

An illustration of several hands in various colors (red, green, blue, yellow) reaching out to hold a globe. The hands are positioned around the globe, symbolizing global unity and support.

SPECIAL EDUCATION

GENERAL SUPERVISION SYSTEM

OSDE
VISION
2020

July 2014

AGENDA

- **General Supervision System**
- **Technical Assistance Directory**

NEW: GENERAL SUPERVISION

Main Purpose:

- Monitor the implementation of the Individuals with Disabilities Education Act (IDEA)

<http://ok.gov/sde/compliance>

SPECIAL EDUCATION GENERAL SUPERVISION SYSTEM



Oklahoma State Department of Special Education Services
405-521-3351 • <http://ok.gov/sde/special-education>

OVERSIGHT OF THE IDEA

- The Office of Special Education Programs (OSEP) at the U.S. Department of Education monitors how Parts B and C of the IDEA are implemented by States.
- States are accountable for enforcing the requirements of the IDEA and ensuring continuous improvement.
- OSEP oversees these general supervision activities by each State, and the State's progress in a State Performance Plan which shows its overall efforts in implementing the IDEA.



GENERAL SUPERVISION

IDEA Part B Requirements

■ 1) Section 616(a)(1)

i. Monitor the implementation of Part B of IDEA

- a) Oversight of the responsibility for general supervision by the states
- b) Review of the State Performance Plans (SPP)

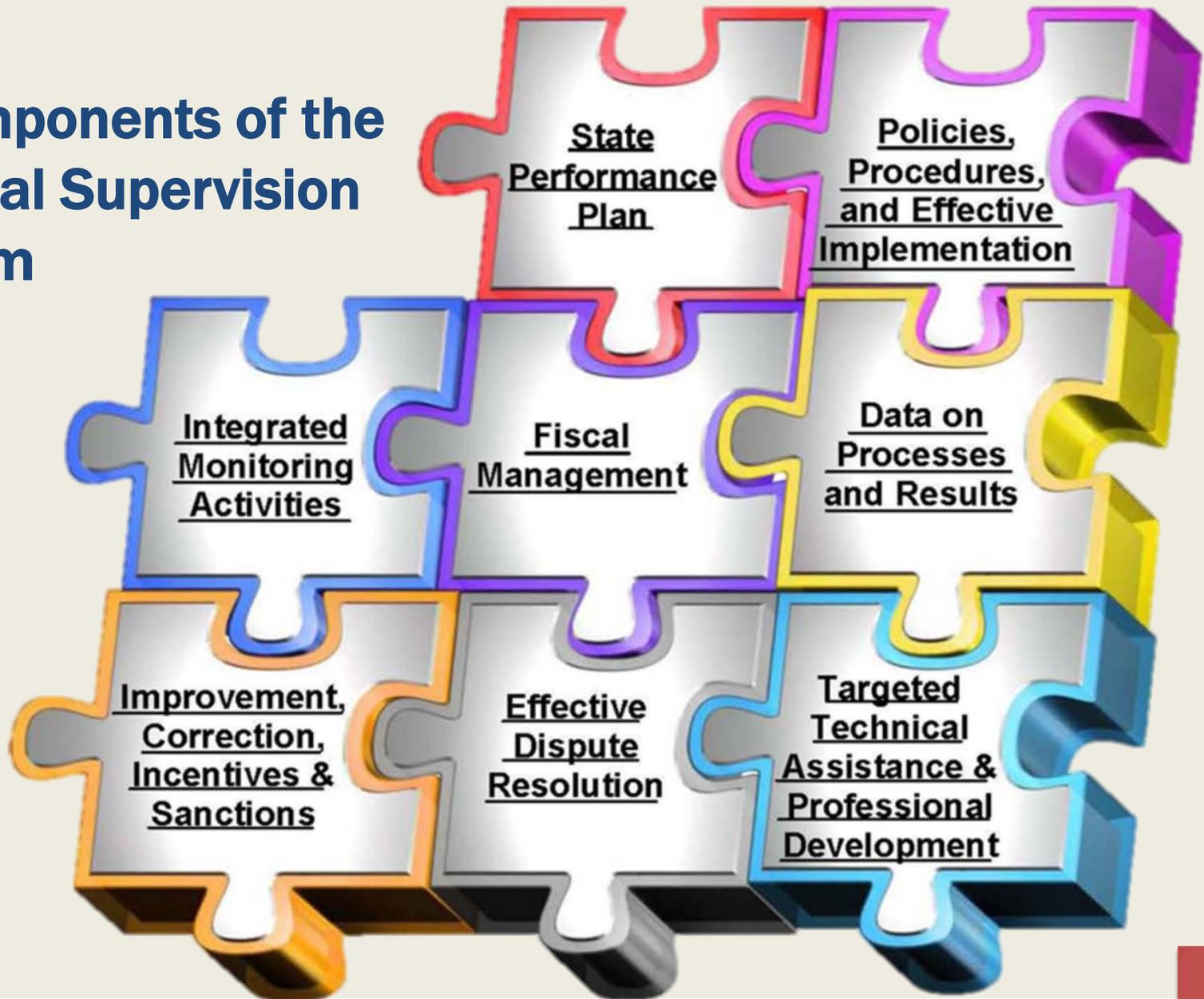
ii. Enforce this part in accordance with 616(e)

iii. Requirements of states

- a) Monitor implementation of this part by local educational agencies
- b) Enforce Part B/Part C in accordance with 616(a)(3) and 616(e)
- c) Section 642 makes most of the provisions of 616 applicable to Part C

iv. The implementation of the state's system of general supervision is an important component of OSEP's verification visits and state determinations

8 Components of the General Supervision System



STATE PERFORMANCE PLAN

- When the IDEA was reauthorized in 2004, the law was amended to require that each State develop a State Performance Plan (SPP).
- The SPP helps the State evaluate its efforts in implementing the requirements and purposes of the IDEA, and describes how it will improve its implementation over a period of six years.
- For Part B, the SPP includes baseline data, measurable and rigorous targets, and improvement activities for 20 indicators such as graduation rate, dropout rate, participation and performance on assessments, meeting evaluation timelines, and ensuring that complaints and hearings are resolved within required timelines.

ANNUAL PERFORMANCE REPORT

- The IDEA also requires each State to report annually to the U.S. Secretary of Education on the progress it has made that year in meeting the measurable and rigorous targets established in its six-year SPP. This is known as the Annual Performance Report (APR).
- After reviewing each State's APR and assessing its progress, the Secretary is required to issue an annual determination letter—essentially, a report card—which documents the State's overall progress in meeting the requirements of the IDEA.

<http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>



POLICIES, PROCEDURES AND EFFECTIVE IMPLEMENTATION

- States are required to have policies and procedures that are aligned with the IDEA 34 CFR § 300.100.
- LEAs are required annually to complete Local Education Agency Agreement for Special Education in Oklahoma:
 - Ensures all eligible students in the LEA will have access to a free and appropriate public education (FAPE) (34 CFR § 300.17).
- In addition, LEAs are required to submit Local Education Agency Assurances:
 - Demonstrate that the LEA understands their responsibilities under the IDEA.



POLICIES, PROCEDURES AND EFFECTIVE IMPLEMENTATION

- The OSDE-SES develops policies and procedures by utilizing an IDEA B State Advisory Panel.

IDEA-B ADVISORY PANEL

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



- The IDEA B State Advisory Panel for Special Education serves as an advisory group to the OSDE-SES on issues related to special education and related services for students with disabilities (34 CFR §300.167).

INTEGRATED MONITORING ACTIVITIES

- In accordance with the Individuals with Disabilities Education Act (IDEA), the OSDE-SES must employ general supervision activities that include monitoring of local educational agencies (LEAs) with a particular emphasis on improving educational results and functional outcomes for all students with disabilities while ensuring that LEAs meet the requirements of the IDEA Part B. The OSDE-SES implements procedures for monitoring activities in accordance with the IDEA Part B, federal regulation 34 CFR § 300.600 State monitoring and enforcement.

INTEGRATED MONITORING ACTIVITIES

Oklahoma's comprehensive monitoring system for continuous improvement is designed to:

- Identify areas of compliance and noncompliance from a variety of sources;
- Assist LEAs in correcting identified noncompliance with the IDEA Part B requirements and Special Education policies and procedures;
- Assist LEAs with the development of corrective action and program improvement plans;
- Ensure that identified noncompliance is corrected as soon as possible, but no later than one year from the time of identification;
- Provide the LEA sites with support and technical assistance;
- Verify that the data reported reflect actual practice; and
- Ensure consistency with the requirements set forth in OSEP Memorandum 09-02.

INTEGRATED MONITORING ACTIVITIES

- The Critical Questions Framework informs Oklahoma's comprehensive monitoring system.
- This framework classifies the 20 IDEA Indicators using four questions, which highlight the relationship among the indicators.
- Designed to assist LEAs in their focus on indicator data to improve services and results for children with disabilities.



CRITICAL QUESTIONS FRAMEWORK

**Early
Childhood**

**Are young
children with
disabilities
entering
kindergarten
ready to learn?**

**Are children
with
disabilities
afforded equal
educational
opportunity?**

**Equal
Educational
Opportunity**

**Secondary
Transition**

**Are youth with
disabilities
prepared for
life, work and
postsecondary
education?**

**Do districts
implement
IDEA with
fidelity?**

Compliance



1) EARLY CHILDHOOD

Are young children with disabilities entering kindergarten ready to learn?

- **Indicator 6: Preschool Settings**
- **Indicator 7: Preschool Outcomes**
- **Indicator 12: Early Childhood Transition from Part C to Part B**

2) EQUAL EDUCATIONAL OPPORTUNITY

Are children with disabilities afforded equal educational opportunity?

- Indicator 3: Participation and Performance on Statewide Assessments**
- Indicator 4: Suspensions and Expulsions**
- Indicator 5: LRE Placement**
- Indicator 8: Parent Involvement**

3) SECONDARY TRANSITION

Are youth with disabilities prepared for life, work and postsecondary education?

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- **Indicator 13: Secondary Transition**
- **Indicator 14: Postsecondary Outcomes**

4) COMPLIANCE

Does the district implement IDEA with fidelity?

- **Indicator 4: Suspensions and Expulsions**
- **Indicator 9: Disproportionality Across Disability Categories)**
- **Indicator 10: Disproportionality in Specific Disability Categories)**
- **Indicator 11: Child Find**
- **Indicator 12: Early Childhood Transition from Part C to Part B**
- **Indicator 13: Secondary Transition**

INTEGRATED MONITORING ACTIVITIES

- The Critical Questions Framework informs each component of the comprehensive monitoring system. These components are:



Tiered
Compliance
Review



Selective
Review



Systemic
Improvement
Review



**Tiered
Compliance
Review**

- **Every district in the state will be monitored each year using the data available for each of the compliance indicators identified in the State Performance Plan (SPP).**
- **For each district, data submitted through the Oklahoma Special Education Child Count System (i.e., Child Count and Data/End of Year Report) are compared to the targets for each compliance indicator identified in the State Performance Plan.**

TIERED COMPLIANCE REVIEW

- **Determinations: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.**
- **Issuance of Findings: LEAs will be notified of any areas of noncompliance and may be required to develop an improvement plan or corrective action plan that addresses the non-compliance.**

TIERED COMPLIANCE REVIEW

- **Definition of Finding**

- A written notification from the State to an LEA that includes a conclusion that the LEA is in noncompliance.

- **Must include**

- The citation of the statute or regulation, and
- a description of the quantitative and/or qualitative data supporting the conclusion that there is noncompliance.

Level of Determination	Size Total Weight	Support Activities
Tier 1: Meets Requirements	90% - 100%	Conditional Technical Assistance* Conditional Improvement Plan*
Tier 2: Needs Assistance	70% - 89%	Technical Assistance Improvement Plan
Tier 3: Needs Intervention	50% - 69%	Technical Assistance Corrective Action Plan On-Site Review
Tier 4: Needs Substantial Intervention	Less than 50%	Technical Assistance Corrective Action Plan On-Site Review Direct Part B Funding

***Activities may be required based on level of noncompliance. In addition, districts will be required to demonstrate timely correction of noncompliance for indicators 4, 9, 10, 11, 12, and 13.**



MEETS REQUIREMENTS

- Districts determined “Meet Requirements” demonstrate adequate compliance regarding the implementation of the IDEA.
- Activities may be required based on level of noncompliance. Districts will be required to demonstrate timely correction of noncompliance for indicators **4, 9, 10, 11, 12, and 13.**



Selective Review

- Conducted to determine the level of assistance needed when issues of concern are brought to the OSDE-SES's attention.
- Selective reviews take into account (but are not limited to) the following data:
 - stakeholder concern,
 - phone log information,
 - complaint log information,
 - email correspondence, and
 - critical and/or special investigative audits and findings related to special education.



- **The Systemic Improvement Review will prepare our state for the SSIP and help to identify an area of focus.**
- **Focuses on three specific areas:**
 - **Early Childhood, Equal Educational Opportunity, and Secondary Transition.**
- **Will help determine:**
 - **How to support improvement, build capacity in LEAs and local programs and implement, scale up, and sustain evidence-based practices.**

SYSTEMIC IMPROVEMENT REVIEW

For each area, a total of six districts will be selected from three targeted enrollment clusters. The six enrollment clusters are defined according to total enrolled population:

- 1: 9,000 students and above
- 2: 3,000 to 8,999 students
- 3: 1,000 to 2,999 students
- 4: 500 to 999 students
- 5: 250 to 499 students
- 6: 1 to 249 students

Beginning the 2014-2015 school year, the highest and lowest performing districts (according to the state target) will be paired for each area and cluster.

SYSTEMIC IMPROVEMENT REVIEW

Required Activities

- Conduct a Self-Assessment to determine area of need.
- Participate in a webinar prior to collaboration.
- Collaborate in person or through conference calls with paired district to share information, relevant data, and improvement strategies.
- Develop a systemic improvement plan related to the identified area.

SYSTEMIC IMPROVEMENT REVIEW

Optional Activities

- Provide information and presentations to the Oklahoma Directors of Special Services, the Oklahoma Parents Center, and other state-wide conference regarding activities conducted through the Systemic Improvement Review. The OSDE-SES will provide travel stipends to participating districts.
- Complete feedback and analysis forms related to their activities.
- Present at subsequent Vision 2020 Conferences.

SYSTEMIC IMPROVEMENT REVIEW

OSDE-SES Activities

- Provide data and information as requested.
- Provide technical and professional development support throughout the process.
- Post information about district collaboration and activities conducted through the Systemic Improvement Review to the OSDE-SES webpage.
- Conduct site observations at participating districts the following year to determine the level of improvement for each area.

SIR PILOT

- 9 LEAs are participating in the SIR Pilot
- Picked based on percentage of targets met for each critical question
- Assessing quality and appropriateness of self-assessments
- Fine-tuning the process



SYSTEMIC IMPROVEMENT REVIEW

- The information gathered through the Systemic Improvement Review will help gather important qualitative data that can be used for Phase 1 of the SSIP.
- It will also help assess district capacity for improvement across the State.

SELF-ASSESSMENTS

- There is a Self-Assessment for each Indicator that is a part of critical questions 1-3.
- Each Self-Assessment has instructions and target professional development resources.

SELF ASSESSMENT MOCK-UP

Indicator 8: Parent Involvement

Driving Question: Are parents of students with disabilities involved in their child's education?

STAGES of PRACTICE

Components	Little or No Knowledge	Basic Knowledge	Partial Application	Regular Practice	Best Practice
Parent Participation in IEP Meetings	Parents are not given the opportunity to participate at IEP meetings. Parents are unaware of the option to invite other individuals to participate in meetings.	Parents are given the opportunity to participate at IEP meetings but are not provided with any information prior to the meeting.	Parents are given the opportunity to participate at IEP meetings and are provided with information prior to the meeting on an inconsistent basis.	Parents are given the opportunity to participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. Parents are aware of the option to invite other individuals to participate in meetings.	Parents fully participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. <i>IEPs are completed at the IEP meeting.</i> Parents are aware of the option to invite other individuals to participate in meetings.

Driving Questions: Are parents of students with disabilities involved in their child’s education?

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Parent Participation in Evaluation Process	Parents do not understand the evaluation process and are unsure of timelines associated with the evaluation process.	Parents have a minimal understanding of evaluation procedures and evaluation timelines. Parents obtain information from other sources.	The school provides parents with information regarding evaluation procedures and evaluation timelines on an inconsistent basis.	The school has procedures in place to inform parents of the evaluation process and evaluation timelines.	The school has written procedures in place to inform parents and <i>assist with their understanding</i> of the evaluation process and evaluation timelines.	
Timely Notice of IEP Meetings	Parents do not receive timely notice of IEP meetings. The Parent Contact form is not used.	Parents do not always receive timely notice of IEP meetings. Meetings are often rescheduled. The Parent Contact form is not consistently used.	Parents receive timely notice of IEP meetings on an inconsistent basis. Meeting times are not mutually agreed upon. The Parent Contact form is consistently used.	Parents receive timely notice of IEP meetings. School staff attempts at least two calls to the parent to schedule a meeting. Meetings are held at mutually agreed upon times. The Parent Contact form is consistently used.	Parents always receive timely notice of meetings. School staff attempts at least two calls to the parent to schedule a meeting. Meetings are held at mutually agreed upon times <i>with special regard for the parents' schedule</i> . The Parent Contact form is consistently used.	
Parent Participation in IEP Meetings	Parents are not given the opportunity to participate at IEP meetings. Parents are unaware of the option to invite other individuals to participate in meetings.	Parents are given the opportunity to participate at IEP meetings but are not provided with any information prior to the meeting.	Parents are given the opportunity to participate at IEP meetings and are provided with information prior to the meeting on an inconsistent basis.	Parents are given the opportunity to participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. Parents are aware of the option to invite other individuals to participate in meetings.	Parents fully participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. <i>IEPs are finalized at the IEP meeting</i> . Parents are aware of the option to invite other individuals to participate in meetings.	

Parent Participation in the School	Parents of students with disabilities are not invited to participate in school functions. Parents of students with disabilities are uninformed regarding school events.	Parents of students with disabilities are invited to participate in school functions. Parents of students with disabilities are informed regarding school events according to the perceived ability levels of their students.	Parents of students with disabilities participate in school functions on an inconsistent basis. Parents of students with disabilities are informed regarding school events according to the perceived ability levels of their students.	Parents of students with disabilities are consistently informed of all school events and participate in all school functions.	Parents of students with disabilities are consistently informed of all school events and participate in all school functions. <i>Events/functions are planned specifically for parents of students with disabilities.</i>	
Parent Understanding of Legal Rights (Procedural Safeguards including Due Process Procedures)	Parents do not understand their legal rights and are not provided a notice of parent's rights.	Parents receive the notice of parent's rights once per year on an inconsistent basis. Parents do not have a good understanding of their legal rights.	Parents receive the notice of parent's rights once per year on a consistent basis. Parents who do understand their legal rights obtain that information from other sources.	The school has written procedures in place to inform parents and assist with their understanding of their legal rights. Parents receive the notice of parent's rights once per year.	The school has written procedures in place to inform parents and assist with their understanding of their legal rights. Parents receive the notice of parent's rights once per year and <i>the school publishes the notice through various media.</i>	
Parent Access to Progress Reports	Parents do not receive reports on the progress of their child and/or are unsure about how to access that information.	Parents receive reports on the progress of their child upon individual request by teachers on an inconsistent basis.	A process is in place for parents to access reports regarding the progress of their child. Parents access progress reports on an inconsistent basis.	Parents receive progress reports from the school on a consistent basis according to the IEP and the school's academic calendar.	Parents receive progress reports from the school on a consistent basis according to the IEP and the school's academic calendar. <i>Parents have continuous access to progress reports through teachers or an online program.</i>	
School Staff Understanding of the Value of Parent Participation	School staff does not receive formal training on working with parents. School staff rarely reaches out to or communicates with parents.	School staff receives some information on working with parents. School staff reaches out to parents or communicates with them on an inconsistent basis.	School staff receive formal training on working with parents on an inconsistent basis. Training is limited to specific staff. School staff reaches out to parents or communicates with them on an inconsistent basis.	All school staff receive formal training on working with parents. School staff reaches out to parents or communicates with them on a consistent basis.	<i>An ongoing staff development program exists that includes research based training modules emphasizing strategies to reach out to, communicate with, and work with parents; such as, developing school-parent compacts, parent-teacher conferencing, and IEP meetings.</i>	

COMMENTS:

TOTAL:
Points possible = 28

4 “Best Practice” requires a) observable/measurable evidence and b) documentation of consistent use.

SELF-ASSESSMENT INSTRUCTIONS

indicator detail

data/information to gather

stages of practice

components

team members

1) Parent Participation in Evaluation Process

Best Practice: The school has procedures in place to inform parents and *assist with their understanding* of the evaluation process and evaluation timelines.

Measures:

- Parents are provided with information about the evaluation process.
- Written procedures are in place to disseminate information about the evaluation process.
 - Ex. The LEA has a written policy in place outlining consistent language to use when informing parents about the evaluation process.
 - Ex. The LEA has documents or policy with information about the evaluation process to give to parents (or utilizes relevant sections of the Oklahoma Special Education Handbook).
- The LEA assists with parent understanding of the evaluation process.
 - Ex. An LEA representative contacts the parent to explain the evaluation process and provides clarification.

Questions for Parents:

- ❖ Has a member of the school staff explained the evaluation process to you?
- ❖ Do you understand the purpose of the evaluation process?
- ❖ Do you understand your role in the evaluation process?
- ❖ Is your input sought during the evaluation process?
- ❖ Do you utilize resources not provided by the school to aide in your understanding of the evaluation process?

Comments/Documentation:

Comments/Documentation

Measures

Examples

Questions

SELF-ASSESSMENT TARGETED PD

- Provides PD options for each component.

Component 4: Parent Participation in the School

- **National Center for Family and Community Connections with Schools**

Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement: This article discusses developing purposeful relationships and engaging families at the secondary level.

[CLICK HERE TO VIEW.](#)

LINK



- **Tips and Strategies for Increasing Parent and Family Involvement in Virginia Schools**

This article provides educators with several strategies to support the involvement of parents and families in the school system.

[CLICK HERE TO VIEW.](#)

IMPROVEMENT PLAN

- Schools participating in the Systemic Improvement Review will develop an improvement plan using the OSDE-SES support template.

SCHOOL DISTRICT/AGENCY:

SCHOOL YEAR:

SCHOOL SITE:

DATE:

Improvement Plan	
Current Areas of Strength	
Areas of Strength	
Improvement Areas	Barriers
Improvement Area	Barriers
SMART GOAL (Specific, Measurable, Achievable, Relevant, Time-Bound)	
SMART Goal	
Action Steps/Activities	
Action Steps	
Person(s) Responsible	
Persons Responsible	
Timeline	
Timeline	
Expected Outcomes	
Expected Outcomes	



FISCAL MANAGEMENT

- IDEA funds are provided for the excess cost of special education and related services for students with disabilities. IDEA funds are intended to supplement and not supplant state, local or other federal funds.
- Funds are awarded to the OSDE by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to "flow-through" to the LEA contingent upon an LEA's application for Part B funds.

FISCAL MANAGEMENT

- More information on these processes can be found in the Special Education Funding Manual for IDEA Part B. The purpose of the OSDE's online IDEA Funding Manual is to provide a comprehensive overview of fiscal policies, procedures, and mechanisms by which the OSDE accounts for the IDEA funds requirements, including:
 - Use of Amounts, Private School Proportionate Share, Coordinated Early Intervening Services, School-wide Programs, Additional Fiscal Requirements, and Allocations to LEAs.
- When conducting an On-Site Review, the LEA will be required to complete the IDEA Part B Financial Monitoring Checklist. This document is located at: <http://ok.gov/sde/compliance>.

DATA ON PROCESSES AND RESULTS

- As a part of a state's general supervision responsibilities, data are used for decision making about program management and improvement. This process includes:
 - Data collection and verification,
 - Data examination and analysis,
 - Public reporting of data,
 - Status determination, and
 - Improvement activities.

IMPROVEMENT, CORRECTION, INCENTIVES AND SANCTIONS

■ Improvement and Corrections

- If the State issues a finding of noncompliance for an LEA then the LEA must correct the noncompliance, as soon as possible, but no later than one year from the date of notification. The LEA must identify the root cause of the area(s) of noncompliance and may be required to develop a Corrective Action Plan (CAP) or an Improvement Plan based on their compliance review determination.

IMPROVEMENT, CORRECTION, INCENTIVES AND SANCTIONS

■ Improvement Plan

- LEAs with identified areas of noncompliance are required to develop a written plan addressing the areas of noncompliance and include improvement strategies to ensure correction.
- Includes methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

IMPROVEMENT, CORRECTION, INCENTIVES AND SANCTIONS

■ Corrective Action Plan (CAP)

- Corrective Action Plans are developed in collaboration with the OSDE-SES and will require the LEA to take action specific to a particular area of non-compliance.
- For example, student-specific timelines regarding when IEPs should be in effect or reevaluation timelines will need to be addressed and appropriate action taken within the OSDE-SES mandated timeline. The OSDE-SES may direct the LEA to convene an IEP meeting to bring timelines into compliance, complete areas of the IEP not previously addressed, conduct evaluations or reevaluations to reflect compliance, or any other specific action deemed necessary. This corrective action will bring any noncompliance into good standing for the specific student(s) the OSDE-SES has identified.

MONITORING PROTOCOLS

- On-Site Review
 - Tiered Compliance
 - Selective Review
- Verification of Continuous Compliance
 - On-Site
 - District Determination
- All documents related to monitoring are available online @ <http://ok.gov/sde/compliance>.
- LEAs that are subject to either monitoring activity are encouraged to access these resources.

ON-SITE REVIEW

- Procedures
- Notification Letter
- Administrative Records Checklist
- Financial Monitoring Checklist
- File Authentication Statement
- Citation List for Student and Administrative Records
- Report Template

ON-SITE REVIEW

- **Special Education Teacher Interview**
- **General Education Teacher Interview**
- **Administrator Interview**
- **Parent Contact Sheet**
- **Parent Letter**
- **Parent Interview**
- **Student Tracking Sheet**
- **Student File Checklist**

VERIFICATION OF CONTINUOUS COMPLIANCE

OSEP Memo 09-02 Language Regarding Verification of Correction:

- In order to demonstrate that previously identified noncompliance has been corrected, an SEA must:
 - Account for the correction of all child-specific instances of noncompliance; and
 - Determine whether each of the Schools or Programs with the identified noncompliance are correctly implementing the specific regulatory requirements.

VERIFICATION OF CONTINUOUS COMPLIANCE

- No earlier than 6 months after findings are issued, the Executive Director and Compliance Specialists will generate a list of LEAs who received findings and the areas of noncompliance.
- Each LEA will receive a letter from the OSDE-SES indicating our requirement for verification of continuous compliance and procedures for each LEA to follow.
- Depending on the enrollment of students identified as being eligible for special education services, each LEA will be required to submit a sample of confidential student records for the OSDE-SES to review.

VERIFICATION OF CONTINUOUS COMPLIANCE

- After the required records are submitted to the Executive Director, Compliance Specialists will review each area of noncompliance using the Verification of Continuous Compliance Form, to determine if the LEA has met requirements.
- Once the LEA demonstrates continuous compliance they will receive a verification letter and the file will be closed.
- A file documenting each district and the findings issued will be maintained in addition to the verification of continuous compliance and their results. Documentation will verify whether the LEA corrected all findings within one year of issuance.

VERIFICATION OF CONTINUOUS COMPLIANCE

- Procedures
- Sample Notification for Verification of Continuous Compliance Letter
- Verification for On-Site Review
- Verification for District Determination
- Sample Approval Letter

EFFECTIVE DISPUTE RESOLUTION

Several mechanisms are available through the Oklahoma State Department of Education (OSDE) to assist in resolving disputes. These processes are:

Individualized
Education
Program (IEP)
Facilitation

Mediation

Formal
Complaints

Due Process
Hearings

Facilitated
Resolution
Sessions

Expedited Due
Process Hearings

?

EFFECTIVE DISPUTE RESOLUTION

- The Special Education Resolution Center (SERC) manages the special education due process hearing system for the State of Oklahoma.
- At no cost to either party, SERC provides highly trained mediators to assist with disputes which may develop at any time during the relationship of the parties over special education issues.
- Additionally, SERC also provides highly trained facilitators during required resolution sessions of due process. SERC provides stakeholder training that supports mutual collaboration.
- Additional information on SERC can be located at: http://www.ok.gov/abletech/Special_Education_Resolution_Center/.



TARGETED TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

- Technical Assistance is designed to link directly to indicators in the State Performance Plan/Annual Performance Report (SPP/APR) and to improve the level of compliance in Oklahoma LEAs.
- TTA includes a purposeful and planned series of activities that result in changes to policy, program, or operations that support increased capacity at the state/system/school levels.
- Professional development (PD) ranges from a basic level of providing general information to targeted and intensive PD, which is focused on data driven school improvement in LEAs, schools and classrooms.

TECHNICAL ASSISTANCE DIRECTORY

- Self Assessments/Instructions
- Professional Development
- Improvement Plan
Templates



WORK IN PROGRESS

SPECIAL EDUCATION TECHNICAL ASSISTANCE DIRECTORY

OKLAHOMA STATE DEPARTMENT OF EDUCATION • SPECIAL EDUCATION SERVICES



Each area below includes information and professional development resources. These resources are meant to guide LEAs, schools, and parents in the implementation of the IDEA and the provision of special education services.

Areas related to OSEP indicators also include a self-assessment tool to help guide the selection of professional development resources.

▶ [Assessment](#)

▶ [Behavior](#)

▶ [Early Childhood](#)

Request Technical Assistance

■ [Improvement Plan for Special Education](#) 

▶ Assessment

■ **Self-Assessment Tool**

- [Indicator 3: Participation and Performance on Statewide Assessments](#)  | [Instructions](#)  | [Targeted PD Resources](#) 

■ **OSDE Assessment Resources**

- [FAQ OAAP Portfolio Assessment](#) 
- [Contact Us](#)

For more information please visit <http://ok.gov/sde/assessment>.

▶ Behavior

▶ Early Childhood

▶ Least Restrictive Environment (LRE)

▶ Parent Involvement

▶ Secondary Transition

THE BIG IDEA

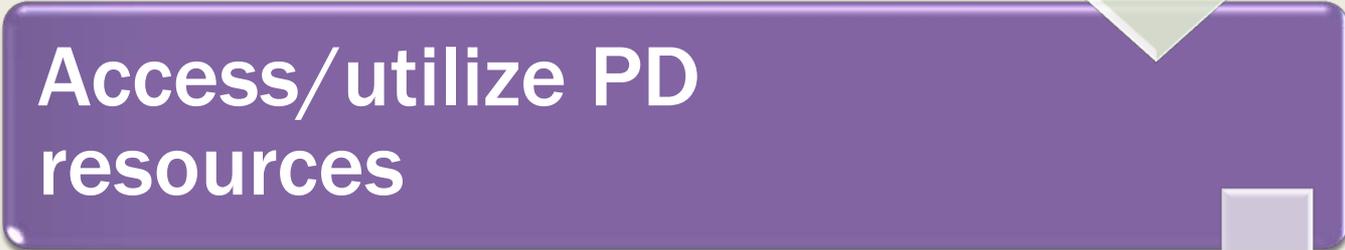
Gather and analyze data
to determine area of need



Conduct a Self
Assessment



Access/utilize PD
resources



Create an Improvement
Plan



NON-INDICATOR SELF ASSESSMENTS

FOR TEACHERS, ADMINISTRATORS, SCHOOLS, TEAMS

Accommodations

Universal Design
for Learning

Assistive
Technology

Co-Teaching

Behavioral
Interventions

Academic
Interventions

2014		2015		2016	
January	February	January	February	January	February
March	April	March	April	March	April
May	June	May	June	May	June
July	August	July	August	July	August
September	October	September	October	September	October
November	December	November	December	November	December



Multiple Year Plans

Team or Individual

SIR Team

The Self-Assessment may potentially be used for TLE Other Academic Measures (OAMs).

PD PACKETS

- Professional development packets for districts to use and modify.
- Contents:
 - Overview (contents/timeframe/audience)
 - Materials (activities/resources/information/pre-post surveys)
 - PPT Notes
- Tentative Completion: August 15th

PD PACKETS

■ AREAS:

- Co-Teaching
- Accommodations
- Assessments
 - Five Modules: DLM, OAAP, Alternate Assessments, Assessments and SWDs, Formative Assessments
- Secondary Transition
- Academic Interventions
- Behavior Interventions
- Universal Design for Learning
- Assistive Technology
- Functional Behavior Assessments/Behavior Intervention Plans
- Disability Categories
- SPED 101