

SPECIAL EDUCATION/STUDENT SERVICES/EARLY CHILDHOOD EDUCATION NEWSLETTER: FEBRUARY/MARCH 2010-2011

2011...

Can't believe it is already 2011! The first 6 months of the 10/11 school year have been full of activities. We have held many professional development trainings, completed the first phase of the Special Education Self Review, written grants, prepared for Categorical Program Monitoring, facilitated the Twin Rivers Unified School District portion of the SETA Head Start review, and begun to map out plans for continuing program alignment while addressing school closures and significant budget deficits. It's only just began!

*Fondly,
Janet*

DIVISION MEETINGS

PSYCHOLOGISTS

February 16
March 18

SP/LANG THERAPISTS

February 9
March 11

ELEM RSP TEACHERS

March 18 (Oak Rm)

ELEM SDC TEACHERS

March 4 (Drop-In)
April 6 or 8

Pre K SDC TEACHERS

March 25

SP ED COORDINATORS

February 1 & 15
March 1, 15 & 29

SP ED PROG SPECIALISTS

February 4, 11 & 18
March 4, 11, 18 & 25

EDE/CD STAFF

March 9

MEDI-CAL

February 10
March 10

STU SVCS COORDINATORS

February 4 & 18
March 4 & 18

NURSES

February 16
March 16

HEALTH ASSISTANTS

March 2

SARB REGION 1

February 8 & 15
March 1, 15 & 29

SARB REGION 2

February 7, 14 & 28
March 7, 14 & 21

SPECIAL EDUCATION SELF REVIEW SYSTEMIC FINDINGS

These are the recent findings in our review of records:

1. No documentation of the consideration of all areas of need to drive assessment or evaluation.
2. The written report does not include information related to enabling the student to be involved in and progress in the general education curriculum.
3. The written assessment report does not include the basis for making the determination of eligibility.
4. The IEP does not include a direct relationship between the present levels of performance, the goals and the specific educational services to be provided.
5. The IEP team does not include a general education teacher.
6. The general education teacher does not participate in the development of the IEP.
7. The general education teacher does not help decide the appropriate positive behavioral interventions and supports; supplementary aids and services and program modifications for the classroom.
8. No excusal form is found when a member of the IEP team has been excused.
9. The first transition IEP (age 16) does not contain measurable post secondary goals based on age appropriate transition assessments related to training, education, employment and independent living skill (when appropriate).
10. The transition IEP (age 16) does not document that they have taken into consideration the student's preferences and interests.
11. The IEP notification does not describe the purpose of the meeting when it is a transition IEP. (for 16 and above)
12. The IEP notice does not specify that the student has been invited to the transition IEP meeting.
13. The IEP notice does not show that other agencies have been invited when they may be providing transition services.
14. There is not documentation of the CELDT for students whose home language survey indicates a language other than English.
15. The IEP for students identified as English learners does not include activities which lead to the development of English language proficiency.
16. The IEP for students identified as English learners does not include instructional systems which meet the language development needs of the student and ensure access to the general education curriculum.
17. The IEP for students identified as English learners does not include a determination of whether CELDT will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment.

EDITORIAL COMMENTS – JANET BALCOM

Twin Rivers Unified School District continues to have high numbers of students identified for special education and we are considered to be Disproportionate with our African American students identified as both SLD and ED.

It is imperative that school teams including RSP and Psychologists hold firm to eligibility guidelines. Identifying students for special education needs to be taken seriously. As I monitor caseloads, it is apparent that some sites understand this and carefully consider their role in the process, while other sites have shown significant increases in their caseloads. With further investigation, it is clear that eligibility is often overlooked.

Another concern noted in the review of records and SEIS is the overuse and misuse of the Other Health Impairment (OHI) category. Many of the files reviewed had an OHI designation with NO health information or “good health” written in present levels. Identification of a student as OHI requires documentation and nurse involvement. Please follow guidelines for appropriate use of OHI.

I will continue to monitor SEIS for caseloads and eligibility and will make contact with special education staff as needed.

DEPARTMENT NEWS

Student Services

Stanford Settlement

The Stanford Settlement will host their 75th Anniversary Gala Celebration on Saturday, April 2, 2011.

In addition to the gala, the Stanford Settlement will host several fundraising events throughout the year. Student Services Director, Rudy Puente, is a Stanford Settlement Board member representing Twin Rivers Unified School District.

Tdap

Whooping Cough (Tdap) immunizations are now required for all students entering 7-12 grade in the 11/12 school year.

Information can be found on the Student Services webpage and at school sites.

Stickers to document the immunizations on the “Blue Card” have been sent to nurses at all school sites.

Special Education

Upcoming Professional Development

- Early Literacy Skill Builder Training: Beyond the Basics
Wednesday, February 16, 2011, 4:00-6:30 pm, Bay A, Walnut Room
- CARS+ Conference
February 18-19, 2011, Double Tree Hotel, Sacramento
- Using ELD Strategies to Support Special Education Students Across the Curriculum
Friday, March 4, 2011, 4:00-5:30 pm, Kristin Wood, Instructor, Fairbanks Elementary School

Early Childhood Education/Child Development

Enrollment

The 2011-2012 Preschool/Child Care applications are now available on the ECE/CD website and will be available at your local school sites beginning February 2011.

Compliance Reviews

The department will be undergoing reviews beginning in late January and ending early February:

- Head Start Review January 24-February 4
- State ECE CPM January 31-February 4

**DON'T FORGET TO VISIT EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT ON FACEBOOK
FRIEND THEM!**