

## Special Education Division Programs

### School Improvement (<http://opi.mt.gov/Educators/Teaching-Learning/Special-Education/School-Improvement-Monitoring>)

**On-site:** The OPI maintains a five-year cycle for compliance monitoring for school districts. For state operated schools, residential treatment centers and other state agencies the cycle is three years. These cycles are designed to yield a representative sample each year for data reporting requirements. Our approach is improvement oriented as opposed to punitive based. Our compliance monitoring process has several phases that ensure that children with disabilities receive special education and related services based upon a well-crafted Individual Education Plan.

Each winter, the monitoring staff meet to look at which districts will be visited in the coming year and to decide who will take the lead role for each district or cooperative. While the monitoring of records takes place at the district level, the cooperative member districts are all reviewed as a unit. Once the districts have been assigned, the lead monitor makes an initial contact with the district superintendent to introduce themselves and discuss the monitoring process. At that time, an offer is made for technical assistance and training for the district staff in the spring of the year prior to the on-site review. Most districts participate in the training offered. The lead monitor will work with the district to review student records for the purpose of identifying areas in need of improvement, and uses that information to provide training specific to the district's needs. This accomplishes two things. First, issues found are corrected quickly to insure appropriate services are provided to students. Second, the technical assistance and training improve ongoing development of appropriate services. Each district is also offered an opportunity to have staff attend a monitoring visit as "guest monitors." These guest monitors participate in an actual monitoring visit to learn about the process and to see first-hand how the monitors conduct the reviews. Districts find this opportunity very valuable.

The second phase of the monitoring process is the on-site review. The lead monitor works with the district administration to set the dates for the on-site visit and to coordinate the necessary activities. Once on site, the monitoring team conducts the record reviews and meets with each special education provider to discuss the strengths observed and areas of improvement. Two records are selected for review for each case manager and additional records are sampled to ensure specific areas of concern are examined. Those areas include students subject to disciplinary removals, private school students, preschool students, students who have been exited from special education, students who have graduated, transfer students, students with surrogate parents, and other areas. The records for the unique concerns are typically only reviewed for that particular issue and are not subject to a full record review.

On completion of the on-site record review, the lead monitor compiles a list of all identified noncompliance for the district. This information is provided to the district within 10 days of the on-site visit. Along with this list, the district is given instruction on the proper way to correct each identified instance of noncompliance and a specific timeline of 30 or 60 days in which to make the correction. The lead monitor also schedules a debriefing meeting for the monitoring staff to examine the identified noncompliance and the district's efforts at correction. If a district is able to make the necessary corrections and provide documentation of ongoing compliance with the specific IDEA requirements, the issue is considered corrected and there may be no further actions

required. Occasionally, even with the correction, the OPI will require additional training or ongoing evidence related to the noncompliance. If there are any items that remain uncorrected, or the district is unable to demonstrate ongoing evidence of compliance within 90 days, the OPI will issue a formal Finding of Noncompliance with required corrective actions. The district then has one year from the date of the initial visit to demonstrate the correction and complete the other required actions.

**Results-based Accountability:** In addition to the on-site monitoring process, the division annually looks at a number of data points regarding each district to help determine where additional resources or training and technical assistance might need to be provided. Data such as graduation and dropout rates, student achievement, maintenance of effort, etc. are examined.

**Field Issues Process:** from time-to-time the division staff become aware of issues related to a district's ability to provide a Free Appropriate Public Education to all students with disabilities. When this occurs, the staff meet to discuss the issues at hand and to determine if a more in-depth inquiry is warranted. If it is determined that the OPI needs to take a closer look, a lead person is identified and the district superintendent is contacted to begin the information gathering work. If a systemic issue is identified after the information is gathered, a corrective action plan is developed with the district to ensure correction.

Authority: IDEA §300.600 Monitoring, Technical Assistance, and Enforcement

MCA 20-7-402 Special education to comply with board policies

MCA 20-7-403 Duties of the superintendent of public instruction

ARM 10.16.3121 Superintendent of Public Instruction's Responsibility for Free Appropriate Public Instruction (FAPE)

ARM 10.16.3141 Superintendent of Public Instruction Responsibility for Monitoring

### **Dispute Resolution:**

**Mediation:** When a dispute arises regarding the provision of FAPE to a student a formal mediation process may be used to resolve the dispute. This is a voluntary process, and both the parents and the school district must agree to the mediation. A mediation may be requested prior to, during, or after a request for a due process hearing. The office maintains a list of qualified mediators, and a process is defined in rule for the selection of a mediator.

**State Complaint:** Individuals or organizations may file a state complaint alleging that a school district or public agency (including the OPI) has violated the provisions of IDEA or Montana special education laws and rules. The written complaint must identify the nature of the problem and the facts on which the allegation is based, along with other pertinent information. When a state complaint is filed, the Early Assistance Program (EAP) has up to 15 business days to work with the parties to resolve the dispute. If a resolution is not reached, the office notifies the responding party to submit its written response to the complaint. Once that information is received, the office begins an investigation. Following the investigation the office reviews the relevant information and makes a determination as to whether a violation of a federal or state statute, regulation or rule has occurred. A final report is issued detailing the findings and any required actions. State complaints must be filed within one year of the alleged violation.

**Due Process:** A parent or a public agency may request an impartial due process hearing for issues regarding the placement, evaluation, identification of a child, or provision of FAPE to the child. There are specific timelines and steps that must be followed in this process. The OPI maintains a list of qualified due process hearing officers and a process is outlined in rule for the selection of a hearing officer for a particular case. Once selected, the OPI contracts with the hearing officer and pays the costs associated with the due process hearing. Each party is responsible for their own legal costs. At the conclusion of the hearing, the hearing officer issues a report detailing the findings and required actions in the case. The hearing officer's decision may be appealed in the district court.

**Early Assistance Program:**

This program is designed to provide technical assistance to parents, school districts, and advocacy organizations in regard to the delivery of a free appropriate public education (FAPE) for students with disabilities. Our philosophy is to resolve issues amicably and thereby prevent costly legal entanglements wherever possible. Given the opportunity to discuss the issues at hand in a less formidable and confrontational venue, both parents and schools can reach agreement without undermining the relationships necessary to ensure the smooth delivery of special education services to children and youth with disabilities. The intent of the EAP program is to intervene prior to or at the time of filing a complaint with OPI. The EAP will work with the parents, advocates and school district in an attempt to resolve the problem within 15 school days. With permission from the parents, EAP may exceed 15 days.

**IEP Facilitation:** The special education division and EAP have a trained cadre of IEP facilitators. This is an optional dispute resolution process where an impartial facilitator assists the IEP team with communication and problem solving. OPI provides trained neutral facilitators for IEP meetings. The cost of the facilitator is covered by OPI. Using facilitation as an early dispute resolution option keeps control of the decisions in the hands of the parties who know the student the best. The facilitators help with the IEP process by keeping the meeting focused, helping ensure everyone's voice is heard and keeping the meeting moving forward. The facilitator is not part of the IEP team and will not give advice or make decisions. Facilitators are not investigating the school district and are not there to enforce special education law. The school district is still responsible for determining that the IEP meeting is conducted in accordance with federal and state law and that all appropriate forms are completed.

**Technical Assistance:** The division staff, along with the EAP office, are available on a daily basis to consult with, and provide technical assistance to, parents, school staff, other agencies, and anyone else who contacts us regarding the implementation of the requirements of the IDEA and Montana laws and rules. Much of this technical assistance occurs over the phone, but there are occasions when it is necessary to travel to another site to provide face-to-face assistance. Complying with all of the requirements of the IDEA and Montana rules is a big task and the role of our division is to assist people in meeting all of those requirements in an efficient and effective manner. Providing technical assistance, and our willingness to go to schools and other settings to provide assistance, are one of our strongest tools in improving the educational outcomes for Montana's children with disabilities. We believe that the relationships established through our monitoring work and our availability to respond to requests for assistance are critical to the work of our division and the agency as a whole.

Authority: IDEA §300.500 through 536

MCA: 20.7.402 (1)(b) Special education to comply with board policies

20.7.403 (11) Duties of the superintendent of public instruction

ARM: 10.16.3506 through 3662 rules on mediation, due process, state complaints and EAP

## **Fiscal**

**IDEA Applications:** Each LEA is required to apply in order to receive the IDEA funds annually. This process is managed through the Egrants system. The division staff are responsible for preparing the data for the application system, providing technical assistance and support for the LEAs in completing the application, and reviewing the applications for approval. The IDEA funds are allocated at the district level based on a formula from the IDEA regulations. For districts that are cooperative members, the IDEA funds are distributed to the special education cooperative. Because of the required assurances, each LEA must complete an application. The cooperative member districts applications then roll up for submission by the cooperative. The assistant division administrator reviews every application for accuracy and completeness prior to approval. With budget amendments that occur throughout the year, there are over 450 applications that are reviewed annually.

**Annual State Application:** Each year, the Office of Special Education Programs (OSEP) publishes a required application for the state to receive IDEA funds. Even though the IDEA funds are a formula grant program, each state must establish its eligibility to receive the IDEA funds. This application is typically due to the Department of Education around the first week of May. The application process requires the OPI to make a number of assurances and to provide fiscal data showing that the state has maintained financial support for special education. In addition, the state application requires input from the State Special Education Advisory Panel and that the application be made publicly available for at least 60 days prior to submission. The office is required to take public comment for at least 30 of the 60 day period. It has been our practice to allow public comment for the entire 60 day period. The OPI typically receives between 1 and 3 comments on the application. This application is prepared for submission by the special education division staff and requires the superintendent's signature for submission. The application must be submitted in hard copy.

**In-State Residential Treatment:** The special education division maintains contracts with each of the four in-state residential treatment centers for the provision of education services to Montana students at the centers. The contract requires the treatment centers to provide education services similar to those provided in public schools, and to provide special education and related services to qualified students consistent with the requirements of the IDEA and Montana rules. These contracts specify the amount of reimbursement paid for each day a Montana student is in the residential treatment center and receiving education services. The law requires that the educational services provided to children placed outside of Montana are paid by the placing agency.

**Significant Needs Grants:** Each biennium House Bill 2 contains language that allows the OPI to use funds that remain after paying the education costs for students in residential treatment to provide grants to local districts to offset the costs of providing services to students who have emotional and behavioral difficulties. These grants to the districts are referred to as "Significant Needs Grants." These grants vary in amount based on the type of request that is made by the district and the amount of monies that are available for the grants.

**Discretionary Grants:** The IDEA makes available funds to be used for discretionary programs. Some of these funds are used to make grants to individuals and other agencies for activities that will result in improved service delivery to students. Professional organizations such as the School Administrators of Montana (SAM), Montana Association of School Psychologists (MASP), and the Montana Council of Administrators of Special Education (MCASE) are a few examples of organizations that receive support from our division.

**Hearing Conservation Program (HCP):** Each biennium, the legislature makes available an appropriation for Audiology Services. This allocation is used to operate the HCP through contracts with audiologists in 10 regions that cover the entire state. These audiologists provide support to local districts in conducting hearing screenings in the schools, tracking students with known hearing loss, and in providing comprehensive audiology evaluations for students when needed. The HCP also provides equipment for the schools and contractors to use for the screening and evaluation services and the OPI contracts with a vendor to ensure the equipment is in good working order and calibrated to ensure the accuracy of the tests.

**Technical Assistance:** The division staff provide professional development for school administrators and business officials regarding the fiscal requirements of federal and state funding for special education. Additionally, the division staff provide assistance to local officials in applying for, and expending the federal funds.

Authority: IDEA §300.200 through 226

MCA: 20-7-403 (11)(12)(13) Duties of the superintendent of public instruction

20-7-420 (2) Residency requirements-financial responsibility for special education

20-7-435 Funding of educational programs at in-state children's psychiatric hospitals and in-state residential treatment centers

20-7-457 Funding provisions for special education purposes of cooperatives or joint boards

20-9-321 Allowable cost payment for special education

ARM: 10.16.3180, 3131, 3194, 3804 through 3820 Rules regarding the application for federal funds, allowable costs and budgeting.

## **Stipend Programs**

**Communication Sciences and Disorders:** There are two parts to this program, individual student stipends and a contract with the University of Montana to provide the required supervision for the students to complete training. The OPI provides an annual stipend of \$3,000 to help offset the costs of tuition, fees and books. The money is paid as a reimbursement once the student has provided documentation of the costs incurred and satisfactory grades. A contract is developed with the individual which includes a requirement that they provide services in Montana schools for a period of three years following completion of the graduate program. If the student does not meet the requirements of the contract they are required to repay the funds.

The contract with the UM Communication Sciences and Disorders program provides for the provision of supervision for students in the required field experiences and internship. The

university recruits and trains supervisors across Montana and contracts with the supervisors for their services.

**School Psychology:** There are two parts to this program, individual student stipends and a contract with the University of Montana to provide the required supervision for the students to complete training. The OPI provides an annual stipend of \$6,000 to help offset the costs of tuition, fees and books. The money is paid as a reimbursement once the student has provided documentation of the costs incurred and satisfactory grades. A contract is developed with the individual which includes a requirement that they provide services in Montana schools for a period of three years following completion of the graduate program. If the student does not meet the requirements of the contract they are required to repay the funds.

The contract with the UM School Psychology program provides for the provision of supervision for students in the required field experiences and internship. The university recruits and trains supervisors across Montana and contracts with the supervisors for their services.

**Special Education Teacher Endorsement Project:** The OPI provides a grant to Montana State University-Billings (MSU-B) to operate the Special Education Teacher Endorsement Project. This project provides training and supervision for teachers who are fully licensed in Montana to take the coursework necessary to earn a special education endorsement. This program allows a school district an additional method to have the required special education staff when the district has been unable to recruit a licensed and endorsed special education teacher. This grant provides \$3,700 per year to help offset the costs of tuition, fees and books.

Authority: IDEA §300.156 Personnel qualifications

IDEA §300.704 State-level activities

## Grant Programs

**Project REAL 2.0:** This program is the current State Personnel Development Grant (SPDG) under the IDEA Part D. This grant is in the third year of a five-year award and is the fifth SPDG grant the OPI has received. This project is working with identified schools and districts to provide professional development and technical assistance to the schools to develop a robust Multi-Tiered System of Supports (MTSS) in the school.

**School Climate Transformation Grant:** This program works with identified school districts to implement strategies to improve school climate and increase the awareness of mental health issues in children. This grant is coordinated with the Project Aware grant that is operated by the Health Enhancement division.

**ASPIRE:** This program is a long-term study of the effects of certain interventions in improving the outcomes for students with significant cognitive impairments. The interventions in this study are aimed at reducing the number of individuals that require supported employment services after completing high school. Montana joined with five other states (Utah, Arizona, Colorado, North Dakota, and South Dakota) to apply for this project. The OPI employs two project staff (Deb Cockrell-Gilsoul and Kim York) who provide case management services to the participating families. This project is run in conjunction with the Department of Vocational Rehabilitation and Blind Services at DPHHS.

### **Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR):**

This project is in the second year of a two-year grant. This project works with four teacher preparation programs to implement a blueprint for reforming how those programs are structured. This work happens in conjunction with the Higher Education Consortium.

## **Professional Development**

**Comprehensive System of Professional Development (CSPD):** The CSPD is a project that is funded under the IDEA to provide quality professional development to improve the educational services provided to students with disabilities. This project consists of a State Council and five regional councils. Each of the councils are made up a representatives of a diverse set of stakeholders and, at the regional level, these councils develop a plan for professional development offerings. Each year the regions submit an application for funds that includes a detailed plan for offerings for the coming year. Each region must identify the specific area the offering is intended to address based on a needs assessment and the areas of improvement identified for the region by the OPI. Most attendees of CSPD activities are general educators.

**Montana Behavioral Initiative (MBI):** This project is the OPI's implementation of a statewide Positive Interventions and Supports (PBIS) program. MBI is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. The MBI includes school-based professional development and technical assistance, Youth Days, the Summer Institute, and an Early Childhood strand. School teams apply to attend four days of MBI Team Training during the school year. These trainings are held in the five CSPD regions in order to make them accessible for all those interested. Each school team is supported by a consultant that helps develop and provide technical assistance and support services to aid in the team's understanding and implantation of the MBI goals. MBI Youth Days are held in five locations across the state each fall and they provide an opportunity for a school to bring a group of students to learn about how they can contribute to their school and community. Each student team participates in a community service project and develops an action plan for their home community. The MBI Early Childhood strand was designed to specifically focus on strengthening the capacity of childcare, preschool, and Head Start programs to improve the social and emotional outcomes for all young children. Best practices in universal, targeted, and individualized prevention and intervention strategies are emphasized. The MBI Summer Institute is held each year on the campus of Montana State University (MSU) during the third week in June. The Institute offers hundreds of sessions that provide useful strategies to General and special education teachers, parents, administrators, school psychologists and counselors, social workers, licensed professional counselors, mental health professionals, probation officers, police officers, university students and others concerned with children and behavior issues in classrooms, schools, and the community.

**Higher Education Consortium (HEC):** The Montana Higher Education Consortium (HEC) is a unique community of practice that has brought together general and special education faculty members from all teacher training programs in the State of Montana.

The HEC has met twice a year for the past fifteen years, in the spring and fall, to discuss critical issues and share ideas relating to teacher training programs in Montana. The meetings have created a strong partnership and collaboration between faculty members at the teacher training programs. The universities and colleges in Montana benefit from the information they receive from

the Montana Office of Public Instruction. The HEC has connected and collaborated with two OSEP national centers, IRIS and CEEDAR.

**Learning Hub:** In addition to providing funding to support the Teacher Learning Hub (Hub), the special education division has a specialist who assists in the development and provision of courses on topics relevant to our work in special education.

**Preschool:** Under the IDEA, section 619 is focused on the education of young children with disabilities. These requirements apply to school districts and are related to children from age three to five. The special education division's 619 coordinator provides technical assistance and professional development to school staff and others regarding the requirements pertaining to preschool children with disabilities.

**New Teacher Induction:** To support new special education teachers and other professionals, the special education division offers a number of sessions in locations across the state to provide face-to-face technical assistance on the requirements of IDEA and the AIM system. These sessions walk the attendees through the entire special education process and the accompanying documentation to provide examples and answer questions regarding the requirements.

**Administrator Training:** In addition to the support the division staff provide on a day-to-day basis, we are frequently asked to provide professional development to building and district administrators regarding the requirements of the IDEA and the role the administrator plays in that process. This session focuses on ways to support special education staff, effective communication with parents, and highlights areas which are often cited in complaints to the office.

**Special Education Funding:** In collaboration with the School Finance staff, the special education division has developed a professional development session that helps participants understand the sources of funding for special education, the allowable costs for those funds, and the fiscal requirements that go along with the funds. This information is frequently requested by administrators and school business officials to clarify the requirements for them.

**Professional Association Conferences:** The division staff provide professional development sessions at many professional conferences throughout the year. Our staff are often requested to participate and we take every opportunity we can get to provide relevant information and to answer questions. These sessions help us in establishing strong working relationships with people throughout the state. In addition, many of our staff present at national conferences on a number of topics including early childhood education; school mental health; monitoring and accountability; data collection and reporting; educating children with autism; mentoring; and sustainable statewide professional development systems.

**Interpreters:** One critical shortage area in Montana is in the number of sign language interpreters that are available to schools. This profession does not show up on the shortage report, but it is very difficult to impossible for schools to find qualified sign language interpreters. To help in this situation, the OPI participates in the Training and Assessment Systems for K-12 Interpreters (TASK-12) consortium to provide access to assessment and professional development resources. The OPI also supports the Montana Registry for Interpreters for the Deaf (MRID) to provide quality professional development in the state.

Authority: IDEA §300.156 Personnel qualifications

IDEA §300.704 State-level activities



ARM: 10.16.3135 Comprehensive System of Personnel Development  
10.16.3136 Special Education Professional Staff Qualifications

## School Mental Health

**Suicide prevention:** One focus of the division has been to provide schools with technical assistance and support in the development of a suicide prevention protocol. This work began several years ago with a small number of schools and it has continued to grow as more and more schools request assistance. This work is done in collaboration with the Health Enhancement division.

**High-Tiered Community of Practice:** A particular area of concern for our division has been the educational services provided to our youth in the most restrictive settings, juvenile corrections and residential treatment settings. To facilitate the provision of quality services, a community of practice was developed to foster communication among the school districts and the various providers. This community includes school district representatives and staff from each of the residential treatment centers, Department of Corrections and juvenile detention centers. A particular area of focus is on developing a protocol to assist in the transfer of critical information when a child moves from one setting to another. This work has resulted in a pilot project with the Great Falls Public Schools to test and refine the transfer protocol. The division is exploring ways to facilitate this communication.

## Montana Autism Education Project (MAEP)

**Professional Development:** This project makes available a tremendous amount of professional development specific to the needs of students with autism. Recognized experts in the field of autism education are contracted to provide ongoing professional development which is paired with access to a large library of topic specific online tools to assist schools. Doug Doty will provide additional information regarding the offerings and the number of school staff that have been reached.

**Consultation:** In addition to the professional development the program makes available, the OPI has consultants that have many years of experience working in schools and with children with autism that are available to travel to a school to work with a teacher and other staff members on designing a program for a particular child.

Authority: IDEA §300.156 Personnel qualifications  
IDEA §300.704 State-level activities

ARM: 10.16.3135 Comprehensive System of Personnel Development  
10.16.3136 Special Education Professional Staff Qualifications

## Data Reporting

**EdFacts:** The IDEA contains several requirements that the SEA report data regarding students with disabilities. These data reports are submitted annually, with the reporting periods scattered throughout the year. The division data staff oversee the collection, validation and reporting of the data in collaboration with the OPI EdFacts coordinator. The data reports include:

- Child Count-the number of students with disabilities receiving special education and related services on the first Monday in October.
- Exiting-the number of students age 14 to 21 that left special education during the previous fiscal year.
- School Discipline-this collection is managed by our staff, but is collected for all students. The schools report annually on the number and type of disciplinary removals.
- Personnel-this data comes from the TEAMS system. The OPI must report on the number of FTE of special education teachers, related services providers, and paraprofessionals in each LEA.
- Post-School Survey-each LEA is required to report on the activities of students with disabilities one year following their exit from high school. These data are reported as an indicator in the Annual Performance Report (APR).

State Performance Plan/Annual Performance Report: Each February the OPI is required to submit to the Office of Special Education Programs (OSEP) an Annual Performance Report (APR) on the State Performance Plan (SPP). This report details the state's performance on 17 indicators. For each indicator the OPI has worked with the Special Education Advisory Panel to establish targets for the performance of the SEA and LEAs. The APR identifies if the SEA met the target for each indicator, and if not, the reasons that the target was not met. The APR also contains descriptions of the various activities that the OPI uses to improve compliance with the IDEA requirements and outcomes for students with disabilities. The APR indicators are:

1. Graduation-the percent of youth with IEPs graduating with a regular diploma.
2. Dropout-the percent of youth with IEPs dropping out of school.
3. Assessments-the participation rate and percent scoring proficient or above on the statewide assessment.
4. Suspension and Expulsion-the suspension and expulsion rates for students with disabilities.
5. Least Restrictive Environment (LRE)-the percent of children age 6 to 21 removed from the regular class room for less than 20 percent of the day; more than 40 percent of the day; and students placed in separate schools, residential settings, or homebound.
6. Preschool LRE- the percent of preschool children with IEPs in settings with typically developing peers.
7. Preschool Outcomes- the percent of preschool children with improved positive social-emotional skills, acquisition and use of knowledge skills, and use of appropriate behaviors.
8. Parent Involvement-the percent of parents of a child receiving services that report the school facilitated their involvement in the special education process.
9. Disproportionate Representation-the percent of districts that have disproportionate representation of students by race in the rate of identification due to inappropriate identification practices.
10. Disproportionate Representation by Disability Category- the percent of districts that have disproportionate representation of students by race in the specific disability categories as a result of inappropriate identification practices.
11. Evaluation Timelines-the percent of children who were evaluated within 60 days of the district receipt of parental consent for initial evaluation.
12. Preschool Transition-the percent of children referred by a Part C agency that were found eligible and had an IEP in place by their third birthday.

13. Secondary Transition-the percent of youth age 16 or older with an IEP that contains measurable annual goals and transition services.
14. Post-School Outcomes-the percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school.
15. Resolution Sessions-the percent of hearing requests resolved through resolution agreements.
16. Mediation-the percent of mediation requests resulting in mediation agreements.
17. State Systemic Improvement Plan (SSIP)-a comprehensive, multiyear plan that focuses on improving results for infants, toddlers, children and youth with disabilities. This plan has a different submission schedule than the rest of the APR and it has been phased in over the last three years. The OPI worked with a large, diverse group of stakeholders to examine many pieces of information to determine our State Identified Measurable Result (SIMR), which is to increase the number and percentage of American Indian students with disabilities that complete high school.

Authority: IDEA §300.640 through 645 Annual report of children served  
IDEA §300.646 Disproportionality