

# eNews for Charter Schools

July 2011

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*eNews subscribers include PSA leaders, special educators, ISD Directors and Monitors, Management Companies, Authorizers, agency representatives, and others who have an interest in, and/or work with charter schools.*

## MOVING? CHANGING JOBS/EMAILS?

**Summer brings changes. If you find yourself in new circumstances, let us know. Send a message with your new email, mention the address to remove, and you won't miss any eNews issues.**

**This is also a great time to update your school's EEM and CIMS workbook contacts!**



Office of Special Education  
& Early Intervention  
Services  
P.O. Box 30008  
Lansing, MI 48909

## NEED ASSISTANCE?

**Teri Pettit**  
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[JarveB@michigan.gov](mailto:JarveB@michigan.gov)

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## Did You Know?

### FROM OSEP:

The OSEP (Office of Special Education Programs with the US Department of Education) has a long-standing policy regarding test protocols as education records and a policy regarding providing copies of copyrighted materials (such as test protocols) to parents. This policy is contained in the Analysis of Comments and Changes section of the 1999 IDEA regulations. The discussion from the 1999 regulations regarding these issues states:

*Records that are not directly related to a student and maintained by an agency or institution are not "education records" under FERPA and parents do not have a right to inspect and review such records. For example, a test protocol or question booklet which is separate from the sheet on which a student records answers and which is not personally identifiable to the student would not be part of his or her "education records." However, Part B and FERPA provide that an educational agency or institution shall respond to reasonable requests for explanations and interpretations of education records. (34 CFR §300.562(b)(1); 34 CFR §99.10(c)). Accordingly, if a school were to maintain a copy of a student's test answer sheet (an "education record"), the parent would have a right under Part B and FERPA to request an explanation and interpretation of the record. The explanation and interpretation by the school could entail showing the parent the test question booklet, reading the questions to the parent, or providing an interpretation for the responses in some other adequate manner that would inform the parent.*

With respect to the issue of liability for disclosing information to parents when other laws or contractual obligations would prohibit it, public agencies are required to comply

with the provisions of IDEA and FERPA and must ensure that State law and other contractual obligations do not interfere with compliance with IDEA and FERPA. Federal copyright law protects against the distribution of copies of a copyrighted document, such as a test protocol. Since IDEA and FERPA generally do not require the distribution of copies of an education record, but rather parental access to inspect and review, Federal copyright law generally should not be implicated under these regulations. There is nothing in the legislative history of section 615(b)(1) of the Act to suggest that it expanded the scope of information available to parent examination beyond those records that they would have access to under FERPA. 644 Fed. Reg. 12605, 12641 (March 12, 1999).

(Excerpt taken from a letter from OSEP to the Honorable Bill Shuster, U.S. Representative)

#### **FROM THE STATE:**

Effective with the Fall 2011-12 general collection, a district will no longer be able to claim FTE for a student who has been issued a high school diploma. This has generated questions about a district's obligation to continue to educate those types of students - without a foundation allowance. Rule 340.1702 of the Administrative Rules for Special Education defines a student with a disability as:

"a person who is determined by an IEP team or a hearing officer to have one or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of student, and **who has not graduated from high school.**" (bold added)

So, if a special education has been issued a high school diploma, you cannot claim that student for membership - but the district is no longer required to educate that student.

## **Resource**

Looking for some summer reading?

NICHCY has provided some wonderful brain research resources for exploration. Visit their website at: <http://nichcy.org/schoolage/effective-practices/brain101#education>.

Bridges4Kids has a section of their website devoted to Book, DVD, Software, CD, and Video Reviews. Visit their review pages at: <http://www.bridges4kids.org/Reviews.html>.

## **You Need to Know**

### **August 2011 CIMS Workbook Preview**

#### **IMPORTANT DATES**

August 15, 2011 Workbook launches

September 15, 2011 Reports must be acknowledged

October 1, 2011 B-13 (Secondary Transition) Checklist due

October 1, 2011 Corrective Action Plans (CAPs) due

October 15, 2011 Results Transmittals due

#### **WHAT'S INSIDE?**

MAR (Monitoring Activities Report)

Data Snapshot - Results Transmittals required if a local does not meet State Performance

Plan targets for Indicators B-1 (Graduation), B-2 (Dropout), B-3 (Statewide Assessments)

Focused monitoring (FM) reports

o Reports of Findings/No Findings from Spring FM (B-5: Educational

- Environments)
  - o Fall 2011 FM notification letters
  - o Closeout reports
  - o UNCs (uncorrected noncompliance)
  - o Report of Non-closeout
- Significant disproportionality warning letters - Identification
- Data verification and validation
  - o B-12 (Early Childhood Transition)
  - o B-3/IEP Implementation Checklists (*ISD Workbook only*)
  - o MI-CIS Checklists (*ISD Workbook only*)
- New FM corrective action plan (CAP) forms
- View training materials at the CIMS Web site: [www.cims.cenmi.org](http://www.cims.cenmi.org)

### **EOY 2011 MSDS General Collection**

We encourage MSDS authorized users and special education administrators to work together to report special education data in the End-of-Year (EOY) 2011 MSDS General Collection.

Three areas where data accuracy been of particular concern are:

- IEP Date Characteristic. Please be sure to report the date of the most recent IEP. For example, an April IEP should be reported during the EOY general collection, and not delayed until the Fall MSDS general collection.
- Initial IEP Component. We continue to see both under-reporting and over-reporting by some school districts of Initial IEP data. This component should only be submitted if a student does not currently have an IEP and is evaluated for special education eligibility.
- Discipline Components. Please report for students with IEPs all previously unreported disciplinary actions that occurred during the 2010-11 school year.

While data are in the Staging Area, districts can generate a Disciplinary Incident and/or Initial IEP report to check for data accuracy and completeness. If you have unreported 2010-11 disciplinary actions for students with IEPs or Initial IEPs, please take this opportunity to ensure that all data are reported and certified through the MSDS EOY Collection no later than July 13, 2011.

If you have any questions or need assistance with reporting data in the EOY 2011 MSDS, please contact CEPI customer support ([cepi@michigan.gov](mailto:cepi@michigan.gov)). Be sure to include detailed information about the issue, along with contact information which includes your name, district, phone number and the best times to reach you.

Questions related to reporting data for the Special Education Component should be directed to Darren Warner at (517) 241-0786, or via email at [warnerd@michigan.gov](mailto:warnerd@michigan.gov)

Thank you for your continued commitment to providing accurate and complete data on students with IEPs

### **Bureau of Assessment & Accountability (BAA)**

The pre-identification of students and material orders can occur for fall assessments: the Michigan Educational Assessment Program (MEAP), MEAP-Access, and MI-Access. Please note MEAP-Access is an operational assessment in fall 2011. Students with disabilities for whom MEAP-Access is appropriate, should be assigned to take this assessment for one or more content areas, based on the determination of the student's

Individualized Education Program (IEP) Team.

### **Pre-Identification of Students**

This year, you have two options for the pre-identification of students: the Early Roster collection in the Michigan Student Data System (MSDS) or the OEAA Secure Site. Detailed instructions for using Early Roster to pre-ID students are attached. These instructions can also be accessed on the assessment web pages under the "What's New?" section:

- Michigan Educational Assessment Program ([www.michigan.gov/meap](http://www.michigan.gov/meap))
- MEAP-Access ([www.michigan.gov/meap-access](http://www.michigan.gov/meap-access))
- MI-Access ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access))

Instructions regarding pre-identifying students using the OEAA Secure Site can be accessed in the OEAA Secure Site User Manual located on the login page of the OEAA Secure Site ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)).

Regardless of the pre-ID method you choose, please be aware of the following timelines.

- Deadline for MEAP pre-identified answer documents (student data printed directly on answer documents) - **July 28, 2011 @ 5:00 p.m.**
- Deadline for student barcode labels (to be affixed to answer documents) for ALL fall assessments - **September 15, 2011 @ 5:00 p.m.**

### **Initial Material Orders (IMOs)**

In addition to pre-identifying students, assessment coordinators must also place an initial material order to receive assessment materials. Orders can be placed via the OEAA Secure Site beginning now. The initial order window for MEAP will end July 28, 2011 @ 5:00 p.m. The initial order window for MEAP-Access and MI-Access will end September 15, 2011 @ 5:00 p.m.

### **Online Map Hopes to Ease Michigan Summer Hunger Challenges for Youths**

There are free meals available to children across Michigan through the Summer Food Service Program. In an effort to provide these free meals to more children, the Michigan Department of Education has created a SFSP Site Locator Map. This online map allows parents, youth, and food assistance organizations to find the nearest meal sites across the state. The map is simple to use - just go to the Map webpage:

<http://www.mcgi.state.mi.us/schoolnutrition/>, click on the site nearest you and a pop up window with hours of operation and meals served appears. The map is updated weekly throughout the summer as additional sites begin operation. The public is encouraged to check the website throughout the summer for Summer Food sites nearest them. The Summer Food Service Program, administered by MDE through funds from the U.S. Department of Agriculture, is available to children regardless of race, color, national origin, sex, age or disability.

## **Professional Development**

### **MAASE SUMMER INSTITUTE 2011**

*"Leadership For Change"*

**August 10-13, 2011**

Grand Traverse Resort, Acme, MI

For more information or to register, [click here](#).

## CIMS Training Opportunities

Attend the "Welcome Back" webinar on **August 17, 2011** at 10:30 AM  
New to CIMS? Attend the "New CIMS Coordinator" webinar on **August 31, 2011** at 1:30 PM

## Macomb Intermediate School District's 2011 RtI Summer Institute

Co-sponsored by SRA McGraw Hill.

**August 22 & 23, 2011.**

.5-.9 SB-CEUs approved.

Cost: Macomb County Educators: \$30 (both days)

Out of County Educators: \$50 (both days)

Link to registration:

<https://www.solutionwhere.com/misdtraining/cw/showconference.asp?3634>

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June 2011

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## Did You Know?

The *Individuals with Disabilities Education Improvement Act (IDEA)* of 2004, requires all states to report information on each district and service area's performance in meeting specific early intervention and special education targets outlined in the [State Performance Plan \(SPP\)](#). For 2011 public reporting, states are required to report regarding the 2009-2010 school year (June 30, 2009- July 1, 2010) performance except where noted.



Office of Special Education  
& Early Intervention

[2011 IDEA Public Report](#)

Services  
P.O. Box 30008  
Lansing, MI 48909

## NEED ASSISTANCE?

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Office: (888) 320-8384  
[JarveB@michigan.gov](mailto:JarveB@michigan.gov)

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Specifically, this Act requires each state to:

- Have in place a SPP that evaluates that state's efforts to implement the requirements and purposes of this part and describes how the state will improve such implementation.
- Submit an Annual Performance Report (APR) that evaluates the state's efforts to implement IDEA 2004.
- Report to the public on the performance of each school district and early intervention program relative to the targets specified in the SPP [§300.602 (b)(1)(i)(A)]. Some targets are set by the federal government, and some are set by the state with input from parents and educators.

[Common Questions](#)

[Terms and Definitions](#)

This information provides local districts and communities an opportunity to see what is working well in their special education and early intervention programs and to identify what aspects of those programs are in need of improvement. This is somewhat similar to the *Education YES!* accountability report cards that districts receive every year. This is the fifth year of district level public reporting. The IDEA 2004 focuses on special education programs and services from ages 3 through 21, and has 20 results and compliance indicators. This year, states must report on special education Indicators 3, 5, and 7-12 based on the data from the 2009-2010 school year. For Indicators 1, 2, and 4, there is a required one year data lag, and the data used are from 2008-2009. The state level progress on the remaining indicators is available in the APR.

The indicators included in this IDEA Public Reporting are:

- Indicator 1 - Graduation
- Indicator 2 - Dropout
- Indicator 3 - Statewide Assessment
- Indicator 4 - Suspension/Expulsion
- Indicator 5 - Educational Environments (least restrictive environment)
- Indicator 7 - Preschool Outcomes
- Indicator 8 - Facilitated Parent Involvement
- Indicator 9 - Disproportionate Representation (Child with a Disability)
- Indicator 10 - Disproportionate Representation (Eligibility Category)
- Indicator 11 - Child Find
- Indicator 12 - Early Childhood Transition

For user-friendly information about the indicators view the documents, *Special Education Facts*.

Public reporting must include broad dissemination, be accessible to individuals with disabilities, and be understandable to the general public.

These reports for Special Education and *Early On*® are available at:

- 2011 IDEA Public Report for Districts and Service Areas

**Resource**



Connecting the Disability Community to Information & Opportunities

Disability.gov is an award-winning federal government website that provides an interactive, community-driven information network of disability-related programs, services, laws and benefits. Through the site, Americans with disabilities, their families, Veterans, educators, employers and many others are connected to thousands of resources from federal, state and local government agencies, educational institutions and non-profit organizations. New resources are added daily across 10 main subject areas - benefits, civil rights, community life, education, emergency preparedness, employment, health, housing, technology and transportation.

### **Transition Update: When You're 18 - A Health Care Transition Guide for Young Adults**

Information to help young adults understand what it means to be legally in charge of their health care and how to stay healthy as they grow into adulthood. Includes quizzes on being an adult with special needs, life as an adult, talking with doctors, plus additional Web resources on college and work.

**For more information visit**

[https://www.disability.gov/education/student\\_resources/self-advocacy](https://www.disability.gov/education/student_resources/self-advocacy).

### **Assistive & Adaptive Technology Update: Essentials for Cross-Disability Accessible Cell Phones**

Describes recommendations, techniques and ideas about making cell phones accessible for people with various types of disabilities. For phone designers, it is not possible to build all features into all phones. However, there are a number of features that could be built into most phones making them usable by a much wider range of users.

**For more information visit**

[https://www.disability.gov/technology/accessible\\_technology](https://www.disability.gov/technology/accessible_technology).

### **Grants from The U.S. Department of Education**

The Department offers several kinds of grants, including grants to [help students attend college](#). Students can use the [Free Application for Federal Student Aid](#) to apply for Pell Grants and other financial aid for college. [Discretionary grants](#) are what people usually have in mind when thinking about applying for a grant. These are grants to organizations, agencies and individuals. Anyone who meets the eligibility requirements can apply.

### **New Web-based Program Helps Youth with Autism Spectrum Disorder (ASD) Learn Job Skills**

[JobTIPS](#) is a free, Web-based program that helps youth with ASD or other disabilities develop and maintain skills needed for successful employment. The site offers resources for educators, job coaches, clinicians and transition coordinators who support individuals with ASD as they transition out of high school and into vocational education or other post-secondary activities.

## Disability Connection

The Bi-Monthly Newsletter of [Disability.gov](http://Disability.gov)  
[May 2011](#)

Have you [registered](#) for a personal account on Disability.gov? It only takes a minute. When you do, you'll be able to vote on resources you find on the site, join groups, submit comments and even create saved searches for the subjects that interest you most.

## You Need to Know

### Message From Dr. Eleanor White

June 3, 2011

Dear Special Education Contacts,

In the next few days, you will receive an electronic survey regarding districts' use of the existing functionality within MI-CIS and anticipated, related technology needs.

The Office of Special Education and Early Intervention Services (OSE-EIS) is required to re-bid all awarded funds every 3-5 years. Also, given recent changes in compliance regulations, implementation of the Michigan Student Data System and other technology advancements, the OSE-EIS is seeking your input as the first step in determining districts' current and emerging needs relative to special education data support currently provided by MI-CIS.

Please complete the survey when you receive it, and please also forward the survey to other staff in your district who use any of the features of the MI-CIS on a routine basis.

Thank you in advance, for your assistance in this process.

Eleanor E. White, Ph.D., Director  
Office of Special Education and Early Intervention Services

*\*Note - If you are a regular MI-CIS user and have not received the survey from someone by June 15, please email [PettitT2@michigan.gov](mailto:PettitT2@michigan.gov) and one will be forwarded to you.*

### CIMS

#### IMPORTANT DATES

- June 15, 2011 Corrective Action Plans (CAPs) due
- June 15, 2011 Results Transmittals due.

For more information and training materials, visit the CIMS homepage at [www.cims.cenmi.org](http://www.cims.cenmi.org).

Questions? Call or e-mail the CIMS Help Desk at (877) 474-9023 or [help@cimsmichigan.org](mailto:help@cimsmichigan.org)

### Office of Educational Assessment & Accountability (OEAA) Reorganized as the Bureau of Assessment & Accountability (BAA)

Three offices have been created within the new Bureau of Assessment & Accountability:

- Office of Assessment Business Operations (OABO)
- Office of Psychometrics, Accountability, Research, & Evaluation (OPARE)

- Office of Standards & Assessment (OSA)

This reorganization should have little or no impact on schools and districts. In other words, everything will remain "business as usual". However, you will notice the transition over to the new bureau/office names in the coming weeks. Notably, our main email address and website address will be changing. Additional information will be distributed once these new resources are available; however, be assured that during the transition, the previous web and email addresses will remain active and will re-route users to the new resource locations for a period of six months to one year.

Please find attached an *Assessment Focus* intended for all individuals involved with educational assessments in Michigan. [Assessment Focus, June 2011](#).

- Checking EEM Contacts
- BAA Professional Development and Training
- Fall 2011 Assessment Updates
- Spring 2011 ELPA Reports
- NAEP 2012 Administration Notifications
- Calendars

Pre-identification of students and material orders can occur for fall assessments: the Michigan Educational Assessment Program (MEAP), MEAP-Access, and MI-Access. Please note **MEAP-Access is an operational assessment in fall 2011**. Students with disabilities for whom MEAP-Access is appropriate, should be assigned to take this assessment for one or more content areas, based on the determination of the student's Individualized Education Program (IEP) Team. [Early Roster Instructions](#)..

## Professional Development

### MAASE SUMMER INSTITUTE 2011

*"Leadership For Change"*

August 10-13, 2011

Grand Traverse Resort, Acme, MI

Cost:

Members: \$245 / Non-Members: \$265.00

Time:

8:00 AM to 4:00 PM

Details:

Wednesday August 10

- Golf Outing - 1:00 PM
- Registration - 2:00 to 5:00 PM
- Golf Reception - 6:00 PM

Thursday August 11

- Conference Program - 8:00 AM to 3:30 PM
- Beekman Award - 11:00 AM
- President's Reception - 5:00 PM

Friday August 12

- Conference Program - 8:00 AM to 3:30 PM
- PSC Reception - 4:00 PM

Saturday August 13

- Conference Program (OSE-EIS) - 8:00 AM to 12:00 Noon

For more information or to register, [click here](#).

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