

Report to the State Board of Education

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California's STATEWIDE TASK FORCE ON SPECIAL EDUCATION

RE-ENVISIONING CALIFORNIA PUBLIC
EDUCATION: ONE COHERENT SYSTEM DESIGNED
TO SERVE ALL STUDENTS

Purpose of the Task Force

- * To examine California's complex systems for serving students with disabilities and forwarding recommendations to the State Board of Education, California Department of Education, and the California Commission on Teacher Credentialing for consideration

TASK FORCE PROCESS

- * SELECTION - MEMBERSHIP - STAKEHOLDER GROUPS
- * MEETINGS - HEARINGS - PUBLIC INPUT
- * OPPORTUNITIES FOR COMMUNICATION
- * LEADERSHIP INVOLVEMENT
- * CONTACTS WITH LEGISLATIVE STAFF AND STATE AGENCIES
- * SUPPORT FROM FOUR FOUNDATIONS

SUB-COMMITTEES and AREAS of FOCUS

- * EARLY LEARNING
- * EVIDENCE-BASED PRACTICES
- * ASSESSMENT AND ACCOUNTABILITY
- * EDUCATOR PREPARATION AND PROFESSIONAL LEARNING
- * FINANCE
- * FAMILY AND STUDENT ENGAGEMENT

DATA Informed the Work of the Task Force:

- * GRADUATION RATES
- * ACHIEVEMENT DATA
- * CAHSEE RESULTS
- * DROP-OUT INFORMATION
- * POST-SECONDARY OUTCOMES
- * OTHER DATA POINTS

OVERARCHING THEME:

- * The need for ONE unified system, grounded in expertise, responsive to students' needs, and focused on results.

BARRIERS IDENTIFIED

- * INEQUITIES ACROSS THE STATE
 - * FUNDING
 - * AVAILABILITY OF PROGRAMS AND SERVICES
 - * SEPARATE AND DIFFERENT EDUCATOR PREPARATION FOR GENERAL EDUCATORS AND SPECIAL EDUCATORS
 - * SILOED SYSTEMS OF FUNDING, SUPPORTS AND SERVICES AT ALL LEVELS
 - * INSUFFICIENT AND INEQUITABLE EARLY INTERVENTION

BIG PICTURE NEEDS EMERGED

- * ONE COHERENT SYSTEM WORKING SEAMLESSLY TO SUPPORT ALL STUDENTS
- * BETTER EDUCATOR PREPARATION AND PROFESSIONAL LEARNING TO WORK EFFECTIVELY WITH ALL STUDENTS
- * MORE EARLY INTERVENTION AND INCLUSIVE EARLY CHILDHOOD OPPORTUNITIES WITHIN GENERAL EDUCATION AND AS EARLY AS POSSIBLE
- * A STATEWIDE COMMITMENT TO SERVING ALL STUDENTS EQUITABLY

WHAT WOULD THIS MEAN in the FIELD?

- * 1. State, LEA, and school- level commitment to a “culture of one, unified education system”
- * 2. The majority of students with disabilities are in general education with appropriate supports.*
- * 3. All educators receive opportunities in preparation and ongoing learning that provide them with the tools they need to work with the range of diverse learners.
- * 4. Student needs are addressed as early as possible.
- * 5. Alignment and planning: Utilize Universal Design for Learning principles; and align student supports at all levels through a framework of a Multi-Tiered System of Supports (MTSS).

*In accordance with Individualized Education Programs

STATE-LEVEL RECOMMENDATIONS

- * Statewide Leadership to Unify the Education System
- * Addressing the Needs Statewide for Professional Learning for All Educators to Implement Shifts
- * Work Groups with Involved Stakeholders
- * Inter-Agency Collaboration
- * Potential Legislative Changes
- * Resources to Support These Recommendations

Task Force Report Details

- * The Task Force Report, Executive Summary, and Subcommittee Reports can be accessed on-line at:

<http://www.smcoe.org/about-smcoe/statewide-special-education-task-force/>