

OSPI/ESD
Attachment G Special Education

ESD Special Education Directors in collaboration with the OSPI agree to support the State Annual Performance Report (APR) results and other initiatives that are designed to improve outcomes for special education students, as measured by the 20 Performance Indicators in Washington's State Performance Plan (SPP).

1. OSPI will provide each ESD Special Education Director with regional and district profiles on the twenty state performance indicators and each district's status in regard to the performance indicators.

Each ESD will create a regional plan to provide training and technical assistance in accordance with district data profiles and reporting framework provided by OSPI. These plans will be submitted to OSPI Special Education for approval by October 7, 2008, and include specific strategies to support the districts in the collection of early childhood outcome data (COSF), transition from Part C to Part B, and early childhood inclusion.

Each ESD will implement OSPI approved training and technical assistance plans and report on implementation status quarterly (December 2, 2008, March 3, 2009 and June 2, 2009).

2. Using a uniform data reporting format, OSPI will notify each ESD Special Education Director of non-compliance issues identified through the safety net process, dispute resolution mechanisms and/or other methods, and the requirement for the district to demonstrate compliance within one year of notification from OSPI.

Each ESD will create a regional plan to provide training and technical assistance and compliance verification activities in accordance with the uniform data provided by OSPI. These plans will be submitted for approval to OSPI by October 7, 2008.

Each ESD will implement OSPI approved training and technical assistance plan and report on implementation status and compliance validation activities quarterly (December 2, 2008, March 3, 2009 and June 2, 2009).

3. Support for existing regional RTI Pilot Sites and those with enhanced support from Reading First (RF)

Each ESD in collaboration with the RTI/RF pilot sites in their region, will jointly develop a work plan (based upon readiness checklist data submitted to OSPI in June 2008) by October 7, 2008. The work plan will reflect the individual pilot site needs and continue to build RTI foundational knowledge in order to scale up regional implementation of RTI components within each ESD, and include:

- i. Providing ongoing technical assistance and consultation to each continuing RTI/RF pilot site via 4 district/school site visits per year:
- ii. Consulting and coordinating with Reading First State or Regional Coordinators for the site visit support;
- iii. Where appropriate, assisting pilot sites in the development of decision-making protocols for determining sufficiency of core, supplemental and intensive programs using OSPI agreed upon materials and practices.
- iv. Providing professional development opportunities to expand RTI practices and implementation within the region.

OSPI will provide data collection tools and training on or before October 7, 2008. Each ESD will assist identified pilot site districts in the region with evaluation of the RTI implementation efforts using data collection tools provided by OSPI, and continue to assist participating RTI pilot sites and other schools/districts in completing the RTI readiness checklist (Form B)

Each ESD will assist and support OSPI in professional development activities for an early childhood tiered response to intervention model such as Recognition and Response, and other early childhood initiatives identified by OSPI.