

# Special Education/Student Services/Early Childhood Education Newsletter: August/September 2010

## Welcome Back

*I hope you had an enjoyable summer break and are prepared for the year ahead. We have lots to do as we continue to tackle SEIS, complete the Special Ed self-review, the Head Start review, continue to monitor assignments, caseloads, and credentials, and all the while working with a less than adequate education budget.*

*All the division meetings have been set and posted for the respective committees and work groups for Special Education, Student Services, and Early Childhood Education/Child Development.*

*Fondly,  
Janet*

## PATIENCE

**We are all going to need lots of patience as we begin this new year. We have lost a significant number of qualified clerical staff in our division. We have new staff coming on board, but many will be unfamiliar with our work. Please be patient as we get up to speed with all the changes. You need to work closely with your coordinators and program specialists to assist in navigating your needs.**

## Division Goals for 2010-2011

- Finalize the department procedural handbook, including 504 procedures, SEIS guidance, placement process, and Home Hospital Instruction for access on district website.
- Implement a professional development plan to address behavior interventions, strategies, and supports.
- Monitor attendance to ensure sites are at the district goal of 96%.
- Continue SpEd program alignment with network neighborhoods including placements in the least restrictive environment. Develop appropriate transition aged services (18-22 yr olds)
- Hold quarterly special education parent training/supports in alignment with SELPA and district.
- Monitor the district's performance on the CDE Special Education performance indicators and the Special Education self-review process, including a plan for areas requiring improvement.
- Align programs and staff, monitor program expenditures, and continue to reduce NPS/NPA placements
- Update the district Wellness Policy to include 8 components of Coordinated School Health
- Utilize the CHKS data with sites and develop department goals for prevention/intervention to address identified areas of concern.
- Monitor ECE/CD budgets and contracts
- Implement the ECE/CD strategic plan as designed through the Capacity Building Project
- Prepare for the Head Start program review
- Implement parent education and parent advisory groups for ECE programs

## Important Dates

### Professional Development

#### August

- 8/11: Psychologists/Speech Language Pathologists/Nurses/Central Staff, Professional Development Day
- 8/11: Preschool/Child Center Staff: Winona Center

#### September

- 9/7: Head Start Teachers at Morey, Kohler, and Woodridge, Class Training
- 9/7: Nurses, Professional Development Day
- 9/9-10: SLPs, Visualizing and Verbalizing
- 9/10: Psychologists, Professional Development Day
- 9/22: Elementary/Jr. High SDC Teachers, Second Step Training
- 9/24: SLPs, Assessment of Culturally and Linguistically Diverse Populations

## Focus Areas in Special Education

- LRE: increase number of students removed in general education for less than 21% of the day; decrease number of students removed general education more than 60% of the day
- Disproportionality: decrease the percent of African American students in ED and SLD in order to align with district percentages
- Monitor credential and disability alignment

## Focus Areas in Early Childhood Education/Child Development

- Implement recommendations of Early Childhood Education/Child Development Strategic Plan
- Monitor and explore alternative funding sources
- Prepare for Head Start review

## Focus Areas in Student Services

- Increase attendance and decrease truancy
- Explore alternatives to suspension and expulsion
- Build coordinated school health collaborative

## Results of Special Education Department Survey: Spring 2010

### What Went Well...

SEIS, SIPPS, Workability, ITPs, RSP Meetings, teaching partners, trainings, department support

### What were Challenges...

Behavior management, developing routines, SEIS, communication, time, substitute paras, unclear procedures/guidelines, inconsistent information from department staff, case manager duties, heavy caseloads

### Recommended Areas of Focus for 10/11...

SEIS, Autism, training, caseloads, improved communication, consistent procedures, working with/training paras, behavior management, paperwork management, RtI

**Congratulations to Bonita Mallory, Coordinator Student Health Wellness, and Prevention, for successfully obtaining the Tobacco Use and Prevention Education (TUPE) grant for Twin Rivers Unified School District - Way to go!**

## Division Meetings

### PSYCHOLOGISTS

September 10  
October 6

### SP/LANG THERAPISTS

September 8  
September 24 (Bay A)

### ELEM RSP TEACHERS

August 20 (Oak Rm)  
September 22 (Sycamore Rm)

### ELEM SDC TEACHERS

August 26  
October 1

### Pre K SDC TEACHERS

September 3  
October 15

### SP ED COORDINATORS

September 17, 24 & 31  
October 12, 19 & 26

### SP ED PROG SPECIALISTS

August 20 & 27  
September 3, 10, 17 & 24

### DIVISION

### ADVISORY COMMITTEE

August 19  
September 16

### MEDI-CAL

September 9  
October 14

### STU SVCS COORDINATORS

August 20  
September 3 & 24

### NURSES

August 18  
September 15

### HEALTH ASSISTANTS

August 25  
October 27

### DCOST

August 19  
September 2 & 16

### SARB REGION 1

September 14 & 21  
October 5 & 19

### SARB REGION 2

September 13 & 27  
October 11 & 25

## Interesting Information

- Approximately 3400 special education students in 54 sites
- Approximately 1000 ECE/CD students in 20 sites
- 55 ECE/CD teachers
- 167 Special Education teachers
- 2300+ students qualify as "homeless"
- 200+ students qualify as foster care

## Kinder Transition Collaborative

Kindergarten Transition Collaborative will meet September 2nd from 6:15-8:00 at the Twin Rivers District Office. Representatives from Beanstalk, Head Start, and private providers participate in this collaboration to help children and families transition into kindergarten. The fall meetings focus on planning and preparation for transition events to occur in the spring.