AGENDA

1. Welcome & Session Overview
2. Updates on the Office of Elementary and Secondary Education (OESE) Reorganization
3. Updates from OESE’s Office of State Support and Accountability (OSSA)
4. Updates from the Office of English Language Acquisition (OELA)
5. Updates from the Office of Special Education Programs (OSEP)
PRESENTERS

- Lisa Ramirez, Deputy Assistant Secretary, OESE
- Roberta Miceli, Director, OSSA, OESE
- Todd Stephenson, Management and Program Analyst, OSSA, OESE
- Supreet Anand, Deputy Director, OELA
- Leslie Clithero, Education Program Specialist, OSEP
Updates on the OESE Reorganization
OESE REORGANIZATION

- Executive Order 13781, the Comprehensive Plan for Reorganizing the Executive Branch, called for greater efficiency, effectiveness, and accountability in federal agencies, and presented the Department with an opportunity to rethink our work.

- To that end, the Department is consolidating OESE and the Office of Innovation and Improvement (OII) into a single office, under the title of OESE, starting in January 2019.
APPROACH

- The Department has restructured to streamline processes to provide States, local educational agencies (LEAs), and other grantees with high-quality, efficient service.
- The new OESE will focus on providing transparent, timely, high-quality, and differentiated support that recognizes the individual needs of each grantee.
GOALS

- Administer grants in an accurate, timely, thorough manner;
- Build mutually beneficial, resilient and trusting relationships with grantees;
- Improve efficiency, effectiveness and collaboration for internal operations and external stakeholders; and
- Improve dissemination and build capacity related to evidence-based practices.
OESE ORGANIZATIONAL CHART

Office of Discretionary Grants and Support Services

- **Innovation and Early Learning Programs**
  - Director: Vacant
  - Education Innovation and Research Grants - Expansion grants (84.211A)
  - Education Innovation and Research Grants - Mid-phase grants (84.211B)
  - Education Innovation and Research Grants - Early-phase grants (84.211C)
  - Ready to Learn grants (84.295A)
  - Skills for Success (84.215H)
  - Jacob K. Javits Gifted and Talented Students Education Program (84.206A)
  - Innovative Approaches to Literacy (84.215G)
  - Advanced Placement Test Fee (84.330B)
  - Professional Development for Arts Educators (84.351C)
  - Assistance for Arts Education Development and Dissemination (84.351D)

- **Well Rounded Education Programs**
  - Director: Sylvia Lyles
  - Arts in Education National Program (84.351F)
  - Comprehensive Literacy School Development Grant Program (84.371C)
  - Turnaround School Leadership Program Initiative (84.377B)
  - Mathematics and Science Partnership (84.366B)

- **Charter School Programs**
  - Director: Ellen Safranek
  - Charter School Grants - SEA/State Entity (84.282A)
  - Charter School Replication and Expansion or CMO Grants (84.282M)
  - Charter Schools - Non-SEA/Developer Grants (84.282B/84.282E)
  - State Facilities Incentive Grants (84.282D)
  - Credit Enhancement Grants (84.354A)
  - National Leadership Grants (84.282N)
  - National Dissemination Grants (84.282T)
  - DC School Choice (84.370B/C)
OESE ORGANIZATIONAL CHART

Office of Discretionary Grants and Support Services

**School Choice and Improvement Programs**
Director: Norris Dickard
- Magnet Schools Assistance Program (84.165A)
- Full Service Community Schools (84.215J)
- Promise Neighborhoods (84.215N)
- DC Opportunity Scholarship Program (84.370A)
- Statewide Family Engagement Centers (84.310A)

**Effective Educator Development Programs**
Director: Ashlee Schmidt
- Supporting Effective Educator Development (84.423A)
- Teacher Quality Partnership (84.336S)
- Teacher and School Leader Incentive Program and Teacher Incentive Fund (84.374A and 84.374B)
- American History and Civics Academies (84.422A)
- American History and Civics National Activities (84.422B)
- School Leadership Program (84.363A)

**Program and Grantee Support Services**
Director: David Cantrell
- Equity Assistance Centers (84.004D)
- Comprehensive Centers (84.283B)
- Other Technical Assistance Centers, Networks, and Resources
OESE ORGANIZATIONAL CHART

Office of Formula Grants

School Support and Accountability
Director: Roberta Miceli

- Grants to LEAs - Title I-A (84.010A)
- State Agency Neglected or Delinquent - Title I-D, Subpart 1 (84.013A)
- McKinney-Vento Education of Homeless Children and Youth (84.196A)
- 21st Century Community Learning Centers - Title IV-B (84.287C)
- English Language Acquisition - Title III-A (84.365A)
- Supporting Effective Instruction - Title II-A (84.367A)
- Competitive Grants for State Assessments - Title I-B competitive (84.368A)
- State Assessment Formula Grants - Title I-B (84.369A)

Safe and Supportive Schools
Director: Paul Kesner

- School Climate Transformation SEA (84.184F)
- School Climate Transformation LEA (84.184G)
- Project Prevent (84.184M)
- Grants to States for Emergency Management (84.184Q)
- SERV (84.184S)
- Title IVA (84.424A)
- Social Emotional Learning TA Center (84.424B)

Impact Aid Program
Director: Marilyn Hall

- Payments for Federal Property (84.041A)
- Payments for Federally Connected Children (84.041B)
- Discretionary school construction payments (84.041C)

Rural, Insular, and Native Achievement Programs
Director: Jim Butler

- Consolidated Grant for Insular Areas (84.403A)
- Territories and Freely Associated States Education Grant (84.256A)
- Republic of Palau Grant (84.256B)
- Small Rural School Achievement (84.358A)
- Rural and Low Income School (84.358B)
- RIS-SQA (84.358C)
- Native Hawaiian (84.362A)
- Alaska Native (84.356A)
OESE ORGANIZATIONAL CHART

Office of Migrant Education
Director: Lisa Gillette

Title I, Part C: Migrant Education Program (MEP) (84.011A)
High School Equivalency Program (84.141A)
CIG (84.144F)
College Assistance Migrant Program (84.149A)

Office of Indian Education
Director: Vacant

Indian Education Formula Grant (84.060A)
Indian Education Demonstration Grant (84.299A)
Indian Education Professional Development (84.299B)
State Tribal Education Partnership Program (84.415A)
Native American Language Grant (84.415B)
Among the benefits for grantees is the creation of a new State and Grantee Relations Team dedicated to servicing the relationship between grantees and OESE. This team will provide a consistent point of contact for States and grantees that will help us better understand your context and goals in order to improve our support for your work.
OESE will also add an Evidence-Based Practices Team, with the intention of better integrating the use of evidence into policy, planning, and technical assistance. The Evidence-Based Practices Team will also look to highlight evidence-based practices currently taking place among grantees in the field.
The Office of Formula Grants will continue to support and administer formula grants under the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act.

The team will focus on providing subject-matter expertise, monitoring, technical assistance and general administration of the formula grants in the ESEA.
DISCRETIONARY GRANTS TEAM

- The Office of Discretionary Grants will continue to support and administer the discretionary grants under the ESEA.
- The team will focus on providing subject-matter expertise, monitoring, technical assistance and general administration of the discretionary grants in the ESEA.
Please **continue to use the same email address** that you currently use through the transition until provided further instructions:

- Title I, Part A: OSS State Mailbox (e.g., **OSS.Alabama@ed.gov**)
- Title I, Part C: Program Officer
- Title I, Part D: **TitleI-D@ed.gov**
- Title II, Part A: OSS State Mailbox
- Title III, Part A: OSS State Mailbox
- Title IV, Part B: Program Officer
- McKinney-Vento: **OESE.HomelessEd@ed.gov**
- REAP: **REAP@ed.gov**
Updates from OESE’s OSSA
When submitting an amendment to the Department for approval, please submit:

1. A redlined version of the approved consolidated State plan that reflects all proposed changes;
2. A cover letter describing the proposed changes;
3. The signature of the chief State school officer or authorized representative; and
4. A description of how the State provided the public a reasonable opportunity to comment on the plan.

Amendments should be submitted to the OSS State mailboxes (e.g., OSS.Alabama@ed.gov).
STATE PLAN AMENDMENTS

TIMELINE

- Please submit any amendments related to accountability determinations for the 2019-2020 school year no later than March 1, 2019.
  - This date will allow the Department to determine whether a requested amendment complies with all applicable statutory and regulatory requirements in time for your State to implement changes to its accountability determinations for the 2019-2020 school year based on data from the 2018-2019 school year.

- Amendments can be submitted after that date. However, they may not be approved in time for the State to make accountability determinations no later than the beginning of the 2019-2020 school year.
WAIVERS AND AMENDMENTS

- All waivers must be submitted separate from the State plan amendment process and meet the requirements of ESEA section 8401 regarding submitting waiver requests.

- When submitting a waiver request that has implications for your State plan (e.g., extending 8th grade math flexibility or calculating the Academic Achievement indicator), the Department recommends that you describe those changes in your waiver request that is made available for public comment.
  - If the waiver is approved, the subsequent changes to your State plan will already meet the public notice requirements and can be easily updated.
The Department recently released new frequently asked questions entitled Addendum to September 23, 2016 Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA).

- The resource is intended to clarify the statutory requirements for standardized, statewide English learner entrance and exit procedures.

More resources related to English learners and Title III can be found on our English Learners resource page.
The Department conducted fiscal reviews of FL, OK, ID, NH, AL, ND, OH, and DE.

During the SY 2015-2016 fiscal reviews, the Department learned that States generally had:

- Effective processes in place to ensure compliance with statutory and regulatory requirements at the SEA level.
- Demonstrated interest in continuous improvement.
PERFORMANCE REVIEW
SCHOOL YEAR 2016-2017

- ED conducted performance reviews of MS, SC, PA, WY, NC, DC, NY, IN, and MA (plus 3 LEAs per State).
- ED used feedback from the SY 2015-2016 fiscal reviews to:
  - Streamline and enhance the fiscal review protocol.
  - Refine the online survey process to improve user functionality.
  - Add sections related to charter school oversight, LEA support and guidance activities, and data integrity.
  - Develop and pilot an LEA protocol.
Changes made to improve the effectiveness and efficiency of our monitoring efforts include:

- Consolidated review of program fiscal requirements (Title I, Title II, Title III, SIG).
- Expanded review to cover key Uniform Guidance requirements.
- Created online self-assessment for pre-review/documentation submission.
- Built in live links to statutory and regulatory requirements within self-assessment and protocol.
- Removed duplicate document requests and protocol questions.
- Coordinated reviews with ED program offices (where applicable) to reduce SEA burden.
- Applied internal scheduling rules to avoid ED program office monitoring overlap.
PERFORMANCE REVIEW
SCHOOL YEAR 2017-2018

- Conducted fiscal and programmatic reviews (i.e., performance reviews) that covered:
  - Fiscal requirements contained in Uniform Guidance, EDGAR, and ESEA, as amended by NCLB, where applicable, and ESSA (piloted in SYs 2015-2016 and 2016-2017).
  - Data Reporting and Quality requirements (for continued pilot from SY 2016-2017).
  - Accountability requirements (for initial pilot).

- State participants: AK, AZ, CA, GA, IL, LA, MI, NM, TX

- Schedule: May–October

- Two LEAs from each State participated in each performance review.
PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR?

- Commendation: 0
- Met Requirement: 140
- Recommendation: 90
- Action Required: 60

Bar chart showing the distribution of performance categories.
Based on data from the first two years, here are the most common finding areas—
PERFORMANCE REVIEW

WHAT HAVE WE LEARNED SO FAR ABOUT COMMENDATIONS?

North Carolina (Internal Controls)

Ohio (Comparability)

Florida (Risk Assessment)
PERFORMANCE REVIEW

NEXT STEPS

- OSSA will conduct a limited number of on-site and desk reviews in 2019.
  - Selected States will be notified as soon as possible.

- Progress Checks will be paused due to the transition in OESE until further notice.

- We will continue to partner with other offices, including the Office of Special Education Programs.
RESOURCES

- OSS Monitoring Reports (2005-present)
  https://www2.ed.gov/admins/lead/account/performance/index.html

- SEA and LEA Fiscal Self-Assessment and Monitoring Protocol Public Comment

- SEA and LEA Accountability, State and Local Report Cards, Data Quality, and School Improvement Self-Assessment and Monitoring Protocol Public Comment

Please send comments by February 28, 2019, to: OESE.Feedback@ed.gov.
The ESEA requires an SEA or LEA to use Title I funds only to **supplement** the funds that would, in the absence of those Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

*ESEA section 1118(b)(1)*
TITILE I SUPPLEMENT NOT SUPPLANT

OVERVIEW

No LEA shall be required to:

- Identify that an individual cost or service supported with Title I funds is supplemental; or
- Provide Title I services through a particular instructional method or in a particular instructional setting in order to demonstrate compliance.

ESEA section 1118(b)(3)
To demonstrate compliance with the Title I supplement not supplant requirement, the ESEA now requires an LEA to demonstrate that the methodology the LEA uses to allocate State and local funds to its schools ensures that each Title I school receives all of the State and local funds it would otherwise receive if it were not receiving Title I funds.

_ESEA section 1118(b)(2)_

Represents a substantial change in determining whether Title I funds are supplemental:
- Focus is on allocation of State and local funds rather than on an activity funded by Title I; and
- Differs from supplement not supplant requirements of other ESEA programs in which the focus remains on whether an activity supported with Federal funds is supplemental.
TITLE I SUPPLEMENT NOT SUPPLANT

OVERVIEW

Where can I find out more about the Title I supplement not supplant requirement?

- Presentation by ED at 1:00 pm Friday.

- Draft ED informational document.
UPCOMING TECHNICAL AMENDMENTS TO ESEA REGULATIONS

- Current regulations for Title I are located at Part 200 of the Code of Federal Regulations (CFR).
- Why is this important? Because regulations have the force and effect of law.
- ED is updating these regulations to reflect changes in the ESEA, as amended by ESSA. (On August 22, 2018, ED rescinded a number of sections of the regulations in Part 200 (e.g., adequate yearly progress, supplemental educational services, graduation rate) because they were superseded in full by ESSA.)
UPCOMING TECHNICAL AMENDMENTS TO ESEA REGULATIONS

- Updates will be in the form of technical amendments.
- The technical amendments will adhere to the statutory language in the ESEA, as amended by ESSA, and will not make substantive policy changes.
- Because the technical amendments will merely make conforming changes to the current regulations based on statutory changes, the technical amendments will be published as final rules.
- ED intends to offer the public an opportunity to comment for 30 days on whether ED correctly captured the statutory changes.
UPCOMING TECHNICAL AMENDMENTS TO ESEA REGULATIONS

Example:

▪ Remove references to a State’s reservation of Title I funds for State academic achievement awards (SAAA) and add references to a State’s reservation of funds for Direct Student Services (DSS).

▪ Rationale: The ESEA, as amended by ESSA, does not authorize the SAAA reservation and does authorize the DSS reservation.
UPCOMING TECHNICAL AMENDMENTS TO ESEA REGULATIONS

Additional information:

- The technical amendments do not reflect all statutory changes in the ESEA made by ESSA (e.g., they do not deal with accountability or report cards).
- Rather, the amendments only make technical changes to the existing Title I regulations to reflect statutory changes.
- ED is making similar technical changes to the regulations in Part 299 that govern multiple ESEA programs (e.g., ESEA maintenance of effort).
UPCOMING TECHNICAL AMENDMENTS TO ESEA REGULATIONS

Links to current regulations:

- 34 CFR Part 200:
  [available at: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr200_main_02.tpl].

- 34 CFR Part 299:
  [available at: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr299_main_02.tpl].
Updates from OELA
OELA was established to support the integration and academic success of ELs in schools through the administration of language instruction educational programs.

ELs are protected by civil rights law. In the landmark *Lau v. Nichols* case, the Supreme Court ruled that *identical* education does not constitute *equal* education under the Civil Rights Act by “merely providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” The decision further mandated that school districts must take “affirmative steps” to overcome educational barriers faced by non-English speakers. U.S. school districts are required to provide ELs “equal opportunity” to succeed in school.

Learn more about OELA’s work at https://www2.ed.gov/about/offices/list/oela/index.html.
OELA’S MISSION AND GOALS

VISION: TO BE THE NATIONAL LEADERS IN ADVANCING EDUCATIONAL EXCELLENCE FOR ELS

Mission: To provide national leadership in EL education by advancing opportunities for educational excellence and equity for ELs and their families.

- Goal 1: Elevate the national focus on ELs and integrate ELs in all reform areas
- Goal 2: Serve as the thought leader in research and data-driven EL policy decision making
- Goal 3: Advance opportunities for Educational Excellence for ELs
- Goal 4: Strengthen Family and Community Engagement
OELA FUNCTIONS

- **Policy**
- **Grants**
  - National Professional Development
  - Native American and Alaska Native Children in School
  - Asian American Pacific Islander Data Disaggregation Initiative (D2)
- **Research – National Evaluation Activities**
- **TA**
  - Toolkits
  - Factsheets
  - National Clearinghouse for English Language Acquisition (NCELA)
TECHNICAL ASSISTANCE

U.S. Department of Education

ENGLISH LEARNER PARENT TOOLKIT

for State and Local Education Agencies (SEAs and LEAs)
TECHNICAL ASSISTANCE

FACT SHEETS

Percentage of Total Population of ELs Participating in Title III-Funded Language Instruction Education Programs, by State, Including DC: SY 2014–15

Fact
In SY 2014–15, 93.5 percent of ELs participated in Title III-funded programs. In four states (Hawaii, Iowa, Maryland, and South Carolina*), 100 percent of ELs participated in Title III-funded programs.

*South Carolina reported more students served than identified as ELs.
Source: EDFacts/Consolidated State Performance Report, 2014–15

Percentage of ELs Who Attained Proficiency in English, by State, Including DC: SY 2014–15

Fact
In SY 2014–15, approximately 24.6 percent of ELs who were enrolled in elementary or secondary schools and who participated in the annual state English language proficiency assessment attained proficiency.

Note: States may use different assessments, procedures, and criteria to determine English language proficiency, therefore, comparing data across states may not be appropriate.
Source: EDFacts/Consolidated State Performance Report, 2014–15

VISIT OUR WEBSITE!
http://ed.gov/elsa
http://tnea.ed.gov

LIKE US ON FACEBOOK!
https://www.facebook.com/ED-ELA

SIGN UP FOR NCIL's NEXUS!
http://ncila.org/nexsus/

Office of English Language Acquisition (OELA)

400 MARYLAND AVE. SW • WASHINGTON, DC 20202 • MAIN: 202-401-4300
FEBRUARY 2017
NEW RESOURCE

Check out our new interactive webpage dedicated to EL data!

https://www2.ed.gov/about/offices/list/oela/index.html?src=oc
RECENTLY PUBLISHED

Exploratory Study on the Identification of English Learners in Gifted and Talented Programs
English Learners’ Study Case Report

National Center for Research on Gifted Education (NCRGE)

Funded by Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) and the Institute of Education Sciences (IES), U.S. Department of Education, PR/Award # R305C140018
Study of Digital Learning Resources for Instructing ELs:
The purpose is to examine the use of digital learning resources (DLRs) to support the English language acquisition and academic achievement of ELs in K-12 education.
RECENTLY PUBLISHED

Study of the Native American and Alaska Native Children in School Program: FY 2011 and FY 2013 Cohorts
COMING SOON

- **Pay For Success Feasibility Study:** This study will identify at least two promising school sites that are using evidence-based interventions in the area of early learning dual language models in preschool.

- **Impact Study of Academic Language Interventions:** This study’s purpose is to judge the large-scale effectiveness of academic language interventions that have previously been shown to have a positive impact on EL achievement.
  - Estimated completion date: 2020
Updates from OSEP
PROVIDING SUPPORTS TO STATES & DISTRICTS TO IMPROVE OUTCOMES FOR ALL STUDENTS

OSEP's Mission –

OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local programs to provide comprehensive services under the Individuals with Disabilities Education Act (IDEA).
WELCOME TO OSEP’S NEW DIRECTOR
Laurie VanderPloeg

Laurie’s Priorities:

- Rethinking special education
- Teacher attraction, training and retention
- Authentic stakeholder engagement
- Significant disproportionality
- Dissemination
**reTHiNK SCHOOL**

**WHY...**

Question **EVERYTHING**
- Limit educators?
- Assign kids to schools based on their address?
- Group kids by age?
- Force all students to learn at the same speed?
- Measure learning by hours and days?
- Suggest a college degree is the only path to success?
- Believe education stops at graduation?

**to ensure NOTHING limits students from being PREPARED for WHAT COMES NEXT.**

ed.gov
OSERS

Improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

RETHINK

OSERS

FRAMEWORK
OSERS will rethink anything and everything to ensure that we are in the best position to achieve our mission.

- **Address** deeply embedded and complex issues
- **Question** systems that do not facilitate the kind of improvement we know is necessary
- **Confront** structures that limit opportunities for individuals with disabilities
- **Change** policies and practices that put the needs of a system over the needs of the individual
- **Challenge** mindsets that appear intent on preserving the status quo

Improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.
To improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

**SUPPORT**
- OSERS will support states in their work to raise expectations and improve outcomes for individuals with disabilities
- Demonstrate commitment to high expectations for each individual with a disability
- Provide differentiated support to states based on their particular needs
- Commit to continuous improvement of our systems to support states

**PARTNERSHIP**
- OSERS will partner with parents and families, and diverse stakeholders to raise expectations and improve outcomes for individuals with disabilities
- Value the unique and diverse perspectives and expertise of parents and other stakeholders
- Engage with parents and other stakeholders through meaningful and effective collaboration
- Learn from individuals with disabilities and those closest to the individual as we rethink how to best serve them

**FLEXIBILITY**
- OSERS will provide states flexibility, within the constructs of the law, in implementing their programs to raise expectations and improve outcomes for individuals with disabilities
- Acknowledge that states are in the best position to determine implementation of their programs
- Empower states to implement allowable flexibilities and to pursue innovation
- Attend to our appropriate federal role and avoid overreach

Office of Special Education and Rehabilitative Services
U.S. Department of Education
KEY RESOURCE: IDEA WEBSITE

Access the IDEA website at
https://sites.ed.gov/idea/.
National Center on Improving Literacy (NCIL)
https://improvingliteracy.org/

Learning About Your Child's Reading Development

Learning to read is difficult and does not happen naturally. Explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension will help your child learn to read.

State of Dyslexia
Explore dyslexia legislation and related initiatives in the United States of America.

Select a state from the map or the drop-down for an overview of legislation, requirements, and initiatives.

- HAS DYSLEXIA LEGISLATION
- REQUIREMENTS
  - Screening
  - Pre-service
  - In-service
  - Intervention
  - All of the above
- HAS LITERACY SIMR
Positive Behavior Intervention and Supports (PBIS)

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

SWPBIS Tiered Fidelity Inventory

Part 1 - Foundations and Supporting Information

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

Positive Behavioral Interventions and Supports Implementation Blueprint

Evidence-Based Practice and Autism in the Schools

www.PBIS.org
IRIS Content Guides
A collection of digital units which are:

• Scaffolded, organized sequentially with a semester-long scope and sequence
• Infused with multi-media components
• Flexible enough to be used individually or in combination with other units or IRIS resources
• 1st topic is Mathematics; available Summer 2018

Fundamental Skill Sheets
• Describe/illustrate basic instructional and behavioral practices (e.g., specific praise, proximity control)
• Contain video examples and non-examples of implementation
School & District Platform

“Administrative Dashboard” allows school leaders to
- Assign modules
- Track progress by school, module, or completion status
- Send emails
- Download data for accountability purposes

Micro-credentials
- Provide information on discrete skills
- Teachers submit artifacts to display skills
- Assessors determine skill proficiency
- Digital badges document skill acquisition
Four IRIS micro-credentials on accommodations for students with disabilities

- Provide information on discrete skills
- Teachers submit artifacts (e.g., lesson plans, videos) demonstrating the skills
- Expert assessors determine skill proficiency
- Digital badges document skill acquisition
A Resource Collection on Positive Behavior Supports, Functional Behavioral Assessment, and School Discipline

Nov 11, 2017

A resource collection compiled by and for Parent Centers. Coordinated by the NE Parent Center Assistance & Collaboration Team/Region 1 Parent Technical Assistance Center @ SPAN
In collaboration with NH Parent Information Center
Many, many thanks go out to the Development and Review Team!

November 2017

Welcome to this collection of resources on positive behavior supports and discipline of children with disabilities. The collection has been developed by a team of Parent Centers, specifically for the Parent Center network to use in their

Parentcenterhub.org/pbs-fba-bip-discipline-resource-collection/
OSEP RESOURCES

- IDEA Website
  https://sites.ed.gov/idea/

- OSEP IDEAs That Work
  https://osepideasthatwork.org/

- OSEP Monthly Newsletter
  https://sites.ed.gov/idea/newsletters/

- Early Learning Website and Newsletter Sign Up
  www.ed.gov/early-learning
Questions?