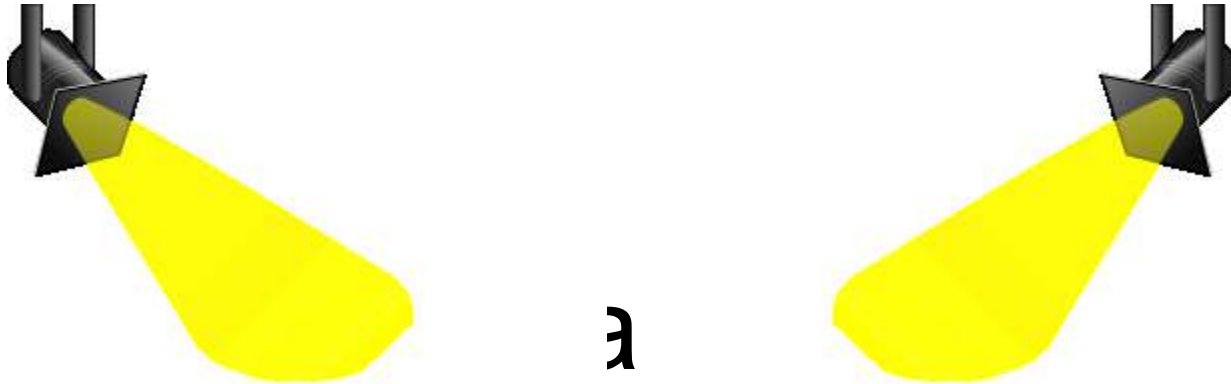




Goal 1: Multi-Tiered System of Supports



- Following a competitive bid process, American Institutes for Research was awarded the contract to implement goal 1.
- Exceptional Children is engaging in recruiting effort.
 - Currently in discussion with 2 LEAs.



K-3 Literacy

Delaware Early Literacy Initiative

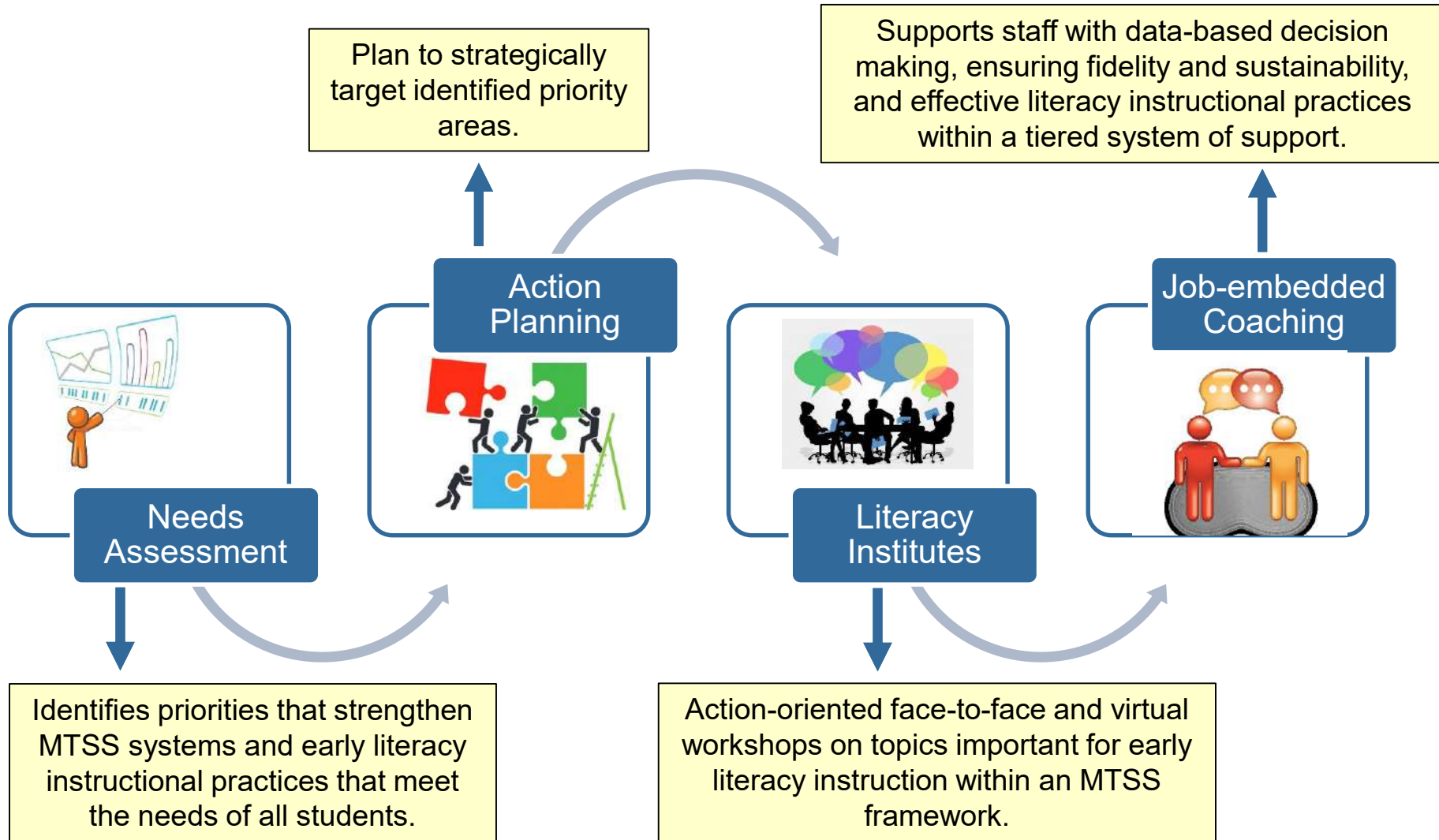


Goal 2: K-3 Literacy

- Increase teacher knowledge of best **literacy instructional strategies** for all students within the general education classroom.
- Increase teacher knowledge and use of **best practices/intervention strategies** to improve literacy skills for **struggling students** receiving tiered interventions.
- **Build capacity** in teachers to implement evidence-based practices with struggling learners.
- **Increase student performance** in literacy for all students preschool – grade 3 including students with disabilities and English language learners.



Professional Learning





Goal 2: K-3 Literacy

Update

2018 – 2019 SY		
Year 1	Year 2	Year 3
Indian River School District	<ul style="list-style-type: none">Gateway Lab Charter	Cape Henlopen
<ul style="list-style-type: none">Antonia Alonso Charter School		Thomas Edison



ENGLISH LEARNERS WITH DISABILITIES COLLABORATIVE WORK





Reminders

- All English learners with disabilities should have a completed “Discussion Form” on file
- Work with EL Coordinators in your district/charter to complete the appropriate screening for any new EL students-accommodations are available.



Reminders

- Delaware English Learners with Disabilities Guidance was released last fall.
 - Information regarding English learner supports for dually identified students
 - Information regarding documentation on the IEP for dually identified students



Alternate EL Identification Protocol

- Delaware Alternate English Learner Identification Protocol is available for students who are not able to reasonably participate in the traditional screener with accommodations.
- Work with district/charter EL Coordinator to administer this protocol.



New in 2018-2019

- Updated statewide EL Database—
 - Allows for easy searching of dually-identified students

Search Students

School Year: 2019

District: All Districts

School: All Schools

Grade: All Grades

Show: EL Students

Student Details

<< 1 2 3 4 5 >> 25

Search: Filter your results by typing search text

Showing records 1 to 25 of 12087 records

Student ID	Last Name	First Name	DOB	School	Grade	EL	Curriculum
[REDACTED]	[REDACTED]	Ferdinand	[REDACTED]	[REDACTED]	[REDACTED]	Yes	Special-Ed
[REDACTED]	[REDACTED]	Lucas	[REDACTED]	[REDACTED]	[REDACTED]	Yes	Regular-Ed
[REDACTED]	[REDACTED]	Madison	[REDACTED]	[REDACTED]	[REDACTED]	Yes	Regular-Ed
[REDACTED]	[REDACTED]	Kimberly	[REDACTED]	[REDACTED]	[REDACTED]	Yes	Regular-Ed



New in 2018-2019

- Updated statewide EL Database—
 - Allows for upload of Alternate EL Identification Protocol

EL Placement

[+Model](#) [+Screener](#) [+Alt-Identification](#)

<< 1 >> 25 ▾

Search 

Showing records 1 to 1 of 1 records




New in 2018-2019

- Updated statewide EL Database—
 - Allows for viewing of Alternate ACCESS

Alt Access Scores

<< 1 >> 25 ▾

Search 

Showing records 1 to 1 of 1 records

Year	Speak SS	Speak PL	Listen SS	Listen PL	Read SS	Read PL	Write SS	Write PL	Oral SS	Oral PL	Literacy SS	Literacy PL	Compr SS	Compr PL	Composite OS	Composite PL
2018	947	P2	944	P2	944	P2	946	P1	946	P2	945	P2	944	P2	945	P2

Showing records 1 to 1 of 1 records

- Students scoring an A3 or above on the Alternate ACCESS have been transitioned from EL status



New in 2018-2019

- Expanded English Learner Field Agent Supports
 - *Cary Knight*: Full-time EL Field Agent to provide universal supports to districts/charters, professional learning, liaison to Exceptional Children Resources
 - *Laura Pickrell*: Contracted EL Field Agent to provide direct supports to schools under improvement



DNEA, HRSA GRANT, & HB 292



Delaware Network for Excellence in Autism



Delaware Network for Excellence in Autism (DNEA)

- Offers training, technical assistance, and information dissemination to community agencies, organizations and those directly impacted by autism spectrum disorder (ASD) needs across the lifespan
- Leverages interdisciplinary expertise across multiple organizations, state agencies and specialists
- Led by Center for Disabilities Studies (CDS) and Autism Delaware
- Partners with Department of Education, Division of Developmental Disabilities Services and Nemours



DNEA | Delaware Network for
Excellence in Autism

Interagency Committee on Autism (ICA)

Autism Delaware

Center for Disabilities Studies at
University of Delaware

Delaware Autism Program

The Ability Network of Delaware

Delaware Family Voices

Department of Education

Delaware Health and Social Services -
Division of Public Health

Division of Developmental Disabilities
Services

Division of Prevention and Behavioral
Health Services

Division of Substance Abuse and
Mental Health

Division of Vocational Rehabilitation

Individual with ASD

Nemours/A.I. du Pont Hospital for
Children

Parent or Caregiver of a child or adult
with ASD from each county in
Delaware

Parent Information Center of
Delaware

Part C/Birth to three sy



DNEA | Delaware Network for
Excellence in Autism

Priorities of the ICA

All medical professionals charged with diagnosing “autism” will use empirically-supported evaluation protocols.

All students with ASD who are eligible for special education will be classified for the provision of appropriate educational services and support including and beyond the academic assessment areas.

All LEAs have the skills and ability to provide high quality and equitable services and supports for individuals with ASD.

All individuals with ASD will receive appropriate mental health services and crisis support services when they need them and where they need them.

The image features three white rounded rectangular boxes with a thin green border, each containing a subcommittee name. The boxes are arranged horizontally and are set against a light blue background. Behind each box is a larger, semi-transparent green rounded rectangle that serves as a shadow or background element. The text inside each box is in a bold, black, sans-serif font.

Education

Daycare

Mental
Health

Subcommittees

Contracted
Partners

Autism Delaware

Nemours

Trainings

Making a Difference Conference

Visual Supports

Communication Series

Understanding Autism and Classroom Strategies

Western Sussex Summit

Many Faces of Autism

UD Early Learning Center Professional Development Day

Audience

School Professionals

Early Intervention Providers

Mental Health Providers

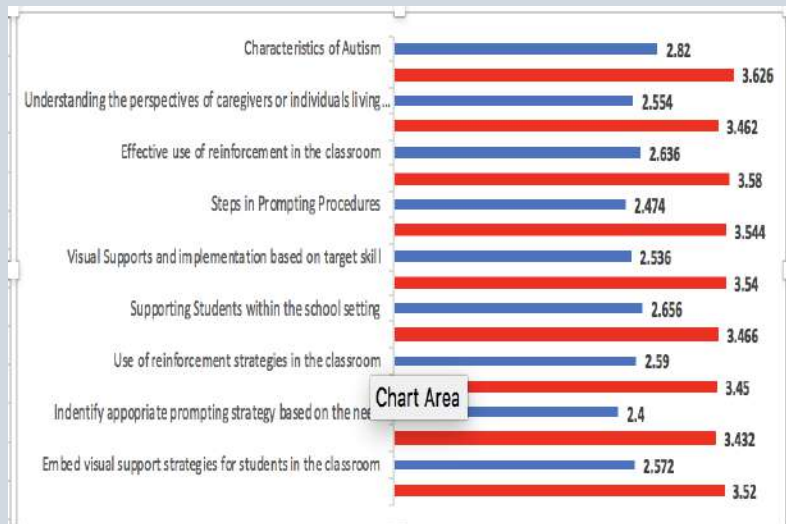
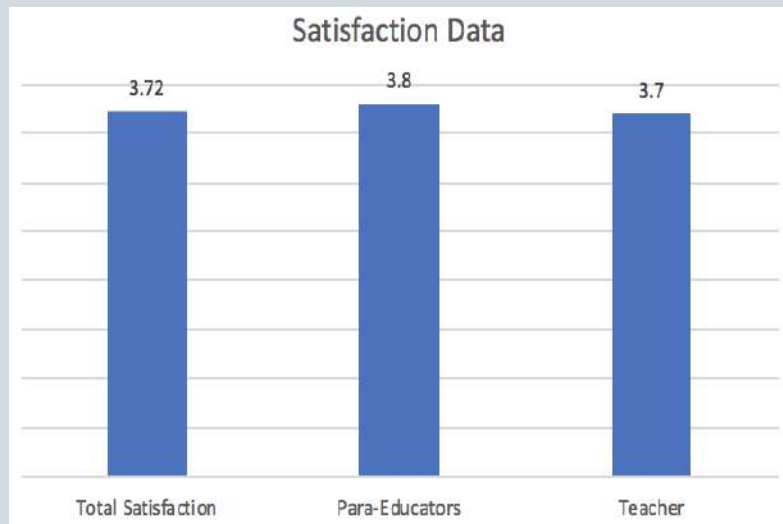
Foster Care Agency

Parents

College/University Students

Business Professionals

Understanding Autism and Classroom Strategies



Upcoming Trainings

PEERS

Classroom
Management

Social Skills

Instructional
Strategies

Understanding
Autism and
Classroom
Strategies

Self-Care

Evaluation

Contact

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Susan Veenema

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Building Bridges

State Implementation Grant for Improving Services for Children
and Youth with Autism Spectrum Disorder (ASD)

Building Bridges

Funding Agency: Health Resources & Services Administration (HRSA)

Timeframe: September 2016 – August 2019

Targeted Population: Families of children under 37 months at risk for ASD, particularly families living in Sussex County and Latino families

Partners: University of Delaware, Autism Delaware, Nemours/Al duPont Hospital for Children, Department of Education, Division of Public Health/Birth-to-Three/Child Development Watch, Delaware Family Voices

Goals

1. Create a coordinated, comprehensive, family-centered and culturally competent system of care for all young children in Delaware with Autism Spectrum Disorder and other DD.
2. The Delaware State Plan will be implemented and sustained through coordination and collaboration of all ASD stakeholders in Delaware with emphasis on family participation.
3. Increase the number of Delaware children at-risk for ASD who receive appropriate screening, evaluation, diagnosis, and referral and enroll in services before the age of 37 mos.
4. Families will have increased knowledge, skill and self-efficacy in family-centered care specifically related to referrals, diagnosis and access to services.

Initiatives

Monthly stakeholder meetings

Autism screening training in primary healthcare

Increased capacity for ASD assessments

Expansion of Family Navigation services

Family Council

Telehealth interventions

Training on Evidence-Based Practices

Development of Autism Care Team, care coordination services

Increased Capacity for ASD Assessments

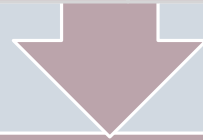
Comprehensive autism evaluations at CDW

ADOS

CARS

ASRS

CDW's MDA



Referral Process

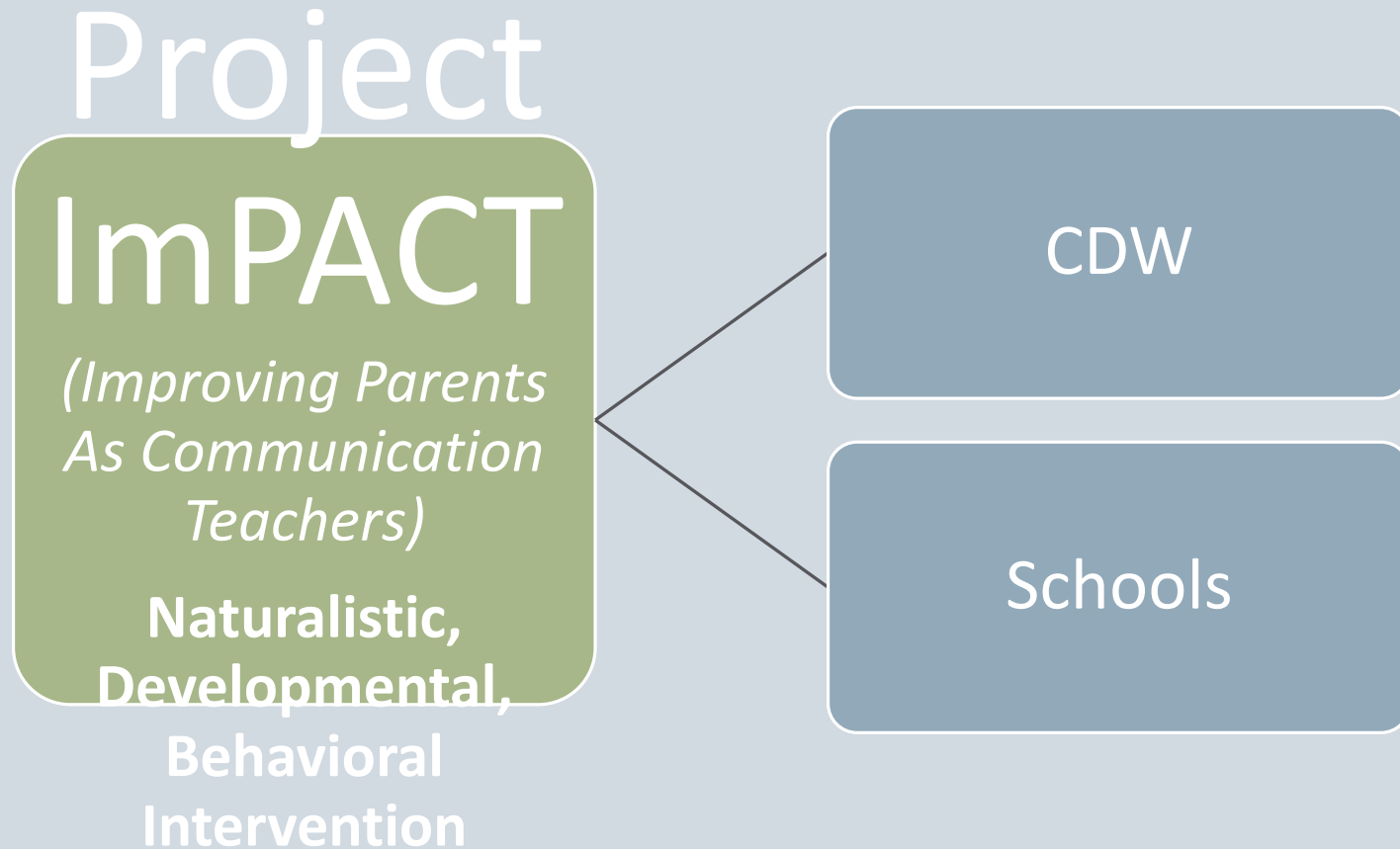
Birth Mandate

Reports
developed
collaboratively

LEA attending
evaluations

Data collection

Training on EBP in Early Intervention



Contact

Brittany Powers

bblument@udel.edu



HB 292



Delaware
Department of Education



Highlights of HB 292

- Signed by Governor on 8/29/18
- Department shall provide training and TA across all public schools within the State on behalf of students with an educational classification of ASD
- Department, with approval of State Board of Education, shall designate a district or entity to administer the statewide program for students with an educational classification of ASD.
- Details qualifications of Statewide Director



Statewide Program

- Program shall provide training and TA for all public schools. The training and TA is a 3 year pilot program that ends 6/30/21, unless extended by an Act of the General Assembly
- Program must:
 - Identify practices specifically relevant to students with an educational classification of ASD that are evidence-based
 - Promote utilization of these practices by leading training and TA activities
 - Assist with implementation of all aspects of training and TA in all public schools, for students from birth to age 21 with ASD
 - Supervise or manage contracts for training specialists
 - Consult and work collaboratively with the Department
 - Serve as primary liaison between the Department and other state agencies, committees, and programs on questions regarding programs for students with ASD



Training Specialists

- Program must have training specialists as follows:
 - At least 1 training specialist per 100 students with ASD
 - Phase in with min. of 2 training specialists in FY 2019, 2 added in FY 2020, and additional specialists added each FY until the number required under this paragraph is met or pilot program ends
 - Qualifications of training specialists are detailed
 - Duties: Provide training and TA for staff, classroom consultation, plan development and performance feedback, parent training, training for regular education staff
 - The program may, after approval by Department, purchase specialized services instead of hiring staff to provide education and training



Committees

- The Department, with approval of State Board of Education, shall adopt rules and regulations to establish and provide for the following committees:
 - Parent Advisory Committees (PAC)
 - Peer Review Committee (PRC)
 - At the request of the Department, may also review procedures and programming for students with ASD and related disabilities

Committees



- Statewide Monitoring Review Board (SMRB)
 - Review, at least annually, education and provision of related services provided to students with ASD throughout all public schools
 - SMRB shall make findings and recommendations
 - SMRB shall submit findings and recommendations to the Department and the Education Committees of the General Assembly. Report must be available on each school district or school website
 - SMRB shall resolve disputes within or between public schools and the Director
 - If public school is found to be out of compliance with specific recommendations, the Department and Director must allow the public school the opportunity for TA and progressive implementation of a corrective action plan



ROLES AND RESPONSIBILITIES OF 619 FIELD LIAISONS





Part C to Part B Transitions

Jeannette Short
DDOE Liaison to CDW Kent/Sussex
Fiona KL Vivar
DDOE Liaison to CDW New Castle County

IDEA Part C

Birth to Three

Child Development Watch (CDW) : Early Intervention Program

Department of Public Health
Department of Health and Social Services

CDW:

Child may be referred by anyone for any developmental concerns

Assigned a family service coordinator (FSC)

Eligibility determined by:

5 Domain evaluation

Established condition

Birth Mandate: Deaf/Hard of Hearing, Deaf Blind, Visually Impaired, Autistic

Eligible for school services from Birth/Identification to age 21

IFSP (Individual Family Service Plan) developed 45 days from date of initial referral to CDW

Early Intervention services provided by external agencies in the natural environment (home or childcare/community)

Transition from Part C to Part B

Children currently receiving Part C services and have an IFSP are potentially eligible for Part B/619 services

- Children under Birth Mandate are determined eligible for Part B services by school district of residence
 - Can receive Part B services birth to 3 years old

Transition Conferences held with LEAs

Kent/Sussex: transition conferences held with school district of residence

New Castle County: transition conferences held with school district of residence or school district of childcare

- If the toddler may be eligible for Part B preschool services, then the conference must be held no later than 90 days before the toddler's third birthday, but, at the discretion of all parties, may now occur up to nine months (instead of the prior six months) before the toddler's third birthday. (IDEA section 637(a)(9)(A)(ii)(II) and (III) and 34 CFR §303.209(c))

Transition Notification Report (TNR)

- TNR serves as the official referral (of children receiving Part C services) to Part B
- Part C responsible for sending TNR to LEA and SEA on the 15th of each month
 - Includes all children receiving Part C services who will be turning 3 years old in the next 9 months
 - DE is NOT an opt out state: LEAs and SEA receive demographic information of all children currently receiving services in Part C
 - Parents sign a release of information for early intervention records to be shared with LEA
 - Transition conference scheduled and held

Transition Conferences

- Part C/CDW schedules and facilitates transition conference held with Part B
 - Allow for a “seamless transition” from Part C to Part B.
 - Transition plan developed at conference
 - Discuss potential services available from school district
 - Discuss what next steps are needed
 - Child observation
 - District evaluation to determine eligibility

Part C Eligibility/IEP

- Indicator #12 is considered a compliance indicator with a performance target of 100%. Part B regulations specify that, in order for a state to be eligible for a grant under Part B it must have policies and procedures that ensure that, “Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part [Part B] experience a smooth and effective transition to those preschool programs in a manner consistent with 637(a) (9). By the third birthday of such a child an individualized education program has been developed and is being implemented for the child” [Section 612 (a) (9)].
- Retrieved 9/10/18 from <http://ectacenter.org/~pdfs/topics/transition/ReviewofPartBIndicator12.pdf>

Eligibility and IEP Meetings

Part B is responsible for scheduling and holding eligibility and IEP meetings

IEP has to be in place by child's third birthday

Transition timelines for Delaware

Children turning 3 years old:

January 1st to April 30th: children transition by their 3rd birthday

May 1st to August 31st: families have the option to stay with CDW through August 31st if determined eligible for Part B services

September 1st to December 31st: families have the option to start at the beginning of the school year should they be eligible for Part B services

DOE Liaison to CDW

- Roles:
 - Provide training and support to all FSCs (Family Service Coordinator), providers and other community partners
 - All transitions
 - All birth mandates
 - Anything school related
 - Work with school district Childfind Coordinators
 - Monitor to ensure transition conferences are being scheduled and held
 - Assist with CDW FSCs and transitions
 - Mitigate issues parents may have regarding meetings, communication, school services
 - Monitor TNRs to ensure timely transitions
 - Part C reports on Indicator 8 : timely transitions
 - Part B reports on Indicator 12: timely IEP meetings
 - Maintain small caseload of families



PARENT INFORMATION CENTER OF DELAWARE (PIC)





DEVI – BRAILLE UEB PLAN



Division for the Visually Impaired

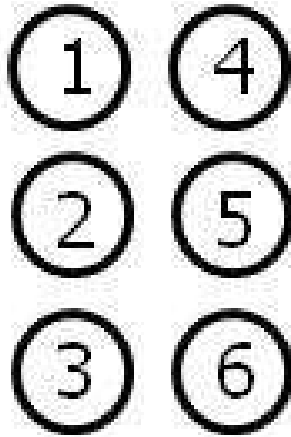
What is Braille?

&

Implementation In Delaware




The Braille Cell



- Braille *is not* a language, it is just another way to read and write English (or any other language, i.e. French, Spanish).
- There are also braille codes for mathematics, music, and computers.
- Braille is a *code*; like any other code, braille is based on a logical system.
- Braille characters make up the letters of the alphabet, punctuation marks, numbers, and everything else you can write in print.




North America's Use of Braille

- ▶ **English American Braille Edition – Literary**
 - ▶ **Nemeth Code - Mathematics and Science Notation**
 - ▶ **Foreign Language**
 - ▶ **Music**
- 


Changes



- 
- ▶ **2012 - The Braille Authority of North America (BANA) adopted the Unified English Braille (UEB) as an official braille code.**
 - ▶ **UEB is a complete braille code encompassing mathematics, science, technology, and engineering.**
 - ▶ **Used internationally for transcribing braille in the English language.**
 - ▶ **UEB is based on the previous international literary braille code, (EBAE), with the same alphabet and most of the same contractions and punctuation.**



Delaware's Implementation of UEB

- ▶ **Educational Textbooks and Materials & Statewide Assessments**
 - ▶ **Student Instruction**
 - ▶ **Production Staff Training**
 - ▶ **Professional & Paraprofessional Training**
- 



Where Are We Now?





DVI – COLLABORATIVE, AT, AIM





ASSISTIVE TECHNOLOGY UPDATE





Assistive Technology Connections

Office of Digital Learning

- Building communication loop
 - K12 Ed. Tech Support Team
 - Digital Learning Cadre
 - TechMaCC



ASSISTIVE TECHNOLOGY & VI STRATEGIC PLAN





VI Collaborative

VI Collaborative

- Meets monthly to ensure that all students with visual impairments receive the highest quality education
 - Stakeholders include DVI, DOE, UD-CDS, Special Ed directors, AT specialists, Advocates, Senator Lawson



DVI Staff IEP Access

- Division for the Visually Impaired IEP Access Process
 - Teachers of the Visually Impaired (TVI)
 - Orientation & Mobility Specialists (O&M)
 - Vocational Rehabilitation Counselors (VRC)
- Communication Plan
 - Documented process
 - Special Ed. Directors/Leadership
 - Pupil Accounting Coordinators
 - Digital Learning Cadre
 - TechMaCC



ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM)





AIM & IEP

Other Special Factors

- Assistive Technology
- Print Disability
 - Accessible Instructional Materials

Group A and B Verification Form

- <https://aimdelaware.org/>
- Form: https://aimdelaware.org/wp-content/uploads/2012/03/GroupA-B_Verification_Forms-1011.pdf



AIM & Curricular Purchases

SY 19-20

- Assurance in Consolidated Grant
 - When purchasing curricular materials:
 - Procure digital versions
 - Vendor add materials to the NIMAC



AIM Procedural Changes

VI and DRM Responsibilities

- **Effective SY 18-19**
- Students owned by districts/charters
- LEA DRMs enter orders for materials for all qualifying students
 - TVIs verify order details within 24 hours
- Reference Special Ed Directors memo August 2018



Collaborative Conversation

VI & DRM Responsibilities

- Implementation Next Steps:
 - Verify District/School DRMS
 - Memo & Report from AIM
 - Identify a Super DRM
 - Complete and submit form
 - Training
 - DRM training sessions were held Spring 2018
 - Are more needed?
 - Other Needs



TRANSITION CONFERENCE



Delaware
Department of Education