

SPECIAL EDUCATION COMMITTEE

Barbara Schulman, Chairperson
Jennifer Moon, Vice Chairperson
Tyrone Cabell, Board Liaison
Pamela Greenhalgh, Recorder
Isabelle Garcia, Legislative Advocate
Stacy Begin, Consultant
Angela Marese Boyle, Consultant

MAJOR POLICY – Immediate Action

To replace the Reponse to Intervention (RtI) language on page 269.

~~Response to Intervention (RtI)~~ Response to Instruction and Intervention/Multi-Tiered Systems of Support

CTA believes that ~~Response to Intervention (RtI)~~ Response to Instruction and Intervention (RtI²) and Multi-Tiered Systems of Support (MTSS) is a general education ~~systemic reform~~ system-wide practice, using evidence-based methods and frequent data collection to respond to the academic and behavioral needs of students ~~to~~ which enables them to meet high academic standards. ~~in children early, to provide access to needed interventions, and to help identify students with disabilities.~~

CTA believes the effective implementation of Response to Instruction and Intervention/Multi-Tiered Systems of Support includes the following essential elements:

- General educators use research-based curriculum and interventions, ~~to identify~~ to intervene, and continuously monitor progress for students' academic growth and positive behavior. ~~whose acquisition of academic skills is delayed as compared to their peers.~~ As appropriate, instruction and interventions are adjusted accordingly, and may lead to referral to a Student Study Team. Progress is monitored as students respond or do not respond to interventions. As appropriate, interventions intensify up to and including referral for assessment for Special Education services.
- Students receive high-quality instruction in their general education classroom by appropriately qualified and trained personnel. Instruction is given in the core curriculum with the goal of achieving the state's grade level standards.
- General educators use formative and summative assessments that are aligned to the ~~California Content Standards~~ Common Core State Standards.
- Universal screening and progress monitoring are used to determine the effectiveness of student responses to intervention as well as to inform decisions of a continuum of services ~~placement~~ of students.

- ~~General educators use continuous progress monitoring of all students. Educators can readily identify those learners who are not meeting the benchmarks or other expected standards and can adjust instruction and interventions accordingly.~~
- All school staff receives ongoing high-quality professional development in research-based, best instructional practices, interventions, assessments, behavior modification, and data analysis. Site teams use a collaborative approach to monitor students and analyze data in order to develop and implement interventions.
- ~~Effective implementation requires the delivery of content and instructional strategies in a consistent manner.~~
- The involvement and active participation of parents at all stages of the instructional and interventional process is essential to improving the educational outcomes of their students.
- ~~The RtI approach may be one component of determination process of a Specific Learning Disability as addressed in the IDEA 2004 and accompanying regulations. RtI is not a mandated federal program. School districts are under no state or federal requirement to implement RtI.~~
- Full funding for professional development, resources, and personnel is required to implement this system-wide, prevention-based framework for improving learning outcomes for all students and should be included in District Local Control Accountability Plan (LCAP).

MAJOR POLICY – First Reading

None

MAJOR POLICY –Second Reading

None

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRAL TO THE BOARD OF DIRECTORS

MATTERS PENDING

The committee received a referral from Student Support Services to investigate the referral from the Board regarding the recommendation from the liaison to the California Speech-Language-Hearing Association to investigate the granting of the SLP waivers state-wide and to address in policy.

INFORMATIONAL ITEMS

1. Chair Report, Barbara Schulman welcomed all returning and new members to the committee.
2. The SEC Committee read and discussed *The Teacher Preparation and Early Career Support* report from the Teacher Evaluation Workgroup. During the discussion, the committee listed the pros and the challenges of the passage on page 20, "Special Education Teaching Credentials". A list was created and it will be forwarded to the "CTA Teacher Evaluation Workgroup".
3. The legislative advocate, Isabelle Garcia, provided information on the committee's primary and secondary bills.
4. The Committee continued to disaggregate the data from the Statewide Special Education Survey.
5. Tyrone Cabell CTA Board of Directors liaison, conducted elections for the 2014-2015 SEC Committee. Congratulations to Barbara Schulman, re-elected as chair, Jennifer Moon, re-elected as vice-chair, and Beth Smith, elected as recorder.
6. The Committee members discussed the importance of electing Tom Torlakson. The committee members participated in the phone banking activity.
7. The Committee received reports from liaisons:

California Speech, Language and Hearing (CSHA), Trina Brown shared that CSHA continues to work on the workload/caseload issues. CA Ed. Code has a district/SELPA wide caseload average of fifty-five and an individual limit of forty with unduplicated pre-school students but some districts will not adhere to the Ed Code. CSHA is exploring ways to workloads and caseloads fair and equitable for SLPs. There is a statewide shortage of SLPs in schools. This is impacting service delivery to students with special needs in some districts, whether it be unqualified individuals that are on waivers and are employed in the capacity of a SLP (this does not meet NCLB requirements) or unmanageable workloads and caseloads that result in students the services, students are entitled to the services and need the services to progress in their educational program.

Organization for Special Educators (CARS+), Alan Rawlins, (www.carsplus.org) reported that the different regions are holding their local meetings. Please visit the CARS+ website to see when and where the meetings are being held in your area. The CARS+ magazine has great articles to help special education teachers. When you become a member, you will receive this magazine which is now online.

Advisory Commission on Special Education (ACSE), Kelly Connell Sandler and Rebekah Acord shared that ACSE's Strategic Plan is ongoing with Legislation, Policy, and Issues assessing Common Core, Professional Development, Quality Services and Support including Universal Access and Transition as critical areas. (Refer to Myboe.org for updates on MTSS); CTA needs to address concerns MTSS is being put in place without funding, time, and training.) Barb Schulman, newly elected Co-chair, shared summary and concerns from our CTA SE survey, which was well- received. CTA needs to continue to give meaningful, authentic reports from the field about implementation of Common

Core Curriculum and Testing and to report and assess changes to service delivery models as they occur, reporting any concerns as well as any positive observations. (Follow Assembly Bill 2057 and Senate Bill 1396; Task Force [Privately Funded!] Findings and Recommendations, and NCSC.)

California School Psychologists Association (CASP), Josie Meza Malik (www.casponline.org) shared that CASP's 2014 Fall Conference will be held in San Diego (Mission Bay) on October 2-3, 2014. The theme of the conference will be "Assessment in a Common Core World and will feature a pre-convention town hall meeting on assessment and three days of workshops. Much of this convention will concentrate on the new skills that will be needed by psychologists, the old skills that psychologists may need to brush up on and the knowledge school psychologists and other pupil services professional will need to keep up with the Common Core Standards. CASP members will soon receive a reminder that it is time to renew their CASP memberships. June 13 is the deadline for all CASP and California School Psychology Foundation grant, award and scholarship applications.

Communities of Practice on Secondary Transition (COP), Ed Amundson reported that the California COP is planning a summer boot camp, inviting all COP members to plan a statewide conference to build local regional COPs. They have requested CTA governmental relations office in Sacramento for a meeting. California COP will no longer participating in NSTTAC in order to focus resources with state.



Professional Development (Technical Assistance) Funds Available Through CalSTAT

CalSTAT Professional Development (TA) funds are available for all California Local Education Agencies. CalSTAT has funded hundreds of professional development (TA) training days to schools, districts, county offices of education, and Special Education Local Plan Areas (SELPA) to foster greater collaboration between special education and general education at their sites.

Professional Development (TA) days can be accessed for any of the following Core Message Areas:

- Reading/Literacy <http://calstat.org/readingmessages.html>
- Positive Behavioral Interventions and Supports <http://calstat.org/behaviormessages.html>
- Collaboration <http://calstat.org/collaborativemessages.html>
- Transition: School to Adult Life <http://calstat.org/transitionmessages.html>
- School, Family, and Community Partnerships <http://calstat.org/familymessages.html>
- Least Restrictive Environment <http://calstat.org/lremessages.html>
- Individuals with Disabilities Education Act (IDEA 2004) <http://calstat.org/ideacoremessages.html>
- Response to Instruction and Intervention (RTI²) http://calstat.org/strong_RTlprocess.html
- Closing the Achievement Gap for Students with Individual Education Programs http://calstat.org/strong_RTlprocess.html

A full description of each Core Message Area can be found at <http://www.calstat.org/cores.html>.

CalSTAT may reimburse your agency up to \$12,000.00 for your professional development needs. These funds should be used for training, facilitation, coaching, site-visits, and are not intended to cover other meeting costs such as meeting space, copying and printing, marketing, or refreshments.

How can I request Professional Development (TA) Funds?

Please contact CalSTAT at 707/849-2265 or marin.brown@calstat.org.

When you call please have the following information available:

- Identified Core Message that the request fits under
- Date and description of professional development
- Estimated number of participants
- LEA and Fiscal Agent addresses and phone numbers



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