

Santa Clara County Continuum of Services for Students with Disabilities Study

A Report on the State of Services to Improve Equity and Access



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"On behalf of all students, we commit to ensuring universal access to an inclusive and equitable education, thereby enriching our schools and communities."

-Santa Clara County Office of Education
Special Education Task Force

Introduction

Background

The Santa Clara County Office of Education (SCCOE) conducted a study of the continuum of services for students with disabilities within Santa Clara County with a view towards improving equity and access. This year-long process sought input from a variety of stakeholders using metrics from the California Special Education Management Information System (CASEMIS) data, California Longitudinal Pupil Achievement Data System (CALPADS), California Dashboard data, survey data, and qualitative information from interviews and focus groups.

The study had four components:

- Establish a countywide Task Force consisting of a variety of stakeholders to analyze the data, research, and fiscal impact on best practices in inclusion.
- Use quantitative and qualitative research methods to assess the current landscape of services for students with disabilities from birth to age 22 in Santa Clara County.
- Identify high-quality inclusion programs in the county and state that can act as models for schools and districts.
- Identify research based best practices that can assist districts and programs to increase their capacity to use inclusive practices.

The study was informed by the SCCOE Special Education Task Force which consisted of stakeholders representing districts, charter schools, parents, students, community organizations, and agencies. The Task Force assisted in the development of the stakeholder survey and met to review the data on the least restrictive environment for students with disabilities, discussed the California Dashboard data, reviewed the survey

and focus group results, and developed a vision for students with disabilities throughout Santa Clara County.

Total School Solutions (TSS) provided facilitation and technical assistance to the study and Task Force and assisted with the Focus Groups as did Parker Educational Consulting (PEC).



National statistics regarding students with disabilities paint a bleak picture for their future outcomes. In a recent study for the National Center for Learning Disabilities and Understood, Galiatsos, Kruse, and Whittaker (2019) report the following outcomes for students with learning and attention issues:

- Thirty-three percent are retained at least once.
- Twice as many are likely to be suspended.
- Half as many enroll in college as their peers.
- Forty percent of college attendees earn a degree.
- Half of the students after graduation are unemployed.
- Fifty percent have been involved in the justice system.

In their study, the authors found that "Only 17% of surveyed teachers feel very prepared to teach students with mild to moderate disabilities" (Galiatsos

et al., 2019, p. 11) and that half of teachers strongly believe that students with mild to moderate disabilities can perform at grade level expectations. In addition, Galiatsos et al. (2019) stated that some teachers' knowledge and comprehension of students with learning and attention issues was limited while a portion of teachers maintained belief

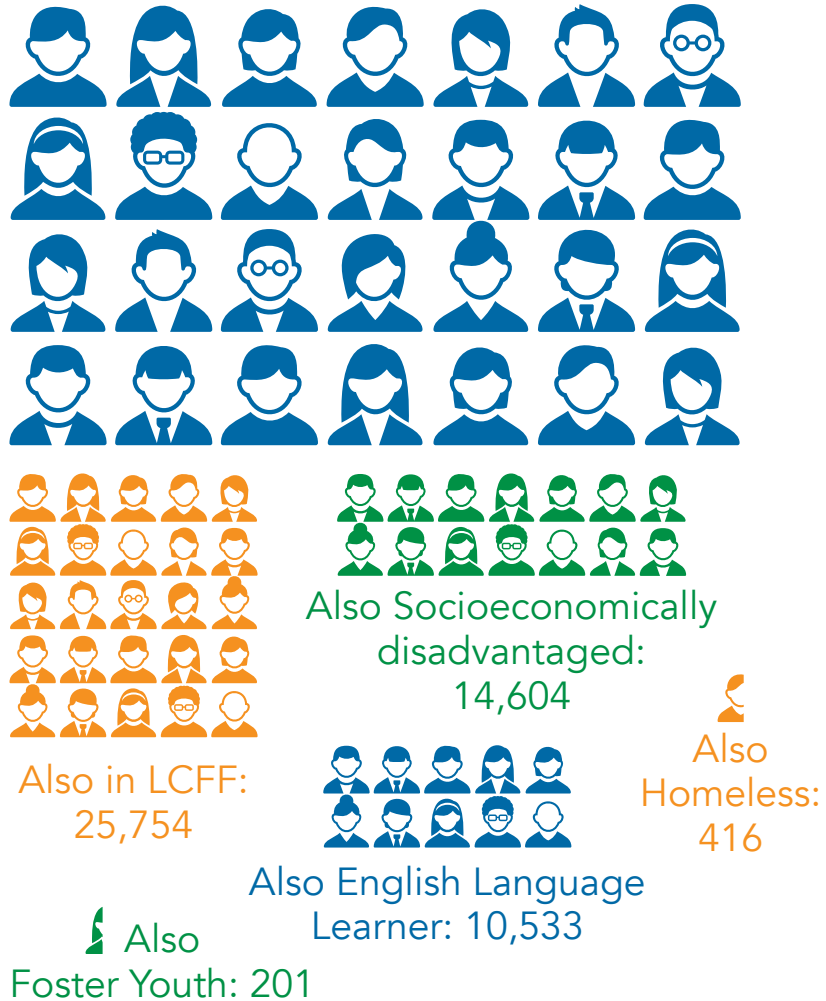
sets about students with disabilities that are not supported by research (e.g., student is lazy, student can outgrow learning differences, or the disability is the result of parenting style).

In a literature review of empirical studies and in interviews, the authors found that three educator mindsets, "strong sense of self-efficacy, positive orientation towards inclusion and personal responsibility for all students, and a growth mindset" (Galiatsos et al. 2019, p. 15) contribute to the learning and development of students with learning and attention differences. The authors also found "8 key practices" that can be utilized in the general education setting to improve the academic performance of students with disabilities in inclusive settings. The key practices described by Galiatsos et al. (2019) are similar to the High Leverage Practices outlined in the work by McLeskey, Maheady, Billingsley and Brownell (2019) (See Appendix A: Toolkit and Resources).

All Students with a Disability in Santa Clara County: 28,409

**Figure 1 - Local Control Funding Formula
and Students with Disabilities**

California Department of Education Dataquest



The eight key practices suggested by Galiatsos et al. (2019) are:

- Explicit, targeted instruction
- Universal Design for Learning
- Strategy Instruction
- Flexible grouping
- Positive behavior strategies
- Collaboration
- Culturally and Linguistically Responsive Pedagogy
- Evidence-based content instruction (p. 17)

The outcomes reported by Galiatsos et al. (2019) are not new issues faced by the educational system. Beginning in 2001 with No Child Left Behind (NCLB)

and continuing with the Every Student Succeeds Act (ESSA), the nation has sought to increase the accountability and improve the academic outcomes for students living in poverty, students of color, students learning English, and students with disabilities.

In 2013, the California Board of Education established the California Statewide Task Force on Special Education to address the low achievement and poor outcomes of students with disabilities. For example, in 2013, 62% of students with disabilities were graduating from high school, as compared to approximately 81% of their typical peers. (Sublett and Rumberger, 2018)

The focus of the Task Force was to examine the current policies and systems in place for funding, service delivery, assessment and accountability, credentialing, and curricular supports as they relate to students with disabilities. At issue were the parallel substructures created by the educational system designed to serve and remove students with disabilities into separate places, rather than building one system of comprehensive supports which allows students to remain in general education (California State Board of Education, Statewide Special Education Task Force, 2013).

In 2015, the Task Force published their report, *One System: Reforming Education to Serve All Students*. The report specifically describes one coherent system of education wherein:

...all children are considered general education students first; and all educators, regardless of which children they are assigned to serve have a collective responsibility to see that all children receive the education and supports they need to maximize their development and potential..." (California's Statewide Task Force on Special Education, 2015, p.7).

During the same time period the state implemented the Local Control Funding Formula (LCFF) and began the California Scaling Up Multi-tiered System of Support (SUMS) initiative to increase the capacity of districts to implement evidence-based, multi-tiered systems of support (MTSS). The alignment of these three events established the need for districts to move towards one system of education that provides for interventions, supports, and inclusion for all students.

Figure 1 illustrates the large number of students dually identified as both a student with a disability and also falling into one of the LCFF identified subgroups for extra support (youth who in are foster care, homeless, socioeconomically disadvantaged, or learning English as a second language).

In its quest to better serve and support districts, the SCCOE undertook this

countywide study to examine the current context of how and where students with disabilities are supported and how programs and services can be better aligned to meet the state's vision of "One System Serving the Whole Child" (California Department of Education, *One System Serving the Whole Child*, 2019).

Context

In order to have a full understanding of the continuum of services for students with disabilities, we must ask a series of questions: first, what is the definition of inclusion; second, why is it foundational to the understanding of the initial constructs of the Education for All Handicapped Children Act (EAHCA) of 1975 (Public Law 94-142); and last, how is inclusion reflected in EAHCA's reauthorizations, including the most recent (2004), under the Individuals with Disabilities Education Act (IDEA)?

Prior to the EAHCA of 1975, children with disabilities were segregated from their peers and were not participating in and receiving appropriate educational services. Congress specifically highlighted in the federal statutes the segregation and educational disservice to students with disabilities prior to the enactment of EAHCA of 1975:

§1400. The "Individuals with Disabilities Education Act."

Congress finds the following:

1. Disability is a natural part of the human experience and in no way diminishes

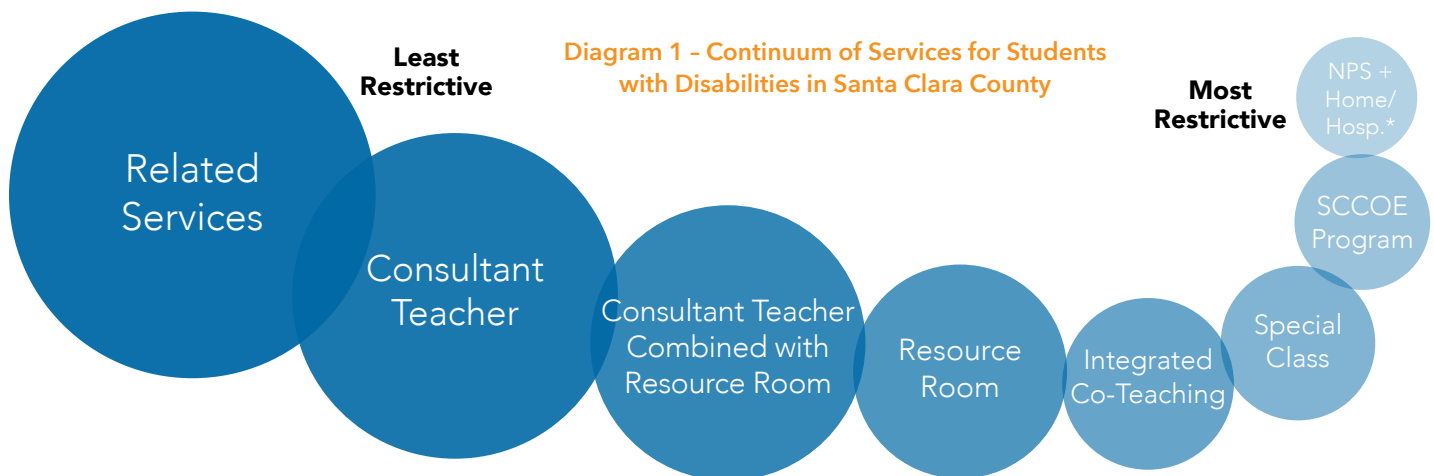
the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

2. Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions of children with disabilities were not being fully met because:

- a) the children did not receive appropriate educational services;
- b) the children were excluded entirely from the public school system and from being educated with their peers;
- c) undiagnosed disabilities prevented the children from having a successful educational experience; or
- d) a lack of adequate resources within the public school system forced families to find services outside the public school system.

(United States Department of Education, IDEA Section 1400, n.d.)

The statute states that since the enactment of IDEA, and its reauthorizations, children with disabilities have had access to a free and appropriate education but that that the implementation of IDEA, "has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching



* Non-Public Schools and Home/Hospital

and learning for children with disabilities.” This was further clarified in the 2017 *Endrew F. v. Douglas County School District* decision by the Supreme Court which determined that students with disabilities are entitled to more than the de minimus or minimal benefit from the Individualized Educational Program. (*Endrew F. v. Douglas County School Dist. RE-1, 15-827, 580 U.S._ (2017)*).

Congress lays out a course of action consisting of eight key areas for educators to address in order to improve the performance of students with disabilities in schools:

- Ensure high expectations and access to the core curriculum.
- Strengthen the roles and responsibilities of parents and families to participate in their children’s education.
- Coordinate with local educational agencies in order to ensure that “such children benefit from such efforts and that special education can become a service for such children rather than a place where children are sent.”
- Provide (as appropriate) special education and related services, aids and supports in the general education classroom.
- Provide high quality preservice and professional development for all teachers to serve students with disabilities including the use of proven research based instructional practices.
- Provide incentives for a “whole school based approach” and early interventions to “reduce the need to label children as disabled in order to address the learning and behavioral needs of such children.”
- Focus resources on teaching and learning and not paperwork that does not improve achievement.
- Support the use of assistive technology to “maximize accessibility for children with disabilities.”

(20 USC Chapter 33, Subchapter I: General Provisions from Title 20- Education Chapter 33 Education of Individual with Disabilities, n.d.)

Whenever considering the supports and services for a student with disabilities the general education setting must be considered first, and if a different setting is chosen, the rationale for a more restrictive environment must be

delineated in the IEP. A major section of IDEA emphasizes the least restrictive environment and a continuum of services for students with disabilities (**See Diagram 1**).

300.114 Least Restrictive Environment (LRE) requirements.

Each public agency must ensure that:

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(United States Department of Education, IDEA Section 300.114, n.d.)

300.115 Continuum of alternative placements.

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must:

- (1) Include the alternative placements listed in the definition of special education under §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
- (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

(United States Department of Education, IDEA Section 300.115, 2017)



“Each LEA must have available a continuum of services. The continuum of placements and services moving from the left to the right represent further separation from the general education setting. Regardless of where students are receiving services, consideration must be given for equity, access, inclusive practices and belonging. If we accept that the continuum is fluid and that students served in more segregated settings on the continuum can have changing needs and should have access and opportunity to move back down the continuum, then we recognize how important it is to ensure inclusive practices are implemented throughout the continuum.” -Dr. Mary Ann Dewan, Santa Clara County Superintendent of Schools (See Diagram 1).

California MTSS “prioritizes inclusive practices to increase access to high-quality education and resources for all students. It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools” (California MTSS).

The California MTSS Framework emphasizes a Multi-tiered System of Support structured around three main areas: inclusive academic instruction;

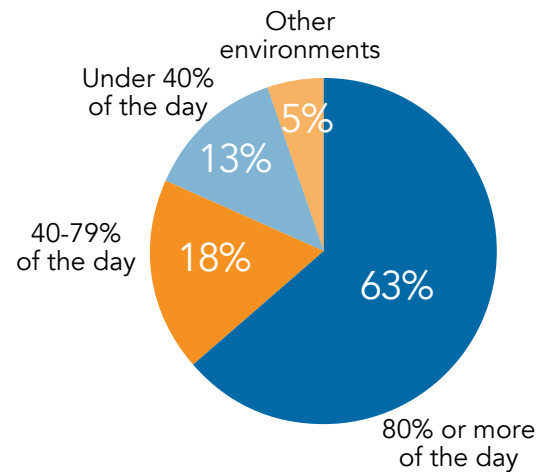
inclusive behavioral instruction; and social emotional instruction. It has four domains that support inclusive practices for all students.

1. Administrative leadership
 - Strong and engaged site leadership
 - Strong educator support system
2. Integrated educational framework
 - Fully integrated organizational structure
 - Strong and positive school culture
3. Family and community engagement
 - Trusting family partnerships
 - Trusting community partnerships
4. Inclusive policy structure and practice
 - Strong/LEA school relationship
 - LEA policy framework

“By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support.” (California MTSS)

Figure 2 - 2016 Federal Percentages of Time in General Education for Students with Disabilities

40th Annual report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2018



When reviewing the federal statutes for IDEA and the State of California’s “One System” approach to educating students with disabilities, it becomes clear that inclusion means providing the least restrictive environment across a continuum of placement options that can best meet the needs of a diverse group of students, including those with disabilities. Paramount in serving students with disabilities is that the first option to be considered for each child is his or her general education classroom. These statutes apply to all students with disabilities ages 3 to 21 inclusive.

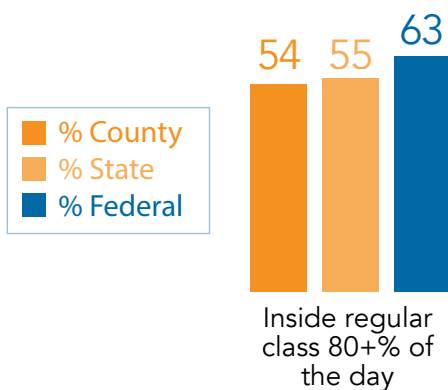


Figure 3 - Comparison of Federal, State, and Santa Clara County Percentages of Time in General Education for Students with Disabilities

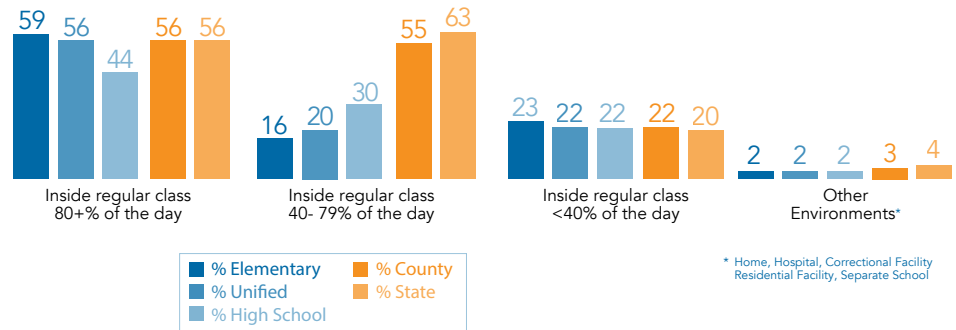
* Home, Hospital, Correctional Facility Residential Facility, Separate School

U.S. Department of Education <https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html> and California Department of Education Annual Performance Report for 2016-17 (County and district data was aligned with state and federal categories of LRE)

Thus, before a child with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child’s placement in the regular classroom setting must be considered. Each Local Educational Agency (districts and charter schools) must ensure that a free appropriate public education (FAPE) is provided in the LRE to every child with a disability in its jurisdiction regardless of whether the LEA operates public general early childhood programs. (Dear Colleague Letter, January 10, 2017. p. 5)

Figure 4 - 2017-2018 State, Santa Clara County, and District Percentage of Time in General Education for Students with Disabilities

U.S. Department of Education <https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html> and California Department of Education Annual Performance Report for 2017-18 (County and district data was aligned with state and federal categories of LRE)



Using data collected on the percentage of time students with disabilities participate in general education classrooms (LRE data) provides one lens through which the current landscape for students with disabilities in the United States, California, and Santa Clara County can be viewed (See Figure 2). In 2016, 63% of students with disabilities ages 6-21 in the United States were educated in a regular classroom for 80% or more of their day, and 18% received instruction and supports between 40% and 79% of their day in a regular class.

Approximately, 13% were educated less than 40% of their day in the regular class (40th Annual report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2018).

On average, in comparing the 2016 data for LRE at the federal, state, and county levels, districts in the state of California and in Santa Clara County are less likely to place and provide services to students with disabilities in the general education setting when compared to the average nationwide rate; however, both the state and county place less students in separate settings when compared to the national rate (See Figure 3).

The 2017-18 district data from CASEMIS show that districts in Santa Clara County continue to lag behind the rest of the country in the amount of time students with disabilities are educated in the general education environment, especially high school districts (see Figure 3). In examining the data for the

66 charter schools in Santa Clara County, 58 had an available Annual Performance Report (APR) with LRE information (recently formed charter schools do not have the available data for an APR). Fifty-one of the charter schools met the state target for LRE including all of the Santa Clara County Board of Education-authorized charter schools. Since not all of the charter school information was available, and the charter schools in Santa Clara County have different authorizers and are members of different SELPAs outside of the county, they were not included in the data for Figure 4.

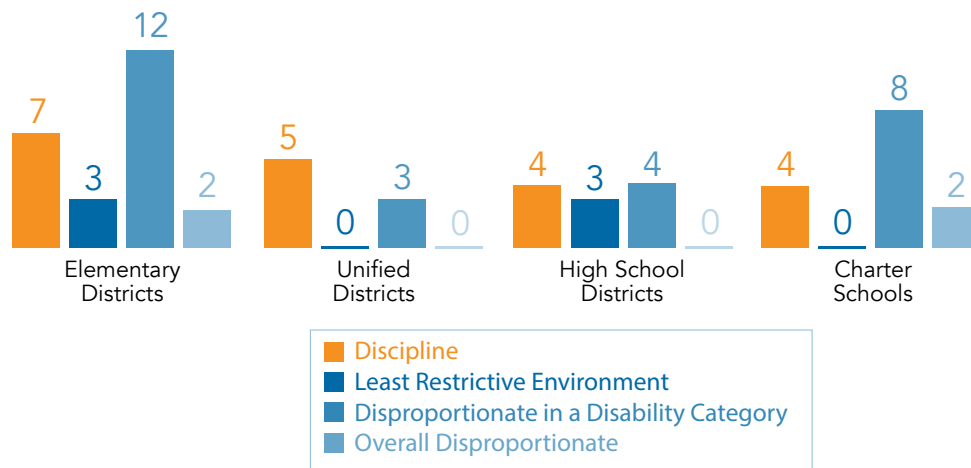
An analysis of the disproportionality data for LRE acts as another measurement for examining the continuum of services for students with disabilities. Disproportionality is determined by comparing the data for students with disabilities compared to the general student population. Disproportionality is measured for LRE as follows: discipline; the overall proportion of students identified in special education by ethnicity; and disability category and ethnicity. The California Department of Education sets state targets for disproportionality for LEAs each year. If an LEA exceeds the target they are found to be disproportionate (California Department of Education, Annual Performance Report, 2019).

In 2016-17, four districts were disproportionate for LRE for students with disabilities in different ethnic groups - three elementary and one high school. In 2017-2018 the number increased to six districts - four elementary and two high



Figure 5 - Number of Disproportionate Districts and Charter Schools for Students with Disabilities in Santa Clara County

California Department of Education Annual Performance Report for 2017-18



school. For school year 2017-2018, none of the 58 charter schools with an available APR in Santa Clara County were disproportionate for LRE for students with disabilities. In analyzing the data for overall disproportionate representation of a particular ethnic group or race as overqualifying for special education, there are two elementary districts and two charter schools that were found disproportionate. Twenty-seven LEAs in the county were disproportionate for overrepresentation in a specific disability category and twenty were disproportionate for discipline (See Figure 5). The data show that all three types of districts and charter schools struggle with disproportionality.

CASEMIS data reveal fluctuations in the percentage of both elementary and unified school districts meeting the Preschool Regular Program State Targets across a three year comparison for students with disabilities. Elementary districts had more students with disabilities in inclusive preschool settings than unified school districts (See Figure 6). These fluctuations may be due to changing demographics in the preschool population and the availability of space in district preschools, State Preschool, and Head Start. According to the Santa Clara County Early Learning Facilities Study, elementary districts appeared to have more space for preschool programs than did unified districts. The study highlights

the early care and early education facility needs in Santa Clara County in the hopes that future planning will provide for the approximately 32,000 children who do not have access to early childhood care and early education (Santa Clara County Early Learning Facilities Study, 2017).

In examining the California Dashboard Data for the Statewide Indicators, students with disabilities underperform compared to their peers in achievement, graduation, and college and career indicators and are more likely to be chronically absent and suspended (See Figure 7). The California Dashboard is based upon a growth model. Students who fall in the blue

sections are performing at the highest levels; and those in the red sections at the lowest. Depending upon the extent of either an increase or decline on indicators from the previous year, districts and schools will fall into one of the remaining sections.

Differentiated Assistance is offered to LEAs and schools "to address identified performance issues, including significant disparities in performance among student groups" (Differentiated Assistance for California's System of Support, 2017). Including the Santa Clara County Office of Education, there were eleven districts eligible for Differentiated Assistance under the Statewide System of Support.

Figure 6 - Percentage of Districts in Santa Clara County Meeting the Preschool LRE Targets

California Special Education Management Information System

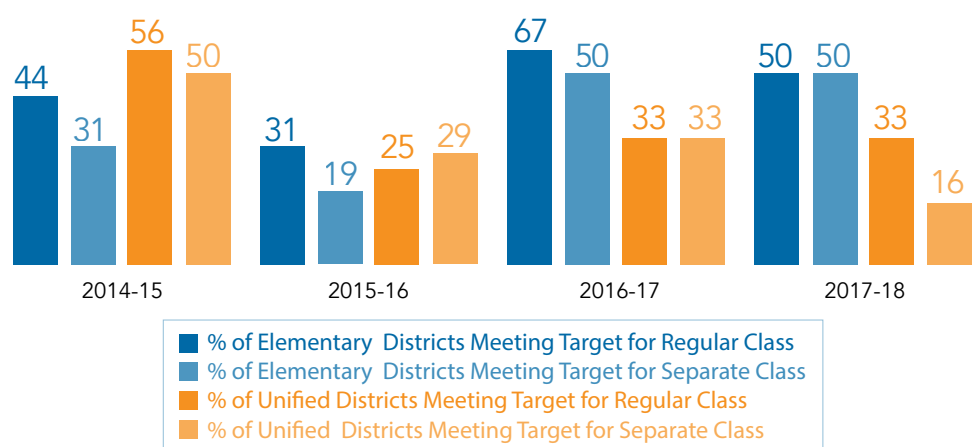
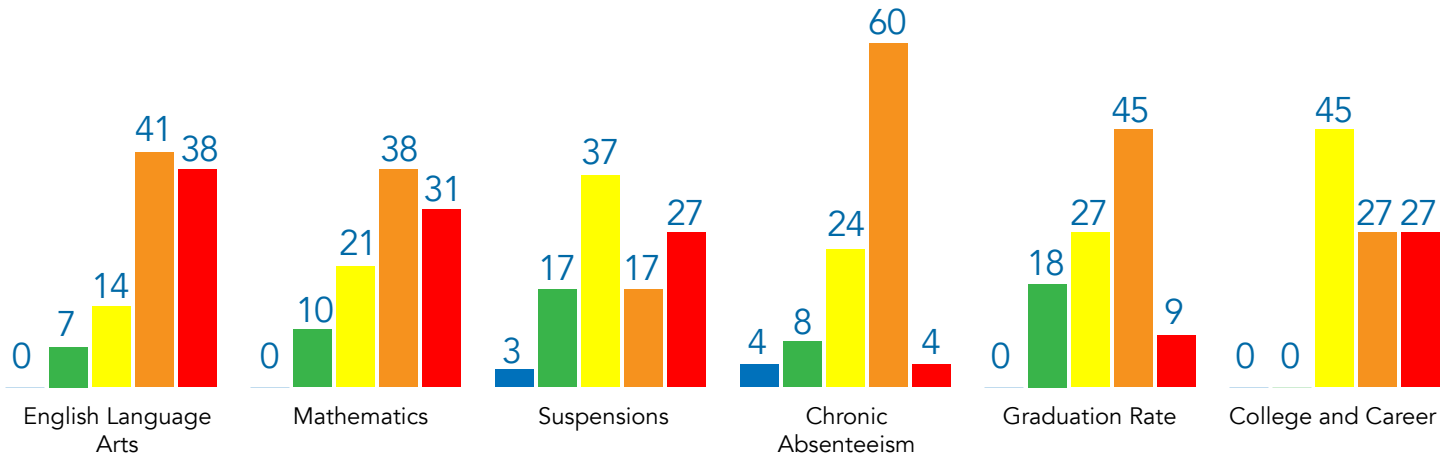


Figure 7 - Percentage of Districts in Santa Clara County Scoring at Each Level on the Dashboard for Students with Disabilities (2018)

How Colors are Determined in the Dashboard is at <https://www.cde.ca.gov/ta/ac/cm/documents/howcolorsdetermine18.pdf>



Of those, eight were eligible for Differentiated Assistance for students with disabilities. LEAs are eligible for Differentiated Assistance when their students or specific groups of students are not meeting the state measures in chronic absenteeism, graduation rate, suspension rate, academic performance, and college and career readiness. Charter schools will be considered for eligibility for Differentiated Assistance for the first time in 2019-2020.

education enrollment decreasing and the special education enrollment increasing (See Figure 8), funding has decreased while the number of students requiring specialized educational services pursuant to their Individualized Education Program has increased. Districts are necessarily and increasingly using more general fund resources to ensure that students with disabilities receive the services they need (See Figure 10). In addition, there has been an increased

level of support needs for the students found eligible for special education services over the last few years. For example, according to the Center for Disease Control the rate of Autism rose in the Autism and Developmental Disabilities Monitoring Network (ADDM) from 1 in 150 eight-year-olds in 2000 to 1 in 59 in 2014. In Santa Clara County in 2000, 686 students were eligible for services under the Autism eligibility, in comparison to 2017 when there were

Enrollment and Fiscal Challenges

Santa Clara County consists of 31 districts, and 66 charter schools. In addition, the Santa Clara County Office of Education oversees the Early Start Program for infants and toddlers, Head Start for preschool age students, Alternative Education and incarcerated youth education programs, and Special Education programs that serve the districts' students with disabilities requiring the highest levels of supports.

One current challenge facing all of the LEAs in the the county is the overall declining enrollment of general education students in districts and the increased enrollment of students with disabilities. The current structure of funding for special education is based on the average daily attendance of all students in a district. With general

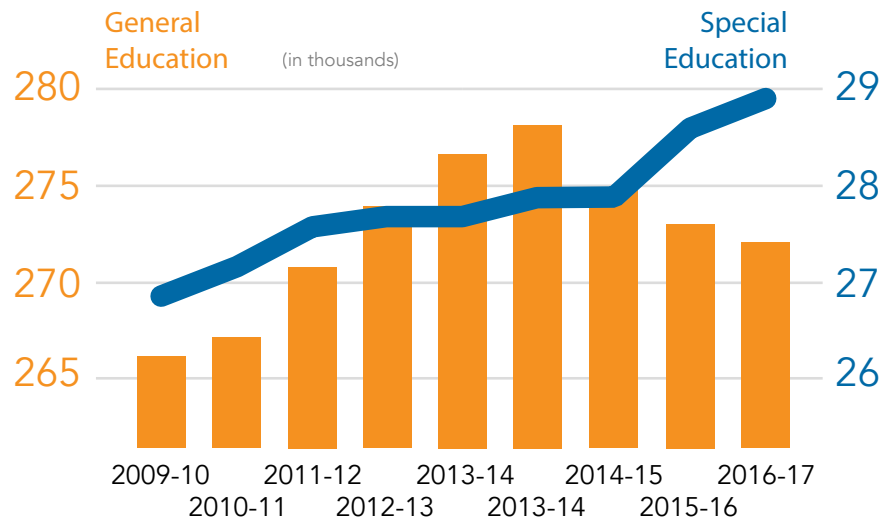


Figure 8 - Special Education and General Education Enrollment in Santa Clara County

California Department of Education, Dataquest

4,874. **Figure 9** displays the changes in the prevalence of disabilities in Santa Clara County over the last five years.

The data show that from 2012-2017 there was a steady decline in students eligible under Speech and Language Impairment and Orthopedic Impairment, and students with a Specific Learning Disability. There was an increase in the number of students eligible under Other Health Impairment, Emotional Disturbance, Multiple Disabilities, and Autism. Additionally, in interviews, leadership from districts anecdotally reported an increase in the number of students with anxiety and school avoidance behaviors.

Fiscal Expenditures

Due to declining general education enrollment and the increase in students requiring higher levels of support, fiscal expenditures for special education have continued to increase without adequate attention and support from the state and federal government.

Figure 10 represents the overall expenditures of districts in the county for serving students with disabilities and the general fund contribution from 2014-2018. Each year the overall expenditures have risen as has the general fund contribution. For fiscal year 2017-2018, the percentage of federal contributions to special education was 8.4%, the percentage of state funding was 25.7% and the local contribution was 65.8% (Coalition for Adequate Funding for Special Education, 2019). This shift in funding sources has been a trend for over a decade.

Teacher and Service Provider Retention and Recruitment

California is facing an ever growing teacher shortage. According to the Learning Policy Institute:

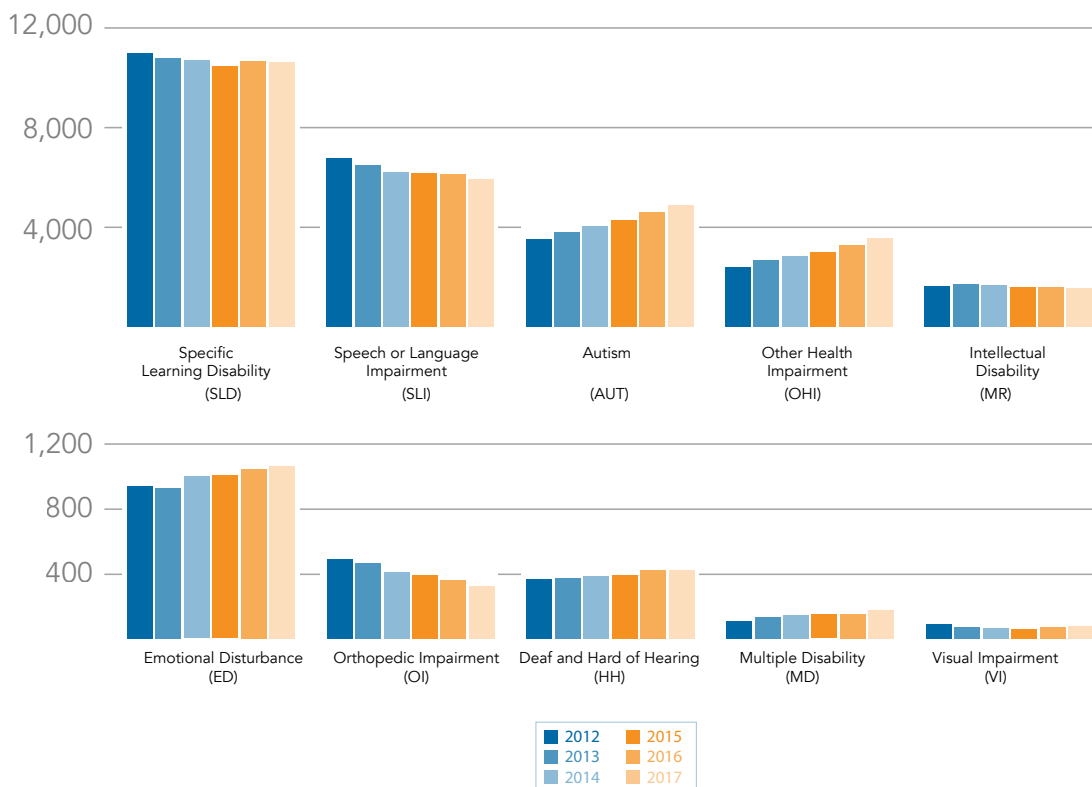
Teacher shortages have been worsening in California since 2015. Growth in teacher demand as the economy has improved has collided with steep declines in the supply of new teachers, leading to significant increases in the hiring of underprepared teachers,

especially in districts serving high-need students. Shortages are most severe in special education, mathematics, and science, and are growing in bilingual education; these are also areas where teacher attrition is high (Darling-Hammond, Sutchter, and Carver-Thomas, 2018).

The authors further state that the shortages in special education are particularly dire. Two out of three new special education teachers are on short term and provisional intern permits and are not yet fully credentialed. Teacher shortages are usually the highest in districts that serve the most disadvantaged students with the highest turnover rates being in rural and urban areas (Darling-Hammond et al., 2018). In the study's focus groups, district leaders commented on both the shortage of special education teachers and paraeducators, and the limited availability of speech and language pathologists and school psychologists as impacting the ability of LEAs to serve students with disabilities.

Figure 9 - Prevalence of Disabilities in Santa Clara County from 2012-2017

California Department of Education, Dataquest



Special Education Local Planning Areas (SELPA)

In California, all LEAs (districts, charter schools and county offices of education) are required to create geographical regions of sufficient size and scope to provide for all the special education service needs of children living within the region’s boundaries. These regions are known as Special Education Local Planning Areas (SELPA). The SELPAs in Santa Clara County coordinate with the LEAs and the Santa Clara County Office of Education (SCCOE) to provide a continuum of services and programs for children and young adults age birth through 21 (California Special Education Local Plan Areas, 2018).

Originally, the county was organized into seven SELPAs and was served by one Administrative Unit (AU). An AU is based in either a district or county office of education and acts as the responsible local agency which receives funds for the

SELPA. In 1999, the SELPAs in Santa Clara County, split into two AUs with SELPAs V and VI forming the Southeast Consortium. The county is now organized into six SELPAs which are overseen by two AUs. Southeast SELPA consists of SELPA Area VI and Santa Clara SELPA consists of SELPA Areas I-IV and VII (see Table 1). In addition, two different Individualized Education Program (IEP) software systems are used by the different SELPA AUs and their respective districts. Recently, there has been some discussion by leadership to revisit the structures of the SELPAs, especially the impact of having two AUs. Table 1 delineates the current differing structures of the SELPAs, the districts that belong to each SELPA, and the location of the AUs.

The SCCOE undertook the study of the continuum of services for students with disabilities within Santa Clara County, with a view towards improving equity and access in one system of education.

It is within the current context of the performance of districts and students with disabilities on the Statewide Special Education Indicators (e.g., LRE and Disproportionality), their performance on the California Dashboard, and a number of additional influencing factors (e. g. fiscal, personnel, school culture, etc.) that serve as an impetus for this research.

According to Santa Clara County Superintendent of Schools, Dr. Mary Ann Dewan,

“To effectively implement one system of education, we need to understand the capacity, strengths, and needs of schools and districts. This countywide study represents an investment in our children and families and can serve as a model for other counties who also desire to support the shift to one system of education. It is only through a one system lens that we can reach our shared vision of equity, access and inclusion for each and every child in Santa Clara County.”

Table 1 - Santa Clara County SELPA Structures

Southeast Consortium (SELPAs V and VI) Administrative Unit Located at Mount Pleasant Elementary Eleven Districts and the County Office organized into one SELPA
Alum Rock Union School District, Berryessa Union School District, East Side Union School District, Evergreen School District, Franklin-McKinley School District, Milpitas Unified School District, Mt. Pleasant School District, Oak Grove School District, Orchard School District, Gilroy Unified School District, Morgan Hill Unified School District, Santa Clara County Office of Education
Santa Clara SELPAs (I-IV and VII) Administrative Unit located at Santa Clara County Office of Education 20 Districts and the County Office of Education organized into five SELPAs
SELPA I - Los Altos School District, Mountain View Whisman School District; Mountain View - Los Altos Union High School District; Palo Alto Unified School District and Santa Clara County Office of Education
SELPA II - Fremont Union High School District, Cupertino Union School District, Sunnyvale School District and Santa Clara County Office of Education
SELPA III - Cambrian School District, Campbell Union School District, Lakeside Joint School District, Loma Prieta Joint School District, Los Gatos Union School District, Luther Burbank School District, Moreland School District, Saratoga Union School District, Union School District, Campbell Union High School District, Los Gatos-Saratoga Union High School District and Santa Clara County Office of Education
SELPA IV - San Jose Unified School District and Santa Clara County Office of Education
SELPA VII - Santa Clara Unified School District and Santa Clara County Office of Education

SELPAs separated into two Administrative Units in 1999. 2 Santa Clara SELPAs AKA Northwest SELPA

Data on Least Restrictive Environment for Students with Disabilities in Santa Clara County

The original intent of IDEA held that students with disabilities should be educated in the general education setting with supports to the maximum amount possible and as appropriate (United States Department of Education, IDEA Section 1400, n.d.). The research on this topic is extensive and stands the test of time. In 1992, Hunt and Farron found that students with significant disabilities had significant improvement in IEP quality, generalization, functionality, and age appropriateness when moved from a special day class setting to a general education setting. Hunt, Farron, Beckstead, Curtis and Goetz (1994), found that students with the highest support needs placed in general education classes had increased instructional time in functional skills and were more engaged in learning than their counterparts who were in a self-contained class.

The positive findings on inclusion are further supported by the international research on inclusive education for students with disabilities. In their paper, *A Summary of the Evidence on Inclusive Education*, the authors perform an extensive review of the research on both the benefits of inclusive education for the individual with a disability and the benefits for all of the students in the classroom (Grindal, Hehir, Freeman, Lamoreau, Borquaye, and Burke, 2016). They reviewed the evidence from over 280 research studies conducted in 25 countries and concluded:

We find consistent evidence that inclusive educational settings—those in which children with disabilities are educated alongside their non-disabled peers—can confer substantial short- and long-term benefits for children’s cognitive and social development. (p. 26)

The authors proceed to state that research on inclusive education indicates that there can be positive outcomes for all students in the classroom. One caveat they address is that just placing a student with disabilities in a class without the necessary supports and changes in instructional practices does not constitute inclusion. Sharma, Forlin and Loreman, and Earle (2006), found that the attitude of teachers regarding inclusion makes a difference in their willingness to adapt curriculum and instruction. The more positive the attitude of the teachers the more likely they were to differentiate their instructional practices to meet the needs of students.

Considering the above mentioned research on inclusion and the current legal requirements of IDEA, it is of vital importance to have a clear understanding of where students with disabilities are being educated and where they are receiving their services.

As previously noted in the introduction, the data on the LRE for the State of California lags behind the rest of the nation as does the data for Santa Clara County (See Figure 3 on page 5).

The bar graph in Figure 3 (on page 5) gives an overview of the LRE information for students with disabilities within the county but does not give a complete picture of how they are being supported and where they are being instructed. In this section, the data for students with disabilities will be analyzed by service, disability category, and location for elementary, unified, high school districts, and the SCCOE as a means of answering the following questions:

- What are the trends in the data with regard to access to the general education setting and disability category?
- What are the most frequently provided services for students with disabilities?
- Where are the most frequently provided services delivered?

Figure 10 - Total Special Education Expenditures and General Education Fund Contribution in Santa Clara County

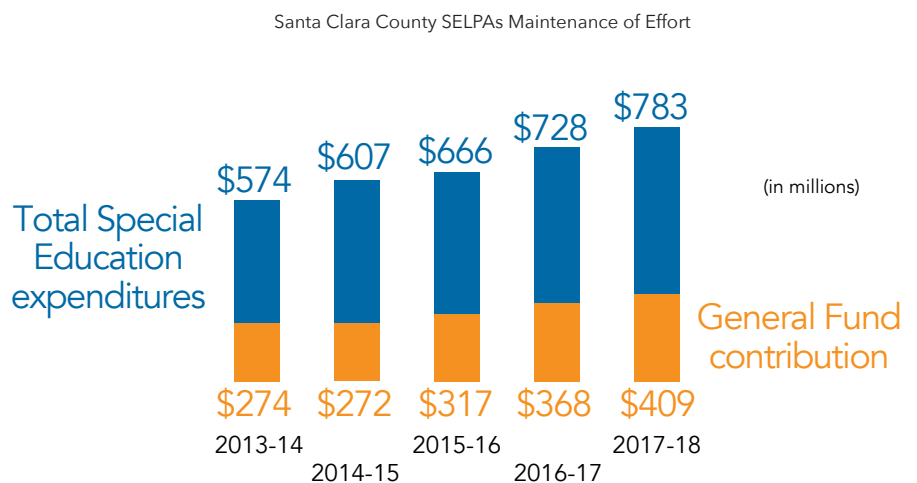


Figure 11 - Elementary District Percentage of Time in General Education by Disability in Santa Clara County

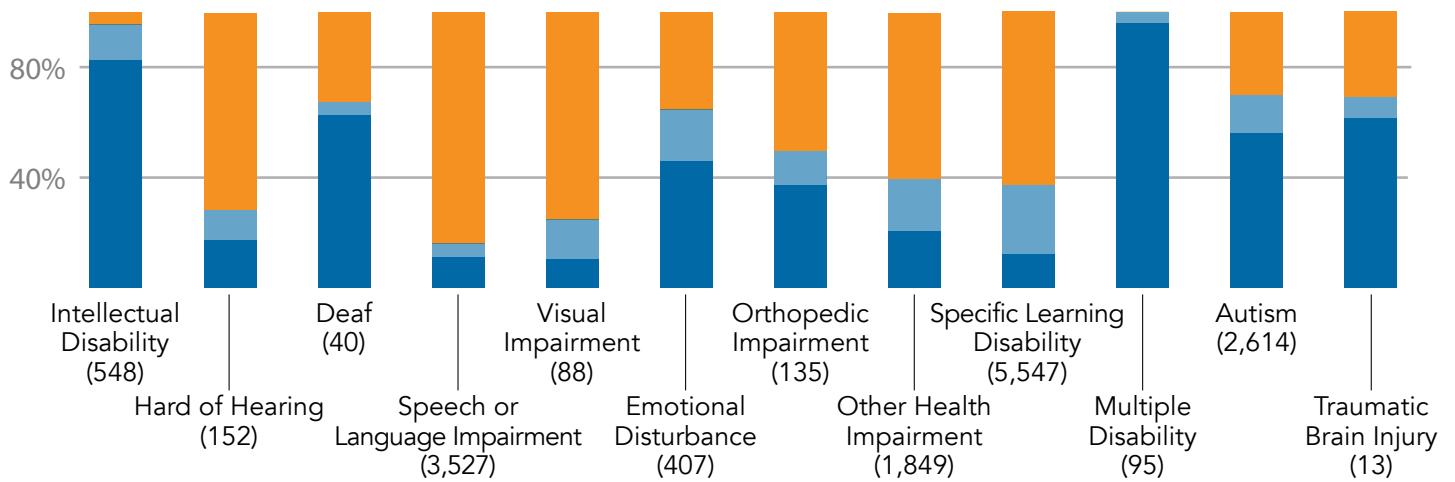


Figure 12 - 2018 Unified School District Percentage of Time in General Education by Disability Santa Clara County

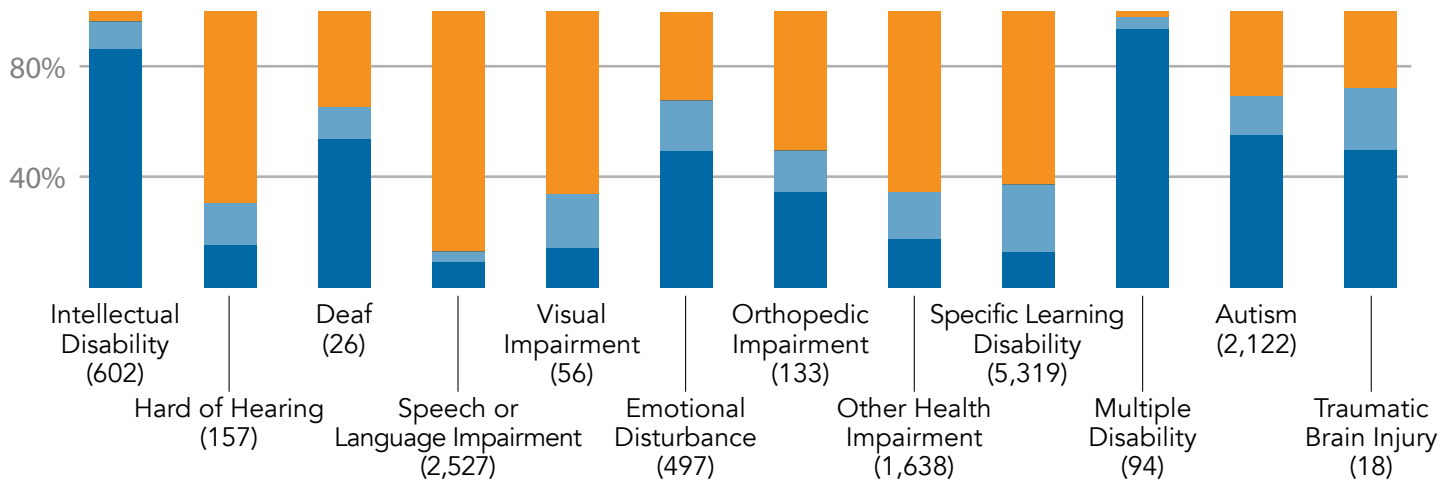
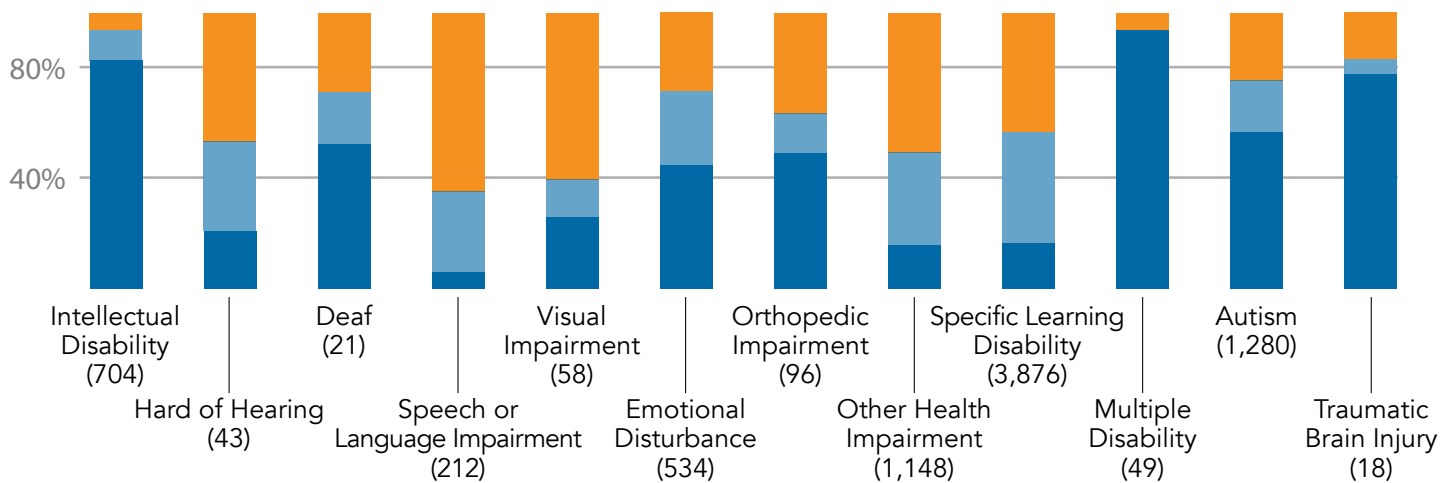


Figure 13 - 2018 High School District Percentage of Time in General Education by Disability in Santa Clara County



Key: ■ Under 40% of the Day in General Education ■ 40-79% of the Day in General Education ■ 80-100% of the Day in General Education

Question 1: What are the trends in the data with regard to access to the general education setting and disability category?

There are thirteen categories of disability for which students can be found eligible for special education services, and 31 different locations where students can receive services. Some of the service locations are based upon age and the type of service (e.g., infant services community college, and preschool). There is no language in the IDEA that specifically designates one disability category over another as having to be placed in a self-contained class or in a general education setting. IDEA specifically states:

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (United States Department of Education, IDEA Section 300.114, n.d.).

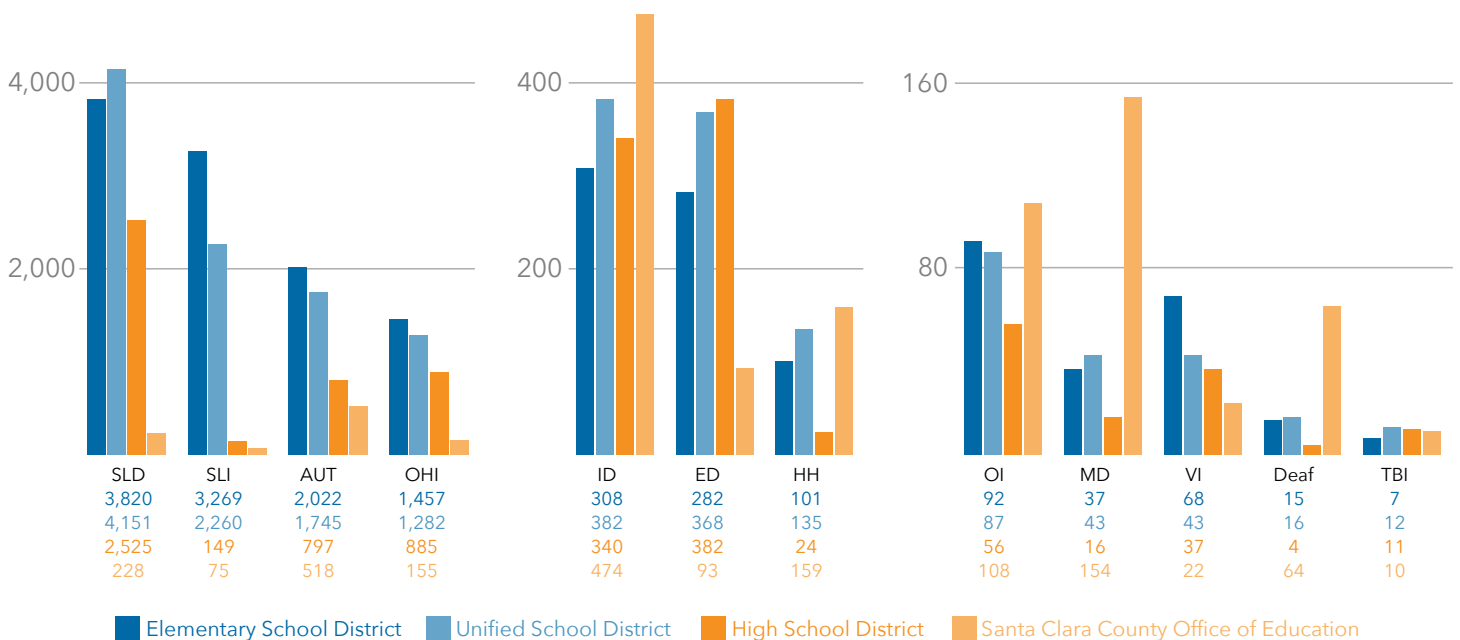
IDEA should be kept in mind when answering the first question of this section. What are the trends in the data with regard to access to the general education setting and disability category? In examining the elementary school data there are five disability categories of students who spend more than 60% of their school day in a segregated setting: Intellectually

Disabled; Deaf; Multiple Disability; Autism, and Traumatic Brain Injury (See Figure 11).

Similarly, in unified districts students with intellectual disabilities or multiple disabilities, or who are deaf or on the Autism Spectrum, are most likely to spend the majority of their day in a separate class; however, those with traumatic brain injury spend more time in general education in unified school districts than in elementary districts. Conversely, when compared to elementary districts, there is a decrease in the amount of time students who are eligible for services in the emotionally disturbed category spend in general education in the unified districts (See Figure 12).

Figure 14 - 2018 District of Service Pupil Count by Disability Category in Santa Clara County

Based on District of Service California Department of Education CASEMIS 2018



Intellectual Disability (ID); Hard of Hearing (HH); Speech or Language Impairment (SLI); Visual Impairment (VI); Emotional Disturbance (ED); Orthopedic Impairment (OI); Other Health Impairment (OHI); Specific Learning Disability (SLD); (Due to small sample size information for students who are deaf/blind was not included); Multiple Disability (MD); Autism (AUT); Traumatic Brain Injury (TBI)

The high school district data reveals the same pattern of LRE for students who are intellectually disabled, deaf, multiple disabled, autistic and have traumatic brain injury: they spend the majority of their day in separate classes. For those students with orthopedic impairments there is a substantial decrease in the amount of time spent in general education when they transition from an elementary district to a high school district (See Figure 13).

In answering the first question, the data trends show that students who are intellectually disabled spend more than 80% of their day in a separate setting in all types of districts. For students with multiple disabilities it is more than 90%

of their day, and students on the Autism Spectrum more than 55%.

Question 2: What are the most frequently provided services for students with disabilities?

Students with disabilities receive a range of services based upon their requirements for support. The services available for students with disabilities can be found in Appendix B: Table A. Based upon assessment information and the student's needs, the IEP team makes a decision regarding the service the student will require for access and achievement. The district of service (DOS) provides the services. This usually is also the district of residence (DOR)

but depending upon the program the student is in or the services they receive it may be a different entity. Figure 14 shows the number of students in Santa Clara County for which the DOS provides services and the types of disabilities of the students.

The data show that overall the districts provide the majority of services for their students across most disability categories. The SCCOE provides services to the largest number of students with intellectual disabilities, orthopedic impairments or multiple disabilities, or who are deaf and hard of hearing, or deaf and blind.

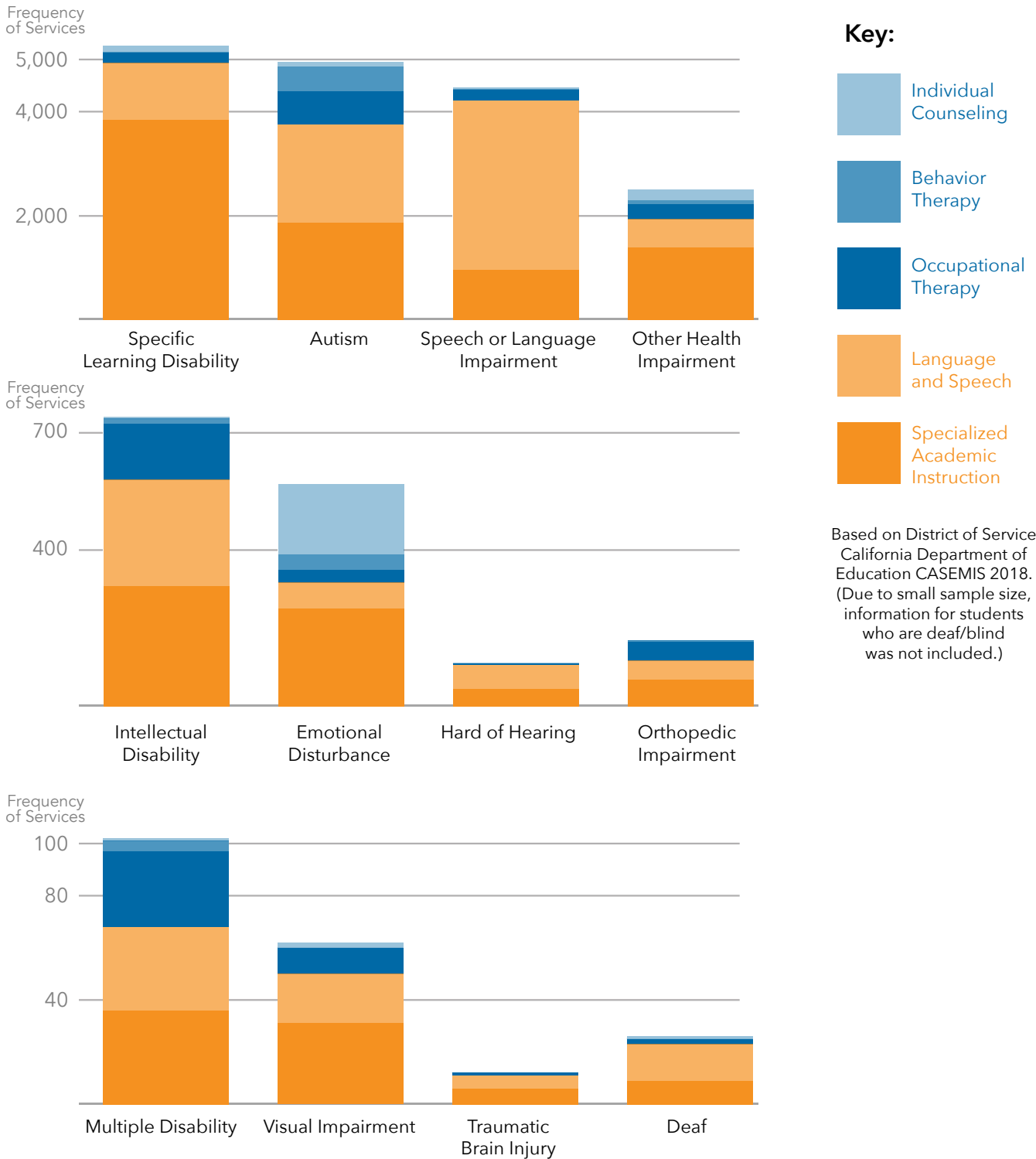


The information in **Figure 15** displays the five most frequently provided services for students with disabilities attending elementary school districts. Specialized Academic Instruction (SAI) was the most

frequently provided service at the elementary level followed by speech and language services (SLS), occupational therapy, behavior therapy and individual counseling. The types of services that

students within the different disability categories receive varies dependent upon their individual needs.

Figure 15 - Most Frequent Services by Disability in Elementary Districts in Santa Clara County

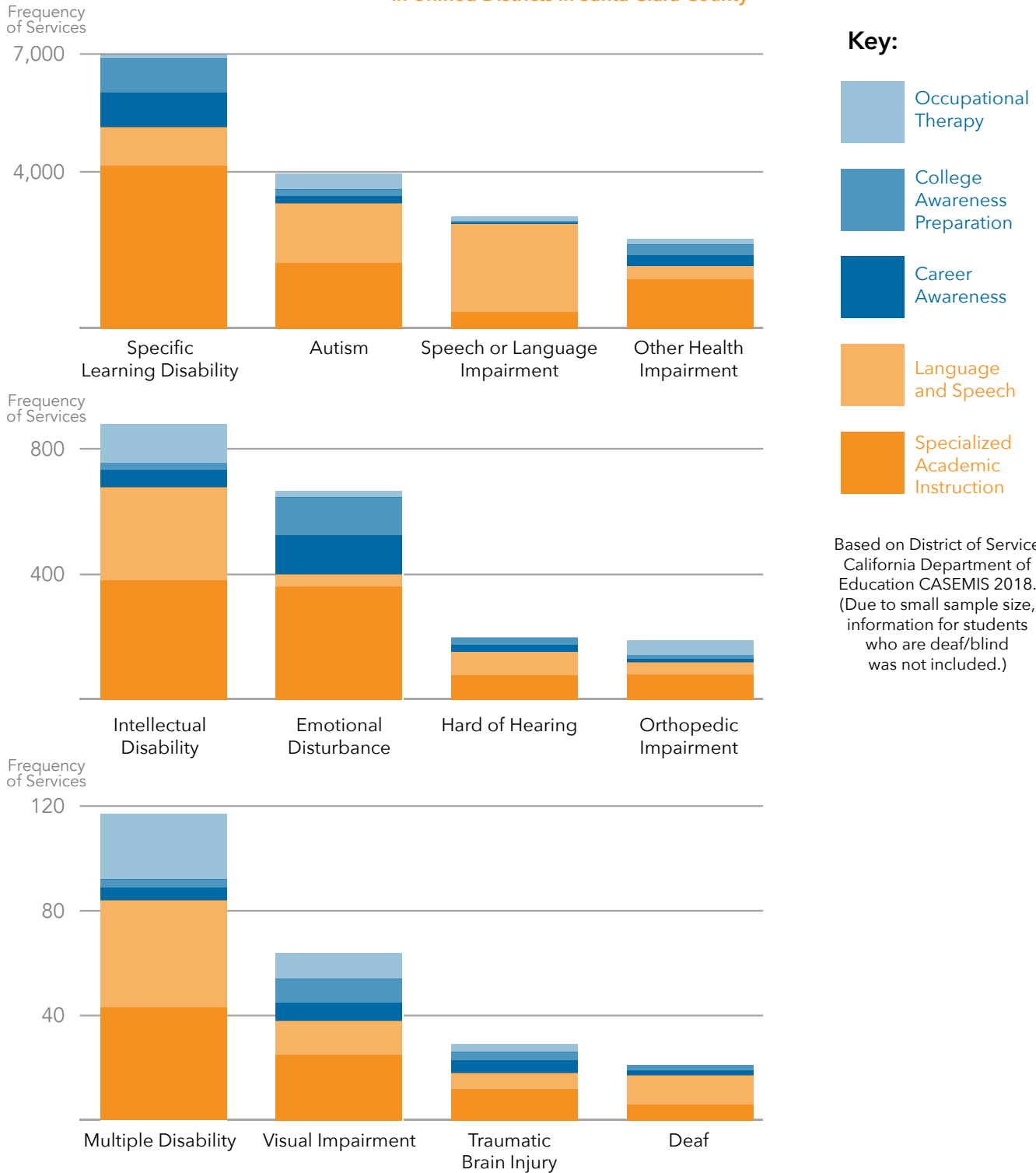


The most frequently delivered services for students in unified districts are different than those at the elementary level. SAI and SLS are still the most frequent services; however, since unified school districts serve students ages 3-22

they are responsible for an added range of service requirements for their older students. Unified and high school districts are responsible for individual transition planning for students as they leave the public education setting and

move onto college and career. **Figure 16** displays a change in the most frequently provided services in the unified districts which reflects an additional focus on the students in secondary and post-secondary programs.

Figure 16 - Most Frequent Services by Disability in Unified Districts in Santa Clara County



Similar to unified school districts, high school districts also have a focus on college and career readiness as some of their most frequently provided services, and have SAI as the most

prevalent service provided for students. In addition, individual counseling returns as a more frequently delivered service at the high school level. Since the percentage of students in the category

of emotionally disturbed is higher at the high school level, it would follow that they would provide a higher frequency of counseling services.

Figure 17 - Most Frequent Services by Disability in High School Districts in Santa Clara County

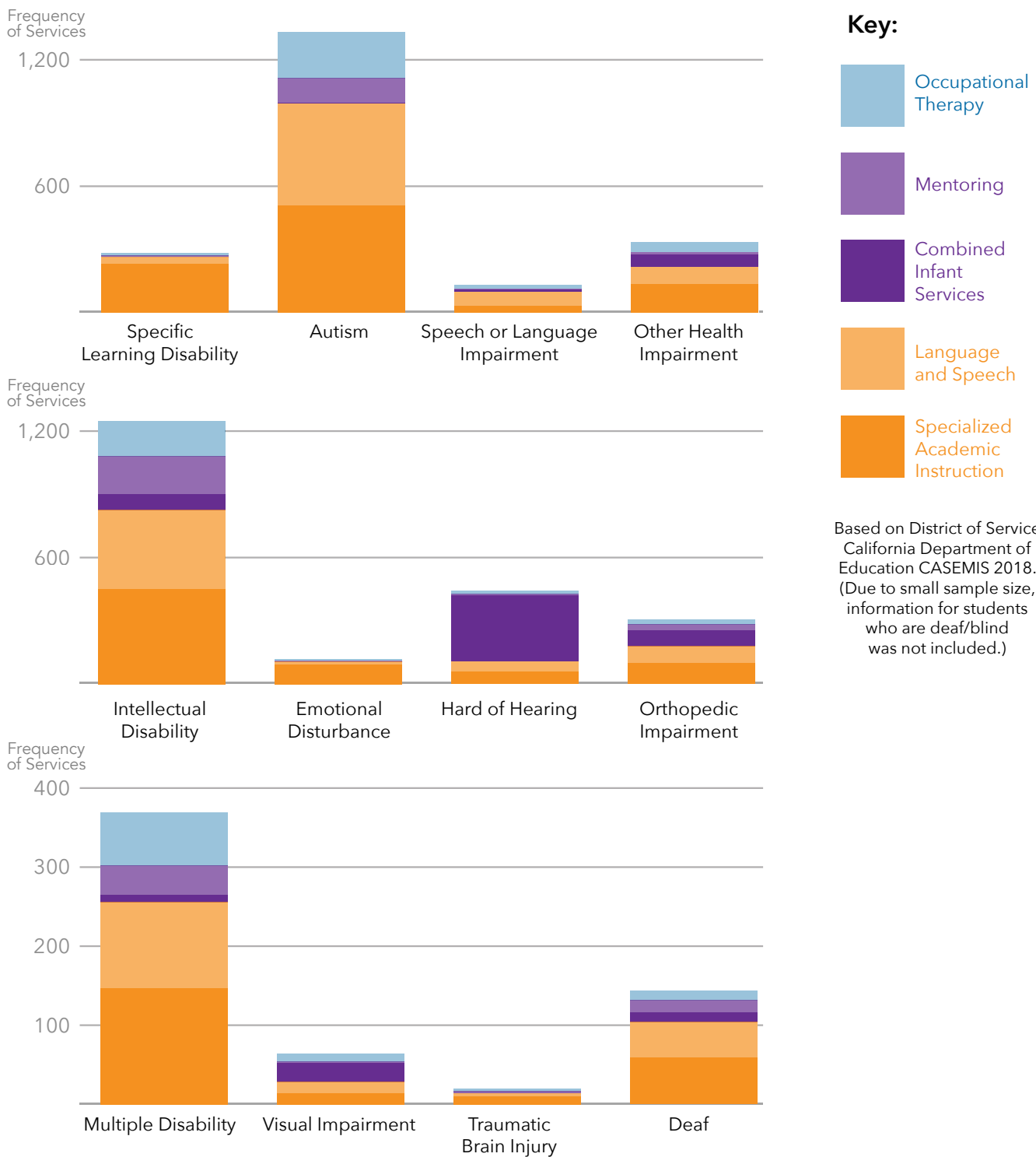


All of the districts have SAI as the most frequently delivered service, including the SCCOE. The SCCOE Special Education program serves infants

through students at the post-secondary level. As such, the most frequently delivered services reflect the SCCOE's expanded role. **Figure 18** shows infant

services and mentoring of young adults as two of the five most frequently delivered services in the SCCOE programs.

Figure - 18 Most Frequent Services by Disability in Santa Clara County Office of Education Programs



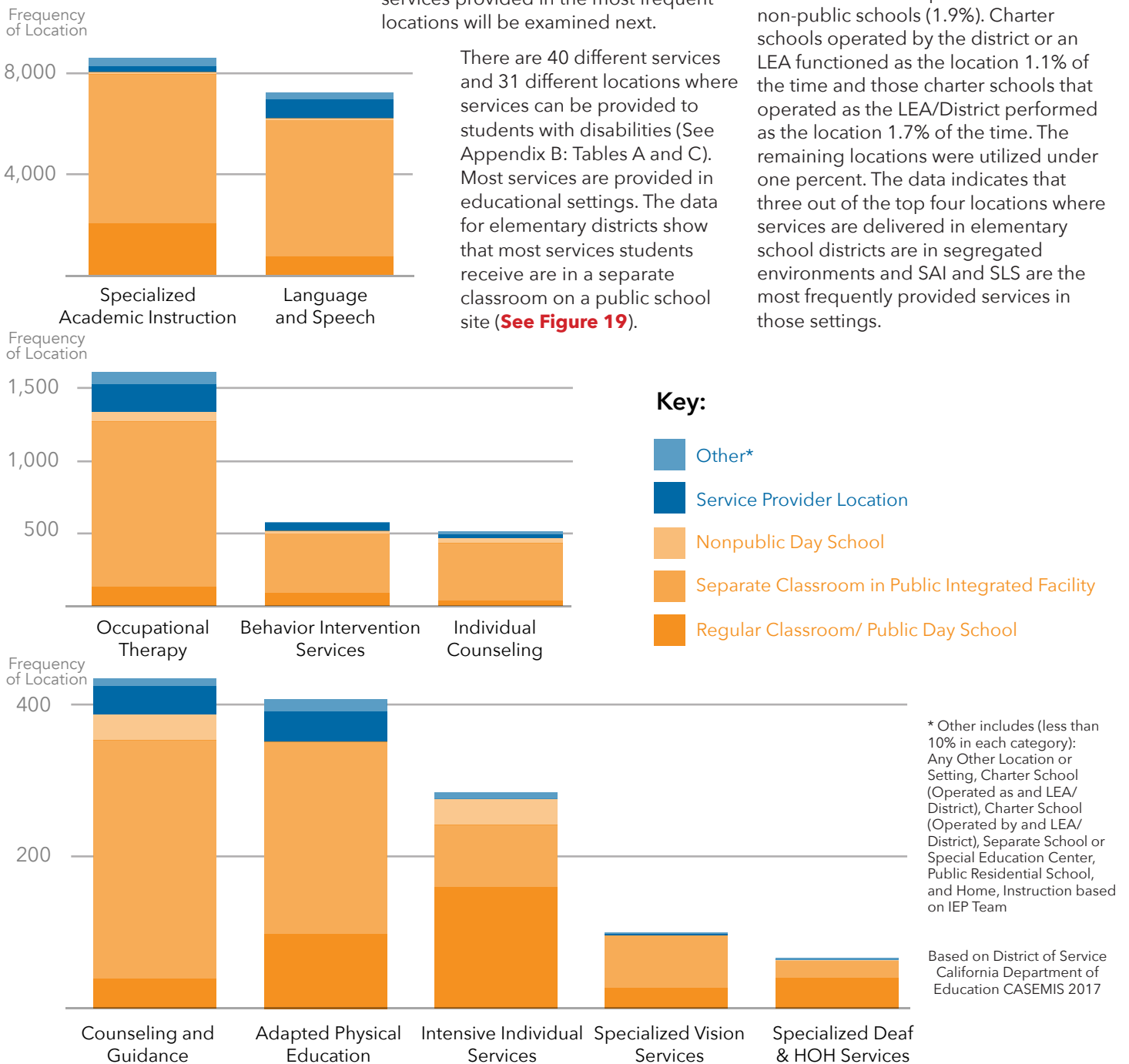
In summary, the answer to question two is that the most frequently provided service is SAI across elementary, unified, and high school districts and SCCOE programs; however, each type of district and the SCCOE offer different services to their students dependent upon the needs and ages of the students they serve.

Question 3: In what settings are the most frequently provided services delivered?

Thus far in this section of the study, the data have been examined for the most frequently provided services by a student's disability, the LRE by district type, and the district as provider of services by disability. In order to have a full understanding of how students are supported and where students are supported the data for the most frequent services provided in the most frequent locations will be examined next.

In analyzing the ten most frequently provided services and service locations, 70% of the services are provided in a separate setting or special classroom with SAI and SLS being the most frequent services provided in this setting. The next most frequent location was the regular classroom in a public day school where 17% of services were delivered, the majority of which was SAI. The third most frequently used setting was service provider location, where SLS was the most frequently delivered service (6.7%). The fourth most frequent location was non-public schools (1.9%). Charter schools operated by the district or an LEA functioned as the location 1.1% of the time and those charter schools that operated as the LEA/District performed as the location 1.7% of the time. The remaining locations were utilized under one percent. The data indicates that three out of the top four locations where services are delivered in elementary school districts are in segregated environments and SAI and SLS are the most frequently provided services in those settings.

Figure 19 - Elementary School Districts' Most Frequent Services and Locations

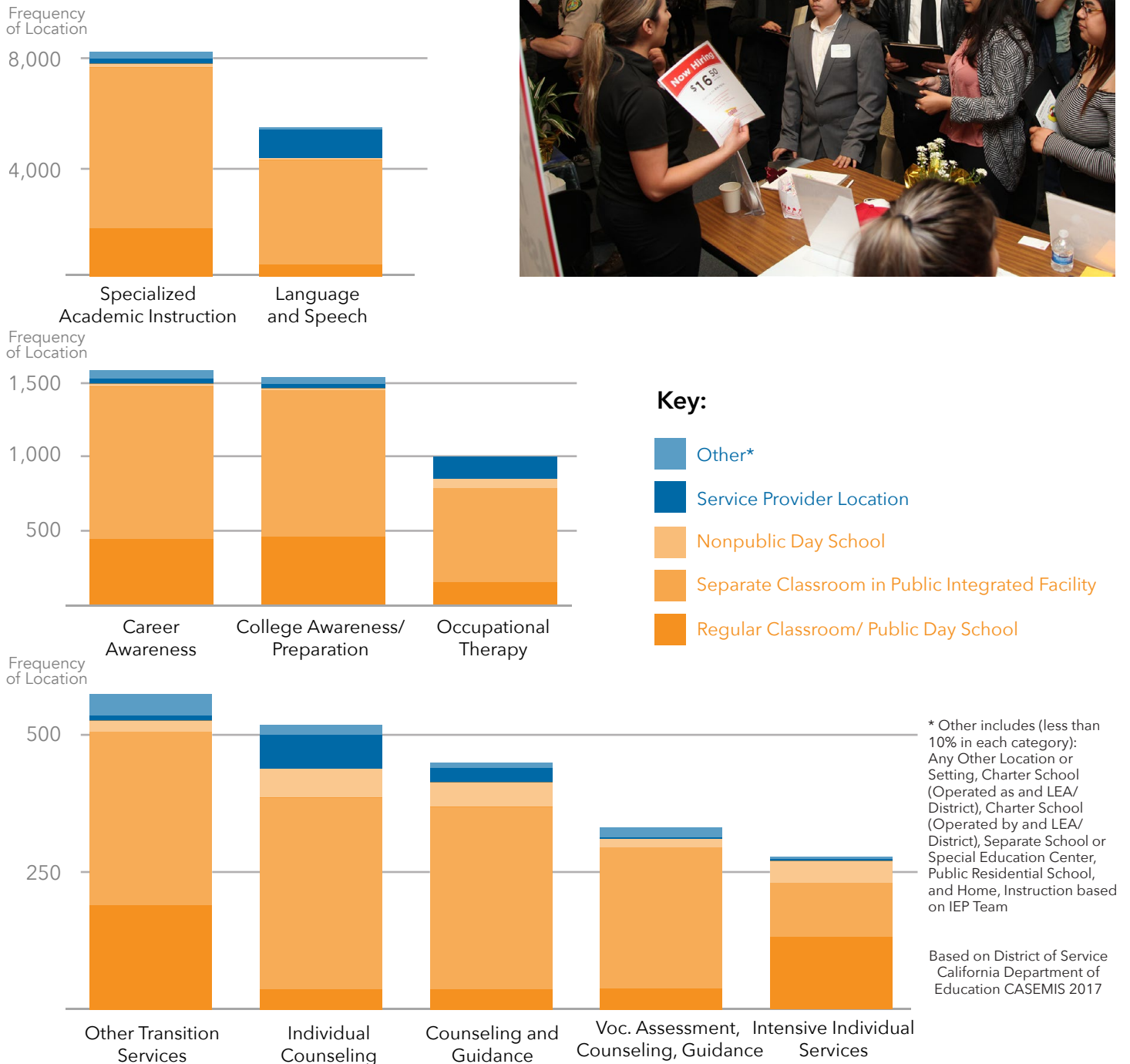


The unified school districts delivered services most frequently in separate classes on school sites (68.8%), followed by regular classrooms (18.5%). The most frequent services provided in the separate class and in the regular class settings were SAI, SLS, and transition

services (e.g., career awareness and college awareness and preparation). Service provider location was used 7.6% mainly for SLS, SAI, and occupational therapy. The non-public school was the setting for service provision for 2.5%. The charter schools operated by the districts

served as a location 0.7%. The remaining most frequent service locations fell under one percent. Similar to the elementary districts, three out of the four most frequently used locations for service delivery were separate settings for students with disabilities (**See Figure 20**).

Figure 20 - Unified School Districts' Most Frequent Services and Locations

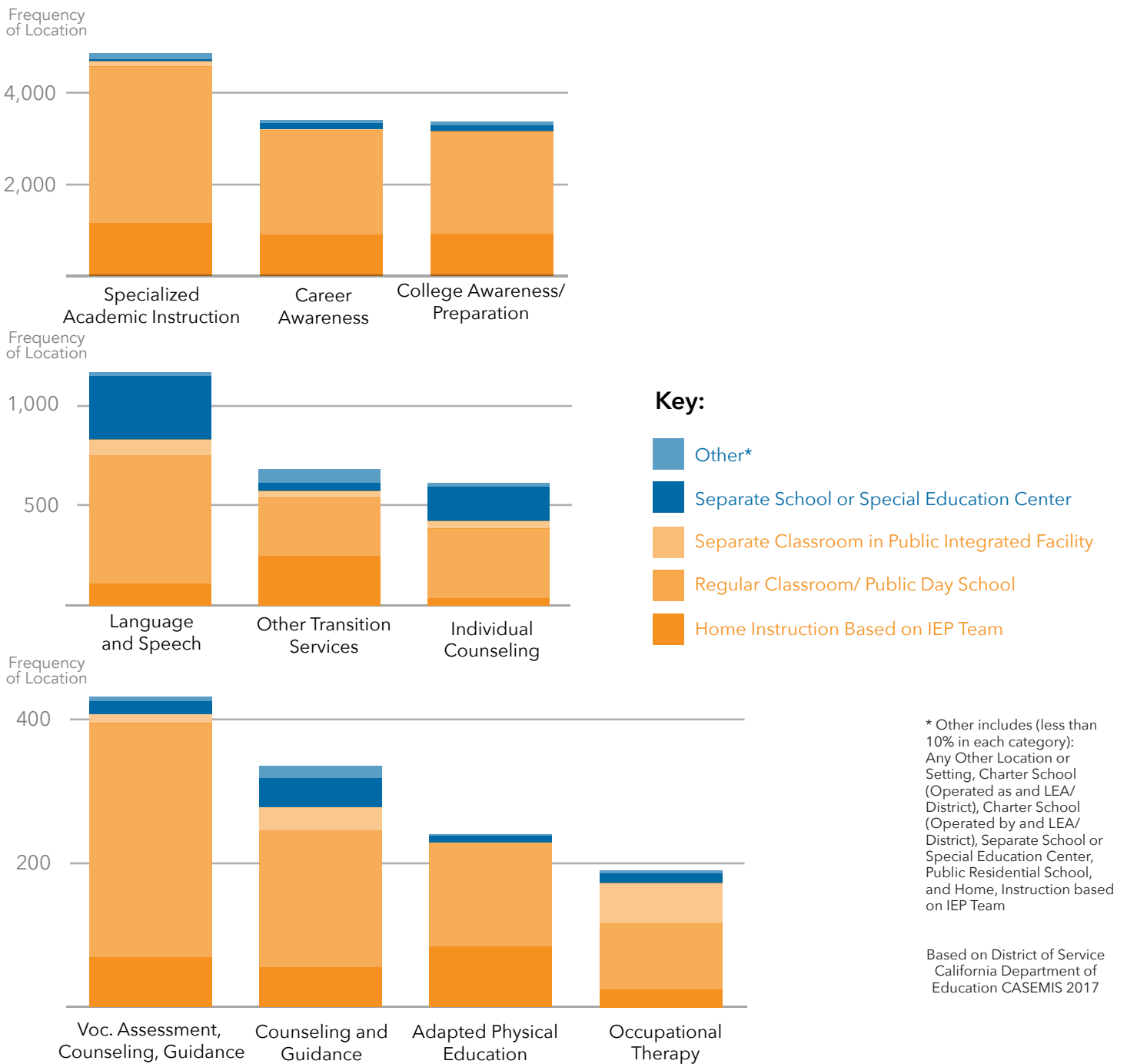


In examining the high school district data, the same pattern of services provided and location is similar to the unified districts. The provision of SAI, the most frequent service, is mainly in a separate class, as are the majority of the transition services. The separate class

serves as the setting for 65% of the most frequent services delivered. The regular class serves as the setting for 23.6% of the most frequent services which includes SAI and transition services. Similar to both the elementary and the unified districts the service provider

location (5.9%) and non-public schools (2.7%) serve as the third and fourth most utilized locations. The high school districts had a higher percentage of students on home instruction (1.5%) than did the elementary and the unified school districts (0.2%). The students on home instruction received SAI as the most frequent service followed by behavior and counseling services (See Figure 21).

Figure 21 - High School Districts' Most Frequent Services and Locations



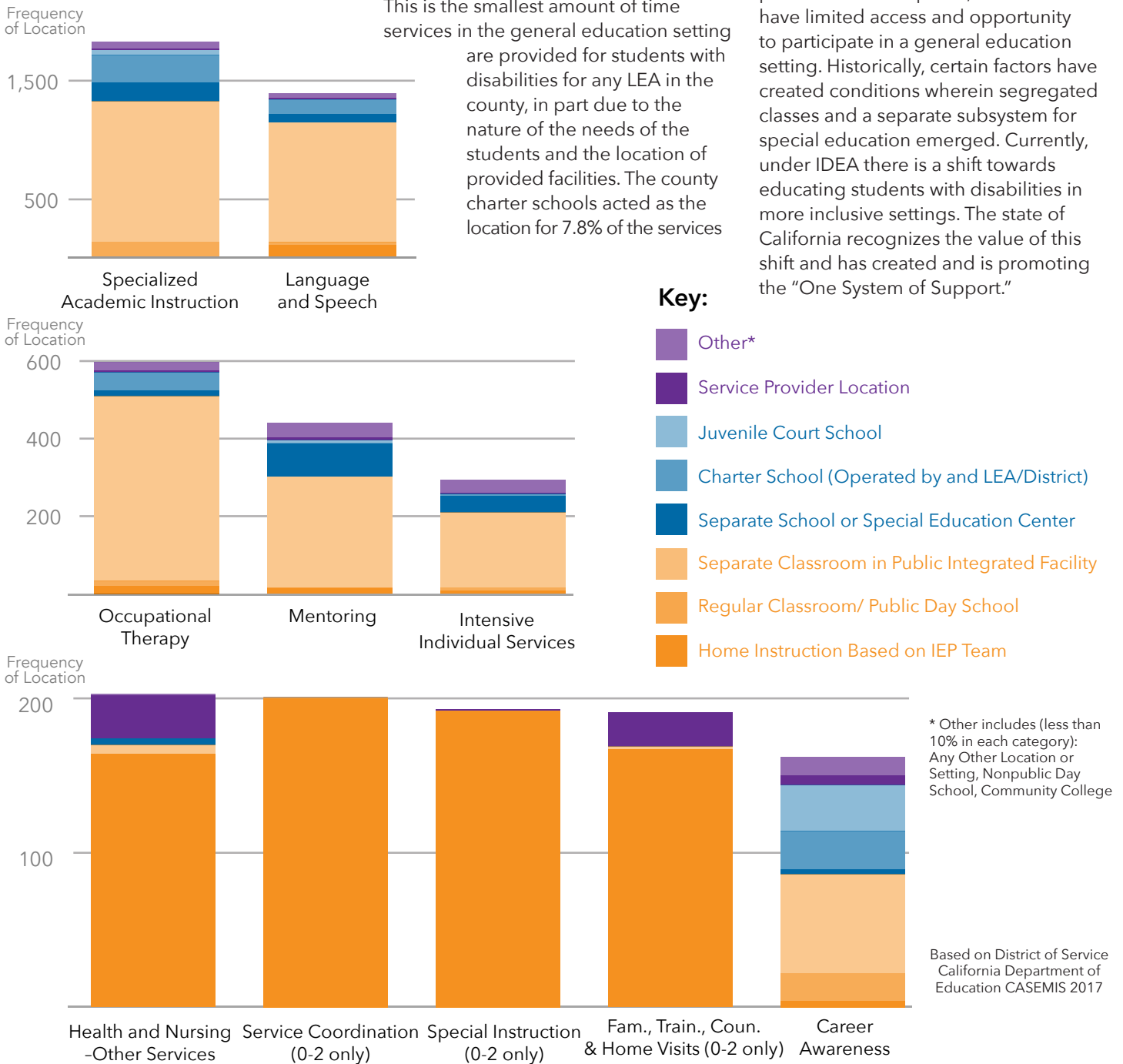
Although the data for the SCCOE programs differs from the other types of LEAs, there are some similarities. **Figure 22** displays the different types of service locations in which the SCCOE's programs operate and shows that the most frequently used location is the same as for the other types of districts - separate classroom in a public integrated

facility (public school campus). 58.5% of the total services provided took place in a separate class and SAI and SLS were the two most frequent services delivered in that setting. An additional 16.3% were provided through home instruction, 6.9% in a separate school or special education center, and 2.6% at a non-public school. The regular classroom setting performed as the location for 3.6% of the services provided to those students with disabilities instructed by the SCCOE with SAI and SLS as the most utilized service. This is the smallest amount of time services in the general education setting are provided for students with disabilities for any LEA in the county, in part due to the nature of the needs of the students and the location of provided facilities. The county charter schools acted as the location for 7.8% of the services

delivered with SAI, SLS, and occupational therapy as the most frequent services delivered at this location.

The SCCOE special education programs serve the students with the highest level of needs throughout the county. As such the program structure and services reflect the high level of supports and needs their students require. The data show that the SCCOE programs have the most restrictive settings in the county and although classes are placed on public school campuses, the students have limited access and opportunity to participate in a general education setting. Historically, certain factors have created conditions wherein segregated classes and a separate subsystem for special education emerged. Currently, under IDEA there is a shift towards educating students with disabilities in more inclusive settings. The state of California recognizes the value of this shift and has created and is promoting the "One System of Support."

**Figure 22 - Santa Clara County Office of Education
Most Frequent Services and Locations**



Overall the most frequent location for providing services was the separate classroom on a public school campus. The most frequent services provided in this setting was SAI and SLS for the elementary and unified districts and county office programs and SAI and transition services at the high school districts. The second most frequent setting was the regular classroom for the elementary, unified, and high school districts. Home instruction based on the IEP was the second most frequent setting for the county office of education. SAI was the most frequent service provided in regular class and in home instruction.

Summary

In this section, the data for students with disabilities was analyzed by service,

disability category, and location for elementary, unified, high school districts, and the SCCOE as a means of answering the following questions:

- What are the trends in the data with regard to access to the general education setting and disability category?
- What are the most frequently provided services for students with disabilities?
- Where are the most frequently provided services delivered?

The data show that students who are intellectually disabled spend more than 80% of their day in a separate setting in all types of LEAs. Students with multiple disabilities spend more than 90% of their day separated from their typical peers, and students on the Autism Spectrum more than 55%.

Second, the most frequently provided service is SAI across all types of districts and the county programs; however, each type of district and the SCCOE offer different services to their students dependent upon the needs and ages of the students they serve. The SCCOE provides services to the largest number of students with intellectual disabilities, orthopedic impairments, and multiple disabilities, and students who are deaf and hard of hearing, and deaf and blind. Last, the most frequent location for providing services was the separate classroom on a school campus. The most frequent services provided in this setting was SAI and SLS for the elementary and unified districts and county office programs and SAI and transition services at the high school district.



Development of the Surveys and Focus Groups

The following section describes the process for developing the Continuum Survey (from this point forward referred to as the "Survey"), the Focus Groups Input Sessions (from this point forward the "Focus Groups"), and the Student Survey.

Development of the Survey

From December 2018 through February 2019, the SCCOE released the Survey to garner input regarding inclusionary practices for student with disabilities across Santa Clara County. The Survey was distributed to SCCOE staff, school districts, charter schools, home schools, independent study programs, parents, and community based organizations. The total number of respondents was 1,185. Although there were a large number of respondents in the Survey, their views may not necessarily reflect the views of all of Santa Clara County; however, the sample size was substantial enough that the information gathered provides an overview and context throughout the county.

Throughout the Survey, there were multiple opportunities for participants to provide qualitative feedback. These responses were categorized by themes and were used for triangulation purposes with the quantitative portion of the study and the focus groups. All responses have been kept confidential and only shared in a summary format.

This Survey was designed to gather input as to the different factors that contribute to effective inclusionary practices or those that may act as a barrier present in schools and/or other instructional settings at the infant, preschool, elementary, middle, secondary, and post-secondary levels. The goal is to use that information to identify effective models and promising programs that can be duplicated or adapted based on the individual needs of each local educational agency in serving its students with disabilities.

Several sources were used in developing the questions for the Survey.

- Assessment of School Practices Related to Inclusive Education, Stetson and Associates, Inc., Version 10.22.18
- Quality Standards for Inclusive Schools Self-Assessment Instrument, Stetson & Associates, Inc. 2017
- Inventory of Services and Supports (ISS) for Students with Disabilities, California Department of Education, Special Education Division, October 2009.

The SCCOE distributed informational letters and links to the Survey and the Focus Groups through school districts' special education departments, Parents Helping Parents, First 5 of Santa Clara County, San Andreas Regional Center, programs associated with homeschooling, Santa Clara County charter schools, and charter schools located in Santa Clara County (but are members of Special Education Local Plan Areas (SELPA) located in El Dorado and Napa counties).

Table 2 - Survey Participants' Demographics

Survey Participants' Demographics		
One Role (91.6%)		
Parent, Foster Parent or Guardian of a Student with Disabilities	425	35.9%
Classroom Educator or Assistant (31.1%)		
Special Education Teacher	220	18.6%
General Education Teacher	101	8.5%
Special Education Instructional Assistant	42	3.5%
Itinerant Teacher	5	0.4%
Administrative or Support Staff (17.6%)		
Administrator	86	7.3%
Psychologist, Counselor, Behaviorist	53	4.5%
Related Service Provider or Therapist	53	4.5%
Non-Administrative Specialist	16	1.4%
Other (7.1%)		
Community Member	18	1.5%
Agency Provider	2	0.2%
Other	52	4.4%
Not Reported	12	1.0%
Combination Roles (8.4%)		
Educator + (Educator combined with 1 or more non-parent roles)	24	2.0%
Parent + (Parent combined with 1 or more non-educator roles)	29	2.4%
Educator + Parent/Foster Parent/Guardian	29	2.4%
Other Two or More Roles	18	1.5%
Total	1,185	100%

The full span of ages and grade levels were included from early start, preschools, elementary, middle, and high schools. A wide range of individuals responded to the Survey, including but not limited to: administrators, teachers, specialists, support service providers, parents, service agencies, and community members.

Five options were provided as rating responses for each question: (1) Yes; (2) Partially; (3) No; (4) Don't Know; and (5) Not Applicable. Throughout the survey there were multiple opportunities for participants to provide qualitative feedback under the comment areas, which are summarized at the end of each survey section.

Four major focus areas were addressed in the Survey as highlighted below.

- I. Principles of Inclusive Practices
- II. Supports and Training
- III. Accountability for Results
- IV. Collaboration Among Educators and Parents

Formation of the Focus Groups

Following collection of the Survey data, face-to-face Focus Groups were conducted to gather additional feedback from the Survey respondents. Questions that queried participation interest and contact information were included on the Survey to facilitate this process. The time commitment by respondents and their candid feedback throughout the Survey and Focus Sessions are truly appreciated and provided sufficient information to ascertain effective practices and common themes in the area of inclusionary practices for students with disabilities.

Information on how to sign up for the Focus Groups was provided on the Survey. Focus Groups were held January 15-17, 2019 and facilitated by two TSS Senior Consultants. Other individual input sessions were conducted during January and February 2019 for groups that were not available during the earlier dates. As part of this project, the Special Education Task Force reviewed the results from the data collection, Focus Groups, and Survey results.

The Task Force recommendations based on this information are located in the recommendations section of the report.

Participants in Focus Groups

Approximately 45 Focus Groups were held with a wide range of stakeholders as follows:

- Administrators - from multiple departments/roles from the SCCOE, school districts, charter schools, private schools, and nonpublic schools.
- General and special education teachers - from preschool, elementary, middle, and high school, alternative education, and transition services.
- Early Start/Preschool administrators and teachers - from public schools, state, and community-based preschools.
- Related services and support providers - adapted physical education specialists, behaviorists, inclusion specialists, mental health providers, occupational therapists, physical therapists, psychologists, speech and language pathologists, and teachers on special assignment.
- Special education paraeducators - from the SCCOE, school districts, preschools, and elementary, middle, and high schools
- Parents and community members - representing SELPA Community Advisory Committees, public agencies, Family Resource Centers, and parents of students with disabilities.

The feedback heard over the four days was categorized by seven main topic areas as listed below. The points listed under each topic area were frequently cited throughout the discussions of the Input Sessions.

1. Recruitment and Retention (staffing)
2. Professional Development
3. Supports Needed:
 - a. Administrative
 - b. Funding
4. Collaboration/Communication
 - Parent and staff
 - Staff to staff
5. Preschool
6. Barriers to Inclusionary Practices
7. Examples of Inclusionary Practices

Development of the Student Survey

Student voice and engagement are essential components of instructional practices. Universal Design for Learning (UDL), Culturally Sustaining Pedagogies (CSP), and High Leverage Practices (HLP) for students with disabilities all contain elements of student voice, choice, and engagement (CAST, 2018; Paris & Alim, 2017; and High Leverage Practices, 2017). The representation of student voice was of utmost importance to the study and acted as the impetus for surveying students with disabilities (from this point forward referenced as the Student Survey). Developed collaboratively by the student representative on the SCCOE Special Education Task Force and the Director of Special Education Projects, the Student Survey focused on the students' academic and social emotional supports across various instructional settings.

The Student Survey link was sent to high school and unified school districts to disseminate to ninth to 12th grade students with disabilities. The participation rate was fairly equally distributed across the four grades. Students in junior year had the highest response rate. The Student Survey received 102 responses in total. Due to the small sample size, the findings from the Student Survey are only representative of those students who participated in the survey and as such may not necessarily represent the views of the remaining high school students with disabilities in Santa Clara County. The results from the Student Survey are interwoven throughout the Major Findings section of the study.

Findings from the Survey, Focus Group Input Sessions, and Student Surveys

The Survey/Focus Group Findings section highlights the overarching themes from the Survey's quantitative and qualitative responses and the corresponding input received from the Focus Groups and the Student Survey. The information received from the Focus groups and the Student Survey aligned with the data from the Survey and is organized around the four major areas of the Survey. One additional section was added based upon information from the Focus Groups which addresses concerns around children with disabilities ages

0-5. Each of the five sections is further broken down into "Inclusive Practices in Place" and "Opportunities to Build Capacity." Following each Findings Section is a list of resources that can assist districts, schools, and stakeholders in increasing capacity to address areas of need for students with disabilities.

The information on inclusive sites and practices gleaned from the Focus Groups is woven throughout the report and a specific list of sites is located in Appendix A Toolkit and Resources.

Five areas are highlighted in the findings:

- Principles of Inclusive Practices
- Supports and Training
- Accountability for Results
- Collaboration Among Educators and Parents
- Early Learning and Young Children with Disabilities

Principles of Inclusive Practices

Survey Findings

- Most Local Educational Agencies (LEA) foster a welcoming and collaborative environment between general education and special education.
- Most LEAs provide basic fundamental organizational structures for inclusion of students with disabilities but continue to have limited opportunities for inclusion in general education and limited collaboration between general and special education teachers.
- Some teachers and service providers report the large size of caseloads has affected their ability to provide support to students with disabilities in general education classes.

Focus Group Members' Interest Areas

- Increased collaboration and communication between general and special education staff as well as between staff and parents.
- Increased training in Universal Design for Learning and Co-teaching.
- Increased opportunities for instruction of students with disabilities in general education classes.
- Fostering a culture of inclusion for all students.

Student Survey Findings

- Student survey responses indicated that there was some variability in the students' feelings about their instruction in general education and special education settings.



“Not enough... We had a discussion about LRE last year, which only involved Special Education staff, and at which it was pointed out numerous times that this discussion and responsibility is shared by both General Education and Special Education staff, and as such, General Education staff needed to be a part of the conversation. Also, I think we would benefit greatly by adding more inclusion classes for students, and this conversation requires both General Education and Special Education staff.”

-Survey Participant

Inclusive Practices in Place

The Survey questions in the Principles of Inclusive Practices section focused on:

- The culture of collaboration between general and special education.
- The organizational foundations or structures to support inclusionary practices.

Most participants felt their educational agency fostered a culture of collaboration between general education and special education. When asked about the formal structures or supports that were in place to foster inclusionary practices participants responded in the majority as follows:

- Students with disabilities were educated in their neighborhood schools.
- General education was considered first when the instructional setting was discussed.
- Classrooms were welcoming.
- School day and bell times were the same for all students.

During the Focus Group sessions the participants discussed a number of items that needed to be in place for schools and classrooms to be inclusive environments. **Table 3** delineates the items most frequently mentioned by the Focus Groups.

“The culture of collaboration is strong in our district and at my school site. While general education and special education collaboration happens, I don’t think it happens as much as collaboration between different course/subject areas.”

-Survey Participant

Throughout the Focus Group sessions there were a number of overarching themes on building a culture of inclusion in districts and at school sites that rose to the surface:

- The term “inclusion” represents a broad perspective and is understood to be many different things; therefore, clarification and consistency of terms is needed.
- Leaders of influence need to understand the “why,” believe in inclusion, and understand the evidence base for inclusive practices in order to effectively promote inclusionary practices.
- A turn-over of administrators could result in having to rebuild inclusionary cultures at school sites and districts.
- The mindset, culture, and approach to inclusion varies from district to district.

Opportunities to Build Capacity

The majority of the comments in this section of the Survey focused on the difficulty of caseload size and staffing shortages of special education teachers, speech and language pathologists (SLP), and paraeducators. The second most commented on obstacle was the limited opportunities for inclusion in general education for students in special day classes. Both of these findings were supported by the Focus Group members who frequently mentioned a shortage of staff as a barrier to inclusion and the sentiment that “Special Education is a place, not a service” and “they are your kids, not my kids.”

“I feel pretty supported overall in my normal classes; IEP accommodations are helpful; having special education and general education gives more support of the person with an IEP.”

-Student Participant

Table 3 - Inclusive Practices Discussed in Focus Groups

Inclusive Practices Discussed in Focus Groups
Inclusion models that provide opportunities for students with disabilities to learn and participate with age and grade appropriate peers.
Inclusionary practices for administrators and teachers (supportive role in inclusion, delivery of interventions, and supports)
Co-teaching with follow-up coaching
Provide strategies for inclusion - tool box
Universal Design for Learning (UDL)
Instruction on Dyslexia and Structured Literacy
Differentiated Instruction
Accommodations and modifications (including grading options)
Teacher supports to help everyone understand the process of inclusion
Have principals and assistant principals attend conferences highlighting pupil personnel services and special education
Special training for new paraeducators and substitutes and for “job-alikes”
Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) to support students to be included

The findings from the Student Survey were mixed. When given a range of response selections (I do not like it at all to I like it very much) about how students felt about being in special education classes, as a group the greatest number stated they had neutral feelings (35%) (See Figure 23). Approximately 48% indicated that they did have positive feelings, and 16% that they did not.

When asked what type of setting they would like for their classes, 10% selected that they would like all of their classes to be in general education and another 38% stated they would like a mix of general education and special education classes with special education classes in their areas of difficulty (See Figure 24).

Summary

While the majority of surveyed individuals and focus group participants articulated agreement with inclusive practices, data revealed inconsistencies in implementation and differences in understanding the principles of a quality inclusive program. Overall, there was a range of responses highlighting districts and sites that had a culture of inclusion, those that had limited inclusion, and those making progress towards this as a goal. Survey and Focus Group participants expressed an interest in building a culture of inclusivity by expanding upon practices and opportunities that foster inclusion and voiced concerns over the shortage of qualified staff. Student survey responses indicated that there were some variability in the students' feelings about their instruction in general education and special education settings and that the largest number preferred a mixture of both types of classes.

Resources

Santa Clara County Office of Education and Community Supports: Inclusion Collaborative; SELPA Community Advisory Committees; Parents Helping Parents; SCCOE Educator Preparation Program; See Appendix A Toolkit and Resources.

Figure 23 - Percentage of Student Responses for Attitude Towards Being in Special Education Classes

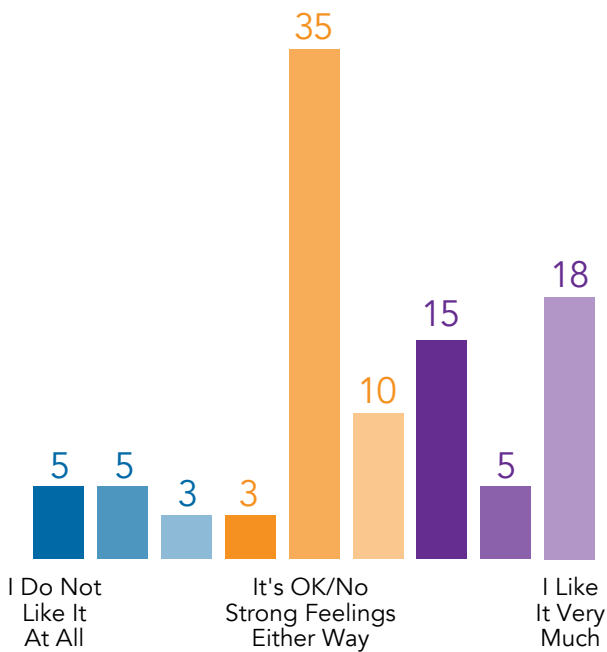
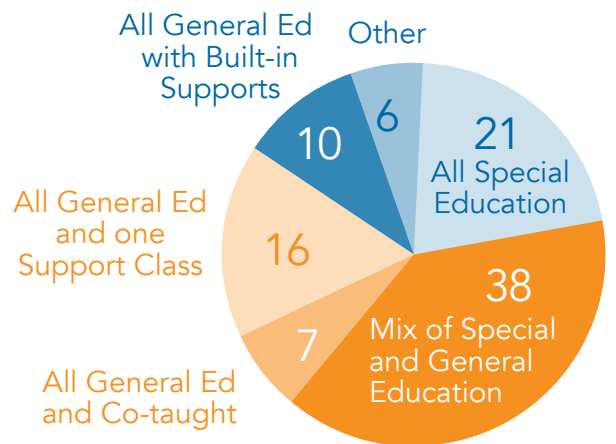


Figure 24 - Percentage of Student Responses for Type of Class Preference



Supports and Training

Survey Findings:

- A large number of districts are in the process and/or the beginning stages of implementing a Multi-Tiered System of Support (MTSS).
- Professional development trainings and access vary across districts with the most frequent trainings being Positive Behavior Intervention Support (PBIS) and behavior management.
- Some districts report inconsistent implementation of professional development trainings.
- There are shortages of qualified special education teachers and paraeducators.

“It is increasingly difficult to find qualified staff due to cost of living in this area. We are short staffed with many of our good teachers retired, leaving few to mentor or have the time to mentor.”

–Survey Participant

“Though we do have trained teachers and paraeducators, the limited availability of paraeducators has a significant impact on student engagement and performance in the general education classroom.”

–Survey Participant

Inclusive Practices in Place

The Survey questions in the Supports and Trainings section focused on:

- Qualified special education teachers and paraeducators.

- Use of multi-tiered system of academic supports and behavioral interventions.
- Appropriate space, materials, and supplies needed for students with disabilities to access core curriculum.
- Availability of professional development opportunities for administrators, general and special education teachers, and/or specialists.

Over 89% of Survey participants responded either yes or partially that schools have qualified special education teachers and paraeducators. The majority of responders (77%) indicated that most of their educational agencies had either partial or full implementation of an MTSS for both academic and behavioral interventions; over 78% that they had

Focus Group Members Expressed a Desire to

- Increase training and implementation of MTSS, collaboration, consultation, and inclusive practices.
- Expand the recruitment and retention of staff (special education teachers, paraeducators, speech and language pathologists, and psychologists).
- Explore and create different career pathways for earning a teaching credential.

Student Survey Findings

- Students felt academically supported in both general education settings and special education settings.
- Students felt neutral about safety in the general education setting and socially and emotionally safer in special education classrooms.

Table 4 - Types of Professional Development Participation

Types of Professional Development	% of Responses
10 a. Research-based strategies and practices to meet students’ unique needs to access the general education curriculum	32.9%
10 b. Classroom accommodations, modifications and adaptations (including grading options)	37.5%
10 c. Collaboration, Co-teaching, Differentiated Instruction and Universal Design for Learning	35.1%
10 d. Positive Behavioral Interventions and Management	43.9%
10 e. How to develop and revise goals and objectives that are aligned with state academic grade-level content standards based on the review of student achievement outcomes	26.4%
10 f. Strategies for building and sustaining effective and positive partnerships with parents including skills in IEP development and decision making, problem solving, collaboration, alternative dispute resolution, understanding community resources and the variety of supports and services for students with disabilities and their families	21.8%
10 g. Don’t Know	39.4%
10 h. Other provided professional development opportunities RECURRING AREAS REPORTED: (1) no or limited knowledge about available training, difficult to access, or not relevant; (2) more training for general education teachers; (3) training topics listed above would be helpful as well as clear systems and access to such training; (4) basic understanding of disabilities and strategies to address the individual needs of students; (5) limited training for parents; and (6) early intervention for teachers and parents in the natural environment. Note: Numerous Survey respondents indicated specific types of training provided in their district or at the school site. The most frequently cited were trainings in the following areas: Dyslexia, Response to Intervention, Universal Design for Learning; English Language Learners; Trauma Informed Classrooms; Professional Learning Communities; TCI curriculum; and, Math Intervention.	11.9%

access to all or some of the materials and supplies and space they needed; and 75% that general education teachers are provided access to essential information on the students' IEPs.

Survey participants indicated they receive professional development in a number of areas: PBIS and behavior management was selected as the most frequent training; second, classroom accommodations, modifications, and adaptations; third, collaboration co-teaching, differentiated instruction, and Universal Design for Learning (UDL); and fourth, researched based strategies and practices to meet the needs of students with disabilities (See Table 4). A recurring theme in this section was not necessarily the need for more training but the need for assistance in carrying out professional development in the classroom and for fidelity in the implementation of MTSS.

During the input sessions, Focus Group members spoke about the professional development and training necessary to build successful inclusive classrooms. The different types of professional development and training discussed by the groups fell into three main categories: MTSS, consultation, and collaboration and inclusive practices. Participants spoke extensively as to the necessary components needed for the successful implementation of MTSS as outlined in Table 5. They saw the implementation of MTSS as foundational to supporting successful inclusion.

There were three major themes on supports and training in the Focus Groups:

- Availability of behavior supports in general education makes a difference for inclusion.
- Some group members felt that professional development was adequate while others felt the need for more training or different training.
- There was a consensus that the majority of training required more systematic follow-up for implementation.

Opportunities to Build Capacity

Survey comments for this section reflect a concern over the number of qualified paraeducators and staff, high turnover rate, and the need for more training of staff. Only 61% of the participants reported they had enough qualified special education teachers and paraeducators, and another 27% stated they had partial coverage. Focus Group members had substantial discourse on the recruitment and retention of special education teachers, paraeducators, and related service providers. Specifically, district leadership voiced a concern over the ability to recruit and retain qualified staff. Group members cited the following as factors that impact staffing: the cost of living affecting the ability to hire, affordable housing, the need for increased training of staff, and the desire for varied and alternative career pathways for teacher preparation to support the increased need in teaching staff.

A recurring theme in this section was the need for not just more training but the need for support of implementation of professional development and for fidelity in MTSS. Survey findings were further supported by the Focus Groups which found an increased desire for

professional development, particularly in MTSS and PBIS.

Additional input highlighted by educators was the desire to expand upon the abilities and built-in supports in general education environs, so that general education teachers can successfully instruct students with disabilities participating in their classes. For example, Survey participants reported general education teachers have access to IEPs; however, sometimes there is a breakdown in communication between staff regarding implementing components of the IEP in general education either due to a lack of collaboration time or capacity.

Focus Group themes on supports and training:

- The shortage of personnel impacts the ability to promote and support the work of inclusion.
- Intervention opportunities and resources vary from school to school and district to districts.
- Expectations for inclusion are different for Resource Specialist Programs (RSP) and Special Day Class (SDC) programs.
- There is a shortage of preschool settings that offer inclusion for children with disabilities. Preschools and Head Start programs are not geographically close to or available at all districts.

Table 5 - Focus Group Participants' Discussion Points for Multi-Tiered System of Support

Focus Group Participants' Discussion Points for Multi-Tiered System of Support
Response to Intervention (RtI)/Multi-tiered System of Supports (MTSS) for academic and behavioral interventions, evidence-based practices and Social Emotional Learning (SEL)
Strategies to support both academic and behavioral intervention needs
Positive Behavior Intervention, Behavior Management
Culturally Responsive Teaching
Professional Learning Communities (PLC) meetings that focus on collaboration and meeting the needs of students with disabilities in general education
Use of data to inform instruction
Student Study/Success Teams (SST); understanding the special education eligibility process
Interrelationship with the California Dashboard work
System of accessible and available trainings
Differentiated Instruction
Support for students with disabilities who are English Learners

"The way our school system works is not set to every student's needs. I am not saying that every class and teacher should focus on each individual student, but rather should be qualified to understand and to assist the needs of their students in a courteous manner when needed or asked to."

-Student participant

Of the 102 respondents on the Student Survey most felt academically supported at a slightly higher rate in their general education classes than in their special education classes; however, they were more neutral in their responses when queried if they felt socially and emotionally safe in their general education classrooms. Nearly 40% of students responded that they did not agree or disagree with feeling safe in their general education classes and 50% agreed or strongly agreed they felt safe in their general education classes. Almost three-fourths of the student participants selected agree or strongly agree that special education classes were emotionally and socially safe places for the student. This data from the Student Survey raises the question: What are the positive instructional and social emotional supports present in both the general education and special education classrooms that promote the students' sense of well-being and learning?



Summary

Districts in Santa Clara County are in different stages of implementing MTSS. The majority of Survey takers indicated that the most frequent trainings are in PBIS and behavior management and requested additional assistance in the implementation of professional development. In the Survey and the Focus Groups, participants voiced concern over the shortages of education specialists, related service providers, and paraeducators, and the impact on programs and services to students. Students felt academically supported in both general education settings and special education settings; however, students felt socially and emotionally safer in special education classrooms.

Resources

Santa Clara County Office of Education and Community Supports: California MTSS Framework; Santa Clara County Office of Education PBIS; Inclusion Collaborative; Teaching Pyramid; Santa Clara County Office of Education Educator Preparation Program; Santa Clara County Office of Education Safe and Healthy Schools MTSS; See Appendix A: Toolkit and Resources.

Accountability for Results

Survey Findings

- The majority of students with disabilities have access to the core curriculum in their special education content area classes and/or their general education program.
- Goals and objectives are based upon the core curriculum.
- The use of benchmark assessments with students with disabilities varies across districts resulting in inconsistent practices for entrance to or exit from interventions.
- Some districts reported the need for additional resources to support site administrators in understanding what is needed to provide students with moderate to severe disabilities modified/adapted core curriculum materials, research/evidence-based instructional strategies, and alternate assessment practices.

Focus Group Members' Interest Areas

- Increased participation in inclusionary practices by administrators and teachers and expanding administrators' "supportive role" in inclusion.
- Increased training and implementation of the delivery of interventions and supports.
- Increased understanding of the interrelationship of accountability of the performance of students with disabilities and the California Dashboard.
- Expanding the training and implementation of accommodations and modifications (including grading options) for students with disabilities.
- Highlighting the positive impact of inclusion on all students' performance as part of the conversation when addressing Differentiated Assistance.

Student Survey Findings

- Students felt they were learning the general education curriculum in the general education settings and were supported by their special education classes.
- Students reported that their accommodations and modifications were appropriate.

"In our case, the IEP has been used productively and is aligned with the standards. The IEP has been extremely helpful and the therapist understands the purpose and necessity of the IEP very well." -Survey Participant

"My site has the moderate to severe program. Our administrator is very focused on making sure we have the curriculum and materials we need. Our district invested money into a curriculum designed to meet the needs of the moderate to severe population." Survey Participant

Inclusive Practices in Place

The Survey questions in the Accountability for Results section focused on:

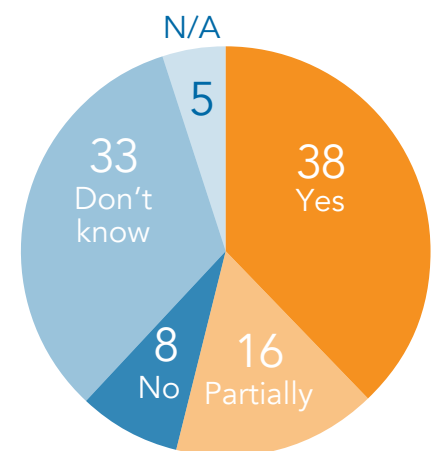
- Access to grade level instruction in general education settings with appropriate supports and accommodations for students with disabilities.
- Measurable and standards-aligned IEP goals and objectives.
- Consistent use of benchmark assessments to inform appropriate interventions.
- Administrative support to ensure provision of core curriculum, research-based strategies, and alternate assessment practices for students with moderate to severe disabilities.

There were many positive trends in the responses of the Survey participants. Most Survey takers reported that students with disabilities have access to grade-level instruction in core subject areas within the general education setting and have appropriate supports and accommodations based on the needs of students.

Overwhelmingly, for those students who are in general education for most of their day, Survey responders indicated that IEP goals and objectives are measurable and standards-aligned in the corresponding core subject grade level areas and are based upon the assessed needs of the students. Almost half of the responders stated that LEAs use benchmark data for entering and exiting students with disabilities from interventions (**See Figure 25**).

Close to half of the survey responders reported district level general and special education administrators coordinate with and support school site principals to ensure that students with moderate to severe disabilities are provided with core curriculum materials, research/evidence-based instructional strategies, and alternate assessment practices.

Figure 25 - Percentage of Benchmark Assessments and Their Results to Inform Interventions



The Focus Group members saw the Dashboard Data and Differentiated Assistance as an opportunity to expand the discourse on the academic benefits of inclusion for students with and without disabilities. Districts, particularly smaller districts, expressed the need to coordinate with the SELPAs for supports to implement regional efforts for inclusionary practices. Participants in the Focus Groups supported co-teaching and expressed the need for a systemic implementation of co-teaching and inclusion.

"I was in a co-taught Algebra class; it was good because I could sit down with the teacher and get more support."
Student Participant

Over 70% of the student respondents felt that their special education classes supported their learning of the general education material. Almost 70% felt that they were learning the curriculum in the general education class. The majority of the students felt that their accommodations and/or modifications were appropriate in their general education classes.

During the Focus Group sessions, two major themes appeared related to accountability and results:

- Access to the information on the California Dashboard allows better understanding of the total system of support and accountability for all students.

- Systemic barriers (e.g. contract language, inconsistent collaboration time, master schedules) either promote or preclude inclusion in general education classes.

Opportunities to Build Capacity

The Accountability for Results section of the survey had 309 comments. The comments in this section of the Survey concentrated on a mixture of inconsistent implementation of supports and benchmarks to inform instructional and intervention decisions and access to general education.

Participants commented on the limited access to general education curriculum for students in special day class and the difficulty of creating and executing goals based on the Common Core Curriculum in the general education setting for students with the highest level of support needs. Discussions in the Focus Groups also spoke of the need for increased opportunities for inclusion in core and elective classes.

Consistently voiced, throughout the survey and the Focus Group sessions was the need for systemic changes in schools and districts to move towards a philosophy of collective accountability and responsibility for all students (See Table 6). The topic of culture and mindset change for inclusion at the district and site levels weaved its way through both the Survey comments and the Focus Groups.

A substantial portion of the Focus Group conversation focused on the need for more funding for increased personnel, training, consultation, and collaboration materials and resources. The participants discussed the disparity in resources across sites and districts and the need for increased advocacy with the state legislature.

"I think that I don't get enough help in some of my classes and no matter how many times I try to understand what I'm learning I don't and I never get to understand." Student Participant

While 15% of students reported they are currently in a co-taught class, almost 28% percent stated they are not, and over 50% were not sure.

Summary

There were many positive trends in this section of the Survey, the Focus Group sessions, and the Student Survey. The majority of students with disabilities who are in general education have access to the core curriculum, have IEP goals and objectives based upon the Common Core, and are assessed on benchmark assessments; however, this continues to be a challenge for students who have the highest level of support needs. Surveyed students felt they were learning the general education curriculum in the general education settings and were supported by their special education classes. The majority of students

Table 6 - Focus Group Findings on Collective Accountability

Administrative Support	Funding and Resources Support	Support for Cultural Change
More support from administration (e.g., to provide time for collaboration and planning)	Funds to support interventions, coaches and more staff such as paraeducators	More inclusive classes; more opportunities/electives
Training and information for administrators to help them understand the benefits of inclusion and how to support it on site	Time for collaboration and inclusion planning	Systematic implementation of co-teaching and inclusion
Include inclusion as part of the conversation needed to address the local Differentiated Assistance process	More training materials	
	Coordinate with the Special Education Local Plan Areas (SELPA) for supports to implement regional efforts for inclusionary practices	

reported that their accommodations and modifications were appropriate and 15% of the student participants stated they were in co-taught classes.

The Survey comments and Focus Group sessions included a number of suggestions for providing expanded opportunities for access for all students, including students with disabilities, and the improvement of academic

performance. For example, responders discussed highlighting the positive impact on all students' academic performance when inclusive practices are present in instruction, and using the conversation around Differentiated Assistance to better understand and change the systemic barriers that preclude inclusion in general education for students with disabilities.

Resources

Santa Clara County Office of Education and Community Supports: Inclusion Collaborative; California Equity Performance Improvement Program (CA 1-CEPIP); Santa Clara County Office of Education District LCAP Advisory Support; Santa Clara County Office of Education Differentiated Assistance and District Support; Santa Clara County Office of Education MTSS (Safe and Healthy Schools); Southeast and Santa Clara SELPAs; Appendix A: Toolkit and Resources

Collaboration among Educators and Parents

NOTE: In the survey, a separate set of questions on collaboration was presented for educators (Section A) and a different set for parents/community members (Section B). (Parents and community members who are not educators were asked to skip section A and move forward to "Part B: Parent and Community Members.")

Part A - Educator Collaboration

Survey Findings

- In most districts there is some collaboration between general education and special education teachers but it is not formally structured with defined roles (**See Figure 26**).
- Teachers would like to have designated time to plan, consult, and collaborate with their colleagues.

Focus Group Members' Interest Areas

- Increasing the opportunities for collaboration between special education and general education teachers.

"I really want to be a member of grade level/subject area teams, so I can appropriately support their learning of grade level curriculum. I want to be SEAL trained and aware of our Bilingual Education program's practices so I can serve our Special Ed students appropriately, and mirror General Education practices." -Survey Participant

"Teachers need to be very creative and flexible to accommodate scheduling and staffing needs, in support of mainstreaming." -Survey Participant

Inclusive Practices in Place

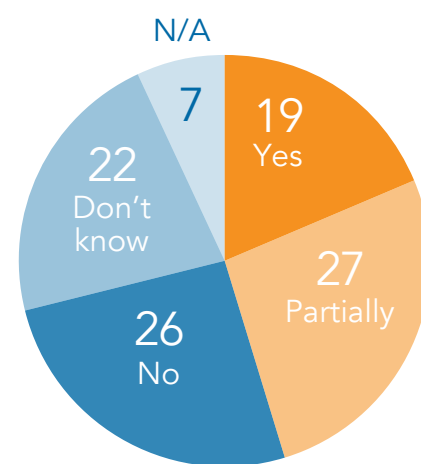
The Survey questions in the section on the collaboration among educators focused on:

- Opportunities for collaboration either formally or informally between general and special educators.
- Informal and formal structures in place for collaboration time (e.g., roles and responsibilities, established norms).
- Role of the administrator in supporting collaboration.

Of the 694 educators who responded to this section, about one-third indicated "yes" that special education teachers are members of grade-level or subject-area teams, rather than members of separate departments. The type and amount of collaboration time varies from district to district. Educators responded that there is some structured collaboration time for general education and special education teachers to plan, but it is limited. A little less than one-fifth responded that there was built-in structured planning time and an additional fourth reported partial structured collaboration time. A number of Focus Group members stated that an "onboarding process" for new staff would be helpful, as would expanded opportunities for regional collaboration across districts, especially smaller ones (**See Figure 26**).

When asked about whether the various roles and responsibilities of collaborative teachers are clearly delineated, about half of educators reported they were fully or partially delineated. The respondents specified that principals would meet with teaching partners to discuss issues or concerns on a regular or fairly regular basis.

Figure 26 - Percentage of Common Structured Planning and Collaboration Time Among General Education and Special Education Teachers



During the Focus Group sessions a number of major themes emerged related to educator collaboration:

- Special education inclusionary processes are inconsistent across districts.

- Co-teaching is occurring across the county; co-teaching occurs at some school sites but did not appear to be implemented district wide.
- It is difficult to form co-teaching partnerships.
- Minimal collaboration time is made available for co-teachers to plan.
- District department meetings are mainly held in grade level or in content areas settings.
- There was great appreciation for the SCCOE Inclusion Collaborative and online resources.
- SCCOE-operated programs located on comprehensive school sites have a continuing need for expanded opportunities to collaborate and for sites to provide inclusive options for all students.

Opportunities to Build Capacity

There were 196 comments for this section of the Survey. The major themes throughout the comments sections concentrated on increasing and improving the implementation of planning time, and the need for formal training on collaborative planning and service delivery for students with disabilities. About one-fourth of survey takers responded that there was no structured time for collaboration. Teachers in special day classes voiced a desire for increased collaboration time and communication with their grade level general education colleagues, especially around opportunities to plan and include students with disabilities in grade level field trips and special events.

Another theme that emerged was the need for better coordination and collaboration with regional SCCOE programs and the sites on which they reside. Comments from the survey and from the Focus Group members discussed the limited coordination of regional programs with district school sites. Highlighted in the group discussions and the Survey comments was the presence of systemic gaps in communication between SCCOE administrators and school principals of sites on which SCCOE programs are located.

"Just because the county (SCCOE) class is on a general education campus does not mean there's inclusion."

-Survey Participant

"Inclusion is based on the site where the class is located and the willingness of staff of the district and COE to make it happen."

-Survey Participant

Resources

Santa Clara County Office of Education and Community Supports: Inclusion Collaborative; CA 1CEPIP; Santa Clara County Office of Education Special Education Program; See Appendix A Toolbox and Resources

Part B - Parent and Community Collaboration

Note: Part B: Parent and Community Members (Educators who are not a parent of a child with a disability were asked to skip "Part B: Parent and Community Members.")

Survey Findings

- Most parents feel welcomed on campus and feel they are a valued member of a team.
- Parents would like more training in the IEP process, inclusive practices, and alternate dispute resolution (ADR).

Focus Group Members' Interest Areas

- Increased parent/school staff communication.
- Increased information and training on Alternative Dispute Resolution.

"Yes, I have not felt a difference in opportunity but feel there is not sufficient tailored outreach to parents of children with disabilities; or an orientation of understanding from district staff to make time to address the unique needs of children with additional needs such as foster children with disabilities that require additional coordination between school, caregivers, parents, social workers and other service providers."

-Survey Participant

"I have not gotten any feedback regarding training for parents of mainstream children. However, all the mainstream classmates of my daughter are trained to accommodate her and are reminded of the benefits of an inclusive classroom."

-Survey Participant

"I am very pleased with how my son's case manager is handling everything with him. I'm always informed about his progress and she goes to great lengths to help him in all his classes."

-Survey Participant

"All parents do receive opportunities and information from the COE but necessarily their host sites."

-Survey Participant

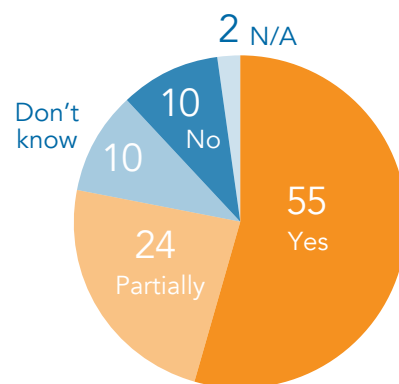
Inclusive Practices in Place

The Survey section on parent and educator collaboration focused on:

- a. Parents as valued and welcomed partners in the educational process.
- b. Parents receiving communication similar to general education parents.
- c. Information and training on the IEP process and quality instructional standards.
- d. Information on Alternative Dispute Resolution.

In this section of the survey, 673 parents and community members answered the questions. According to their responses, more than three-fourths of parents felt welcomed on the school campus and felt that they received the same information as did general education parents (**See Figure 27**).

Figure 27 - Percentage of Parents of Students with Disabilities who Feel Welcomed and Valued as Partners



More than half of parents and community members responded that they had received some information and/or training on the IEP process including training from Parents Helping Parents (PHP) which they felt was invaluable. About half of the parents (51%) indicated they had received information and/or training on options (e.g., Alternative Dispute Resolution (ADR)) to resolve disagreements about their student's IEP.

In the comments section of the Survey and in Focus Groups, parents reported that most often the site staff at their child's school was responsive and proactive in meeting their child's needs. Parents with children in Early Start felt that the service providers were alert to the needs of the family which they then took into consideration when developing the service plan.

During the Focus Group sessions two major themes emerged related to parent collaboration.

- Parents desire more communication about their child's program and services.
- Parents have an interest in learning about resources and trainings (IEP, ADR, behavior), through districts and groups such as Parents Helping Parents (PHP) and the Inclusion Collaborative.

Opportunities to Build Capacity

In the Survey and the Focus Groups, the discourse on collaboration and communication centered around four main areas: (1) parent and staff communication; (2) access to information and training; (3) limited coordination and communication between regional/county programs; and (4) district school sites and administrators.

Parents expressed interest for better communication with teachers and having their children included in grade level activities. Most parents responded that they had not received training on inclusive practices, quality standards for serving students with special needs, and the positive impacts of inclusion on all students, and that they did not have any knowledge about ADR. Some parents



wanted increased communication about their child's program and services including information on after school programs, as well as information on local training and resources, such as Parents Helping Parents (PHP). Both in the comments section of the Survey and Focus Groups parents voiced an interest in trainings in inclusive practices, IEPs, and ADR.

Parents expressed the desire for a belief system that these are all "our" kids, with shared responsibility enculturated into each district's philosophy, more inclusive classes, and more opportunities for electives. The Focus Groups expressed in particular an interest in having more interpreters and supports for non-English-speaking parents.

Summary

Several themes arose from the Survey and Focus Groups data. Educators and parents both aspire for increased collaboration and opportunities for communication. Overall, parents felt both welcomed and valued as a partner in their child's education and at their child's school site. Educators and parents both

responded that they are interested in more training in inclusive practices and creating opportunities for special day class students to be included in general education. Parents would like more training in quality standards for serving students with special needs, and would like more information on the positive impacts of inclusion on all students and on Alternative Dispute Resolution. Educators are interested in learning how to better structure collaboration and communication and collaboration among SCCOE regional programs, SCCOE administrators, and site administrators.

Resources

Santa Clara County Office of Education and Community Supports: Inclusion Collaborative; SELPA Alternative Dispute Resolution; SELPA's Community Advisory Committees; Parent Helping Parents; See Appendix A Toolkit and Resources

Early Learning and Young Children with Disabilities Ages 3-5

Inclusion in early childhood education programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. (United States Department of Education, Dear Colleague Letter: Preschool LRE, 2017, p. 3)

Survey Findings

Preschool and Early Start were not highlighted in the questions on the Survey but comments were made on the survey in both these areas:

- Parents liked the whole family approach in Early Start.
- Families expressed that the Early Start staff established a program for their child based upon the family's needs.

Focus Group Members' Interest Areas

- Improving the transition from Early Start to Preschool and then from Preschool to Kindergarten.
- Expanding opportunities for students with disabilities to attend preschools with their typical peers.

"Early Start offers training twice a year for parents on what to expect when leaving Part C services and transitioning to Part B services. The teacher also prepares parents for transition and a transition IFSP is held with the local school district."

-Survey Participant

"They help me understand that my voice counts. I am his mom and I will be the best one to teach him. We talk about what I need help with and I share things to be on his IFSP." -Survey Participant

Inclusive Practices in Place

The information shared in Focus Groups regarding preschool centered upon three main areas:

- Accessing preschool services and appropriate preschool facilities.
- Transitioning into preschool, Transitional kindergarten (TK), or kindergarten, and the desire for general education participation at transition time.
- Training of preschool staff (teachers and paraeducators) on inclusionary practices.

Participants discussed different early learning models (e.g., private/public partnerships in serving children with disabilities from birth to age five, Head Start, and State Preschool) and the limited availability of inclusionary preschools. Focus group members discussed the importance of integrating children with disabilities into transitional kindergarten before the age of five. Parents saw preschool as an important vehicle for their children to develop social skills, have friends, and promote the understanding that people have differences.

Focus Group members identified

numerous models and resources of inclusionary practices. According to the Focus Groups, elementary and unified districts acknowledge that providing inclusive preschool settings for young children with disabilities is an area with many opportunities for growth and are concentrating their efforts on creating and optimizing such environments.

Currently, the San Andreas Regional Center has partnerships with private programs that act as vendors and serve infants, birth to age three, in inclusive natural environments. A number of elementary and unified districts have arrangements with State Preschools, Head Start, and private preschools that allow for expanded opportunities for inclusion of students with disabilities ages three to five, while other districts have opened their own district preschools that provide inclusive practices. Some districts use reverse mainstreaming and have peers attend preschool special day classes two to three days a week. The SCCOE has infant programs and preschool programs for young children with disabilities and has created structures and partnerships with Head Start to expand inclusive preschool settings for the 2019-2020 school year.

The SCCOE Inclusion Collaborative was mentioned for their work in Early Childhood Education (ECE) with the Teaching Pyramid and the Inclusive Classroom Profile. Over the last four years it has worked with select districts and preschools on an early learning grant focused on Embedded Instruction,



which uses the Desired Results Developmental Profile (DRDP) to connect assessment to curriculum for young children. All of these instructional practices are designed to support young children in inclusive settings. In addition, educators and parents associated with Early Start discussed the parent education about transition that is incorporated into the services provided to the infant and the family.

Opportunities to Build Capacity

A number of barriers impeding the inclusion of young children in preschool emerged in the Focus Groups and Survey comments. Issues specific to preschools (but not limited to preschool) included: licensing; funding; salaries; recruitment and retention; accessibility; transition; and the training of staff in inclusive practices. For example, the credentialing for the Early Childhood Education teacher is different than that for the Early Childhood Education Specialist which impacts licensing, salaries, staff recruitment, and staff retention.

In 2017, the recommendations from the Santa Clara County Early Learning Facilities Study suggested: creating an early learning development plan; advocating for quality programs; creating a local fund for one time early learning facility development grants; and offering facilities training and technical assistance to early childhood providers.

Focus Group members expressed concern over inconsistent opportunities that exist for general education/preschool inclusionary practices and a desire for more integration opportunities for young students with disabilities in those settings.

For example, the SCCOE has preschool classes for students with disabilities on separate sites. They also have preschool programs on general education campuses, but the opportunities for inclusion with peers are limited. Many districts run preschool programs but they are solely for students with disabilities. The map below highlights the unmet need for general education preschool in the 2016-2017 school year. The map demonstrates the uneven presence of preschool programs in certain parts of the county (**See Map 1**).

Finally, some parents of young children expressed a desire for a smoother transition from Early Start to preschool and from preschool to kindergarten, particularly with regards to including general education teachers in the transition process.

Summary

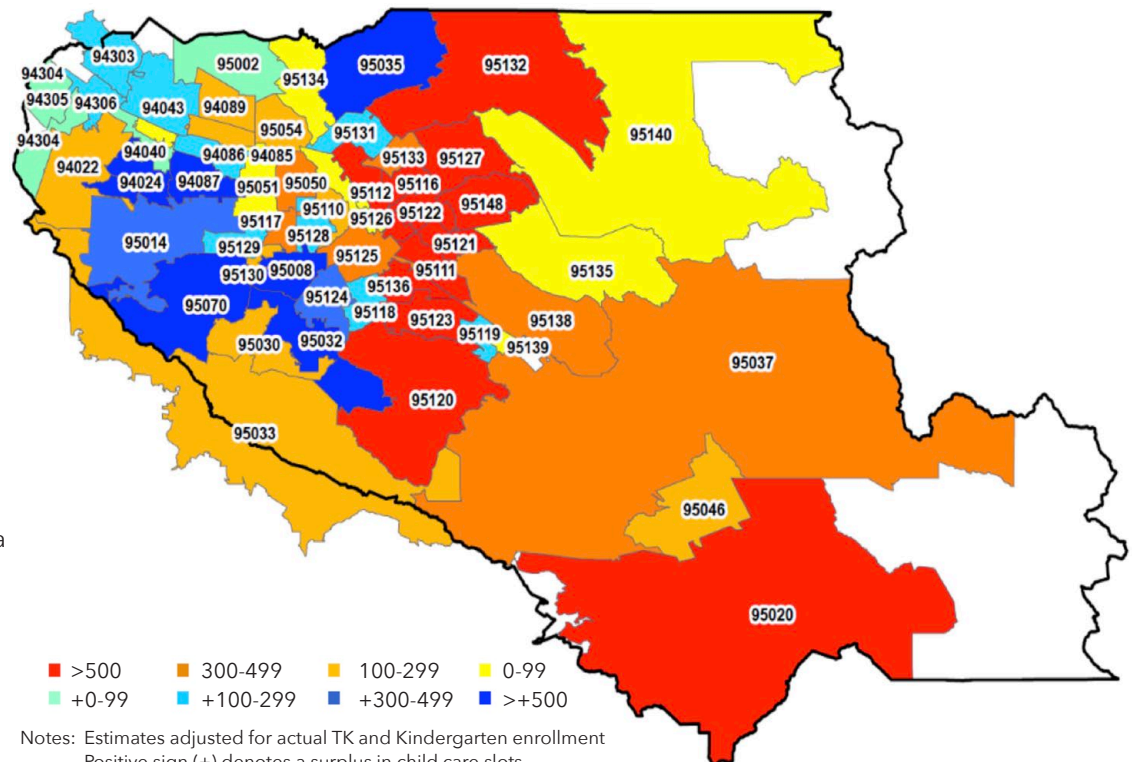
Although there was not a section on the survey specific to children with disabilities ages birth to five years, a number of themes emerged from

the Focus Groups and comments throughout the survey. The information centered upon five main areas: (1) access to preschool; (2) services and appropriate preschool facilities; (3) transition into preschool, TK and kindergarten; (4) the need for general education participation at transition time; and (5) training of preschool staff (teachers and paraeducators) on inclusionary practices. Parents felt that preschool was important for their child to develop social and emotional skills needed later in school and life. They expressed the desire for all children to understand that everyone has differences and would like that concept promoted and accepted in schools.

Resources

SCCOE and Community Supports: Head Start; State Preschool; Early Start; First 5 and the Inclusive Classroom Protocol; Strong Start; San Andreas Regional Center; Teaching Pyramid; Inclusion Collaborative and Warmline; See Appendix A: Toolkit and Resources

Map 1 - Number of Children in Need of Preschool in Santa Clara County



Section Summary

Overall, in the Survey and Focus Groups there was a range of responses highlighting districts and sites that had a culture of inclusion, those that had limited inclusion, and those making progress towards this as a goal. The participants in the study expressed an interest in building a culture of inclusivity by expanding practices and opportunities that foster inclusion, and voiced concerns over the shortage of qualified staff.

A large number of districts are in different stages of implementing MTSS. The majority of survey takers indicated that the most frequent trainings are in PBIS and behavior management and requested additional assistance in the implementation of professional development. Both in the Survey and in the Focus Groups, participants voiced concern over the shortages of education specialists, related service providers, and paraeducators, and the impact on programs and services to students.

There were many positive trends that emerged in the Accountability and Results section of the Survey and in the Focus Group sessions. The majority of students with disabilities who are in general education have access to the core curriculum, have IEP goals and objectives based upon the Common Core, and are assessed on benchmark assessments; however, this continues to be a challenge for students who have the highest level of support needs.

In the Survey comments and Focus Group sessions, participants mentioned a number of areas that would provide opportunities for improved access for children with disabilities and the improvement of academic performance for all students. For example, responders discussed highlighting the positive impact on all students' academic performance when inclusive practices are present in instruction, and using the conversation around Differentiated Assistance to better understand and change the systemic barriers that preclude inclusion in general education for students with disabilities.

Several themes regarding collaboration and communication arose from the Survey and Focus Groups' data. Educators and parents both aspire for increased collaboration and opportunities for communication. Overall, parents felt both welcomed and valued as a partner in their child's education and at their child's school site. Educators and parents both responded that they are interested in more training in inclusive practices and creating opportunities for special day class students to be included more frequently in general education. Parents would like more training in quality standards for serving students with special needs, and would like more information on the positive impacts of inclusion on all students and on ADR. Educators are interested in learning how to better structure collaboration and in improving the communication and collaboration between SCCOE regional programs and their administrators and site administrators.

A number of themes emerged from the Focus Groups and comments throughout the survey specific to children with disabilities birth to age five. The information centered upon five main areas: (1) access to preschool; (2) services and appropriate preschool facilities; (3) transition into preschool TK or kindergarten; (4) the need for general education participation at transition time; and (5) training of preschool staff (teachers and paraeducators) on inclusionary practices. Parents felt that preschool was an important vehicle for their child to develop the social and emotional skills they would need later in school and life. They expressed a desire for all children to understand that everyone has differences and would like that understanding to be promoted and accepted in schools.

The Student Survey queried respondents about their academic and social emotional supports in general education and

special education settings. Students felt academically supported in both general education settings and special education settings; however, students felt socially and emotionally safer in special education classrooms. Surveyed students felt they were learning the general education curriculum in the general education settings and were supported by their special education classes. The majority of students reported that their accommodations and modifications were appropriate. Student survey responses indicated that there were some variability in the students' feelings about their instruction in general education and special education settings and that the largest number of students preferred a mixture of both types of classes.

Finally, the term "inclusion" represents a broad perspective and is understood to be many different things; therefore, clarification and consistency of terms is needed. Numerous exemplary models and/or inclusionary practices were identified at the elementary, middle, and high school levels at specific school sites across Santa Clara County and throughout the state (See Appendix A: Toolkit and Resources). In Focus Groups, members cited numerous barriers that affect inclusion. The barriers take many forms: systemic; structural; cultural; and resource scarcity. Culturally, members spoke of "inclusion" perceived as a negative term and the stigma of special education as being separate from general education. The group members discussed the desire for a collective ownership and responsibility for all students provided in a welcoming and supportive environment.



Summary of the Major Findings of the Survey and Student Surveys, and Major Themes from the Focus Group Input Sessions:

Inclusive Practices in Place

- Most Local Educational Agencies (LEAs) foster a welcoming and collaborative environment between general education and special education.
- Students felt academically supported in both general education settings and special education settings.
- Students felt neutral about safety in the general education setting and socially and emotionally safer in special education classrooms.
- The majority of students have access to the core curriculum in their general education and content area special education classes.
- Goals and objectives are based upon the core curriculum.
- Access to the information on the California Dashboard allows better understanding of the total system of support and accountability for all students.
- Students felt they were learning the general education curriculum in the general education settings and were supported by their special education classes.
- Students reported that their accommodations and modifications were appropriate.
- Most parents feel welcomed on campus and feel they are a valued member of a team.
- Co-teaching is occurring across the county; co-teaching occurs at some school sites but did not appear to be implemented district wide.

Expanding on Inclusive Practices

- Most LEAs provide basic fundamental organizational structures for inclusion but continue to have limited opportunities for inclusion in general education and limited collaboration between general and special education teachers.
- Some teachers and service providers reported the large size of caseloads has affected their ability to provide support to students with disabilities in general education classes.
- A large number of districts are in the process and/or the beginning stages of implementing a Multi-tiered System of Support (MTSS).
- Professional development trainings and access varies across districts with the most frequent trainings being positive behavior intervention strategies (PBIS) and behavior management.
- Most districts have some collaboration between general education and special education teachers but it is not formally structured with defined roles.
- Some group members felt that professional development was adequate while others felt the need for more training or different training. There was a consensus that the majority of training required more systematic follow-up and coaching on-site implementation.
- The use of benchmark assessments varies across districts. There is partial implementation across most districts for using benchmark data to enter and exit interventions for students with disabilities.
- Special education inclusionary practices are inconsistent across districts.
 - It is difficult to form co-teaching partnerships.
 - Minimal collaboration time is made available for co-teachers to plan.

Building a Culture of Inclusion

- Systemic barriers (e.g., inconsistent collaboration time, master schedules) either promote or hinder placing students with disabilities into general education classes.
- The term “inclusion” represents a broad perspective and is understood to be many different things.
- Leaders of influence need to understand the “why” and believe in inclusion in order to promote inclusionary practices.
- The mindset/culture and approaches to inclusion vary across districts.
- There is an overall sense that Special Education is a place, not a service, and “they are your kids, not my kids.”
- A turn-over of administrators could result in starting over in building inclusionary cultures.
- When leaders don’t know the evidence and research basis supporting inclusive practices, they are less effective in ensuring inclusive programs and services are provided.
- Student survey responses indicated that there was some variability in the students’ feelings about their instruction in general education and special education settings.
- Expectations for inclusion are different for Resource Specialist Programs (RSP) and Special Day Class (SDC) programs.
- There was great appreciation expressed for the Inclusion Collaborative.

Opportunities to Build Capacity

- Some districts reported inconsistent implementation of professional development trainings.
- There are shortages of qualified special education teachers and paraeducators, substitutes, and related service providers which impacts the ability to promote and support the work of inclusion.
- Intervention opportunities and resources vary from school to school and district to district.
- There is a shortage of preschool settings that offer inclusion for children with disabilities. Preschools and Head Start programs are not geographically close

- to or available at all districts.
- Availability of behavior supports in general education makes a difference for inclusion.
- Some districts reported the need for additional resources to support site administrators in providing students with moderate to severe disabilities the following: modified/adapted core curriculum materials; research/evidenced -based instructional strategies; and alternate assessment practices.
- Teachers would like to have designated time to plan, consult, and collaborate with their colleagues.
- Parents would like more training in the IEP process, inclusive practices, and alternate dispute resolution (ADR).

- District department meetings are typically held as grade level or content area meetings.
- With the exception of a few model sites, SCCOE-operated special education programs on school site campuses have limited opportunities for inclusion with typical peers.
- Parents desire more communication about their children's program and services.
- Parents have an interest in learning about resources and trainings (IEP, ADR, behavior), through districts and groups such as Parents Helping Parents (PHP) and the Inclusion Collaborative.

Increasing Capacity

There are foundational actions that LEAs and schools can choose to build their capacity to better serve students with disabilities, and by extension to better serve all students who may be marginalized by current structural barriers in place in the educational system.

Actions taken by LEAs and school sites can be embedded into their current work creating and/or refining an MTSS as they structure one system of supports for all students.

An example of key components for an MTSS with embedded inclusive practices is in **Diagram 2**.

Diagram 2 - Steps to Inclusion within MTSS

Instruction in Tier I, Tier II and Tier III is based on HLP (High Leverage Practices) and UDL (Universal Design for Learning) for inclusive classrooms.

An MTSS framework is operationalized to address both academic and behavioral instruction and interventions and uses data informed decision making.

Resources, professional development and collaboration are structured to support inclusive practices within a framework of an MTSS.

Culture of inclusion is an articulated part of the vision of the LEA and the school site. A common understanding of what is meant by inclusion and inclusive practices exists.



Building One System of Support for All Students

Establish an MTSS Implementation Team with a focus on:

- Creating and disseminating a shared vision of equity and inclusion for all students within one system of supports for the whole child.
- Analyzing the current structures (cultural and systemic) that act as barriers to inclusion.
- Constructing a system of tiered supports and interventions that are appropriate for each school site and includes all students.
- Structuring district level supports for sites that increase inclusive practices and promote learning for all students (professional development and coaching on PBIS, UDL, Co-teaching, High Leverage Practices, and Culturally Sustaining Pedagogies).
- Building opportunities for formal collaboration among general and special education teachers and related service providers.
- Establishing professional learning communities to look at student learning and intervention decisions.
- Promoting collaboration and engagement between the LEAs, school sites, parents, and the greater school community.

Building a Culture of Inclusion

“Substantial cultural change must precede technical change.”

–Anthony Muhammad

A critical first step is ensuring that schools and districts have a common understanding of inclusion and effective inclusive practices. LEAs, school sites, and parents must build a common definition and understanding of inclusion. One of the major findings was that there were multiple understandings of what constitutes inclusion. The Inclusive Schools Network provides a course on inclusion basics which can be used to gain a common understanding of inclusion and a tutorial on common vocabulary used in inclusive schools.

The United Nations Committee on the Rights of Persons with Disabilities (2016), states that under international law,

individuals with disabilities are defined as holders of rights and as such should be afforded the opportunity for an equitable education. In General Comment 4, the United Nations Committee (2016) discusses the differences between exclusion, segregation, integration, and inclusion of students with disabilities (**See Diagram 3**) and defines and describes inclusion as a process:

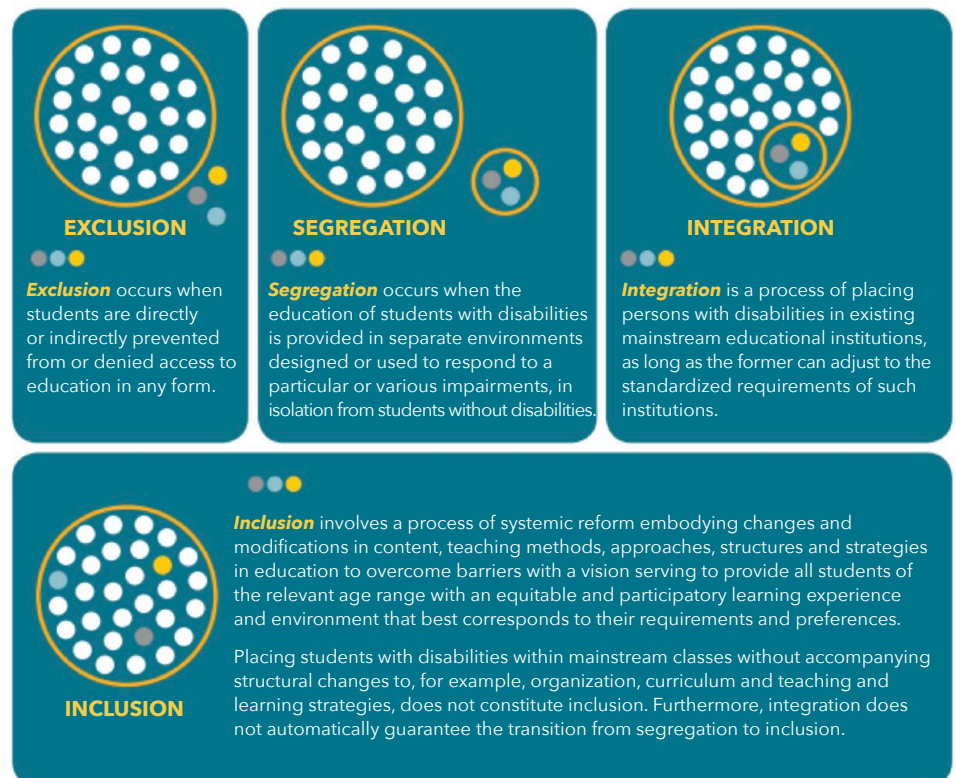
Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. (p.4)

LEAs and school communities with successful inclusive programs report having a shared responsibility for all students’ academic success and the belief that all students can learn (Villa and Thousand, 2016). District and site leadership

need to create and articulate a vision for equity and inclusion for all students, including students with disabilities, with members of the school community. Teachers, administrators, classified staff, students, and families all should have a common understanding and shared vision of inclusion for all their students. An important component to this belief system is an understanding by all parties that having inclusive practices in classrooms benefits students with disabilities and advantages students without disabilities.

The research on the benefits of inclusive practices for students with disabilities dates back over 40 years. In the last two decades, researchers have added to the body of literature on this topic with a focus on the benefits gained for students with and without disabilities in inclusive settings. In their 2004 article, Cole, Waildron, and Majd studied the effects of inclusive settings for students with and without disabilities. The study revealed that typical peers made greater gains in reading and math when taught in inclusive settings. In their literature

Diagram 3 - Differences between Exclusion, Segregation, Integration, and Inclusion



Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>)

review of inclusion, Kalambouka, Farrell, Dyson, and Kaplan (2008) found there were no adverse effects on students without disabilities who were taught in inclusive settings. The authors report that 81% of the outcomes had either neutral or positive effects (Kalambouka et. al., 2008).

Throughout the United States, educational leaders are emphasizing the rights of students to learn in inclusive environments. Several states have developed guidance on how teachers can be more inclusive in their classrooms. One example from the Pennsylvania Department of Education discusses the different focus areas that teachers and administrators need to implement at the site/classroom level for successful inclusion: "Teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced" (Pennsylvania Department of Education, 2014).

In **Table 7**, the Teacher's Desk Reference: A Practical Guide for Pennsylvania Teachers (2014) lists the features that are essential for teachers and administrators to implement for successful inclusion.

The Teacher's Desk Reference emphasizes a number of areas that are necessary in any educational system to provide for the inclusion of all students (e.g., safe and welcoming, collaborative, leadership, personalization, supports). Equity is at the core of these inclusive practices. This document is specifically focused on students with disabilities but when speaking of inclusion, the equity lens expands to students of color, English learners, students living in poverty, foster youth, and LGBTQ+ students. According to the 2018 report from the Black Leadership Kitchen Cabinet of Silicon Valley (2018), there are four themes related to educational assessment that impact students of African Ancestry: (1) educators' low expectations; (2) lack of culturally relevant curriculum; (3) absence of protection from racism; and (4) the need for increased training for educational staff to respond in culturally informed ways to students' educational experiences and the impact

of trauma (King and Tillman, 2018). Students with disabilities intersect in many of these areas, and as such if we build equitable systems for all students, we are creating inclusive environments that provide access and opportunities for the larger student populations (Inclusion Collaborative CA-CEPIP).

"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone." -Diane Richler, Joseph P. Kennedy, Jr. Foundation International Fellow and Chair of Inclusion Internationals Catalyst for Inclusive Education

"If a child can't learn the way we teach, maybe we should teach the way they learn." -Ignacio Estrada, Director, Gordon and Betty Moore Foundation

Components of Inclusive LEAs, Schools and Classrooms

In reexamining the eight recommendations of Congress for LEAs to improve the performance of students with disabilities (see page 4) and the inclusive practices advocated by the California MTSS framework (see page 5), there are five areas which surface that address inclusive practices:

1. Quality early intervention that promotes growth and makes a difference in the lives of young children.
2. Quality instruction consisting of research-based high-leverage instructional strategies and practices that provide access and support for students' academic, behavioral and social emotional learning.
3. A system of accountability and results that uses data to make instructional and intervention decisions.

Table 7 - Teacher's Desk Reference: A Practical Guide for Pennsylvania Teachers

Leadership	Administrators must promote a sense of responsibility and shared ownership for the academic and social emotional growth of every student in the school. Administrators must ensure that evidence-based inclusive practices are implemented effectively. Administrators must ensure collaborative planning time is part of the school structure.
School Climate and Structure	Educators must ensure that all students are welcome and seen as contributing and valued members of the school community. Collaborative relationships among staff, families, and students are nurtured.
Student Placement	Individualized Education Program (IEP) teams first consider the general education classroom with a full range of supplementary aids and services. General educators expect to teach students with a full range of disabilities in their classrooms for meaningful parts of the day.
Family and Community Involvement/Collaboration	Families, schools, and community agencies are collaborative partners. Educators collaborate for instructional planning to minimize curricular barriers, provide access to the general curriculum, and proactively problem solve.
Instructional Practices	Educators implement evidence-based inclusive practices through multi-level instruction, multiple methods of assessment, and modified outcomes in general education classrooms, when appropriate.
Supplementary Aids and Services	IEP teams use a systematic and individualized approach to the identification of supports and services to students with disabilities in the general education classroom.

4. A continuum of services available in a single comprehensive system to support a student's individual needs.
5. Student, family, and community engagement.

Quality Early Intervention

"Children in Early Childhood settings are in the midst of immense growth, acquiring knowledge, skills, and abilities in several interconnected realms."

–Gupta, Henninger, and Vinh (2014).

Research has shown the importance and impact of students receiving quality early childhood education and early intervention for students with disabilities and students "at risk." In their 2015 policy statement, the Department of Health and Human Services and the Department of Education discuss the necessity for providing services for young children with disabilities in early childhood settings with their typical peers. The *Policy Statement on Inclusion in Early Childhood Programs* (2015) states: "...all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations" (Departments of Health and Human Services and Education, 2015). The authors proceed to outline the research findings as the basis for their policy statement:

- Individualized evidence-based strategies for children with disabilities can be implemented successfully in inclusive early childhood programs.
- Children with disabilities, including those with the most significant disabilities, can make significant developmental and learning progress in inclusive settings.
- Research suggests that children's growth and learning is related to their peers' skills and the effects are most pronounced for children with disabilities.
- These outcomes are achieved when children with disabilities are included several days per week in social and learning opportunities with their typically developing peers and specialized instructional strategies are used.
- Typically developing children show positive developmental, social, and attitudinal outcomes from inclusive experiences.

(Departments of Health and Human Services and Education, 2015, p. 2)

In Santa Clara County many school districts face significant barriers in providing inclusive early childhood educational (ECE) settings for their young students with disabilities. When looking at the data for preschool LRE, the majority of elementary and unified districts do not meet the statewide indicators for preschool for LRE (See Figure 28).

Although the mandate and moral imperative to do so exists, numerous factors such as licensing, funding, and facilities affect the ability of districts to provide quality ECE for their preschool age students with disabilities. The California Blue Ribbon Commission on Early Childhood Education (2019) recommendations summarize steps to be taken at the state level to address many of these issues. In addition, the Blue Ribbon Commission specifically calls out the necessity to address early intervention and high quality programs for students with disabilities. The Blue Ribbon Commission (2019) recommends the following:

Ensure the early identification of potential delays, risk of delay, and other special needs for all young children by implementing a comprehensive, coordinated, and accessible system that provides all children access to early screening and intervention and the tiered services they need. High quality ECE should be an integral part of the system as an accessible and effective intervention for children with disabilities and one source for early identification. (p. 43)

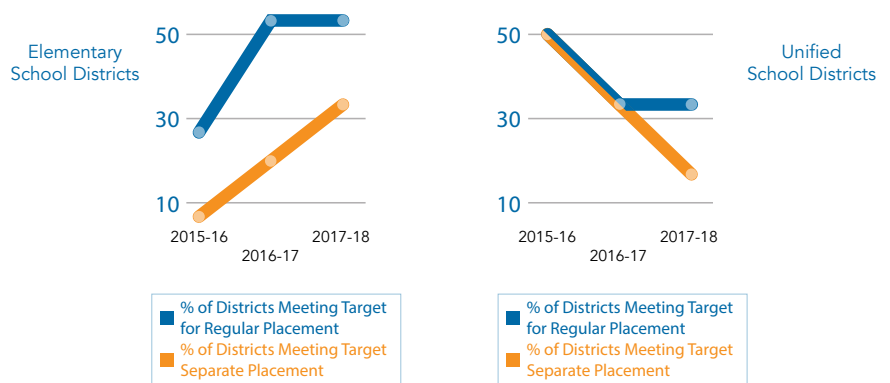
There are a number of resources that districts and early learning environments can access to increase the use of inclusive practices in early childhood education. The Division of Early Childhood Education (DEC) of the Council of Exceptional Children published the *DEC Recommended Practices (DEC RPs)* guide in 2014. It is specifically designed for young children with disabilities or those children "at risk" for having a disability. The DEC Recommended Practices are research-based and fall into eight topic areas:

- Leadership
- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming and Collaboration
- Transition

A number of resources are available on the DEC website to assist districts in the implementation of the practices. Included in the resources are embedded examples of how the recommendations could take form in a variety of settings and system levels. The website for the Early Childhood Technical Assistance Center (ECTA), which collaborated with DEC on the RPs, contains resources and tools to assist districts, site practitioners, and families in the use of the DEC RPs, including guides for professional developers and practice guides for providers and families. In addition, The Learning Policy Institute provides

Figure 28 - Preschool Least Restrictive Environment for Elementary and Unified School Districts in Santa Clara County

California Department of Education Annual Performance Report 2015-2018





a brief on *The Building Blocks of High-Quality Early Childhood Education Programs* (2016). The brief is based upon research in early learning and discusses a number of essential elements needed to provide a quality early childhood educational program.

Locally, there are a number of initiatives that address quality programming and inclusion in early learning environments. The Santa Clara County Office of Education and First 5 of Santa Clara County established the Quality Matters program and implemented a quality rating and improvement system (QRIS). In addition, First 5 has collaborated with the Inclusion Collaborative to measure inclusive practices in early learning settings using the Inclusive Practices Profile (ICP) at sites that are rated as Quality Matters sites. The *Santa Clara County Early Learning Master Plan* (2017) and the *Early Learning Facilities Study* (2017) may provide additional insights into the overall landscape of early learning in the county and how districts and organizations can address the “high unmet need of infant/toddler care and preschool” (Early Learning Facilities Study, 2017).

Evidence-Based High-Leverage Practices

The use of evidence-based practices for instruction of students is a key component to the success of students with disabilities. In structuring

pedagogies for students with disabilities in the general education classroom, teachers need to be familiar with and utilize evidence-based practices that will yield the best results in achievement. In 2017, the Council on Exceptional Children and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) created *High-*

Leverage Practices in Special Education and accompanying resources to assist LEAs and school sites in implementing these practices.

High-leverage practices (HLPs) extend to four major areas: collaboration, assessment, social emotional, and instruction. HLPs concentrate on instructional practices that occur with high frequency, have been proven to foster students’ engagement and learning, and can be used in all content areas. Ideally, HLPs should be integrated with evidence-based practices within an MTSS. The CEEDAR website provides an overview of this process and how an MTSS could be structured in general education to provide for positive outcomes for students with disabilities. The CEEDAR site also contains a Professional Development Guide for School Leaders to assist in the implementation of HLPs.

McLeskey, Maheady, Billingsley, Brownell, and Lewis (2019) expanded on the use of HLPs in the classroom with their book *High Leverage Practices in the Inclusive Classroom*. In it, they focused specifically on creating a resource that preservice and in-service general and special education teachers could use in Tier 1 and Tier 2 in the general education classroom. The practices outlined in the book are as follows:

Collaboration High-Leverage Practices:

- Collaborate with professionals to increase student success.
- Organize and facilitate effective meetings with professionals and families.
- Collaborate with families to support student learning and secure needed services.

Assessment High-Leverage Practices:

- Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.
- Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social Emotional Behavioral High-Leverage Practices:

- Establish a consistent, organized, and respectful learning environment.
- Provide positive and constructive feedback to guide students’ learning and behavior.
- Teach social behaviors.
- Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction High-Leverage Practices:

- Identify and prioritize long- and short-term learning goals.
- Systematically design instruction toward specific learning goal.
- Adapt curriculum tasks and materials for specific learning goals.
- Teach cognitive and metacognitive strategies to support learning and independence.
- Provide scaffolded supports.
- Use explicit instruction.
- Use flexible grouping.
- Use strategies to promote active student engagement.
- Use assistive and instructional technologies.
- Provide intensive instruction.
- Teach students to maintain and generalize new learning across time and settings.

- Provide positive and constructive feedback to guide students' learning and behavior.

(McLeskey, et al., 2019)

In their work on HLPs, McLeskey, et al. (2019) discuss the implementation of UDL and address the need to consider culturally and language diverse students in the assessment process. Additional research from Paris and Alim (2017), substantiate the need to use Culturally Sustaining Pedagogies (CSP) for those students. Particular attention should be paid to the assessment process for students of color and English Language Learners.

Paris and Alim (2017) stress positively focusing on and using the assets student bring to the classroom to engage the students in the curriculum and their learning. This approach is of particular importance for students with disabilities since many are both linguistically and culturally diverse.

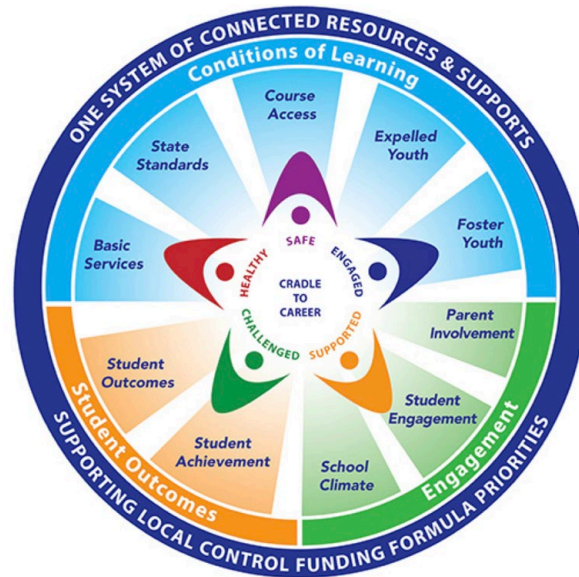
System of Accountability and Results

The CDE established the One System of Education for the Whole Child, a system of supports, resources, and accountability supporting the Local Control Funding Formula Priorities (See Diagram 4). A major focus of this initiative was building multi-tiered systems of support (MTSS) at districts and school sites. The creation and implementation of an MTSS provides for inclusion and support for all students in a school. Systems should address both academic and social and behavioral aspects at the district and school site level. Accountability structures should provide opportunities for student support and allow for the fluid movement of students through the MTSS.

Clay and Quann (2019) in their handbook, *Improving the Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Educational Agencies*, outline six guiding principles for improving the performance of students with disabilities:

- General Education and Special Education work together seamlessly as one coherent system.
- Educational programs are organized

Diagram 4 - Local Control Funding Formula (LCFF)/ Whole Child Resource Map



On the One System resources and supports webpage, click on the different areas of the star for the corresponding supports.

<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>

within the context of a Multi-Tiered System of Supports (MTSS) framework to ensure academic and behavioral supports are provided for all students.

- Instructional programs incorporate high-quality, standards-aligned, evidence-based practices and use the principles of Universal Design for Learning (UDL).
- Data systems are integrated to combine relevant information from state and local assessments including: formative and summative data, universal screening measures, and anecdotal observations from parents and teachers.
- Site-based teams monitor progress, identify interventions, and adapt instructional practices and behavioral supports to promote success using evidence-based systems of inquiry.
- Programs are culturally and linguistically responsive. (p. 2)

Clay and Quann (2019) break the handbook into four parts: California's system of accountability; background on students with disabilities; specific guidance on establishing teams who examine data and use it for progress monitoring and continuous improvement; and a toolkit to support implementation. The handbook is designed to assist LEAs

in addressing the performance of students with disabilities, especially those districts that may be eligible for Differentiated Assistance; however, it is a useful tool that all LEAs can use to perform root cause and data analysis.

Continuum of Services Available in a Single Comprehensive System

The One System of Education for the Whole Child establishes a structure for all children and does not delineate students with disabilities as being educated by a separate system of supports. The One System approach is structured to serve students within the general education setting. Special education is no longer seen as a subsystem or parallel system of education. IEP teams need to first consider what is available in a site's MTSS that can support the student in the general education setting, and then consider what additional supports are needed to provide access to the state standards and provide for student success in the general education setting.

In 2018, the California Department of Education (CDE) in partnership with the California Collaborative for Educational Excellence (CCEE), began structuring resources through the county offices of

education and the SELPAs to support LEAs in serving students with disabilities within One System’s resources and supports (California Collaborative for Educational Excellence, 2018). The following highlighted resources are designed to build the capacity of SELPAs, LEAs, and the school community to better serve students with disabilities:

- SELPA System Improvement Leads are designed to increase the capacity of the state’s SELPAs for continuous improvement. The SELPA System Improvement Leads are:
 - West San Gabriel SELPA
 - El Dorado County SELPA
 - Riverside County SELPA
- Four additional SELPAs were named as Content Leads to support SELPAs and LEAs in the following areas:
 - English Learners with Disabilities-Imperial County SELPA
 - Autism and Evidenced Based Practices-Marin County SELPA
 - SELPA-Universal Design for Learning Focus-Placer County SELPA
 - Disproportionality-South County SELPA
- CDE funded the Riverside County Office of Education to establish the Supporting Inclusive Practices group which is designed to:
 - Provide tiered technical assistance to LEAs to increase their capacity to use evidence-based practices.
 - Expand the inclusion and achievement of students with disabilities.
- The Santa Clara County Office of Education is a regional equity lead for the California Equity Performance and Improvement Program, which is designed to improve academic outcomes for:
 - Students with Disabilities
 - Students Learning English
 - Students of African Ancestry
- The statewide Community Engagement Initiative selected six schools districts (Anaheim School District, Azusa School District, Cajon School District, East Side Union High School District, Ontario-Montclair School District and Oxnard School District) to participate in the Peer Leading and Learning Network to engage in:
 - Identifying best models and practices of community engagement.

- Examining metrics and models to measure community engagement.
- Expanding promising and successful community engagement practices throughout the state to build the LEAs’ engagement, skills, and knowledge.

On their website, the Schoolwide Integrated Framework for Transformation (SWIFT) reports the following benefits for students with disabilities when educated in the general education settings with supports:

Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities. (Cole, Waldron, & Majd, 2004; Cosier, Causton-Theoharis, & Theoharis, 2013). Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills compared to students served in special schools. (Dessemontet, Bless, & Morin, 2012). Students with autism in inclusive settings scored significantly higher on academic achievement tests when compared to students with autism in self-contained settings. (Kurth & Mastergeorge, 2010) (para 5-7)

Based upon the research and California’s One System of Education for the Whole Child, the continued segregation of students with disabilities into separate settings is not in the best interest of the student and the educational system.

The continued emphasis on accountability and the need for the improved achievement and long-term outcomes for students with disabilities points to the need to restructure systems of support and provide more students quality

access to the general education setting for the maximum instructional time possible.

Summary

This section focused on the components LEAs can use to expand their capacity to serve students with disabilities. Based upon the eight recommendations of Congress for LEAs to improve the performance of students with disabilities, and the inclusive practices advocated by the California MTSS framework, a number of key areas of focus were reviewed which can be implemented in LEAs and classrooms and at school sites to increase the use of inclusive practices:

- Quality early intervention that promotes growth and makes a difference in the lives of young children.
- Quality instruction consisting of research-based high leverage instructional strategies and practices that provide access and support for students’ academic, behavioral, and social emotional learning.
- A system of accountability and results that uses data to make instructional and intervention decisions.
- A continuum of services available in a single comprehensive system to support a student’s individual needs.
- Student, family, and community engagement.

Each of these areas was discussed in the context of research and resources that could be utilized by LEAs, school sites, and the school community for support.



Continuum of Services for Students with Disabilities Study Summary

The Study of Special Education in Santa Clara County considered the feedback of hundreds of stakeholders, and included an analysis of data, a literature and study review, a review of best instructional practices, and an overview of local and state model programs for students with disabilities. The instructional practices review included the study of key frameworks, as well as instructional strategies such as Culturally Sustaining Pedagogy, Universal Design for Learning Framework, and the research from the High Leverage Practices in Special Education and High Leverage Practices for Inclusive Classrooms. The statewide context regarding funding of special education, the changing and expanding role of county offices of education with regard to the Statewide System of Support, and the role and structure of SELPA were considered.

Increasing costs and the lack of funding are straining district budgets. As districts and schools have more accountability for all students, the benefits of shifting the role of SCCOE special education personnel from direct classroom

teacher and program provider to quality consultative service provider was considered. This shift could be essential in increasing the capacity of local school districts. A consultative/collaboration model designed to support districts could leverage the expertise of SCCOE teachers to support district classroom teachers. In a consultative/collaboration model, services could include case management, behavior management, assistive technology, consultation on instructional strategies, teacher training, and service coordination. Increased availability of specialized programs and services at schools and districts would likely cost less than SCCOE provided programs and could lead to reduced transportation costs.

The SCCOE Special Education Task Force identified three countywide priority areas for focus that serve as foundational framing for the overall recommendations of the study: (1) creating a culture of inclusion; (2) providing for quality instruction; and (3) expanding the availability of social and emotional supports.

Recommendations:

1. Advocate at the state and federal level for policy, legislation, and adequate funding that supports students with disabilities.
2. Adopt resolutions establishing support for inclusive practices and a culture of inclusion.
3. Implement strategies to recruit and retain qualified professionals in special education.
4. Expand professional development and coaching in Culturally Sustaining Pedagogy, Universal Design for Learning, Co-teaching, and High Leverage Practices for Inclusive Classrooms to support quality instruction for all students preschool through post-secondary.
5. Expand the availability of integrated social emotional learning (SEL) instruction, services, and programs.
6. Expand the availability of programs and services currently offered by the SCCOE in local school districts.
7. Increase the availability of mental health supports in schools.
8. Conduct a study of the SELPA Administrative Unit (AU) structure and determine the impacts of having two AUs and options to maximize economy of scales while maintaining a high level of support and services to districts.
9. Conduct an analysis of available IEP software systems and consider the process and benefits of, and barriers to, adopting one system for use countywide.

"A one coherent system of education has all children at the center and acknowledges that all students are general education students and some students will need additional and specialized instructional services, supports, and programs."

-Dr. Mary Ann Dewan, Santa Clara County Superintendent of Schools



Appendix A: Toolkit and Resources

The tools and resources in this appendix are arranged in alphabetical order by topic area. The topics are related to the issues that were highlighted and discussed in the study. This compendium of tools and resources is designed to support districts, schools sites, and stakeholders in strengthening their inclusive practices. The resources with a gold star (★) are high leverage practices or resources for districts, sites, and stakeholders.

Alternative Dispute Resolution

Alternative dispute resolution can take many forms (e.g. facilitated IEPs and mediations) and act as a pathway for better understanding and communication between districts and families. The resources below can assist parents and districts in resolving and appreciating each party's perspective regarding IEPs and special education services.

Websites

Center for Appropriate Dispute Resolutions in Education (CADRE)
<https://www.cadnetworks.org>

Santa Clara SELPA
<https://www.sccoe.org/depts/SELPA>

Southeast SELPA
<http://southeastseelpa.org>

Assessment and Accountability of Students and Programs

This section contains links to access district data on students and resources on how to use data to measure student progress and program evaluation.

Data Websites

California School Dashboard
<https://www.caschooldashboard.org>

DataQuest
<https://dq.cde.ca.gov/dataquest>

DataZone
<https://www.datazone.org>

Ed Data
<https://www.ed-data.org/state/CA>

Student and Program Assessment: Diagnostic Center North
<http://www.dcn-cde.ca.gov>

Embedded Instruction for Learning: Tools for Teachers-CA
<https://ca.embeddedinstruction.net>

Solution Tree
<https://www.solutiontree.com>

Stetson and Associates (2018). Assessment of school practices related to inclusive education.
<https://drive.google.com/file/d/11wdnM21BHN5oYBMua3RGMVP7pKlZD41/view>

Stetson and Associates (2017). Quality standards for inclusive schools self-assessment instrument.
Retrieved from: <https://inclusiveschools.org/inclusion-resources/self-assessment>

The Education Trust-West: Data Equity Walk ★
<https://west.edtrust.org/our-resources/data-tools>

Books on Assessment and Data

Learning by Doing: A Handbook for Professional Learning Communities at Work (3rd ed.).

Richard Dufour, Rebecca Dufour, Robert Eaker, Thomas Many, and Mike Mattos (2016) Bloomington, IN: Solution Tree Press (ISBN: 978-1-943874-37-8)

Building a Professional Learning Community at Work: A Guide to the First Year. Parry Graham, & William Ferriter. (2010) Bloomington, IN: Solution Tree Press (ISBN: 978-1-935249-22-1)

Continuous Improvement

PACE: Supporting Continuous Improvement at Scale
https://edpolicyinca.org/sites/default/files/PB_Baron_1_June-2019.pdf

Creating a Culture of Inclusion for All Students

This section contains information on how to affect culture change in districts and sites so that all students can achieve and feel welcomed in school. These resources can be used with multiple audiences to build an inclusive environment.

Websites

Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently ★
<https://www.nclld.org/forward-together>

Key findings
<https://www.nclld.org/wp-content/uploads/2019/05/Key-Findings-5-25-19.pdf>

Inclusion Collaborative ★
<http://www.inclusioncollaborative.org>

Inclusion Collaborative Resources: <http://www.inclusioncollaborative.org/warmlines.aspx>

Inclusive Schools Network
<https://inclusiveschools.org>

Inclusion Basics Course
https://inclusiveschools.org/Course%20HTML%20Files/InclusionBasics/story_html5.html

Inclusion Self-Assessment Survey
https://inclusiveschools.org/Course%20HTML%20Files/Self-Assessment%20Survey%20-%20Storyline%20output/story_html5.html

Making Us Whole: 10 Children's Books that Teach Inclusion ★
<https://makinguswhole.wordpress.com/2014/06/30/10-childrens-books-that-teach-inclusion>

National Center for Learning Disabilities
<https://www.nclld.org>

Questia: Trusted Online Research Inclusion in Education

Selected full text books and articles
<https://www.questia.com/library/education/special-education/inclusion-in-education>

Santa Clara County Office of Education (SCCOE): California 1- California Equity Performance and Improvement Program (CEPIP)
<http://www.inclusioncollaborative.org/cepip.aspx>

The Association for Persons with Severe Handicaps (TASH)
<https://tash.org>

YouTube Videos

Amazing Grace-Your WHY Gives Your WHAT More Impact
<https://www.youtube.com/watch?v=sfzpnVDzre0>

Whatever it Takes: A SWIFT Academic Instruction Film
<https://www.youtube.com/watch?v=KzVaecgNvlg>

Reimagining Disability and Inclusive Education
Jan Wilson, TEDx

University of Tulsa
https://www.youtube.com/watch?v=CtRY_1mZWwG&t=241s

Blogs on Inclusion

Inclusive Education: What it means, Proven Strategies, and a Case Study
Concordia University
<https://education.cu-portland.edu/blog/classroom-resources/inclusive-education>

Books on Inclusion and School Culture Change

Creating an Inclusive School (2nd ed)
Richard Villa & Jacqueline S. Thousand. ACSD. Alexandria, Virginia. 2005. 220 pages. ISBN 1-4166-0049-3

High Leverage Practices for Inclusive Classrooms

James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, and Timothy J. Lewis. Routledge. New York, NY. 2019. 336 pages. ISBN 978-1-138-03918-6.

Inclusion Press (Books on Inclusive communities)
<http://www.inclusion.com/inclusivecommunities.html>

The Inclusive Education Checklist: A Self-Assessment of Best Practices
Richard Villa, & Jacqueline S. Thousand. 2016. 111 pages. ISBN 978-1-938539-01-5. www.NPRinc.com

Time for Change: Four Essential Skills for Transformational School and Districts Leaders
Anthony Muhammad and Luis F. Cruz
Solution Tree Press. Bloomington, IN. 2019. 152 pages. ISBN 978-1-942496-15-1

Early Learning

Early Learning and early intervention are key components to positive outcomes for our students with disabilities. The below resources can be used by districts, early education providers, and young children and their families.

Frameworks and Resources

A Science-Based Framework for Early Childhood Policy Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children
http://developingchild.harvard.edu/wp-content/uploads/2015/05/Policy_Framework.pdf

Framework for Planning, Implementing, and Evaluating Pre-K-3rd Grade Approaches
https://seh.d.ucdenver.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

Early Learning Communities: A Principal's Guide to Aligning the Stepping Stones to Success
https://www.naesp.org/sites/default/files/EarlyLearningI_SO14.pdf

Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice Executive Summary
<https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>

Division of Early Childhood Practices Recommended Practices, Council of Exceptional Children
<https://www.dec.sped.org/dec-recommended-practices>

Websites

Center on the Social and Emotional Foundations for Early Learning: Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children
<http://csefel.vanderbilt.edu>

Early Childhood Technical Assistance Center ★
<http://ectacenter.org>

Early Learning Online
<https://www.caearlychildhoodonline.org>

Educare
<http://www.educaresv.org>

Embedded Instruction for Early Learning
<http://embeddedinstruction.net/>

First 5 ★
<https://www.first5kids.org/earlylearning/quality-matters>

Inclusion Collaborative ★
<http://www.inclusioncollaborative.org>

National Center for the Pyramid Model Innovations
<https://challengingbehavior.cbcs.usf.edu>

San Andreas Regional Center: Early Start-Birth to 3 Years
<https://www.sanandreasregional.org/early-start>

Santa Clara County: Early Learning Facilities Study
<https://www.sccoe.org/resources/EL-facilities-study>

Santa Clara County Early Learning Master Plan
<https://www.sccoe.org/elmp2017>

Santa Clara County Office of Education: Early Learning Services (Head Start and State Preschool)
<http://headstart.sccoe.org>

Santa Clara County Office of Education: Early Start Program
<https://www.sccoe.org/depts/students/Pages/earlystart.aspx>

Strong Start
<http://strongstartsantaclara.org>

University of North Carolina: Inclusive Classroom Profile ★
<https://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile>

Zero to Three: Early Connections Last a Lifetime-Challenging Behaviors
<https://www.zerotothree.org/espanol/challenging-behaviors>

Educator Preparation Programs

Local educator preparation programs listed in this section are for current educators to clear their credentials and aspiring educators to earn their credential.

Websites

California State University East Bay
<http://www.csueastbay.edu/ceas/index.html>

San Mateo County Office of Education: Learning and Leadership
<http://www.smcoe.org/learning-and-leadership>

San Jose State University
<http://www.sjsu.edu/education>

Santa Clara County Office of Education: Educator Preparation Program
<http://epp.sccoe.org>

English Language Learners

Chapter 6 Tools and Resources for Addressing English Learners with Disabilities ★
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

Books on English Language Learners and Students with Disabilities

English Language Learners with Special Education Needs: Identification, Assessment, and Instruction ★
Editors: Alfredo Artiles and Alba Ortiz.
Center for Applied Linguistics and Delta Systems, McHenry, IL. Pages 249. ISBN 1-887744-69-X

English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities ★

Janette Klingler and Amy M.Eppolito.
Council for Exceptional Children, Alexandria, VA. 2014. 117 pages. ISBN 978-0-86586-478-8

Culturally Responsive Design for English Learners: The UDL Approach
Patti Kelly Ralabate and Loui Lord Nelson. CAST, Wakefield, MA. 2017. 213 pages. Paperback ISBN 978-10930583-05-4 Ebook ISBN 978-1-930-583-06-1

Routines for Reasoning: Fostering the Mathematical Practices in All Students
By Grace Kelemanik, Amy Lucenta, Susan Janssen Creighton. Heinemann, Portsmouth, NH 03801. 2016. 208 pages ISBN 978-0-325-07815-1 / 0-325-07815-7
<https://www.heinemann.com/products/e07815.aspx>

Inclusive Leadership Practices

The below websites from federal, state, and local organizations and agencies support inclusive leadership practices. The books listed address inclusion and equity for all students.

Websites

California Department of Education: Family Engagement Tool Kit
<https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Early Childhood Technical Assistance Center: National Early Childhood Indicators Initiative
<http://ectacenter.org/topics/inclusion/indicators.asp>

High Leverage Practices in Special Education: A Professional Development Guide for School Leaders ★
<https://highleveragepractices.org/a-professional-development-guide-for-school-leaders/>

Inclusive Schools Network: Leadership for Inclusive Schools
<https://inclusiveschools.org/category/resources/leadership-for-inclusive-schools>

Leading a Culture of Collaboration
<http://www.allthingsplc.info/blog/view/leading-a-culture-of-collaboration/385>

Ollibean Institute on Disability: University of New Hampshire ★ (Resources for educators parents, summer institutes, and research)
<https://ollibean.com/inclusion>

Principal Leadership: Moving Towards Inclusive and High Achieving Schools for Students with Disabilities ★
<https://cedar.education.ufl.edu/portfolio/principal-leadership-moving-towards-inclusive-and-high-achieving-schools-for-students-with-disabilities>

School Leadership for Students with Disabilities
<http://cedar.education.ufl.edu/cems/leadership>

Supporting Inclusive Practices
<https://www.rcoe.us/student-program-services/supporting-inclusive-practices-sip-project>

Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership
<https://ccssoinclusiveprincipalsguide.org/about>

Books on Leadership and Inclusion

Building Equity: Policies and Practices to Empower All Learners

Dominique Smith, Nancy Frey, Ian Pumpian and Douglas Fisher. ACSD, Alexandria, Virginia. 2017. 215 pages. ISBN 978-1-4166-2426-4

Leading an Inclusive School:

Access and Success for All Students ★

Richard Villa & Jacqueline S. Thousand. ACSD. Alexandria, Virginia. 2016. 200 pages. ISBN 978-1-4166-0049-7

Partnering with Parents to Ask the Right

Questions: A Powerful Strategy for

Strengthening School-Family Partnerships

Luz Santana, Dan Rothstein, and Agnes Bain.

ACSD. Alexandria, Virginia. 2016. 233 pages.

ISBN-13:978-1-4166-2267-3

[http://www.ascd.org/publications/](http://www.ascd.org/publications/books/117011/chapters/An_ASCD_Study_Guide_for_Partnering_with_Parents_to_Ask_the_Right_Questions@_A_Powerful_Strategy_for_Strengthening_School-Family_Partnerships.aspx)

[books/117011/chapters/An_ASCD_Study_Guide_for_Partnering_with_Parents_to_Ask_the_Right_Questions@_A_Powerful_Strategy_for_Strengthening_School-Family_Partnerships.aspx](http://www.ascd.org/publications/books/117011/chapters/An_ASCD_Study_Guide_for_Partnering_with_Parents_to_Ask_the_Right_Questions@_A_Powerful_Strategy_for_Strengthening_School-Family_Partnerships.aspx)

Inclusion Programs Early Education

Listed below are local and state models for inclusion. Each site listed has contact information listed and is broken out into Early Education and then kindergarten through post-secondary.

The following sites in 2018 and 2019 successfully demonstrated high-quality inclusive practices by receiving "Inclusion Endorsement" through the Inclusive Classroom Profile (ICP) Pilot Projects, in partnership with First 5 Santa Clara:

Alum Rock School District

- Hubbard Head Start (Kidango)
- Lyndale Head Start (SCCOE Head Start)
- Meyer Head Start (Kidango)

Contact: Dr. Dianna J. Ballesteros

Director of Early Learning,

Division of Instructional Services

dianna.ballesteros@arusd.org

408.928.7290

Cell: 408.416.6833

For all inquiries email:

early.learning@arusd.org

[https://www.arusd.org/cms/lib7/CA01001158/](https://www.arusd.org/cms/lib7/CA01001158/Centricity/Domain/1/Early%20Learning-120716-V15-FINAL-ENGLISH.pdf)

[Centricity/Domain/1/Early%20Learning-](https://www.arusd.org/cms/lib7/CA01001158/Centricity/Domain/1/Early%20Learning-120716-V15-FINAL-ENGLISH.pdf)

[120716-V15-FINAL-ENGLISH.pdf](https://www.arusd.org/cms/lib7/CA01001158/Centricity/Domain/1/Early%20Learning-120716-V15-FINAL-ENGLISH.pdf)

Campbell Union School District

- Blackford Child Development Center
- Lynhaven Child Development Center
- Rosemary Child Development Center
- Castlemont Child Development
- Forest Hill Child Development
- Marshall Lane Child Development

Contact: Heather Elston

Director of Preschools

helston@campbellusd.org

408-364-4200 x 6256

<https://www.campbellusd.org/preschool>

California Young World

Fairwood Child Development Center

Contact: Sandra Murguia

sandra@californiayoungworld.org

408-245-7285

Franklin McKinley School District

- Educare (SCCOE Head Start)

Drew Giles

Director of Educare

408-573-4801

- McKinley (SCCOE Head Start)

- Wool Creek (SCCOE Head Start)

- McKinley (SCCOE State Preschool)

Contact: HSReceptionist@sccoe.org

800-820-8182

[https://headstart.sccoe.org/Pages/school-](https://headstart.sccoe.org/Pages/school-calendar.aspx)

[calendar.aspx](https://headstart.sccoe.org/Pages/school-calendar.aspx)

Mountain View Whisman School District

- Castro Child Development Center

- Therakauf Child Development Center

[https://www.mvwsd.org/schools_and_](https://www.mvwsd.org/schools_and_programs/preschool)

[programs/preschool](https://www.mvwsd.org/schools_and_programs/preschool)

Contact: Arianna Mayes

Director of Special Education

amayas@mvwsd.org

650-526-3587

San Jose State University

San Jose State University Child Development Center

Contact: Heather Vise

heather.vise@sjsu.edu

408-924-6988

San Jose Unified

- Almaden Early Education

- Lowell Early Education

Contact: Claudia Paterson

cpaterson@sjusd.org

408-535-6083 ext.14222

[https://web.sjusd.org/our-schools/programs/?/](https://web.sjusd.org/our-schools/programs/?/preschool)

[preschool](https://web.sjusd.org/our-schools/programs/?/preschool)

Santa Clara County Head Start

- Christopher Ranch (with Gilroy Unified School District)

- Edenvale (with Oak Grove School District)

- Glenview (with Gilroy Unified School District)

- Job Corps (with Alum Rock Union School District)

- Leavesley (with Gilroy Unified School District)

- San Antonio (with Alum Rock Union School District)

- Anne Darling (SCCOE Special Education Department)

- Chandler Tripp (SCCOE Special Education Department)

- Rouleau Head Start (SCCOE Special Education Department)

Contact: HSReceptionist@sccoe.org

800-820-8182

[https://headstart.sccoe.org/Pages/school-](https://headstart.sccoe.org/Pages/school-calendar.aspx)

[calendar.aspx](https://headstart.sccoe.org/Pages/school-calendar.aspx)

Santa Clara Unified School District

Bowers Child Development Center

(Three classrooms)

Contact: Rose Dumond

Special Education Coordinator

rdumond@scusd.net

<https://bowers-scusd-ca.schoolloop.com>

Sunnyvale School District

Lakewood Child Development Center

Contact: Linda Van Mouwerik

Special Education Director

408-522-8213 X 2039

<https://www.sesd.org/Page/84>

Additional Sites:

Burlingame School District

Hoover Inclusion Preschool

Contact: Marla Silversmith

Assistant Superintendent of Educational Services

msilversmith@burlingameschools.org

<https://www.bsd.k12.ca.us>

CHIME Institute Preschool Inclusion Program

Contact: Annie Cox

Executive Director Early Learning Programs

EarlyEd@chimeinstitute.org

818-677-2922

<http://www.chimeinstitute.org/preschool.php>

Community Gatepath Inclusive Preschools:

Learning Links:

- Mountain View
<https://www.learninglinksmtnview.org>
- Burlingame
<https://learninglinkspreschool.org>

Los Altos Preschool Collaborative

Contact: Cristina Murata, Coordinator

[https://www.lasdschools.org/District/](https://www.lasdschools.org/District/Department/151-Special-Education)

[Department/151-Special-Education](https://www.lasdschools.org/District/Department/151-Special-Education)

Moreland School District

Anderson School Preschool

Contact: Theresa Molinelli

Director of Educational Services

tmolinelli@moreland.org

<https://www.moreland.org>

MVWSD Preschool at Graham (co-teaching)

[https://www.mvwsd.org/schools_and_](https://www.mvwsd.org/schools_and_programs/preschool)

[programs/preschool](https://www.mvwsd.org/schools_and_programs/preschool)

Contact: Arianna Mayes

Director of Special Education

amayas@mvwsd.org

650-526-3587

Pleasanton Unified School District

Harvest Park iPal Preschool

Contact: Emily Knaggs

925-462-5500

[https://www.pleasantonusd.net/apps/pages/](https://www.pleasantonusd.net/apps/pages/index.jsp?uREC_ID=297947&type=d&pREC_ID=1127611)

[index.jsp?uREC_ID=297947&type=d&pREC_](https://www.pleasantonusd.net/apps/pages/index.jsp?uREC_ID=297947&type=d&pREC_ID=1127611)

[ID=1127611](https://www.pleasantonusd.net/apps/pages/index.jsp?uREC_ID=297947&type=d&pREC_ID=1127611)

Santa Clara Unified School District

Westwood Preschool

Contact: Rose Dumond

Coordinator of Special Education

rdumond@scusd.net

<https://wes-scusd-ca.schoolloop.com/about>

Inclusion, MTSS and Co-teaching Sites K - 12

The sites listed below have existing full inclusion programs or are in the process of expanding their practices including co-teaching, the use of UDL and MTSS.

Alum Rock School District

Sheppard Middle School (Full inclusion and co-teaching)

Contact: Anthony Colonna
Program Specialist
anthony.colonna@arused.org

Bayshore Elementary School District

Bayshore Elementary School (Learning Center)

Contact: David Lurie
Director of Student Services
dlurie@bayshoreschool.org
<https://www.thebayshoreschool.org>

Burlingame School District

- Burlingame Intermediate School (Co-teaching)
- Roosevelt Elementary School (Whole School Model of Inclusion)

Contact: Marla Silversmith
Assistant Superintendent of Educational Services
msilversmith@burlingameschools.org
<https://www.bsd.k12.ca.us>

CHIME Institute Schwarzenegger Community School (Full inclusion and UDL)

Contact: Dr. Erin Studer
818-346-5100
Executive Director of Charter School Programs for the CHIME Institute
<http://www.chimeinstitute.org>

Fremont Union High School District

- Cupertino High School (Co-teaching)
- Homestead High School (Co-teaching)

Contact: Nancy Sullivan
Director of Educational and Special Services
nancy_sullivan@fuhisd.org
408-522-2232

Granada Hills Charter High School

(Full inclusion and Co-teaching)

Contact: Joy Kasper
Administrative Director, Special Education
818-360-2361
https://www.ghchs.com/apps/pages/index.jsp?uREC_ID=1075148&type=d&pREC_ID=staff
<https://www.ghchs.com>

Los Altos School District

Blach Middle School (Co-teaching)

Contact: Bhavna Naurla-Principal
<https://www.blachschool.org/georginais/8130-Untitled.html>

Menlo Park City School District (MTSS)

Contact: Jammie Behrendt
Assistant Superintendent,
Educational Services
jbehrendt@mpcsd.org
650-321-7140 Ext. 5313

Moreland School District

- Moreland Middle School (Co-teaching)
- Payne Elementary School (Co-teaching)

Contact: Theresa Molinelli
Director of Educational Services
tmolinelli@moreland.org
<https://www.moreland.org>

Morgan Hill Unified School District

- Live Oak High School (Co-teaching)
- Ann Sobrato High School (Co-teaching)
- Los Paseos Elementary School (MTSS)

Contact: Michael Vogel
vogelm@mhusd.org
408-201-6000

Mountain View Los Altos High School District

- Los Altos High School (Co-teaching)
- Mountain View High School (Co-teaching)

Contact: Kristen Hardy
Director of Special Education
kristen.hardy@mvla.net
650-940-4657

Mountain View Whisman School District

- Crittenden Middle School (Co-teaching)
- Graham Middle School (Co-teaching)

Contact: Arianna Mayes
Director of Special Education
amayes@mvwsd.org
650-526-3587

Santa Clara Unified School District

Bracher Elementary School (MTSS)

Contact: Wayne Leach
Principal
wleach@scusd.net
408-423-1200
https://bracher.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1520065447790&vdid=i20qd1syyr1j7

Sunnyvale School District

- Columbia Middle School (MTSS)
- Sunnyvale Middle School (MTSS and Beginning Co-teaching)

Wish Charter Schools (MTSS and Co-teaching)

Contact: Rachel Woodward
<https://www.wishcharter.org>

Instructional Practices

In this section a number of resources are listed that support evidence-based instructional practices. The list contains information on Co-teaching, Universal Design for Learning, and High Leverage Instructional Practices. Many of the resources contain videos and examples of instructional practices to support all students.

Websites

2Teach, LLC
(Wendy Muraski-Co-teaching)
<https://2teachllc.com>

Baybridge Consortium, Inc. ★
(Richard Villa Co-teaching)
<https://www.ravilabayridge.com>

California Autism Professional Training and Information Network (CAPTAIN)
<http://www.captain.ca.gov>

California State University at Northridge: Center for Teaching and Learning
<https://www.csun.edu/center-teaching-learning>

Center for Applied Special Technology (CAST): Universal Design for Learning (UDL)
<http://www.cast.org>

Co-teaching Connection (Marilyn Friend)
http://www.marilynfriend.com/mid_high.html
http://coteach.com/?page_id=2

Education.com: Learning Transcends Walls
<https://www.education.com>

High-Leverage Practices (HLP)

in Special Education ★

Book: *Council for Exceptional Children & CEEDAR Center*. 2017. 144 pages. ISBN 978-0-86586-526-6 <http://pubs.cec.sped.org/p6255/>
Pdf.: <https://ceedar.education.ufl.edu/high-leverage-practices>

High Leverage Practices in Special Education: A Professional Development Guide for School Leaders ★

<https://highleveragepractices.org/a-professional-development-guide-for-school-leaders/>

International Dyslexia Association: Structured Literacy ★

<https://dyslexiaida.org/what-is-structured-literacy>

IRIS Center Peabody College,

Vanderbilt University ★

<https://iris.peabody.vanderbilt.edu>

National Center on Improving Literacy

<https://improvingliteracy.org>

Paul V. Sherlock Center on Disabilities

Rhode Island College

<http://www.ric.edu/sherlockcenter>

Adapted Literature and Lessons

<http://www.ric.edu/sherlockcenter/wwlist.html>

Peer Assisted Learning Strategies (PALS)

<https://vk.mc.vanderbilt.edu/frg/what-is-pals>

Office of Special Education Programs (OSEP)

Instructional Practices: Universal Design for Learning (UDL)

<https://osepideasthatwork.org/federal-resources-stakeholders/tool-kits/tool-kit-universal-design-learning-udl/practices>

TIES Center (National Center for increasing

Time, Instructional effectiveness, Engagement, and state Support for inclusive practices)

<https://tiescenter.org>

Understood for Learning

and Attention Issues

<https://www.understood.org/en>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc>

Books on Instructional Practices

Classroom Instruction that Works:

Research-based Strategies for Increasing Student Achievement

Robert J. Marzano, Debra J. Pickering and Jane E. Pollock. ACSD. Alexandria, VA.

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

Zaretta Hammond. Corwin Press, Thousand Oaks, CA. 2017. 173 pages. ISBN 978-1-4833-0801-2

High Leverage Practices for Inclusive Classrooms ★

James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, and Timothy J. Lewis. Routledge. New York, NY. 2019. 336 pages. ISBN 978-1-138-03918-6.

UDL Now: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms ★

Katie Novak. CAST Professional Publishing. Wakefield, MA. 2016. 241 pages. Paperback ISBN 978-9305836-6-5; Ebook ISBN 978-1-9305836-7-2

YouTube Videos

SWIFT Domains and Features at Henderson School (Inclusive Educational Practices)
<https://www.youtube.com/watch?v=EMEq9EmQJks>

Together: A SWIFT Film on Integrated Educational Framework

<https://www.youtube.com/watch?v=neJp1wD-dijk&t=620s>

Multi-tiered System of Support

These websites offer materials and information to assist schools and districts in building their capacity to establish and implement with fidelity a MTSS.

Websites

California Department of Education: Definition of MTSS

<https://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>

California Department of Education: MTSS ★
<https://www.cde.ca.gov/ci/cr/ri/index.asp>

California's MTSS Framework ★
<http://www.ocde.us/MTSS/Pages/CA-MTSS.aspx>

Center on the Response to Intervention ★
<https://rti4success.org>

Florida's Multi-Tiered System of Supports ★
<http://www.florida-rti.org>

Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies ★
https://ccsesa.org/wpfb-file/improving-performance-of-disabilities-handbook_updated-pdf-3

Michigan Department of Education MTSS:
https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html

Hatching Results: Multi-tiered Multi-domain System of Supports
<https://www.hatchingresults.com/videos/2018/4/multi-tiered-multi-domain-system-of-supports-mtmdss>

North Carolina MTSS
<http://www.ncpublicschools.org/integratedsystems/mtss>

RTI Action Network

<http://www.rtinetwork.org>

Santa Clara County Office of Education: MTSS in Santa Clara County ★

<https://www.sccoe.org/mtss>

SWIFT

<http://www.swiftschools.org>

Parent and Family Training and Information

This section lists websites for parents and educators that can be used in parent training or as stand-alone for individuals to use for information and as a resource.

Websites

Center for Parent Information and Resources ★
<https://www.parentcenterhub.org/idea>

Diagnostic Center North: A Parent's Guide to Transition

<http://www.dcn-cde.ca.gov/resources/transition/pgtt>

Gardner Center First 5

<https://www.first5kids.org/frc/gardner-frc>

Key Terms to Know in Special Education

<https://www.parentcenterhub.org/keyterms-special-ed>

National Parent Center on Transition and Employment

<https://www.pacer.org/transition>

Office of Special Education (OSEP)

Ideas That Work-Parent Tool Kit ★

<https://osepideasthatwork.org/federal-resources-stakeholders/tool-kits/parent-tool-kit>

Parents Helping Parents (PHP) ★

<https://www.php.com>

Pacer Center ★

<https://www.pacer.org>

Parent Resource Center Hub

<https://www.parentcenterhub.org/find-your-center>

Paul V. Sherlock Center on Disabilities, Rhode Island College

<http://www.ric.edu/sherlockcenter>

Reading Rockets

<http://www.readingrockets.org>

Understood for Learning and Attention Issues ★

<https://www.understood.org/en>

Wrightslaw

<https://www.wrightslaw.com>

Positive Behavior Interventions and Supports (PBIS)

An essential part of a MTSS are positive behavior interventions and supports.

These federal, state, and local resources assist school sites and districts in establishing and maintaining PBIS.

Websites

California Inclusion and Behavior Consultation Network

<https://www.cibc-ca.org/wp>

Northwest PBIS Network (PBIS) ★
<https://pbisnetwork.org/resources>

PBIS (OSEP Technical Assistance Center) ★
<https://www.pbis.org>

Positive Environment, Network of Trainers (PENT)
<http://www.pent.ca.gov>

Santa Clara County Office of Education PBIS: Technical Assistance ★
<https://pbis.sccoe.org>

Schott Foundation for Public Education, Restorative Practices: A Guide for Educators
<http://schottfoundation.org/restorative-practices>

Social Emotional Learning

These resources focus on social emotional learning and provide frameworks and structure for incorporating it into the curriculum. This can be an essential part of PBIS and an MTSS.

Websites

CASEL Program Guides ★
<https://casel.org/guide>

Children's Health Council (CHC)
<https://www.chconline.org>

Measuring Social Emotional Learning (SEL)
<http://measuringssel.casel.org/our-initiative>

University of Oregon: Institute on Violence and Destruction, Community Based Prevention and Intervention ★
<https://pages.uoregon.edu/ivdb/staff.html>

Wallace Foundation Research on Social Emotional Learning ★
https://www.wallacefoundation.org/promos2/pages/navigating-social-and-emotional-learning.aspx?ef_id=XXNxfdwAAAdc7cLHP:20190515185031:s

Student Voice

These resources provide an essential component to understanding students in our schools and classrooms. Including student voice allows schools and districts to create systems that support all students.

Websites

Hechinger Report Student Voice: How One Youth with a Disability Discovered He Was So Much More than That
<https://hechingerreport.org/student-voice-one-youth-disability-discovered-much>

Museum of Disability: Educational Resources ★
<http://museumofdisability.org/educational-resources>

Research Gate: How to Help Students Lead their IEP Meetings ★
https://www.researchgate.net/publication/299373935_How_to_Help_Students_Lead_Their_IEP_Meetings

Student Led IEPs

<https://files.eric.ed.gov/fulltext/EJ967458.pdf>

Student Voice

<https://www.stuvoice.org>

Student Voice: A Growing Movement within Education that Benefits Students and Teachers
<https://centerontransition.org/publications/download.cfm?id=61>

Books and Articles

Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had
Brad Cohen with Lisa Wysocky. St. Martin's Griffin, NY. 2008. 249 pages ISBN -13: 978-0-312-57139-9

Just a Thought: Uncensored Narratives on Teen Mental Health ★

Edited by the Children's Health Council Teen Wellness Committee.

Children's Health Council, Palo Alto, CA. 2018. 84 pages. ISBN: 978-0-692-12772-8

<https://www.chconline.org/wp-content/uploads/Just-a-Thought-Uncensored-Teen-Narratives-on-Teen-Mental-Health-CHC.pdf>

Student Voices: A Study of Young Adults with Learning and Attention Issues ★

<https://www.ncl.org/wp-content/uploads/2015/08/Student-Voices-Executive-Summary.pdf>

Website with additional information:
<https://www.ncl.org/?s=student+voice>

YouTube Videos

Assessing Their Own Learning:

Students as Active Participants

https://www.youtube.com/watch?v=jYyNI_JUt-A

Personalized Learning: Enabling Voice

and Choice Through Projects

<https://www.youtube.com/watch?v=UCeM4lyvaAE>

Why is Student Voice Important in Education?

<https://www.youtube.com/watch?v=EMEq9EmQJks>

Transition and Post-Secondary Education

The resources below are focused on transitioning and the student's post-secondary experience in college, career, or community.

Websites

California Department of Education:

Secondary Transition Planning

<https://www.cde.ca.gov/sp/se/st/>

California Transition Alliance

<http://www.catransitionalliance.org/content.aspx?id=1561&title=Resources>

Center on Transition Innovations

<https://centerontransition.org/transition/index.html>

Diagnostic Center North: Transition Portfolio Guides

<http://www.dcn-cde.ca.gov/resources/transition/portfolios>

Disability Rights California: Transition Services

for Students (Written for Students)

<https://www.disabilityrightscalifornia.org/system/files/file-attachments/556701.pdf>

National Center on Secondary Education and Transition

<http://www.ncset.org>

National Parent Center on Transition

and Employment

<https://www.pacer.org/transition>

National Technical Assistance Center

on Transition

<https://transitionta.org>

Workability I: A California

Transition Program

<https://www.cde.ca.gov/sp/se/sr/wrkabityl.asp>

General Information on Special Education at State and Federal Levels

The websites below are a source of information on federal statutes on special education and information at the state and county levels for students with disabilities.

Websites

40th Annual Report to Congress on the

Implementation of the Individual with

Disabilities Education Act

<https://www2.ed.gov/about/reports/annual/osep/2018/parts-b-c/40th-arc-for-idea.pdf>

Annual Performance Report Measures: Short

summaries of special education program and

student outcome data for California LEAs.

<https://www.cde.ca.gov/sp/se/ds/leadatartps.asp>

California School Dashboard

<https://www.caschooldashboard.org>

California Department of Education:

Special Education

<https://www.cde.ca.gov/sp/se>

Getting Down to Facts II Policy Analysis for

California Education (PACE)

<https://gettingdowntofacts.com>

IDEA Series, Broken Promises: The

Underfunding of IDEA, National

Council on Disabilities, (2017)

https://ncl.org/sites/default/files/NCD_BrokenPromises_508.pdf

Revisiting Finance and Governance Issues

in Special Education (PACE)

<https://gettingdowntofacts.com/publications/revisiting-finance-and-governance-issues-special-education>

Special Education in California Schools:

The Challenges and Solutions from Multiple

Perspectives

<https://www.edpolicyinca.org/publications/special-education-california>

Training Curriculum on IDEA 2004: Part B

(School-aged Children Ages 3-22)

<https://www.parentcenterhub.org/legacy>

Training Curriculum on IDEA 2004: Part C

(Infants and Toddlers to Third Birthday)

<https://www.parentcenterhub.org/legacy-partc>

United States Department of Education IDEA:

Statute and Regulations

<https://sites.ed.gov/idea/statuteregulations>

Other Resources

Adolescent Counseling Services

<http://www.acs-teens.org>

California Collaborative for Educational

Excellence

<https://ccee-ca.org/resource-collection.asp>

California State Council on Developmental

Disabilities

<https://scdd.ca.gov>

California Department of Education:

Special Education Resources

<https://www.cde.ca.gov/sp/se/sr/selinks.asp>

Council on Exceptional Children

<https://www.cec.sped.org>

County of Santa Clara Office of Lesbian, Gay,

Bisexual, Transgender, Queer Affairs

<https://www.sccgov.org/sites/lgbtq>

Do2Learn

<http://www.do2learn.com>

Each Mind Matters

<https://www.eachmindmatters.org>

International Dyslexia Association

<https://dyslexiaida.org>

Fagin, Friedman and Fulfroost LLP:

Special Education Timelines in California

https://www.f3law.com/downloads/F3_015%20SPED%20Timelines%202019_v2_CMYK%20.pdf

Museum of Disability

<http://museumofdisability.org>

National Alliance on Mental Illness

<https://www.nami.org>

National Association of School Psychologists

(NASP)

<https://www.nasponline.org>

National Association of

Special Education Teachers

<https://www.naset.org>

National Association of the Deaf

<https://www.nad.org>

National Autism Center

<https://www.nationalautismcenter.org>

National Center for Learning Disabilities

<https://www.ncl.org>

National Downs Syndrome Society

<https://www.ndss.org>

Santa Clara County Behavioral Health Services

<https://www.sccgov.org/sites/bhd/Pages/home.aspx>

The Association for Persons with Severe

Handicaps (TASH)

<https://tash.org>

Acronyms and Glossary of Education Terms

504	Section 504 of the Rehabilitation Act
AAC	Augmentative and Alternative Communication
ADA	Americans with Disabilities Act
ADR	Alternative Dispute Resolution
ALJ	Administrative Law Judge
AT	Assistive Technology
CAC	Community Advisory Committee on Special Education
CASE	Community Alliance for Special Education
CCS	California Children's Services
CDC	California Diagnostic Centers
CDE	California Department of Education
DOE	U.S. Department of Education
DOR	Department of Rehabilitation
DDS	Department of Developmental Services
DREDF	Disability Rights Education and Defense Fund
EL(L)	English Language Learner
FAPE	Free and Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Educational Program
IFSP	Individualized Family Service Plan
IPP	Individual Program Plan (Regional Center)
LEA	Local Education Agency
LCFF	Local Control Funding Formula
LRE	Least Restrictive Environment
MTSS	Multi-tiered System of Support
NCLB	No Child Left Behind
OAH	Office of Administrative Hearings
OCR	U.S. Office for Civil Rights
OEO	Office of Equal Opportunity/CDE
OSEP	U.S. Office of Special Education Programs / DOE
OSERS	U.S. Office of Special Education and Rehabilitation Programs
OT	Occupational Therapy
PAI	Protection and Advocacy, Inc.
PBIS	Positive Behavior Intervention Supports

PSRS	Procedural Safeguards and Referral Services/CDE
PT	Physical Therapy
PTI	Parent Training and Information Center
PWN	Prior Written Notice
RSP	Resource Specialist Program
RTI	Response to Intervention (Academic and Positive Behavior Supports)
SAI	Specialized Academic Instruction
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SLP	Speech and Language Pathologist

Glossary of Terms

Accommodation

A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks.

Adapted Physical Education (APE)

A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and needs of students with disabilities, who may not successfully engage in a regular physical education program.

Administrative Law Judges (ALJs)

Judges provided by OAH to conduct Due Process Hearings in a manner similar to civil court trials. They are neutral fact-finders, fully independent of the agencies whose attorneys appear before them.

Alternative Dispute Resolution (ADR)

Alternative opportunities for parties to resolve disputes collaboratively and avoid litigation, typically through negotiation, mediation, or arbitration.

Assessment

Any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs. An initial evaluation (or periodic re-evaluation) to determine whether a child is a child with a disability and to determine the educational needs of this child.

Assistive Technology (AT) Device

Any piece of equipment used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Assistive Technology (AT) Service

Any service that directly assists an eligible individual in selecting, acquiring, or using an assistive technology device.

California Diagnostic Center (CDC)

California Diagnostic Centers in Fremont, Fresno, and Los Angeles serve northern, central, and southern CA to provide no cost assessment and educational planning services. Requests for services must be generated by referral from the school district.

Compliance Complaint

A formal assertion in writing that agreed upon services and supports in an IEP have not been delivered, or that the school district has violated IDEA mandates.

Curriculum

The subject matter that is to be learned, usually described in terms of scope and sequence.

Curriculum-based Assessment

A methodology in special education in which a child's progress in the curriculum is measured at frequent intervals.

Due Process

In general, a course of legal proceedings according to rules and principles established for enforcement and protection of private rights. Essential components of due process are "notice" and "a meaningful opportunity to be heard."

Due Process Hearing

The formal, legal procedure guaranteed by federal law to resolve disputes relating to the education of IDEA-eligible children with disabilities to ensure that each receives a free and appropriate public education (FAPE) tailored to his/her unique needs.

Extended School Day

A provision for a special education student to receive instruction for a period longer than the standard school day.

Extended School Year (ESY)

A provision for a special education student to receive instruction during ordinary school vacation periods.

Facilitated IEP

A group leadership process in which a trained individual helps keep the IEP discussion focused on your student and the education issues.

Family Educational Rights and Privacy Act (FERPA)

A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.

Free Appropriate Public Education (FAPE)

Special education and related services are provided to students with disabilities at public expense and under public supervision and direction at no cost to the student's parents.

Functional Analysis Assessment (FAA)

An evaluation process to understand the purpose, motivation, and correlates of challenging behavior(s) in order to develop a positive and appropriate Behavior Intervention Plan (BIP), instructional supports, and services.

Functional Curriculum (Life Skills Curriculum)

A curriculum focused on practical life skills and usually taught in community-based settings, with concrete materials that are a regular part of everyday life.

Goals and Objectives

A written component of an IEP: skills the student is expected to reasonably achieve in one year maximum (reviewed and re-evaluated by the IEP team at least annually).

Inclusion [or] Inclusive Education

A belief that every student is entitled to an instructional program that meets his or her individual needs and learning characteristics; a commitment to build and maintain an assured sense of belonging for all students, regardless of strengths or challenges.

Independent Educational Evaluation (IEE)

An independent evaluation of a student from a qualified person. Parents have the right to ask for and obtain an IEE if they disagree with the results of an assessment conducted by the school district. Any IEE must be considered at the IEP.

Individuals with Disabilities Education Act (IDEA)

Federal law that entitles students with disabilities to special education services.

Individualized Education Program (IEP)

The annually written record of an eligible individual's special education and related services, describing the unique educational needs of the student and the manner in which those educational needs will be met.

IEP Meeting

A gathering required at least annually under IDEA in which an IEP is developed for a student receiving special education.

IEP Team (Minimum Required Members)

Parent or legal Surrogate; Student, when necessary; one general education and one special education teacher responsible for implementing the IEP; school district representative qualified to provide/supervise provision of specialized instruction, and knowledgeable about the general curriculum and the resources of the district. (CA law requires this be someone other than the child's teacher); Person(s) who conducted assessment(s) or are knowledgeable enough to explain/interpret the results; People with specific expertise or knowledge of the student.

Individualized Family Service Plan (IFSP)

A written plan for providing early intervention services to an eligible child with a disability (from birth to 3rd birthday) and to the child's family.

Insufficient

Not meeting the legal requirement of IDEA by failing to provide the necessary detailed information and evidence to support a Due Process Complaint.

Least Restrictive Environment (LRE)

A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.

Local Education Area (LEA)

A school district.

Mainstreaming

This lay term doesn't appear in law. It refers to IDEA's preference for the education of every child in the least restrictive environment (LRE); most widely refers to placement of students with disabilities in general education, rather than segregated, classrooms.

Mediation (Mediation-Only)

A voluntary alternative dispute resolution (ADR) process that may be requested PRIOR to filing a Due Process Complaint. It is not a prerequisite to filing.

Mediation (Formal Due Process)

A voluntary alternative dispute resolution (ADR) process that may occur AFTER a Due Process Complaint is filed. Office of Administrative Hearing (OAH) provides mediators.

Modification

A change in curriculum or instruction that substantially alters the requirements of the class or its content standards or benchmarks.

Office for Civil Rights (OCR)

An agency of the federal government's executive branch within the Department of Education that is charged with enforcing a number of civil rights statutes.

Office of Equal Opportunity (OEO)

An office within the California Department of Education (CDE) to advise the State Superintendent of Public Instruction, CDE staff, and the State Board of Education on legal matters to ensure equal, fair, and meaningful access to its employment and program services.

Office of Special Education Programs (OSEP)

An office within OSERS (see below) charged with assuring that the various states comply with IDEA.

Office of Special Education and Rehabilitative Services (OSERS)

An agency of the federal government's executive branch within the Department of Education (DOE).

Parent Training and Information Center (PTI)

The designated agency that offers workshops and training on special education rights and responsibilities in a parent's locale.

Placement

The unique combination of facilities, personnel, location, or equipment necessary to provide instructional services to meet the goals as specified in the student's IEP. Placement is a set of services, not a location.

Prior Written Notice (PWN)

A notice supplied to the other party that includes a description of the action proposed or refused by the school district or by the parent.

Procedural Safeguards and Referral Services (PSRS)

An office of the California Department of Education (CDE) that provides technical assistance and resources about procedural safeguards and educational rights of students with disabilities, from age 3 to 22nd birthday. Compliance Complaints are filed here.

Related Services

Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, occupational therapy, physical therapy, speech and language therapy, mental health services, and medical care.

Resolution Meeting

A meeting mandated in IDEA 2004 as part of the Due Process Complaint process where parties attempt to resolve a dispute prior to proceeding to a Due Process Hearing.

Special Education (SPED)

Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible individual, including the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings. SPED provides a continuum of services in order to provide for the education needs of each eligible individual regardless of the nature or severity of the educational needs.

Special Education Local Plan Area (SELPA)

A consortium of school districts, within a geographical service area, responsible for ensuring that every child eligible for special education receives appropriate services. Each SELPA's Local Plan, based on Federal and California law and regulations, describes how special education services are provided.

Sufficiency

Meeting the legal requirement of IDEA in providing the necessary detailed information and evidence to support a due process complaint.

Stay Put

A ruling that permits a student to remain in their current placement during any dispute concerning special education services.

Transition Plan

A plan to coordinate a set of activities that promote movement from school to post-school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition goals are determined by the IEP team beginning at least by age 16 and are based on student and family vision, preferences, and interests.

Acronyms and Glossary adapted from:

Disability Rights Education and Defense Fund

Additional Electronic Glossaries

Fagin, Friedman and Fulfrost LLP:

ABCs of Special Education

https://www.f3law.com/downloads/F3-001_ABCs%20of%20Special%20Education.pdf

IRIS Center: Glossary

<https://iris.peabody.vanderbilt.edu/resources/glossary>

Wrightslaw: Glossary of Special Education and Legal Terms

<https://www.wrightslaw.com/links/glossary.sped.legal.htm>

Special Education Guide

<https://www.specialeducationguide.com/special-education-dictionary>



Appendix B: Service, Provider, and Location Tables

Table A - CASEMIS SERVICE CATEGORIES

Code	Service Categories
210	Family Training, Counseling, and Home Visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.
220	Medical Services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.
230	Nutrition Services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.
240	Service Coordination (ages 0-2 only)
250	Special Instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.
260	Special Education Aide in Regular Development Class, Childcare Center or Family Childcare Home (Ages 0-2 Only)
270	Respite Care Services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2.)
330	Specialized Academic Instruction: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))
340	Intensive Individual Services: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.
350	Individual and Small Group Instruction: (ages 3 through 5 only) Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1)
415	Language and Speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.
425	Adapted Physical Education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).
435	Health and Nursing: Specialized Physical Health Care Services: Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436	<p>Health and Nursing: Other Services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.</p> <p>IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).</p>
445	<p>Assistive Technology Services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).</p>
450	<p>Occupational Therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.</p> <p>Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).</p>
460	<p>Physical Therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).</p>
510	<p>Individual Counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).</p>
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).</p>
520	<p>Parent Counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).</p>
525	<p>Social Work Services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).</p>
530	<p>Psychological Services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).</p> <p>IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).</p>
535	<p>Behavior Intervention Services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).</p>

540	Day Treatment Services: Structured education, training and support services to address the student's mental health needs (Health & Safety Code, Div.2, Chap.3, Article 1, 1502(a)(3)).
545	Residential Treatment Services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).
610	Specialized Services for Low Incidence Disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).
710	Specialized Deaf and Hard of Hearing/Hearing Impairment Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).
715	Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).
720	Audiological Services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).
725	Specialized Vision Services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).
730	Orientation and Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
735	Braille Transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
740	Specialized Orthopedic Services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)
745	Reader Services:
750	Note Taking Services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
755	Transcription Services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction
760	Recreation Services, Includes Therapeutic Recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs; (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).
820	College Awareness Preparation: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

840	Career Awareness: Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).
850	Work Experience Education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency Linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).
870	Travel Training (includes mobility training): Orientation and mobility services - (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community
890	Other Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.
900	Other Special Education/Related Service: Any other specialized service required for a student with a disability to receive educational benefit. This service must be included in the CDE approved Local Plan

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Table B - CASEMIS Description of Service Provider

Provider Code	Description of Service Provider
100	District of Service
110	County Office of Education
120	SELPA
130	Another District, County, or SELPA
200	WorkAbility
210	Transition Partnership Program (TPP)
220	Regional Center
250	Head Start
300	California Department of Mental Health (DMH)
310	California Children's Services (CSS)
320	California Department of Social Services (DSS)
330	California Department of Rehabilitation (DOR)
400	Nonpublic Agency (NPA)
410	Nonpublic School (NPS)
500	Other Public Program
600	Other Private Program



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Table C - CASEMIS Description of Location of Services

Location Code	Description of Location of Student Services
210	Home, instruction based on IEP team determination
220	Hospital
310	Head Start program
320	Child development or child care facility
330	Public preschool
340	Private preschool
350	Extended day care
360	Residential facility
510	Regular classroom/public day school
520	Separate classroom in public integrated facility
530	State Special School
540	Separate school or Special Education Center or facility
550	Public residential school
560	Other public school or facility
570	Charter school (operated by an LEA/district)
580	Charter school (operated as an LEA/district)
610	Continuation school
620	Alternative work education center/work study facility
630	Juvenile court school
640	Community school
650	Correctional institution or facility
710	Community college
720	Adult education facility
810	Nonpublic day school
820	Nonpublic residential school, in California
830	Nonpublic residential school, outside California
840	Private day school (not certified by Special Ed Division)
850	Private residential school (not certified by Special Ed Division)
860	Parochial school
890	Service provider location
900	Any other location or setting

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Appendix C: Santa Clara County Special Education Task Force Members

Leslie Anido <i>Teacher, Santa Clara County Office of Education</i>	Jane Floethe-Ford <i>Director of Education Services, Parents Helping Parents</i>	Theresa Molinelli <i>Director of Student Services, Moreland School District</i>
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Kathy Bays <i>Retired-Special Education Related Services, Santa Clara County Office of Education</i>	Alexandra Gniadek <i>Student, Fremont Union High School District</i>	Ann Marie R. Morgan <i>Parent, SELPA Community Advisory Committee</i>
Kristen Brown <i>Parent, SELPA IV Community Advisory Committee</i>	Dr. Andrea Gollogher <i>Instructor, San Jose State University</i>	Maria O'Hollearn <i>San Jose Regional Director, Rocketship Charter Schools</i>
Maureen Burness <i>Consultant-Facilitator, Total School Solutions</i>	Dr. Trudy Gross <i>Associate Superintendent, Fremont Union High School District</i>	Dr Alice Parker <i>Consultant-Facilitator, Alice Parker Educational Consultants</i>
Barbara Campbell <i>Director of Academic Services, Alum Rock Union School District</i>	Chris Harris <i>Director of Esther B. Clark Schools, Children's Health Council</i>	Dr. Sandra Puerta-Sarmiento <i>Principal, Alum Rock Union School District</i>
Rebecca Carino <i>Director of Student Services, Loma Prieta Joint Union School District</i>	Yaseem Hussain <i>Classified Personnel Specialist II, Santa Clara County Office of Education</i>	Dalenna Ruelas Hughes <i>Assistant Director, First 5 Santa Clara County</i>
Dr. Yolanda Conaway <i>Assistant Superintendent, Palo Alto Unified School District</i>	Gary Johnson <i>Director of Special Education, Mountain View Whisman School District</i>	Shannon Silva <i>Parent</i>
Dr. Tasha Dean <i>Assistant Superintendent, Sunnyvale School District</i>	Jennifer Keicher <i>Director of Special Education, Los Altos School District</i>	Nancy Sullivan <i>Director of Educational & Special Education Services, Fremont Union High School District</i>
Dr. Mary Ann Dewan <i>County Superintendent of Schools, Santa Clara County Office of Education</i>	Karyn Kikuta <i>Teacher, Santa Clara County Office of Education</i>	Dr. Anna Marie Villalobos <i>Director of Special Education Projects, Santa Clara County Office of Education</i>
Howard Doi <i>District Manager, San Andreas Regional Center</i>	Tiffany Maciel <i>Charter School Parent</i>	Michelle Villarreal <i>Program Specialist, Southeast SELPA</i>
Rose DuMond <i>Coordinator, Santa Clara Unifed School District</i>	Teresa Malekzadeh <i>Director, Beacon School</i>	Kathy Wahl <i>Director, Inclusion Collaborative</i>
Alma Ellis <i>Director of Special Education, Palo Alto Unified School District</i>	Leo Mapagu <i>Executive Director, Santa Clara SELPA</i>	Charmaine Warmenhoven <i>Founder, Warmenhoven Family Foundation</i>
	Dr. Caryl Miller <i>Consultant-Facilitator, Total School Solutions</i>	Lynda Mack Wootan <i>Teacher, Union School District</i>

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