

AEDY Webinar: March 2016

Speaker/Length	Text
Dana : [00:01:00]	Good afternoon, folks. We want to get this webinar started. This is Dana Klouser from the PDE AEDY team here in Harrisburg. I'm happy to welcome you here today to this webinar on the AEDY referral form and documentation process. For those of you who have seen us on a site visit, you'll remember hearing us say, "Document, document, document." If you don't document, it's like it didn't happen. That is the main gist of this webinar and we're rolling out a new AEDY referral form. Don't panic. It contains the same information, it just looks a little different.
[00:02:00]	As you can see right now, I have our contact information up on the screen. Before I go any further, could I see a show of hand that would indicate that you can hear me? Very good. I will continue with again, there's a contact information. That document should be available on your dashboard as a handout. I would also like to once again share with you the webinar schedule. The next webinar will be on April 26th at 10am. Ryan will fold you in a little bit more about what we're going to cover on that webinar.
[00:03:00]	Couple updates for you today, the AEDY conference is still a go for August 1st, 2nd, and 3rd. In addition, we are in the process of planning a AEDY road show, which is a trip out to about 13 regional sites to do our presentation on AEDY 101 and transitions and interventions. The first session has been scheduled. The advertisement or announcement hasn't officially gone out yet, but it is scheduled for April 25th at the Harrisburg PaTTAN office. There will be 2 sessions. It is the same session 2 times. We just wanted folks to have an opportunity to fit it into their schedule based on what works best for them.
[00:04:00]	The morning session would be from 8:30 to 12 and then a repeat of the same session again from 12:30 to 4. I wanted to let you know that the leader system that we were planning on or talk to you about during the last webinar is a go. We have an approved contract in place. We've met with them. We are in the planning stages for that system. Right now, it looks like it's going to cover the application process a piece of the site visits that we can take care of prior to coming on a site visit, and collection of data along with it will also be away for us to communicate with everyone at one time. Vice versa, you can reach out back to us through the system.
[00:05:00]	At this time, I am going to pull-up the AEDY referral form. What I want to tell you about this is that it's officially rolling out today. It also is available in the handout section of your dashboard. It will also be available on the PDE website later today. I'm going to turn it over to Ryan now to continue working through the AEDY referral form.

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan:	Hey, everyone. It's Ryan Korn, one of the AEDY team members. One of the things I wanted to let everyone know, although we're rolling it out today, when we come and do site visits, we're actually not going to have you guys fully implement it until April 1st. You can implement it today, tomorrow, whenever you like, but as far as holding everyone else accountable with using the new form, it's going to be an official date of April 1st. The new form doesn't look much different than the old, we've just added some criteria, not criteria but sections that make it a little bit more user friendly and make it just to avoid some of user error and making full easier for everyone.
[00:06:00]	One of the things that you've noticed is that prior to this, we actually made this into a PDF form where you can type in different information so that it's an actual form. You can document it on the computer and then be able to save it and send it electronically rather than having to hand write through the document. The demographic information has not changed at all. As you can see down here near the special ed, you have the ability to check the boxes. We will work by 2 to try to make it a little easier, but if you highlight the box and simply click "insert" on the top left up here, and then you'll just need to go over to symbols.
[00:07:00]	Once you use it once it'll save it in the top corner for you and then you can do that and it checks the box. All right, so looking down a little bit further, we have the 7 categories for disruptive youth as far as Pennsylvania Statute. None of these have changed obviously. One of the things that we did add was at the bottom was habitual truancy. One of the things that the team has noticed during site visits is that many times, the TEP form or Truancy Elimination Plan is not included in the packet of information sent. We wanted to create a trigger for everyone to make sure that this is being implemented and documented.
	There's two sections you can see at the bottom. There is the truancy elimination implementation date and then the date that it was determined to be unsuccessful. Again, this is something of field that you can fill in and put the dates right in here, but it's put in there to be a trigger for you guys so that if you happen to be sending a student from reason number 7, even if it's in the combination with other reasons, that there should have been a truancy elimination plan. You want to see the date and then also the date it was determined to be unsuccessful.
[00:08:00]	Going down to the next page, this is the intervention's page. Again, much like the former intervention's page, one of the things that we did change, and you'll see under administrative, it's a parent context. It used to say "Parent conference" and many people were confused as to what that meant. It really all it means is parent context, whether it'd be via phone, face to face meetings, via e-mail, this is what we're looking for in that section that you're actually reaching out to parents, putting the dates in which you reached out to them, because we all know that it's happening. You guys just have to make sure that you're documenting it.

AEDY Webinar: March 2016

Speaker/Length	Text
	Like Dana said, if it's not documented, it didn't happen. Many of the other things stay the same, but one of the advantages again to this program, is that you have the ability to type in information. If you have a behavioral contract that was implemented, you can actually type this in here and put the date. What it allows you to do is there's no limitation on the information. You can type in as much so that you don't have to worry about trying to squeeze in information. A know a lot of school districts have programs where you might already be documenting this. This will allow you to cut and paste information from your counselors right into here to try to make it a little easier.
[00:09:00]	Both of the fields on the side, you can type in here as well. Again, just making it so that you don't have to worry about cramming information onto one page. Looking at the school counselor referral, we did want the date of referral or referrals. If there's referrals coming from parent, teachers, principal, anyone to the school counselor, you can document the dates in here at which point the counselor was contacted. Then again down here, you can put in any information that you need to, parent contact via e-mail on such and such date, via phone on such and such date. You'll be able to type in all the fields.
[00:10:00]	Again, the information that we're collecting is still the same, but it's just making a little bit easier. Now, at the bottom it has the individual group or community-based counseling. This allows you to type in all of the numerous resources that you might be referring the student to or they might already be involved in. As you can see, the one little note we added in here for the SAT referral that it must [inaudible 00:10:08] even in the case of an immediate placement. Even if you're looking at one of the big 3, which is controlled substances, possession of a weapon on school property, or threatening behavior, you need to still offer a SAT referral.
[00:11:00]	We say "offer," because we understand that parents can refuse that referral. You just want to make sure that you documented it, contacted parent, and then you enter the dates that you contacted them, "I contacted them today and the parent refused SAT." It can be that simple for you. If they've accepted it then you can have any possible outcomes that are determined by it, contacted them and the other agencies that they might be involved in, mental health evaluation. You can document the date, the provider, what type of evaluation they're looking at, individual or group counseling, documenting how often it's happening, where it's being, where it's occurring.

AEDY Webinar: March 2016

Speaker/Length	Text
	<p>Again, we also have that section right here where it says, "Parent/student refuse SAT." You can document the date that they refused it. Again, just trying to make the document a little bit more user friendly and that you guys can add in as much information. During some of our site visits, we've seen some just stellar documentation with interventions and we noticed that a lot of them had a lot of information to put in. We wanted to make it a little easier for you guys to be able to document all of the services that you're providing so that you get credit for the work that you're doing.</p>
[00:12:00]	<p>As far as signatures, as you can see here, the school counselor mandatory signature. If your IT is able to create an electronic signature for you, we won't be able to accept that. However, if you can obviously, after typing everything and you'd need to printout the document and sign it. Essentially, one of the things that Dana always says when we go out and do site visits and provide technical assistance, is that this entire interventions page needs to tell a story. When we're looking at this referral from the beginning first page with the reasons for referral, then we see the interventions, we should be able to figure out the progression of the student's discipline and what was involved and what was provided throughout that whole bit. We can basically see exactly what happened with that student from the date of the first issues all the way through the referral.</p>
[00:13:00]	<p>The next section is the informal hearing. As you can see, what we've done is taken the information straight out of Pennsylvania code 12.8. This is exactly what Pennsylvania code states with regards to informal hearings and what needs to be provided. Some of the issues that we've seen with applications or processes is that programs of school districts would be talking about AEDY placement prior to the students being provided with due process. Essentially, it assumes to disposition. The reason for the informal hearing is to allow them the opportunity to meet with the school administrators and discuss their suspension, or even provide evidence as to why they shouldn't be suspended.</p>
	<p>At the end of the hearing, the school district then have the opportunity to make the decision as to if AEDY placement is going to be used, if they're going to move on with further discipline, or if it's going to be unfounded at that point. You have to understand that this is in here, because every student must have an informal hearing. It is a due process right that they have to have. Even for our students with the big 3 placements or immediate placement, the way that statute is written is that the informal hearing must be provided when practicable.</p>

AEDY Webinar: March 2016

Speaker/Length	Text
[00:14:00]	You have to understand that even with the big 3, they're going to provide with due process even though it's an immediate placement. For any of your none big 3, the informal hearing must occur prior to an AEDY or referral on placement. One of the things we tried to help with is adding some fields into the bottom of this informal hearing section. Essentially, if you look here, we still have the informal hearing schedule date and the parent contacted date. You have to have these fields still about. There has to be sufficient notice as far as statutes of with regards to notifying the parents and students as to the informal hearing.
[00:15:00]	When you're sending notifications, the notification cannot be that we're meeting to discuss AEDY placement. The notification is as it says above in the statute, it's a notification for the purpose of the hearing which is to meet with school administrators and discuss the reason for suspension. You have to understand that you're going to provide them that due process right, talking about AEDY placement before it can again, assume that disposition and violates that students due process.
	Sometimes we've been seeing when we're doing site visits is right here on where it says, "Hearing held at the same time of notification as per parent/guardian request." We see sometimes where the informal hearing and parent contact are same time, same date. We understand that many times you might call up a parent or guardian and they want to have the informal hearing right then and there or they show up to the school and they want to have it right then. Make sure that you check this box, because otherwise it looks to the team here and to the department that sufficient notice wasn't provided. Make sure if it's being held at the same time, it's because of the parent's request.
[00:16:00]	Also, we have the location which is the location of the hearing and different check boxes and if again, one doesn't apply, you're going to put other here and explain where it was located at. Informal hearings cannot take place at the AEDY setting at any point. Again, that's assuming the disposition of it. If you're having it via telephone, please check that box so that we know what's going on. That would explain to us why there might be a signature line for a parent or guardian that says, "Participated via phone."
[00:17:00]	Then there's the result of the informal hearing and at that point you can document what's going to be occurring from that point. All these fields has to be filled out for it to be a complete referral. Then there's the signature lines. As you can see, we have mandatory fields. The school administrator, the parent, and the student must be filled out. Now, if they refuse to sign, we want you to document, "Refused to sign." If they refused to attend, put "refused to attend." If they did not show, put "did not show," whatever it might be, but these are mandatory fields that must have something documented and then hopefully a signature, but we understand the limitations of you can't force a parent to show up. You can't force a student to sign something.

AEDY Webinar: March 2016

Speaker/Length	Text
	If anyone else is in attendance, please put their signatures in here as well. We want to know everyone that was at the table. They're claimant for special ed, you'll see some small language changes, but it was more just to make it a little bit more readable and help the formatting. No actual changes, because obviously IDE, I have to change it all. There's a continuation of the special ed going into the manifestation determination. None of the language is changed. The only thing we added here was the mandatory signature in red to give you guys that cue that you must have that signature there.
	Then there' the administrator's checklist, which has not changed at all. This is something that has to be completed. Many times we see check boxes missing when we're looking at referrals.
Dana :	I think it previously said, "Principal."
[00:18:00] Ryan:	Yes, and we put administrator because we understand that some schools do it differently with regards to who's filling up the referrals, whether it's a principal, an assistant sup, or a superintendent. Whoever that administrator is, that's her ... Viewing this referral has to complete this section. That's really it guys at this point. I know we're probably going to have a lot of questions, but that's the form. If you guys have any questions that you have a hard time articulating via e-mail, we gave you our contact information and we're available. At this time we'd really like to open it up for questions. Dana's going to pull them up and we'll try to answer them the best that we can at this point.
Dana :	There is a question section on your dashboard.
[00:19:00] Ryan:	All right, we're just pulling up the questions now. We're going to try to go through them the best we can.
Dana :	Is there a handout for the presentation? The handout should be available there in your dashboard under handout. If you can't access them, send us an e-mail and we will e-mail them to you.
Ryan: [00:20:00]	As far as the webinars, if you guys go to the PDE website, keyword AEDY. We already have the February 17th webinar on there. We'll have this posted within a few days. It's usually a pretty quick turnaround from the people assisting us. There's a comment about TEPs are not called SAT's school attendance improvement plans. It turns the elimination plan is what we grab that as statute at this point. We have to follow it according to statute at this point.

AEDY Webinar: March 2016

Speaker/Length	Text
Dana :	Where can we get the new form? The new form, you should be able again to access through the handout on the webinar right now. It will also be posted to the AEDY page of the PDE website hopefully later today.
Ryan:	If anyone has any questions that you want e-mail to us directly, I see there's a couple of people asking for e-mails. If you could just e-mail us from the contact list, that would be easier than us grabbing out as a couple hundred comments.
Dana :	Can you do an informal hearing over the phone? Some parents don't show.
[00:21:00] Ryan:	Yeah and that's why we put the via telephone as one of the check boxes under where the informal hearing occurs.
Dana :	With regards to the informal hearing, are you saying that the informal is regarding the disciplinary incident and not related to the possibility of an AEDY placement?
Ryan: [00:22:00]	The informal hearing is a due process right under Pennsylvania Statute and it has to be with regards to the disciplinary incident. AEDY is one of the possibilities of an informal hearing, but so are its lieu of other responses from the LEA or decisions. They can decide to continue suspension. They can decide to have the [kid 00:21:43] return to the regular education setting. When you're doing an informal hearing, you have to allow that student due process right to discuss the incident that could lead them to AEDY placement so that they have the opportunity to question the witnesses, provide witnesses, provide evidence. It's a due process right just like it would be in a criminal court situation.
Dana :	What is sufficient notice considered to be?
Ryan:	Pennsylvania Statute, if you look at Pennsylvania Statute, section C1, I believe it's either access within 5 days of the suspension under Pennsylvania Statute. Sufficient however, it needs to be ... It's a very broad term. It does stay within 5 days of the suspension in statute. That's what it says in there at that point.
Dana :	Do you suggest we complete the form for every suspension resulting in informal hearing as documentation?

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan: [00:23:00]	I know many times the school districts, you already understand the point at which the school wants to look at AEDY placement, especially for students that have had a long history of discipline in the school districts looking towards that then you will need to make sure you document it. School districts can document informal hearing, however, they see fit. It's just if you're looking at an AEDY placement or considering it, you're going to need to make sure that you document it in this section in this referral so that the referral can be sent. No different than the interventions. If you guys are documenting interventions through your counseling formats or whatever you do in your school district, you're going to have to transfer it to a referral in order to be able to send the child.
Dana :	Do you need a signature under the special education section if the student is not a special education student?
Ryan:	No. If you do not have a special education student that you're referring to the placement, you will not have to complete the special education section.
Dana :	Is the process the same if it is a regular education versus a special education student?
Ryan:	When looking at special ed students, you have to follow AEDY guidelines, statute, and code, but you also have to follow IDEAs and the process is completely different.
[00:24:00]	
Dana :	The box for requesting informal hearing with a notification to parents. Please clarify, so if you call a parent and they want to review the incident right then on the phone, is that when the box is checked?
Ryan:	Informal hearing is a due process right, and if you contact the parent with regards to conducting an informal hearing and they say that that can't keep taking off of work and they want to have it right now, that's the point at which you would want to do that. Now, if it's just a matter of discussing the incident, that wouldn't fall under an informal hearing, because they need to have notification and the ability to provide witnesses, question witnesses. Typically, the student has the right to be there as well, so you need to try to do that. This would only be in the circumstances where you have the student in your office, that you call the parent, they're refusing to come down, they said they can't keep taking off anymore. They don't want to schedule an informal hearing in a couple days, and they request to have it [write down 00:24:47].
Dana : [00:25:00]	What was the date of the session at PaTTAN? That's April 25th. Is that a mandatory training? No, it is not a mandatory training, but I highly recommend it. I have been a small part of Ryan and Michelle's presentation of this material and it is an outstanding presentation.

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan:	Yeah, we will not have any mandatory trainings that they've done in the past. However, again, the information and all the questions that everyone's asking, we go into great detail with all of it and providing that education to everyone from AEDY information all the way through interventions, transitions, the entire bet.
Dana :	Is there a reason that forms needs to be constantly revised?
Ryan: [00:26:00]	The reason that we revise this form was to try to adjust the missions in the field, that we wanted to try to help programs and school districts to have a form that would alleviate any of the errors that we're seeing in the field. We've conducted a lot more site visits that have been done in the past and we've learned a lot from just what's been going on in the field. What we've noticed is 90% of the improvements that are needed are having to do with missed check boxes, missing information, and information just relating to this referral. If we could help you guys to alleviate that, it'll help out a lot when we do site visits and it'll help the programs out to not have to go back and try to find more information to fix the issues.
Dana :	Can a student be placed in an alternative setting following informal hearing but before expulsion?
Ryan:	Yes. An informal hearing can be done at an administrator level, so a building principal can have an informal hearing, make the determination following the hearing for AEDY placement. You can move forward with the AEDY placement coming up to that expulsion hearing. Then at that point, you can go through that process.
Dana :	What about parents who have no contact?
Ryan: [00:27:00]	The school district has to provide notification. If you don't have a good working phone number, I would suggest, and this is just a recommendation that you would need to send notification via mail, you have to try to make sure that you have some aspect of contact working 10 years in social work or understand that people change the numbers quickly often, and you might not have access, but you have to provide notice in some way. The hope would be that you guys have a good address to be able to send notification and a letter format.
Dana :	Is the new type on format able to be downloaded to any computer from the PDE website? That's what we assume will happen. If you cannot, let us know and we will work to make sure that it is downloadable to any computer.
Ryan:	Yeah, please let us know.
Dana :	Have the districts been provided with the new form or should we as directors be distributing the new form?

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan: [00:28:00]	The new form is coming out today. This is the first release of it. That's why we're giving in a 2-week cushion where we won't hold anyone accountable for using a different ... the old form April 1st. Anyone that wants to distribute it, please do so. I know it's difficult to get old forms out of people's hands, but please make sure that starting April 1st that any referrals April 1st or after is done with this new form. Anyone can push it out and send it out to programs, to school districts from programs, from superintendents, whoever wants to distribute it.
Dana :	For the webinar schedule, will each of those days be different topics or are these just alternative dates to watch this webinar?
Ryan:	Every webinar we're going to come up with new topics. Some of them have come from suggestions in the field, from you guys, and we're also going to have some that are directly related to things that we're seeing. Today's webinar is more based on some of the issues we've been seeing and releasing this new form. The next session is going to be preparing for PDE site visits, which was something we got from last webinar's poll. People really wanted to see what to do and how to prepare for us to come out for a site visit. We're going to review that during the next webinar.
[00:29:00] Dana :	One is providing a scenario. A student from another district registers with our district. Student was already in an AEDY placement. Do we schedule an informal hearing immediately?
Ryan: [00:30:00]	This is actually a pretty common thing. We've been providing education to programs on and I'm really glad you brought it up. If you have a student that's coming in from another district, the way that statutory and you'll have to provide that student with due process, which means yes you'll have to provide an informal hearing. Now obviously, you won't have the reason for placement, you won't have the interventions provided from your school districts. What you're going to do with that informal hearing is review the previous school district's reason for referral, basically their referral. You're going to review the reason for referral, the interventions provided, making sure that everything was done. Then you guys as a school district have the ability to honor their discipline.
	The reason we tell you to check this is because you don't want to assume that everything was done the way it needed to be. If something was missing, you're also going to be held accountable as well. We want to make sure that you're providing that student that due process right, that they're afforded, and then reviewing the information. If they still continue to not meet their behavioral goals in the placement, they were referred in the appropriate way with the appropriate reasons. Then the school can make the decision at the end of that informal hearing to continue placement.

AEDY Webinar: March 2016

Speaker/Length	Text
Dana :	Will the TEP language be changed to FAIP since this changed has occurred with the TEP paperwork?
Ryan: [00:31:00]	The way that the TEP language currently is under Pennsylvania Statute 11.3 with compulsory attendance, it still [inaudible 00:30:54] the elimination plan and statute. Unless until statute changes, we can't change the language from our end.
Dana :	For an in-house AEDY program, do all of the areas of the referral form still apply? Can a hearing be held at the school?
Ryan:	The hearing certainly can be held at the school. What we want to avoid is having the AEDY coordinator for that program attending the meeting to be prepared to discuss it. Yeah, we certainly expect within in-house, if you're having it in your high school that you could have the hearing in the school, that's perfectly fine, just not having it in the AEDY program or an AEDY program staff present. Now, I do understand that sometimes school administrative or the principal might be wearing multiple hats and conducting the informal hearing, but also being the AEDY coordinator, you would need to make sure in that setting that you're not wearing your AEDY hat discussing AEDY before the student have their due process right.
[00:32:00] Dana :	When dealing with the big 3, with immediate placement, can the SAT happen after the fact?
Ryan:	When we say after the fact, yes, no. When we say after the fact, obviously you could look at a media placement and the kid brings a weapon to school and they might be going to AEDY within a day or two. The SAT, it would be as soon as practicable, meaning that if you can get that referral out within that week, that would be great. We just don't want to see that the student spends a month in AEDY placement without having that SAT referral completed.
Dana :	Will we receive invitations for the upcoming webinars? Yes. Is there a truancy elimination plan template?
Ryan:	We don't currently have a template, but that's certainly something we can look forward to in the future.
Dana :	If a parent refuses to sign the AEDY placement for their child, can the school still place the student in AEDY?

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan: [00:33:00]	<p>Yes. AEDY placement is a forced disciplinary placement. As long as the school district looks at the 7 categories of placement and the student meets one of those, you provide all of the interventions as far as guidelines, statute, and code state and you have the appropriate supporting documentation, you provide the informal hearing. At the end of that informal hearing, it is the school district's decision as to if that student goes to placement.</p>
Dana :	<p>Being that each referral is literally telling the story of a student meeting AEDY, whom would be best to complete the referral form? For example, counselor, dean, assistant principal? I am a counselor and am assigned to choose grade level and find it difficult, if not frustrating, to make a referral for a student that is not mine. What do other districts do?</p>
Ryan: [00:34:00]	<p>Sometimes I see districts where it's a team effort and that the document will be passed between different departments so that the counseling section would be completed by the counselor who implemented that section of the intervention. The administrator would fill up the administrative interventions. It really depends on what the structure is of your school, but I would suggest that being done by the people who are actually implementing those interventions and with this being an electronic format, it should make it a lot easier for you guys to put in your sections and then forward it to somebody else to complete. I wouldn't suggest someone completing it having not known the student, because it's going to be a lot more difficult for you to document the interventions and what was done. You have to do it based on your school district's setup. I would suggest the team approach though.</p>
Dana :	<p>Just to verify, students refer to programs prior to April 1st are okay with the old form in the file, correct?</p>
Ryan:	<p>Yes, correct. As long as you start implementing this new referral starting April 1st and after, we won't say anything. We'll be understanding and that people will be using the old referrals.</p>
Dana : [00:35:00]	<p>If we have one AEDY site that is one campus that are high school, operated within the same district, can a student's cumulative record remain with the student's guidance counselor at the home school?</p>
Ryan:	<p>The thing is the cumulative record though, the AEDY program would need to have access to it. As long as they have access to the information for the student, the course information and everything, then that would be perfectly fine. We've even seen situations where school districts send to a private provider, but allow that private provider access to the student's records through their system. As long as the AEDY program has that information at their fingertips, however you need to set that up within your district is fine.</p>

AEDY Webinar: March 2016

Speaker/Length	Text
Dana :	Can you clarify, if the 1 hearing or 2, one to discuss the discipline and one to discuss AEDY placement, or do we just need to have the informal hearing?
Ryan: [00:36:00]	To clarify, it's one hearing. It's an informal hearing. The student is given their due process right to describe and you can read it in the statute and also on this referral. One at the conclusion of the hearing, the school district can decide disposition. You decide what you're going to do. You decide that you're not going to look forward to placement and the kid's going to return, or you decide that the student's going to go to AEDY placement. It's the school district's decision at the end of the informal hearing.
Dana :	Did I just read this one? If a student is placed in an AEDY program as a result of an expulsion, when should the informal hearing take place?
Ryan: [00:37:00]	The informal hearing is something that needs to be provided as far as due process. Now, if your school district is skipping over the informal hearing and going straight to an expulsion, their due process rights, but the student is afforded under the expulsion in Pennsylvania Statute with a formal hearing, which is still under Pennsylvania Statute 12.8 if you need to look it up. They will be provided with even more rights and due process than they would under the informal hearing. You would just need the document on the form or safety attached expulsion hearing form. Then you can attach your expulsion to that referral.
Dana :	Are we allowed to attach our interventions to the referral form?
Ryan:	Dana and I, and Michelle, when we go at the site visits and we see in a referral, it says, "C-attached." We tell them, "Please staple it to it, make sure it is attached," because many times we will see in the referral, see attached in different sections and then that information is not attached. Please make sure if you're going to and it's certainly fine to attach documents but you have to make sure that it is physically attached to that referral. Wherever the program is, whether it's in-house or private provider, that in the student's file it stays attached with that document.
Dana : [00:38:00]	Where do we sign up for the 425 event? There will be a Penn link with the link to register. I have also been going through the share point site and sending e-mails to the AEDY contacts of record and superintendents. If you happen to be somebody that didn't get that notification and happen to get it from somebody you were talking to, send me an e-mail. I have another document where I've just been adding e-mails of those that have to ask me to add them to the list. That way, you'll be sure to get the announcements.

AEDY Webinar: March 2016

Speaker/Length	Text
	Please clarify, there is occasion that a principal wants to place a student in the in-house program on a temporary basis. Must the AEDY paperwork be completed to include an informal hearing? I assume yes, but seeking clarity since it would be considered a change of placement, no matter how many days a student is placed.
[00:39:00] Ryan:	Just to clarify too, AEDY placement is temporary. Whether it's 1 day, 20 days, 2 months, a referral must be completed, due process must be provided. You were right and that you have to do the AEDY referral and follow every aspect of guideline, statute, and code.
Dana :	I'm seeing another question about clarification about the webinar dates and whether it's the same webinar over and over. It is not. There will be different topics on each date.
Ryan:	We want this to basically serve as an opportunity to reach out to you guys and provide information on a large scale very quickly.
Dana :	For students who are currently enrolled in AEDY, will they need the new referral packets or are they grandfathered in?
Ryan:	Students who are currently enrolled, what we do is we look at the date of placement and then we look at what referral form was in place during that data placement and that's whatever we look at.
Dana :	Where can we get all of the information pertaining to the conference?
[00:40:00] Ryan:	We're going to be sending out a save the date and we're also going to have a call to our proposals being sent out as well. They will be sent out to everyone, so once you see that, it will have all the information that you need. It will be in Harrisburg at the Hilton, but we'll send out all the information soon.
Dana :	Should the IEP conference be held before the informal hearings in all cases?
Ryan:	As far as IDEA, if you reach out to us, we can give you all the information. We have a special education advisor and then although we could answer it, I'd really prefer him to provide the clarification on the IDEA process. If you have any questions with regards to that, shoot myself, Dana an e-mail. We'll make sure that we get you in contact with Bob Moore, who's our special education advisor.
Dana :	What are the big 3 offenses you've mentioned?

AEDY Webinar: March 2016

Speaker/Length	Text
[00:41:00] Ryan:	There's 7 categories. We're going into AEDY placement and so we have the district or the school authority display of controlled substances and so on. The big 3 are numbers 2, 3, and 4. Display or use of controlled substances on school property, violent or threatening behavior on school property, possession of a weapon on school property. Those are the big 3. If a student is placed into AEDY for one of those big 3, that is ... they are deemed to safety risking can be immediately placed with an informal hearing to follow as soon as practicable.
Dana :	Is there a link for previously recorded webinars?
Ryan:	Yes. If you go to the PDE website typing keyword "AEDY," you'll be on our site. On the right hand side, you'll see the February 17th webinar link and then soon after in the next week or so you'll also see this webinar and we're going to record them going on.
Dana :	Can a parent waive their right to an informal hearing?
[00:42:00] Ryan:	We have seen school districts, you will need to create some documentation to document that the student's waiving the informal hearing right. Many of the schools have created an actual waiver form for the informal hearing to cover themselves. The reason that we suggest it to schools to have some form or document is because if a parent or guardian calls up PDE and says, "I was not provided, my student wasn't provided with an informal hearing and you don't have any documentation to prove that. Otherwise, it could cause an issue. We always say that documentation is key."
Dana :	What happens when we have a student at an AEDY and the court places them somewhere else? Then they are dismissed from their court placement and go back to their last placement. Do we have to fill out the AEDY form again in order for the student to be placed back at their initial placement?
Ryan: [00:43:00]	Just to clarify, what I'm getting from this is that if a student's in AEDY and they are then adjudicated well there and sent to a juvenile detention center, and then they're returning back to the AEDY placement. That's the scenario I think that I'm hearing. That's what I'm going to answer. If a student is in AEDY programming and goes to a detention center and then it's returning, you have to provide ... you have to do an AEDY referral again and you also have to provide in due process with an informal hearing. What you're going to review in that informal hearing is the records from the juvenile detention center and seeing, did that student improve their behavior in the school setting at the juvenile detention center, or are they continuing to have the same issues as before?

AEDY Webinar: March 2016

Speaker/Length	Text
[00:44:00]	Then once you have reviewed that information, you can determine if continuing to place the student in AEDY is justified under statute and code. This goes the same for a regular education student that's not an AEDY. If they're not an AEDY and they go to juvenile detention center, they go to any outside placement even if it's RTF or [children's 00:43:48] placement, you have to look at the student's behaviors. It cannot be an automatic placement under statute and code for the student to go to placement, whether they're starting out in AEDY going to detention center or an RTF, or any programming. When they come back they must be afforded due process in an AEDY referral.
Dana :	An informal hearing is required if you suspend a student for 4 or more consecutive days. Within the first 5 days of the suspension, if a student is being recommended for AEDY for repeated violations that leads to multiple 3 days of suspension, and never a longer term suspension, does an informal hearing need to take place?
Ryan: [00:45:00]	I'm not really sure on the question. If I don't answer it, please try to rephrase it. Essentially, if a student is being considered for AEDY placement, they must be afforded in formal hearing whether the suspension is 1 day or 6 days. As far as statutes written under Pennsylvania Statute, the informal hearing must occur within the first 5 days of suspension. For anyone being suspended for less than 5 days, obviously that whole hearing is going to take place prior to that 5-day window.
Dana :	Can the IEP team determine if the AEDY placement is appropriate?
Ryan:	Again, this is something I can refer to Bob Moore, but ultimately the AEDY, the IEP team must follow AEDY guideline, statute, and code. An IEP team can make decisions for the child's best interest, but they need to take into consideration Pennsylvania Statute. The student still needs to meet AEDY criteria to be placed. Then you still have to file AEDY guideline, statute, and code and IDEA with regards to the student's IEP and LRE, and all of that.
Dana : [00:46:00]	If a student is in an AEDY placement is placed by a non-education entity in another setting for several months, example drug rehab, when the student returns to the district, do you need to fill out the referral paperwork again, even though nothing has changed from the school district's perspective, especially if it's a yearlong expulsion?
Ryan:	Okay, so this is a multi-question that I'll have to answer in two different levels. Minus the expulsion, if a student is in AEDY and is not an expulsion student, and they go to a placement on a non-education entity like drug rehab. Now, you have to understand that even in drug rehab, even in juvenile detention shows any placement, RTF, students are still going to be provided with education. It's not a completely non-education [inaudible 00:46:35]. In returning, you have to look at their behaviors that you sent them for AEDY placement and see if those behaviors continued or if the student met their behavioral goals while in that placement.

AEDY Webinar: March 2016

Speaker/Length	Text
[00:47:00]	If they pulled the 180 and all of their behaviors were related to these kids a drug issue and now they are clean and sober and doing well, you would need to give them that chance to return to the regular education setting. On the flip side, if it's an expulsion and the expulsion is for one year, a student can remain in AEDY placement for one year. What we tell programs is that one of their behavioral goals must be that the student must meet the requirements of their expulsion. That way, you never run into an issue with the meeting all of their behavioral goals until their expulsion has been completed.
Dana :	If a student transfers into the district as an AEDY student, do receiving districts need to complete a new referral form or can you just maintain current placement? Do you need to complete a referral if the student is leaving one AEDY location and entering a new one in our district?
Ryan:	The first question, if a student's coming into your district from another district, as we said before, you would need to provide due process again. What I inform schools to do so that it tells the story is complete another referral. A lot of it is going to see previous referrals from school A, but you want to review the reason for referral from the previous school review, the interventions that were provided, and then review the student's behavioral goals to make sure that they've either met them or not met them. If they've met them, they need to transition back to the regular education setting. If they have not met them, you can't continue the placement.
[00:48:00]	Now, the second part of that question had to do with if a student's in AEDY placement in your school and transferring between 2 AEDY programs, they haven't changed their school setting, they haven't changed anything. What you would need to make sure is that that new program has their behavioral goals, has their progress notes, and has all the information transferred over, but you wouldn't need to do due process again, because it's still under the same school's placement.
Dana :	Is that training in Pittsburgh or Harrisburg, PaTTAN? The one on April 25th is at the Harrisburg PaTTAN, but I expect there will be one in the Pittsburgh area at some point. I'm going to go out in a limb here and say that by the April 26th webinar on preparing for the PDE site visit, that we will have a list of locations, date and time. That is the plan. Is the conference on April 25th instead of the April 26th webinar? No. The training at the Harrisburg PaTTAN on April 25th is separate from the April 26th webinar. What if there is no behavioral history, no SAT referral, then what should the district's process includes?
[00:49:00]	

AEDY Webinar: March 2016

Speaker/Length	Text
[00:50:00] Ryan:	If a student doesn't have any behavioral history, no SAT, no interventions. The student doesn't need AEDY criteria, so therefore they cannot be placed. Now, if you're talking about one of the big 3, obviously you can have a student that has no history of behavioral issues, messes up, and brings a weapon to school, obviously the school at that point has the decision making power to place the student in AEDY placement.
Dana :	Please give an example of when an LEA would use the box that indicates the student will stay in his or her home school?
Ryan: [00:51:00]	At the informal hearing, the school district has the decision making power to allow a student to remain in the district. If you're on informal hearing and you have a student that is being placed for truancy, and we've seen this situation where we had a student, she was being placed for truancy. When we talked to her and looked the records, we found out that she was late to school every day, because she walked her younger sibling to elementary school. Now, does she meet criteria? Yes, but looking at that informal hearing and having that due process where they can provide evidence showing why they were ... what was going on, obviously the school has the ability at that point to take it into consideration or realizing, "This is not truly an AEDY student and look to an alternative placement."
	Another situation we ran into was a student that was placed for bringing a weapon to school, and although she did bring a weapon, she brought the weapon with a suicide note, which to us would mean more of a mental health intervention as opposed to sending that kid to AEDY. Schools have the ability to making the determination for placement, but we really want you to use that informal hearing as a way to discuss the circumstances of the student's discipline. If there's ways to avoid or provide interventions to stop the discipline from going forward, then you would make the decision for them to remain in the home school. For instance, if that student was truancy, you could easily have a schedule changed to help her, to avoid having to be placed in AEDY.
[00:52:00] Dana :	Is there a timeline for how long a truancy elimination plan should be implemented before it is determined not to be successful?
Ryan:	There is no timeline determined in statute. However, what we would like to see is that the plan was written in actually all aspects if it was attempted. We don't want to see that it was implemented on Monday and then the following Monday that it was determined to be unsuccessful. You want to show just a due diligence in really attempting all aspects of that TEP plan and giving the student the opportunity to try to help out that behavior.

AEDY Webinar: March 2016

Speaker/Length	Text
Dana :	What options are available for students that are expelled from an AEDY program for drugs or weapons?
Ryan: [00:53:00]	If a student is expelled from an AEDY program while in AEDY and expelled, I'm not sure what you're looking for with options, but look, if you can send me an e-mail or give me a call, I can certainly talk about the circumstances because it's hard to answer without all the facts. Is anyone besides principal, parent, and student required to attend an informal hearing? No. However, we would like, if you can and do have the ability, invite as many people as possible, invite community agencies that are involved with the family, because they're ... Again, this is a situation where the student and parents, and team can discuss the circumstances of the student's discipline. If there are other mitigating circumstances, it might be something the school district can take into consideration.
Dana : [00:54:00]	In an informal hearing, if the disciplined student's parent wants to question student witnesses, are we required to allow them question these students? I would suggest you consult your solicitor on that question. What if a student is a special education student and the 45-day placement in the AEDY is in the IEP? Do we continue the placement? Must the informal hearing be completed to maintain the placement in AEDY?
Ryan:	Just give me a second to read this. If you could reach out to us, we can certainly forward you to Bob Moore to help you out with that IDEA process to make sure that you're getting all the information you need. The recording from today's webinar will be available usually within a couple days, but definitely hopefully by next week once we get it pushed out by the IT staff.
[00:55:00] Dana :	If a student is suspended while in alternative education, does the sending school still have to create a disciplinary removal by LEA form?
Ryan:	Tim please, Tim Regan, give me a call or might want to shoot me an e-mail. I could discuss that with you a little bit more. Just need a little bit more information to answer it.
Dana :	Do the informal hearing and meeting with AEDY personnel have to happen on separate days since they can't be in the same meeting?

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan:	It doesn't have to happen on separate days, but we certainly don't want to see the informal hearing scheduled at 11 and then the AEDY intake, because I already scheduled that 12. Because again, you're assuming disposition before it. Now, if you have an informal hearing and you're working with a strong program or it's your in-house and you know that you can always get something scheduled afterwards, that's perfectly fine. You just don't want to have it happen in the same moment or that one is already scheduled before the informal hearing.
[00:56:00] Dana :	Someone is just making the comment that most social workers and/or home school visitors have a truancy elimination plan template. Is transportation required to and from AEDY placement?
Ryan:	Transportation is depending on the school district and what you guys need to provide. Ultimately, it's the responsibility of the district because they're still your student's underpins and as far as code and statute goes, it's your responsibility to get into the program.
Dana :	When does a classroom have to be identified as an AEDY site? If a district is trying to be proactive for supporting students within a small class setting, does that immediately mean AEDY designation?
Ryan: [00:57:00]	We've had a lot of people talk to us about this. This is a big thing we do in our trainings, but ultimately there's AEDY, which is big D and little D progress. Little D is more of an intervention program. Now, 2 of the big things that you need to take into consideration when looking at running a supportive program like that is the placement voluntary. If the student or parent, or guardians can choose to go into that program or leave that program, that's one piece. If it's involuntary, you're already running at the AEDY because AEDY is a placement and you would need to run an AEDY.
[00:58:00]	Now, if it's voluntary, that's the first piece. The second big piece is chapter 4. AEDY programming on the statute and code allows you to provide math, English, science, social studies, and health life skills. If it's not an AEDY program, you have to provide all of Pennsylvania's statutes chapter 4 and the student would have to have access to all aspects of education that every other student in that building would receive. Now, obviously the smaller classroom setting is definitely something that could be seen as another intervention to help the program, but they would still need to be able to do a pull out to go to [Oregon 00:58:00] if that's something in their schedule or something else.

AEDY Webinar: March 2016

Speaker/Length	Text
	<p>You couldn't limit their access to education and it has to be voluntary. If any of you are running a program like that, please just give us a call. We've worked with many schools to help them run an AEDY or we've also helped many schools to run a non-AEDY or like transitions in classroom. We can certainly help you out in finding out where that line is. If there's any changes that are needed to your program to avoid running an AEDY or vice versa. We're certainly available to help out with that.</p>
Dana :	<p>Again, another special ed question. Are students who are being evaluated for special education services allowed to be placed on a 45-day placement without an informal hearing?</p>
Ryan: [00:59:00]	<p>This is what you'd be considered a unilateral placement. This is specific and this is something that Bob can definitely talk to you about. Please forward me your contact information and your question and we can get it to him, because there's very broad differences between IDEA with regards to unilateral placements, such as series [vital 00:59:01] injury compared to violent threatening behavior in the AEDY statute. He's very well versed in being able to help you out and understanding that. I could certainly do it, but I think he would do a lot better than I.</p>
Dana :	<p>If we contract with a private provider, do both the private provider and the school districts has to have the completed referral form on file?</p>
Ryan:	<p>When we do site visits, we go out to the AEDY program. If you're referring to a private provider, we're going to check the student files there. That program needs to have the AEDY referral and all of the supporting documentation on site for us to check while we're there. If it's an in-house program, obviously we need to keep documentation in-house.</p>
Dana :	<p>Another special ed question, if a parent of a special education student refuses to sign the NOREP to place the student in an AEDY program, what is the next step?</p>
[01:00:00] Ryan:	<p>Again, please forward that question. It's a very specific special ed. I would love to answer it, but I think that Bob is going to be a lot more useful because there could be a lot of Q&A back and forth concerning that.</p>
Dana :	<p>What is required during the informal hearing?</p>

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan:	During the informal hearing, it breaks it down pretty specifically in code. The notification is going to let the student and parent know the reason for suspension. During the informal hearing, the student has the right to question witnesses. The student has the right to speak and produce witnesses, produce evidence, especially discussing the circumstances of the incident that causes that led to suspension. You're trying to see if there's any other aspects that you can use to help, avoid future offenses. If there are some interventions that you think might work, that's the point where you would decide to continue to remain in a home district, try those interventions and then if that doesn't work, come back to the table.
[01:01:00] Dana :	If the student is in an AEDY program and moves to a neighboring district, both districts use the same AEDY program, given what you said about the new district reviewing the previous district's referral, can a student stay in the AEDY placement while the paperwork is being reviewed and the informal hearing's scheduled?
Ryan:	If the student's in AEDY placement on Monday in school A, and they move into school district B and registered Tuesday, there's no expectation from us that you're going to have to transfer the kid back and forth between the regular ed and AEDY setting. What we tell people is, "Get that informal hearing scheduled immediately so that you can review the paperwork, the student can remain in placement so they're not bouncing back and forth." Then the school can make the determination on whether or not the student will stay in placement or go into the regular education setting.
Dana :	Is an SPA and PDSP required for all regardless of special education?
[01:02:00] Ryan:	No. If they're not special education, there's no requirement for SPA or PDSP that would be a special education piece. Once they're in an AEDY program, however they do need to receive a behavioral assessment to help create their behavioral goal. If you're running an in-house, you would need to have a behavioral assessment and there's a list of those and guidelines. If you have one that's not listed, you can reach out to the team and we can review it and approve it.
Dana :	If a special ed student drops out of an AEDY school and district and returns within the same quarter, will another meeting need to be held before the student can start back at an AEDY placement?

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan: [01:03:00]	There's no determination on time. What we really tell schools is, it depends on how long that student's out. We were in a situation where we had a student that was literally out of school for 3 months. If they're out for 3 months, you have no idea what's been going on, what issues have been going on, or even any progress they've made. You'd really need to reevaluate that situation. One of the advice that we give schools is that if you're not sure and you're on the fence about returning the kid, is that you can front load all of the interventions to start that kid in regular education setting and give him a chance.
	You have it set out that they're going to have weekly meetings with the administrators and the team. You are covering your administrative intervention. They check in with the school counselor every morning to see how they're doing before they go to class. That covers the school counselor and you SAT them to start their first day in school so that you have all the interventions provided. If it's not successful, you don't have to wait over time to provide all those interventions if the student starts to decline, you can look to AEDY placement.
[01:04:00]	Now, if you're talking that I was just talking with the administrator the other day and the student dis-enrolled for a week and came back, obviously, as long as you know that they didn't go to another school and they just dis-enrolled and re-enrolled, you could look at continuing placement because it was a short period of time. Nothing have changed in that period of time. There really is no rule as far as time. What I would suggest is give us a call if you're not sure. We can always talk about it with you. My suggestion, and this is just a personal one in a sense that if you'll just give the child the opportunity, if they've been out for an extended period of time, front load the intervention so that if something's do spiral down, you can quickly look to an AEDY placement if it's not going well.
Dana :	Does the amount of time a student stays in in a placement have any bearing on the need for an informal hearing? Example, 10-day placement, do you still need a hearing?
Ryan: [01:05:00]	If you're looking at juvenile detention, the definition of changing placement for Pennsylvania Statute 6503, which is for detention hearings is after being arrested, a student gets a hearing within 72-hours. At that hearing, the hearing officers making a determination that the student is either going to be released or held in placement. Then following that hearing at 72-hours, they will have another hearing in 21 days. If they go past their first adjudication hearing at the 72-hours, they're going to be out of the community for 24 days at minimum, if they're extended into placement. You're looking at the kid being out for 3 weeks. While they're out, they're in a school setting inside the detention hearing. You have to look at the record and just do that review of record while they're away.

AEDY Webinar: March 2016

Speaker/Length	Text
	<p>Now, if they're arrested and they're back in your school in 3 days, obviously, nothing's changed. They were arrested and they're coming back to your school and you can continue the placement. Again, this is varied case by case. The team, we've been great and if you reach out to us, give us scenarios, we will e-mail it up to the whole team and provide our best technical assistance that we can give you on how to proceed with it.</p>
<p>Dana : [01:06:00]</p>	<p>Is there an amount of 3-day suspensions that should be assigned before moving into an all ed referral for placement? For example, if I have a student that has been suspended 5 times each at 3 days, is that a red flag that we should move to referral?</p>
<p>Ryan:</p>	<p>As far as local districts and policies, we don't have any say as to how you guys move forward with referrals. The only thing that we have to look for is where all the interventions provided, that that student meet one of the 7 criteria and did they get an informal hearing.</p>
<p>Dana :</p>	<p>Can students be accepted into an AEDY placement if a student's behavior is a manifestation of their disability? Can you explain the wording on the AEDY form? Student must return to previous placement unless the parent and LEA agreed to change of placement as part of the modification to the behavior intervention plan.</p>
<p>Ryan:</p>	<p>Please forward this question via e-mail. I can get you in touch with Bob. That section under special ed was written by the special education department and I'd really ... we just differ to them with that section of the referral.</p>
<p>[01:07:00] Dana :</p>	<p>Even if students are expelled by the school board, they can fulfill their expulsion at the AEDY?</p>
<p>Ryan:</p>	<p>If a student is expelled for 1 year and part of the expulsion hearing the school determine that they would be in an AEDY placement, the student can meet the requirements of their expulsion, which is to do those things. Obviously, every expulsion looks different from one to the other. There could be certain aspects of it that they might be still working on while in AEDY placement and some of them that they can, it really depends. Ultimately, yes, a student's expulsion could be 1 year and that you are sending them with the AEDY placement. They're going to work on their behavior both while in AEDY placement, one of them being meeting the criteria of their expulsion, which is to finish that one year.</p>
<p>Dana :</p>	<p>Are there any state requirements for a student who leave the AEDY setting?</p>

AEDY Webinar: March 2016

Speaker/Length	Text
Ryan: [01:08:00]	When a student has met their behavioral goal, they must be considered ... they must be determined ready to transition. When we say transition, this is a big part that we do in training, but ultimately, transition doesn't mean that they meet their behavioral goals on Friday and then they're back in the high school on Monday. We want you to, at that moment determine that they're ready to transition and create a transition plan. That could mean a couple days, a couple weeks, or couple months depending on the student and what they might need. You need to start to transition whether it's half days or it's day a week or couple days a week, whatever that might look like. There's a lot of different scenarios. If you guys attend the training, we're really going to talk about how to do good transitions.
Dana : [01:09:00]	For the folks that are requesting a special ed IEP AEDY webinar, it has been noticed. Then one last question, and that is, how would you handle students and their parents who wish for them to stay in the AEDY placement? For example, certain students self-sabotage when returning to regular education so they can return to an AEDY placement?
Ryan: [01:10:00]	This is another big topic that we discuss out in the field and also in our trainings with transitions. We understand that many times, this is probably the first circumstance in which a student is successful, it's the first time parents have received notification from the school that they're doing well. Obviously, everyone's apprehensive to do, to return to the school. That's why we tell schools that when students have met their goals and ready to transition, it can be a slow process, especially for those students that want to stay or the parents want them to stay and they're going to self-sabotage, do it as a slow process. What you want to do is show them that they can succeed outside of that AEDY program.
	We've even told schools that kids can transition with extra curriculars first or do one class where there's that teacher that they have rapport with. They could transition by being allowed to attend school activities, because many schools have it so that when kids are in AEDY they can't even attend the basketball game or anything like that. Allow them to attend those activities and show them that they can be successful and slowly ramp it up from one class to a half day. If things don't go well, you can always back up a little bit and see what went wrong, and then go back to the drawing board. That transition process can go up and down throughout that, because we understand that kids do not move linear and that their behaviors go up and down and up and down. We want the team to be able to be fluid and move with them through that process.
	Like I said, please attend one of the trainings if you can, whether it's one of the regional ones or at the AEDY conference, because we're really going to talk about how we can do that.

AEDY Webinar: March 2016

Speaker/Length	Text
Dana : [01:11:00]	Just a couple reminders. The next AEDY webinar will be on April 26th. The first of the AEDY training session is scheduled for April 25th at PaTTAN Harrisburg. On behalf of Jean Inskip, our bureau director, myself, and Ryan, we want to thank you for attending today. We hope we've been helpful. For those of you that need to reach out to us, our contact information is still up there if you need to jot it down. Thank you.
Ryan:	Yeah and with all the questions and a lot of the things that are going on, we understand that none of this is easy. It's easier said than done. Our team is extremely receptive and understanding the limitations in schools and what you guys are working with and how hard you're working to help your students. Please reach out to us. We're really easy to be in contact with. Many of the people who have worked with us can vouch that we're really approachable. If you do have those circumstances and you're unsure what to do, pick up the phone and give us a call. Shoot us an e-mail. We would love to help you out. When we come out in the field, our whole approach is not punitive at all.
[01:12:00]	If we do find that you're making mistakes, our job is to teach you how to do it right. We have this very new approach and it's been very receptive over the last 7 or 8 site visits the new ones that we've been doing. Our whole idea is providing education to the field, because we know a lot of questions have gone unanswered and a lot of you have had to try to figure out AEDY on your own. We're here to help. I know it's hard to say that we're here for the state and we're here to help, but that's truly what we are here to do. If you guys do have any questions, pick up the phone, call, and shoot us an e-mail. We'll definitely make ourselves available as best we can.
	I think that'll be it at this point. We don't have any other questions. Really appreciate everyone attending. Hope to see you guys in April at the training and also at the next webinar.