

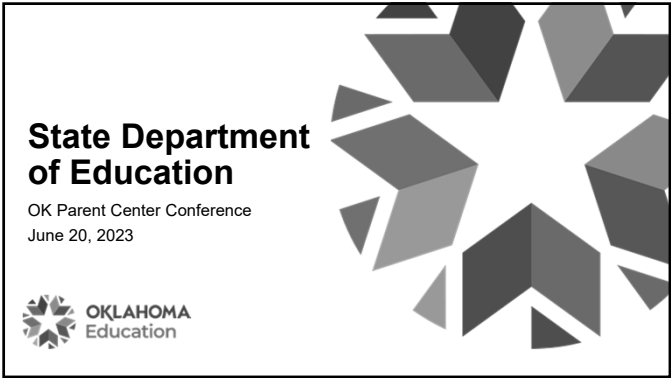
State Department of Education

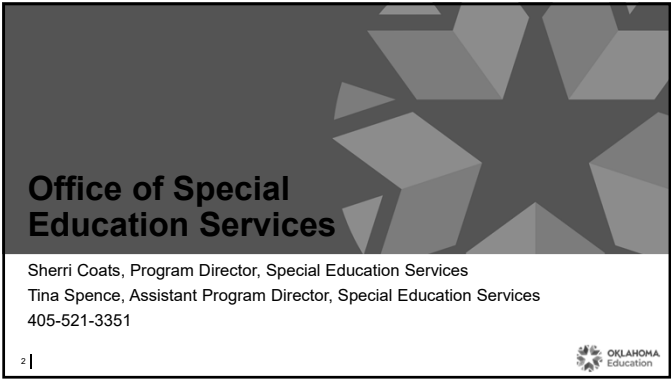
OK Parent Center Conference
June 20, 2023

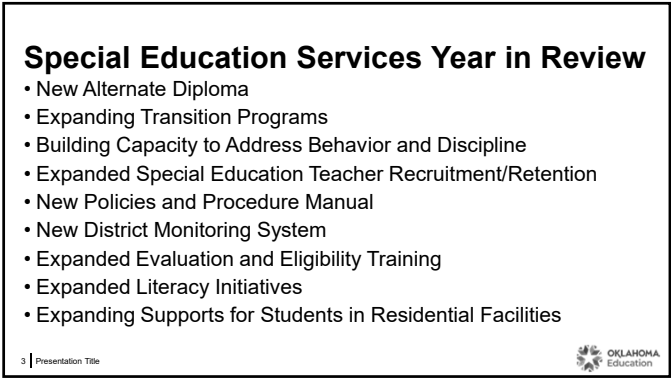


OKLAHOMA
Education











Alternate Diploma


4 | Presentation Title



FAPE

- All students with disabilities are entitled to a Free Appropriate Public Education (FAPE). This includes students who are eligible for special education from the ages of 3 through the end of the school year in which they turn 22.


5 | Presentation Title



Obligation to Provide FAPE Ends

- 1. **When the student meets the LEA requirements that apply to all students for receipt of a standard high school diploma;** or
- 2. When the student no longer meets the eligibility criteria for special education services on an IEP, as determined by the evaluation group after a reevaluation; or
- 3. When a parent (or student at age of majority) revokes consent for special education and related services.
- 4. **At the end of the school year in which the student turns 22 years of age.**

6 | Presentation Title



§ 300.102 Limitation - exception to FAPE for certain ages.

- As used in paragraphs (a)(3)(i) through (iii) of this section, the term *regular high school diploma* means the standard high school diploma awarded to the preponderance of students in the State that is **fully aligned with State standards**, or a higher diploma,
- *except that* a regular high school diploma **shall not be aligned to the alternate academic achievement standards** described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

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Translation

- A regular diploma **must** be fully aligned with State standards.
- A regular diploma **shall not** be aligned with alternate academic achievement standards.
- Thus, students who are taught to alternate standards and assessed by OAAP **shall not** be given a regular diploma.

8 | Alternate Diploma



ESSA Language on State-Defined Alternate Diplomas

- Specifically designated for students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards

9 |



ESSA Language, cont.

The state-defined alternate diploma must meet three requirements:

- ✓ Standards-based
- ✓ Aligned with the State requirements for the regular high school diploma
- ✓ Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1))

Also, the state-defined alternate diploma must meet the implied condition of being state defined.

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How is the State-defined Alternate Diploma different from a Regular Diploma?

- While this diploma is standards-based and aligned with the state requirements for the Regular High School Diploma, it is **not a Regular High School Diploma**.
- A State-defined Alternate Diploma **does not terminate a free appropriate public education (FAPE)** for students with an Individualized Education Program (IEP).

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HB 1041 – Expands Graduation Opportunities For Students With Significant Cognitive Disabilities

- Defines course work required for graduation with a State-defined Alternate Diploma
- Mirrors requirements for a regular diploma
- Aligned to Alternate Standards/Essential Elements
- Includes new Career Readiness and Life Skills Courses

12 | Alternate Diploma



What Are The Requirements For Earning The State-Defined Alternate Diploma?

1. **Language Arts** – Four units or sets of competencies based on alternate academic achievement standards to consist of reading literature, reading informational text, writing, speaking and listening, and language in the following courses: a. **English 1 Alternate**, b. **English 2 Alternate**, c. **English 3 Alternate**, and d. **English 4 Alternate**;

2. **Mathematics** – Three units or sets of competencies based on alternate academic achievement standards to consist of number, quantities, algebra, functions/statistics, probability, and geometry in the following courses: a. **Math Alternate 1**, b. **Math Alternate 2**, and c. **Math Alternate 3**;

3. **Science** – Three units or sets of competencies based on alternate academic achievement standards to consist of life science, physical science, and earth science in the following courses: a. **Life Science Alternate**, b. **Physical Science Alternate**, and c. **Earth Science Alternate**;

4. **Social Studies** – Three units or sets of competencies based on alternate academic achievement standards to consist of United States History, United States Government, Oklahoma History, and Geography or Social Studies in the following courses: a. **Social Studies Alternate 1**, b. **Social Studies Alternate 2**, and c. **Social Studies Alternate 3**;

What Are The Requirements For Earning The State-Defined Alternate Diploma? 2

5. **Arts** – One unit or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music;

6. **Computer Education or World Language** - One unit or set of competencies of computer technology, whether taught at a high school or a technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses, or one unit or set of competencies of world or non-English language;

7. **Career Readiness** – at least two units of Career Readiness, including Career Readiness I, Career Readiness II, Career Readiness III, or Career Readiness IV. Each Career Readiness course may be substituted for Careers/Exploration, Internship I, or Internship II; and

8. **Life Skills** – at least two units of Life Skills, such as Life Skills I, Life Skills II, Life Skills III, or Life Skills IV. Each Life Skills course may be substituted for the Life Skills or Family and Consumer Science courses.

House Bill 1041

- Signed into law by Governor Stitt on April 19, 2023
- Will be available for students graduating in May 2024

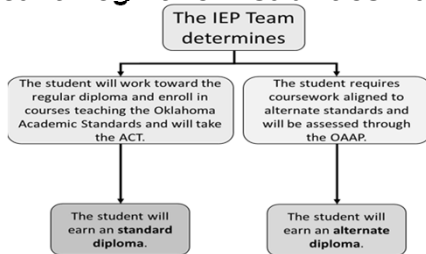
Course Substitution for Credit Toward the Alternate Diploma

- Corresponding non-alternate title courses may be substituted to meet graduation requirements.
 - This includes courses taught to Alternate Standards (e.g., English I, Alg. I)
 - This includes courses taught to Oklahoma Academic Standards (e.g., Art, Music, FACS)
- Additional courses approved by the Oklahoma State Board of Education may also be substituted.

16 | Alternate Diploma



What Diploma Options Do Students With Significant Cognitive Disabilities Have?



17 | Alternate Diploma



When Is The Alternate Diploma Given?

- The Alternate Diploma is conferred when the student completes the required courses for graduation with an Alternate Diploma.
- Students will be allowed to participate in the graduation ceremony with the other graduates from their cohort.
- The goal is that students eligible for the Alternate Diploma earn their credits at the same rate as their age peers, graduating in four years.

18 | Alternate Diploma



What Happens Once A Student Has Earned An Alternate Diploma?

- Once a student has earned an alternate diploma, the districts' obligation to provide a FAPE **does not** end.
- If the student has not turned 22 on or before September 1st, the student will be offered continued enrollment to be provided a FAPE.
- Students who continue enrollment will participate in transition services that are focused on improving their functional and academic achievement to facilitate the movement to post school activities.

19 | Alternate Diploma



What Happens Once A Student Has Earned An Alternate Diploma? 2

- Districts should expand their programs to meet the obligation of a FAPE and meet the needs of students ages 18 through the year in which the student turns 22.
- Districts will offer additional courses beyond that which is required for graduation.
- OSDE-SES has developed committees to develop these post-graduation competencies, scope and sequence and new course titles.

20 | Alternate Diploma



Must A Student Return For A FAPE After Earning An Alternate Diploma?

- It is a decision of the IEP team (that relies heavily on the preferences of families and students) if the student will continue enrollment after earning an Alternate Diploma based on the post-secondary plans and goals of the student.
- The IEP team may determine that the student has adequate post-secondary plans and will not continue enrollment.
- The team may determine that a student will continue enrollment for 1 year or more, or until the student reaches maximum age.
- Continued enrollment does not need to be consecutive.

21 | Alternate Diploma



Let's Be Clear

- Districts **MUST offer** a FAPE to all students following graduation with an alternate diploma.
- Students are **NOT required** to return following graduation with an alternate diploma.

22 | Alternate Diploma



Examples- Student earns an Alternate Diploma at the end of 12th grade and the IEP team decides...

- Scenario 1
 - The student will attend a New Leaf Program, Bridges Program or Opportunity Orange Scholars.
 - The student will not return for a FAPE. (However, if the student changes their mind, a FAPE is still available until the student ages out.)
- Scenario 2
 - The student will begin supported employment, but does not want to continue in school.
 - The student will not return for a FAPE. (However, if the student changes their mind, a FAPE is still available until the student ages out.)
- Scenario 3
 - The student will participate in Project SEARCH through the high school.
 - The student will return for a FAPE.

23 | Alternate Diploma



For 2022-2023 School Year ONLY

- In the interim, school districts have a **one-time** option to provide a regular high school diploma for students participating in the OAAP
- If the district provides a regular high school diploma, this diploma will **NOT** end the district's obligation to provide a FAPE

24 | Alternate Diploma 03-24-23



New Funding

- \$1 Million dollars has been allocated to districts to be used for setting up or expanding district 18–22-year-old programs.
- Approximately \$550 per student (18-22 on OAAP)

25 |



Funding - 2

- Examples of Usage are:
 - Purchase of hard copy or digital **curriculum** related to transition skills, including student/teacher software licenses (understand that the funds for software licenses are paid annually with most companies).
 - Purchase of **equipment** related to transition skills (e.g., washer, dryer, stove/oven, etc.)
 - Purchase of **materials** related to transition skills (e.g. task boxes, folding boards, etc.)
 - Purchase of **assistive technology** related to transition skills (e.g. assistive time devices, adaptive kitchen utensils.)
 - Expenses associated with **staff training** related to transition skills (e.g. registration fees, staff stipends for summer training, travel to training, substitutes while staff is at training, etc.)

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OSDE-SES To-Do List

- Post Alternate Diploma standards/objectives for public comment
- Submit standards/objectives for SBE approval.
- Develop Scope and Sequence for Life Skills & Career Readiness.
- Develop competencies for 18-22 Transition Programs with input from the 18-22 Committee.
- Provide technical assistance to districts in developing and expanding 18–22-year-old programs
- Hired temporary employee, Claudia Beckner, to assist with this

27 | Next Steps



Districts To-Do List

- Districts need to make plans to build or expand their 18–22-year-old transition programs with specific planning around:
 - Students
 - Staffing
 - Curriculum
 - Collaboration
 - Staff Training

28 | Next Steps



Creating and Expanding 18-22-Year-Old Programs

- Focus on **improving the academic and functional achievement** of the student to facilitate the student's movement from secondary school to post-secondary activities (e.g., postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation).
- Focus on **transition services** which may include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and a functional vocational evaluation
- Focus on **Community Based Instruction**

29 | Alternate Diploma



IEP Changes In The Secondary Transition Section Of The IEP.

- Curriculum Participation
 - Add a third option/box with Alternate Standards/Essential Elements.

Curriculum Participation



Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum the parent or legal guardian must complete an opt-out form provided by the school. The curriculum option marked below must match the student's educational records in their cumulative folder.

Select Curriculum:

☐ College Preparatory/Work Ready (Preselected)

☐ Core Curriculum

☐ Alternate Standards/Essential Elements

30 | IDEA Paperwork and EDPlan



IEP Changes In The Secondary Transition Section Of The IEP.

- Projected Date of Graduation/Program Completion
 - Strike General Education Development (GED), Replace with Alternate Diploma.
- Strike "Program completion and"

▼ Projected Date of Graduation/Program Completion and Type

Date

05/24/2024


Type

☐ Standard Diploma (Required)

☐ Alternate Diploma

31

IDEA Paperwork and EDPlan




IEP Changes In The Secondary Transition Section Of The IEP.


- Course of Study
 - Include a new panel for "Transition Course of Study".
 - Located below Course of Study.
 - Panel will only open for students on OAAP and in 12th grade.
 - Panel will have Year 1, 2, 3, and 4 of the Transition Program.
 - Panel will have 6 lines for courses to be entered.

32

IDEA Paperwork and EDPlan




Behavior/
Discipline



33

Presentation Title



11

Behavior Supports

- More challenging than ever
- Working to **build capacity** in districts to address behavioral needs of students on IEPs
- Providing Behavior Science Training (BeST) through Dr. Scott Singleton at UCO for a year long training project
- Finished year one with 80 participants. Will start year 2 this summer.

34 | Presentation Title



Discipline/Behavior

- New policy requiring FBA and BIP before shortening a student's day due to behavior
- Require that individuals receive training in order to conduct an FBA
- Defined training competencies required for FBA training
- Created asynchronous learning modules for ABA and FBA training. Accessed through OSDE Connect

35 | Presentation Title



Ongoing Partnerships

- Continued contract with UCO to provide on-site behavioral coaching upon request
- Continued contract with OK Autism Center for on-site school support for behavior for students with Autism and for FBA Training
- Implementing MTSS tiered behavior training and coaching through SPDG

36 | Presentation Title



Policies & Procedures Manual

- Added a chapter on Behavior
- Specific guidance on MTSS related to behavior
- Specific guidance on FBAs and BIPs
- New policy regarding shortened day for behavior

37 | Presentation Title



Teacher Recruitment, Retention, and Training

38 | Alternate Diploma



Teacher Shortage

- Signing bonuses (\$16 Million allocated)
- Teacher pay increases
- Increased teacher training opportunities

39 | Presentation Title



Signing Bonus Eligible Teachers

- PK-3 (\$8 Million allocated)
- Special Education (PK-12) (\$8 Million allocated)
- Did not teach in OK in 22-23 school year
- Requires a 5-year commitment

40 | Alternate Diploma



Early Childhood Signing Bonuses OK Residents

- Less than 3 years of experience
 - \$15,000
 - \$20,000 Rural or High Poverty
- 3 to 4 years of experience
 - \$25,000
 - \$30,000 Rural or High Poverty
- 5+ years of experience
 - N/A
 - \$50,000 Rural or High Poverty

41 | Alternate Diploma



Early Childhood Signing Bonuses Non-OK Residents

- Less than 5 years of experience - moving to OK
 - \$25,000
- 5+ years of experience - moving to OK
 - \$50,000

42 | Alternate Diploma



Special Education Signing Bonuses OK Residents

- Less than 3 years of experience
 - \$15,000
 - \$20,000 Rural or High Poverty
- 3 to 4 years of experience
 - \$25,000
 - \$30,000 Rural or High Poverty
- 5+ years of experience
 - \$50,000

43 | Alternate Diploma



Special Education Signing Bonuses Non-OK Residents

- Less than 5 years of experience - moving to OK
 - \$25,000
- 5+ years of experience - moving to OK
 - \$50,000

44 | Alternate Diploma



Applicants to Date

- Total = 535
- EC = 310
- SPED = 225 (including about 75 with more than 5 years of experience)

45 | Presentation Title



Teacher Retention Pay Raises

- \$3,000 to \$6,000 increase based on years of experience.

46 | Presentation Title



Developed Targeted Asynchronous Teacher Training

- OSDE Connect Modules
- SSIP Professional Development Sequence
 - Targets early literacy
- SPDG Professional Development Sequence
 - Targets reading, math, behavior

47 | Presentation Title



Other SES Initiatives

48 | Presentation Title



New Policies & Procedures Manual 7/22

- More comprehensive
- More step-by-step guidance
- To align the practices across the state
- Improving the services and outcomes for students with disabilities.

49 | Presentation Title



New Special Education Monitoring System

- Data based on Federal Indicators
 - Compliance (6)
 - Performance (6)
- Annual Determinations
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention

50 | Presentation Title



Targeted Improvement Through Monitoring

- Student File Reviews
- Technical Assistance
- Professional Development
- Improvement Plans
- Follow-Up for Continued Improvement

51 | Presentation Title



Evaluation & Eligibility Training

- Series of 4 trainings in partnership with the Oklahoma School Psychology Association
- Working to align and improve Evaluation and Eligibility practices across the state
- Plans to take this training regionally
- Plans to add this training to asynchronous modules through OSDE Connect.

52 | Presentation Title



Upcoming Literacy Initiatives

- More training in MTSS
- MTSS Conference June 20-21
- Literacy Conference August 1
- More training through SSIP, including coaching
- More training through SPDG, including coaching
- Developing a micro-credential for dyslexia instruction
- Developing more modules for teachers about dyslexia
- Updating the Dyslexia Handbook

53 | Presentation Title



Residential Facilities

- Student academic support in
 - Correctional Facilities
 - Inpatient Facilities
 - DHS Level E Facilities
- State provided student licenses
 - Course Credit
 - Credit Recovery
 - Specific Math and Skill Development/Mastery

54 | Presentation Title