

Improving Special Education Services (ISES)
Stakeholders Meeting
Work group Recommendations
November 16, 2010



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**Work Group: Least Restrictive Environment (LRE)
Indicator # 5 and 6**

1. Develop clear consistent definition of
LRE and indicators
Prolonged approach
Legal definition
Measurable indicators
Real world application in definition
2. Develop a dissemination plan for Number 1
3. Develop a work group to work on Number 1 & 2

**Work Group: Due Process
Indicator # 17, 18, and 19**

1. Explore the possibility of having Office of Administrative Hearings (OAH) copy SELPA's on due process filings for their respective districts.
2. Explore the possibility of using electronic reporting forms for districts to report resolution session information.
3. Support the development and implementation of a training for parents and districts on resolution sessions, including providing more information on the CDE Web site (IE a link to the OAH Parent Guide regarding resolution sessions).
4. Examine language for current improvement activities for each indicator to ensure the language is specific to the indicator, including adding that OAH will consult with their advisory committee RE: resolution session reporting.
5. Research current dispute resolution training activities within the department and clarify language in the improvement activity listed (Indicator 19).
6. Explore the possibility of having OAH collect resolution session information at the Pre-Hearing Conference or during mediation via the ALJ. (Administrative Law Judge)

**Work Group: Assessment
Indicator # 3 and 7**

1. Special education department participate in the creation, development, and implementation of assessments, standards, and curriculum work for the Common Core Standards.

2. Analyze STAR participation rates to determine how to increase for each of the three exams at identified grade level clusters, within eligibility groups, and/or other demographic data as indicated.
3. Continue to align and articulate assessments throughout a child's educational career to better inform ongoing instruction at each transition.
4. Investigate feasibility of developing extended use of the DRDP for infant/toddler and at K/1 to provide continuity of assessment results for student growth.