

Improving Special Education Services (ISES)
Stakeholders Meeting
Workgroup Recommendations
June 10, 2010



California Department of Education, Special Education Division's special project, California Services for Technical Assistance and Training (CalSTAT) is funded through a contract with the Napa County Office of Education. CalSTAT is partially funded from federal funds, State Grants #H027A080116A. Additional federal funds are provided from a federal competitively awarded State Personnel Development Grant to California (#H323A070011) provided from the U.S. Department of Education Part D of the Individuals with Disabilities Education act (IDEA). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.

Workgroup: Disproportionality

Indicator # 4, 9, and 10

Recommendations

1. Define “Suspension” and “Voluntary Exit” from School Day. Monitor and collect discipline and compliance data associated with above.
2. Address fidelity, consistency, eligibility and ID Special Ed Services with RtI² with regard to disproportionality (e.g. TA Facilitators)
3. Emphasize Fidelity of Implementation of research-based practices, in general education for closing the achievement gap
4. Request info from WRRRC on prevalence of disability by ethnic group
5. Promote effective partnerships between LEAs and IHEs around the issue of disproportionality. Promote effective models
6. Promote effective LEA disproportionality models
7. CDE analyze self assessment data for patterns

Workgroup: Least Restrictive Environment (LRE)

Indicator # 5

Recommendations

Data and Measurement:

1. a. Clearly and consistently define terminology and process within data collection/measurement (“inside regular class,” “increase/decrease,” “separate school”, etc.)
b. Training for consistent, clear terminology and process should be created and implemented (e.g: modules; PPT, etc.-perhaps on LRE online tool)



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2. Our current practices should represent current data; data collection from IEP should represent discrete elements
3. Improve and enhance the narrative to clarify the meaning of “target,” “compliance,” “met,” and “unmet” (regarding performance indicator)
4. Directly connect “district LRE tool” terminology with measurement and data terminology (Indicator 5)

Workgroup: Parent Involvement

Indicator #8

Recommendations

1. Partnering with Parents survey be linked from CDE Web site to SEEDS Web site for families to complete parent survey. Article in *The Special Edge*
2. Distribute Partnering with Parents survey by partnering with CAC, SEPAC, Charter Schools, Area Boards, DDS
3. Explore creating “Top 5 Questions” out of Part C Partnering with Parents survey (50 questions in full survey) (in Past B there are top 25 of 100 questions)

Workgroup: Transition

Indicator # 13 and 14

Recommendations

1. Develop consistency among teachers, statewide in writing measureable postsecondary goals.
2. Promote student-led IEPs and early involvement of students in the IEP process. Promote self-determination.



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3. Promote more consistent involvement of local agencies in the transition planning process.
4. CDE provides guidance and direction around these recommendations.

Workgroup: Early Childhood

Indicator # 6, 7 and 12

Recommendations

Indicator 7: Preschool Assessment

1. Develop, prepare and present parent training and information in coordination with the PTI, FRC and FEC parent organizations, DR *access* Project, and CDE/SED.
2. Provide to the field materials explaining the relationship between the Preschool Learning Foundations and the Desired Results Developmental Profile *access* instrument related to child progress.
3. Coordinate with the CDE Child Development Division to develop common policy and messages regarding the DRDP assessment system.

Indicator 12: Transition Part C to Part B

1. Liaison with the Department of Developmental Services to develop common policy and messaging regarding transition.
2. Provide information to parents and practitioners on transition requirements and practices.
3. Meet with organizations to update and inform stakeholders on transition requirements, practices, policies and updates of initiatives (e.g. SELPA, SEACO, PTI, FRC, FEC, ICC).



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