

**Improving Special Education Services (ISES)
January 29-30, 2007
Workgroup Recommendations**

Workgroup #1

Indicator 1: Graduation

Indicator 2: Drop Out

Recommendations:

- 2 Diplomas/ 1 certificate of Comp.
 - Standard-all course requirements
 - CAHSEE Compliant diploma
- Support CTE Career Development pathways
- Students with disabilities taught by teachers with content expertise accomplished by:
 - HOUSSE
 - Co-teaching
 - provide incentives
 - provide professional development for teachers, paras, and after-school staff
- Provide disaggregated data and analysis (gen. ed and sp. ed) that will lead to an understanding of why students drop-out or graduate. (Footnote: 18-21 yr. olds leaving school should not be considered dropouts...past 12th grade.)
- Identify and support best practice (scientific research-based) programs and provide technical assistance to districts.
Examples:
 - parent/professional partnerships
 - SB 65
 - self-efficacy
 - counseling
- Enhance SB 1209 Personnel Management Assistance Teams
 - recruitment, hiring, retention of teachers in need areas
 - professional development for enrollment projections and student programming
- Targeted interventions grades 7-12 to promote graduation
 - CAHSEE prep
 - After-school programs (NCLB-21st CCLC and ASES)
 - increase counseling staff

Workgroup #2

Indicators 13 and 14: Secondary Transition and Post-School

Recommendations:

- Review CASEMIS Data Collection
- #'s of options and clarity of definitions
 - “gainfully” employed
 - supported employment
 - sheltered employment
 - “competitively” employed
 - part-time definition
 - full-time definition
- Be clear and Inclusive
 - have the opportunity to identify service providers
 - health insurance
- Training of:
 - Teacher’s Union
 - Administrators (Accountability) - real world follow through with classroom supervision of providers (by admin)
 - Parents
 - Youth
 - Local Providers
 - Teachers
- System Coordination (COP)
 - Within CDE
 - Outside agencies & providers
 - linking post-school outcomes with classroom activities
 - career assessment /exploration /interest (more depth)
 - WIA: Workforce Investment Act

Workgroup #3:

Indicator 3: Statewide Assessment

Recommendations:

Professional Development Inservice/Preservice

- SPED/GE need to be trained in same practices, methods, and materials.
- Administrators to be trained in same practices, methods, and materials.
- Recognition of experienced, highly skilled teachers/administrators. Engagement of them in leadership roles at schools, districts, state.
- Exiting survey to glean reasons for leaving field. Needs to id school...for school improvement.
- Inclusion of SELPAs and COEs.

Dissemination

- Need better plan to get info into field.
- What: identification, data, materials, (research-based programs), improvement efforts, model sites, TA services, model, outcomes
- Who: teachers, schools, districts, IHEs/prep. Programs providers, families and youth, general public.
- How: Centralized clearing house
CDE website—update...make user-friendly!

Gen Ed/Spec Ed. Integration and Alignment

- Ensure that the SPP is integrated with General Education to be able to compare effectiveness or understand differences.
- Suspension/expulsion
 - Suspension/expulsion
 - Post-school outcomes
 - Disproportionality
 - Statewide assessment

Data-Driven Decision Making

- Need data to support decision-making and available funding
 - individual school site of SPP data
- Zone centralized place where schools can go to get longitudinal info for their sites
 - SE/GE data from all different data sources displayed in a user-friendly format
- Teacher retention data base (SPED/GE)
- TA working with school site teams (SE/GE, Admin/Teachers) to create systems change
 - assessment
 - research-based practices
 - collaboration
- Increase # of sites and expand to include schools with greater diversity
 - RCAT

- SIG
- RTI
- Consider the value of SELPAs

School/District/COE/Charters Level Systems Change/RTI

- School site model for leadership/TA delivery model
 - system change, TA working

Workgroup #4

Indicator 4: Suspension & Expulsion

Recommendations:

- CDE and CTC need to coordinate professional training including teachers (GE and SE) and administrators for Level 1 and 2 around behavior support and suspension law and collaboration
- CDE needs to support and expand content related to Positive Behavioral Supports and FAA as a standard in the Teacher Induction Preparation program
- CDE needs to expand its website to include access to archives and PowerPoint presentation for
 - RTI
 - CASEMIS
 - other information disseminated to SELPAs
- CDE must provide a definition of Suspension based upon loss of educational benefit for GE and SE
 - Define what is a day? 1 period, ½ day?
- CDE shall collect more accurate suspension data based on the definition disseminated to LEAs by CDE
- Parents need to be informed on the suspension process and their rights in the process
- CDE needs to provide a parent friendly vehicle (video) on the suspension and expulsion process and their rights, in alternative formats, languages, etc
- CDE needs to fully disseminate information on the following programs:
 - BEST
 - RtI (behavior component)
 - PENT
 - RCAT
 - other resources
- CDE needs to share effective practices for getting out of PI, using PBS and improving disproportionality issues
- CDE will require high priority schools to implement PBS training

Workgroup #5

Indicator 5: Least Restrictive Environment (LRE)

Recommendations:

- Work with people in Program Improvement
- Belief system change - how can this be modeled state, regional - more from “remediation to excelleration”
- Build capacity around EIS - all kids department, IHE, classroom
- EPC- Essential Program Components tie to indicators of SPP program improvements
- Collaborative problem solving model, including families, and GE at all levels
- Compilation of resources:
 - models
 - partnerships
- State needs mission statement for districts
- How do I improve my AYP
- Table of contents of SPP accountability
- Models of effective practice - replicate

Workgroup #6

Indicator 6: Pre-school LRE

Recommendations:

- Develop preschool “Program Standards” that include integration of LRE – Assessment-transition. Use data to develop “standards.”
- Conduct an “EC Inclusive Programs Summit” to show exemplary programs, resources and train all stakeholders (IHE, LEA’s, Early care and Ed)
- Write a joint policy statement to blend EC and ECSE in policy, professional development, recruitment, etc.

Indicator 7: Pre-school Assessment

Recommendations:

- Develop list serve for IHE Re: Desired Results and anything related to ECSE
- CDD collect DRDP info on a statewide level in order to have child progress data.
- Develop and implement a multi-year plan for comprehensive, statewide T/TA for preschool assessment and linking to curriculum and instruction.
 - Pre-service (i.e. CAPECSE, CCPPP)
 - In-service (is happening now: parents, site admin, SELPA, teachers)
 - For data reporters (SELPA level)

Indicator 12: Part C to Part B Transition

Recommendations:

- Establish unique identifier for all children 0-5.
- Use IFSP for 0-5 for:
 - smooth transition
 - ensuring continuity of Early Intervention Services
 - facilitate collaboration of general ed. and special ed. teachers.
 - keeps the family as part of the actual plan.

Workgroup #7

Indicator 8: Parent Involvement

Recommendations:

- Continue financially supporting family involvement activities.
- Finish all of the FEC funding (14-32)
- CDE continue to affirm relationship building of families/school at local level.
- Disseminate “Best Practices” (research-based) for family involvement.
- Add the process of mentorship system (parent leadership) utilize data back of parent leadership (state supported on a regional level).

Workgroup #8

Indicators 9 and 10: Disproportionality Overall and Disproportionality Disability

Recommendations:

- Capture, analyze, and disseminate data based on student needs rather than by category or label.
- Standardize/codify use of RTI for eligibility determination
- Closely coordinate and integrate/align accountability and compliance processes between GE and SE including:
 - Identifying matrix to ensure implementation of systematic, exhaustive, and effective SST process
 - The addition of disproportional representation data in the PI & other state accountability processes to require SST in the compliance plan (SE is data source)
- Reduce/eliminate disproportality through ensuring LRE by:
 - requiring data sharing between SE DN and PI
 - Including disproportionalty data in PI determination
 - Identifying matrices of effective SST
 - Including SST training in SAIT requirements
 - Monitoring and supporting implementation of SST PI schools/districts
 - Monitoring and ensuring implementation and ongoing use of effective interventions (research-based instruction)
 - Supporting (by state) student level data collection and analysis to measure effectiveness of instruction, instructional planning and p.d. through the effective implementation of periodic curriculum-based assessments.
- Align credentialing coursework with proven research-based practices.

Workgroup #9**Indicator 11: Eligibility Evaluation****Recommendations:**

1. Need training for teachers and assessors to accurately identify all areas of the suspected disability and how to assess for them
2. Replace discrepancy model with RTI with RTI guidelines
 - Need adequate training opportunities for assessors
3. Rewrite 3030 A-J and expand to match federal (K, L, M) – 10 → 13 (definition of what constitutes a disability)
4. Identify and implement the RTI effective practices being modeled around the country
5. Address the interface between eligibility and other issues, i.e., disproportionality

Indicator 15: General Supervision**Recommendations:**

1. Every SELPA should have an ADR grant
2. The linkage between special education programs and general education programs
3. Training of administrators/teachers on compliance and how to monitor compliance
4. Adequate funding from States and Feds to do the job
5. Better alignment of special education monitoring to P.I. and SAIT. Needs to be a one in the same process

Workgroup #10

Indicator 16: Complaints

Recommendations:

- Implementation and monitor the recommendations in the Schrag Report - (6 mos. Timeline - fully implemented by 6/30/2008).
- Publish complaints with search engine and clustering - (June 30, 2008 timeline).
- Re-Design intake form for precision (to identify allegations and relevant evidence) as an instructional tool for filers - (RFI cheat sheet - June 30, 2007).
- Provide local training to parents, attorneys, and advocates in how to file a complaint with the state - (6/30/2008).
- Improve communication between OAH, CMM, & PSRS to minimize duplication - (6/30/07).

Indicator 17: Due Processes

Recommendations:

- Align all forms with ALJ pleading requirements and render in more accessible language - (6/30/2007).
- Provide local training to parents, attorneys, advocates in how to file for due process - (6/30/2008).
- Provide training for ALJ's to include pitfalls to parents of motion practice, case law, disabilities, 2004 re-authorization, interventions, and services (researched data-based); trainers to include parents, attorneys, and advocates - (6/30/2008).
- Publish findings and outcomes with good search engine-(6/30/2008).

Indicator 18: Hearing Requests

Recommendations:

- Hearing request training for parents to include information that resolutions are legal documents and are a part of and referenced in the current IEP, as an IEP addendum - (6/30/2008 - ongoing)
- Produce a required "Action Points"
 - One-page display of all IEP services for school site implementation (6/30/2007)
- Improved communication between LEAs and OAH regarding the disposition of the required resolution session (6/30/2007)

Indicator 19: Mediation

Recommendations:

- Training of mediators in SE case law, precedent, availability of services, disabilities, 2004 re-authorization of IDEA, data collection, sensitivity (6/30/2008 - Ongoing)

- Training for parents to include info that mediated agreement in is a part of and is referenced in the current IEP (6/30/2008 - ongoing)
- Produce a one-page “action Points” for IEP implementation at school site (6/30/2007)