NCSI national center for systemic improvement

NETWORKER
Connecting you with updates and resources to help drive results for students with disabilities

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Dear Readers,

Coming off the recent OSEP Leadership and Project Director's Conference in DC, I have been thinking about the hallway chatter that was happening there with regard to the interplay of "compliance versus results". Accordingly, I've been thinking a lot about the relationship of compliance with IDEA and the need to focus on instructional leadership that results in quality academic and behavioral outcomes for kids with disabilities. For me, it's not an either/or frame. Here's how I am starting to more intentionally balance these constructs:

Compliance with IDEA ensures access to opportunities for students with disabilities. I was an elementary school student when IDEA was first passed (don't judge!) and I remember that before that, there were children in my community who didn't go to school. I think we've mostly moved beyond the basics of allowing students in schools these days, but we have not yet conquered the challenges of meaningful access to the general education curriculum as an example. So the civil liberties of IDEA remain a priority in my view. I think we need to ensure compliance so that we continue to ensure access to opportunity. And we need to also focus on translating research to practice to support educators to use EBPs that are effective for students with disabilities. *Quality instruction ensures academic and behavioral results*. You'll see in the resources highlighted below that NCSI is committed to both these priorities — ensuring access to opportunities and leveraging research to inform instruction. If there is more or different we can do to help you with one or both of these efforts in your state agency – please ask. We're here for you!

Rorie Fitzpatrick
Director, NCSI

Featured Resources

Introducing a New TLC Podcast Series!

Last Fall, NCSI hosted a five-part Thought Leader Conversation webinar series centered around the theme of pursuing equity at the intersection of language, culture, and disability. To extend the conversation and support other ways to engage with the content, NCSI has recently released a new podcast series featuring carefully selected excerpts from the webinars. Find the series and transcripts
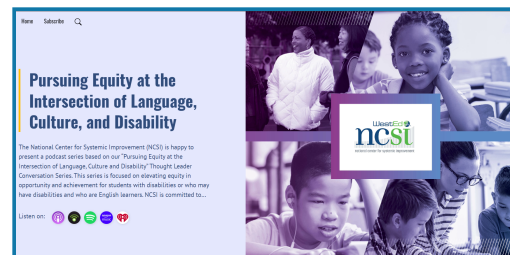
on our website, on NCSI's Podbean, or on your favorite podcast streaming provider.

After watching the webinars or listening to the podcast series, What Next? Selected Resources for Pursuing Equity at the Intersection of Language, Culture, and Disability highlights a few resources to extend your learning and apply the knowledge to your improvement efforts.

The General Supervision Toolkit

NCSI's General Supervision Toolkit launched in May! It is designated to serve as a general supervision resource hub for states. It includes tools and resources to help strengthen states systems of general supervision and alignment with IDEA (Individuals with Disabilities Education Act) requirements. The toolkit features resources from

NCSI, the U.S. Department of Education Office of Special Education Programs (OSEP), and other federally funded technical assistance centers. Some of the newest resources include:
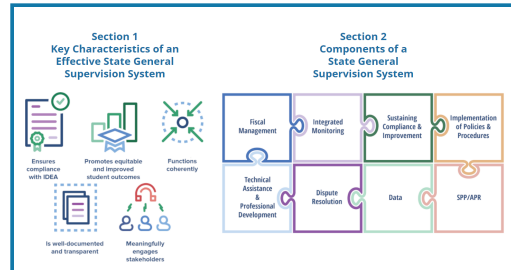
- **Assessing the Coherence of State General Supervision Systems: A Worksheet**. This tool supports SEA staff in determining the current levels of coherence within its general supervision system, identifying system strengths and opportunities for system improvement, and developing a triage plan for the areas the team feels are most pressing or important to achieving its coherence goals.
- Five Principles (Plus One!) to Guide State Monitoring. This Fast Five details the five principles (plus one!) that we recommend SEAs incorporate as part of their LEA monitoring.
- Monitoring Beyond the SPP/APR: Five Factors (Plus One!) to Consider. The Fast Five introduces five factors (plus one!) other than the SPP/APR indicators that states may consider when monitoring an LEAs implementation of IDEA and suggestions for how states might choose to monitor them.

Upcoming Events

- Workshop on Writing IDEA Part B Fiscal Procedures: Hosted by the Center for IDEA Fiscal Report (CIFR) in collaboration with NCSI on October 4–5, 2023, in Washington, DC.
- Annual NASDSE Conference: October 27–31, 2023, in New Orleans, LA.

Updates from ED

On July 24, 2023, the U.S. Department of Education Office of Special Education and Rehabilitative Services released the [State General Supervision Responsibilities](#) Under Parts B and C of the IDEA: Monitoring, Technical Assistance, and Enforcement (OSEP Q&A 23-01). OSEP issued the guidance to better inform SEAs and Lead Agencies of their general supervision responsibilities. It provides states with

- updated and consolidated guidance interpreting the general supervision requirements of states under the IDEA;
- the information necessary to exercise state general supervision responsibilities under IDEA and ensure appropriate monitoring, technical assistance (TA), and enforcement regarding local programs; and
- clarification in (1) reasonably designed state general supervision systems, (2) timeline considerations for identification of noncompliance, and (3) correction of child-specific noncompliance.

It is important to note that the new guidance incorporates longstanding OSEP policy and supersedes the following three previously issued OSEP guidance documents:

1. Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/Annual Performance Report (SPP/APR) (September 3, 2008)
2. Office of Special Education Programs (OSEP) Memorandum 09-02: Reporting on Correction of Noncompliance in the Annual Performance Report Required Under Sections 616 and 642 of the Individuals with Disabilities Education Act (October 17, 2008) (OSEP Memo 09-02)
3. Questions and Answers on Monitoring, Technical Assistance, and Enforcement (Revised June 2009)

Social Media Corner. Let's get social!

To ensure maximum visibility and engagement with our latest podcast series centered around pursuing equity at the intersection of language, culture, and disability, we are disseminating series of audiograms through Twitter/X and LinkedIn. Check out episode 1 audiogram on [Twitter](#)/X and [LinkedIn](#) and be sure to follow for more!

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