



Building Inclusion, Equity and Opportunity A Team Effort

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Connections Through Resources

- An Interagency Agreement between Department Of Rehabilitation (DOR) and the California Department of Education (CDE) has been in place since the mid 1980's.
- A contract between CDE and DOR outlines staffing and financial resources available for Transition Partnership Programs (TPP) and WorkAbility IIs.



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Current Connections

- Both state agencies are an extension of the Office of Special Education Programs (OSEP) and Rehabilitation Services (OSERS).
- Both are committed to the values of:
 - ❖ **Inclusion**
 - ❖ **Equity**
 - ❖ **Opportunity**



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Connections Through Resources

The interagency agreement and the contract provide the mechanism for DOR and CDE to assist students with disabilities in the area of secondary transition including students with low incidence disabilities.



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Connections Through Resources

CDE provides 1.3 positions for collaborative work with DOR (i.e. assist in TPP program reviews and provide technical assistance to the field).



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Low Incidence Disabilities Defined

Education Code 52000 (32) “Low incidence disability” means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12.



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Low Incidence Disabilities Defined

For purposes of this definition, low incidence disabilities are deaf or hard of hearing, blind or visually impaired, severe orthopedic impairments, or any combination thereof including deaf-blind.



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Defining Visual Disabilities

(a) A “functionally blind pupil” means a pupil who relies basically on senses other than vision as major channels for learning.

(b) A “pupil with low vision” means a pupil who uses vision as a channel for learning, but who may also benefit from instruction in braille.



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Definitions (cont'd)

(c) A “visually impaired pupil” means a pupil who is functionally blind or a pupil with low vision. For purposes of this article, a “visually impaired pupil” does not include a pupil who is eligible for special education and related services based on a specific learning disability identified pursuant to Section 56338.



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Definitions (cont'd)

Sec. 300.8(c)(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



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Student Data

- Number of students with visual impairments reported on CASEMIS in 2012-13 who will require an IEP with an ITP:
 - 4,120** total
 - 1,210** are age 15 through age 22
- Number of students who are deaf-blind reported on CASEMIS in 2012-13:
 - 149** total
 - 41** are age 15 through age 22



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Student Data (cont'd)

According to the National Federation of the Blind

- Among 1.3 million blind adults over 70 percent are unemployed, and
- As many as 50 percent of blind high school students drop out of high school.

The Braille Literacy Crisis in America, Facing the Truth,
Reviewing the Trend

National Federation of the Blind



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Tools for Collaboration

- A DOR counselor may be invited to attend an IEP meeting to provide input into the development of the ITP for students who are leaving the system through graduation or aging out.
- The ITP must be updated at least annually.



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Role of Assistive Technology

- An IEP team must consider a student's need for assistive technology when developing an IEP.
- An IEP team cannot consider expense when determining the need for assistive technology.
- A local educational agency is not required to purchase medical equipment for an individual pupil.



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Assistive Technology

The term does not include a medical device that is surgically implanted, or the replacement of that device.



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Educational and Vocational Use of Assistive Technology

- Students should be allowed to use assistive technology items in an educational and vocational setting.
- The use of the assistive technology items should be clearly linked to the IEP.



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Low Incidence (LI) Funding

- The State budget allocated \$17,226,000 to provide special education and related services to students with low incidence disabilities.
- Of this amount, \$2,100,000 shall be used to provide career technical education or services for students with low-incidence disabilities



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Allocation of L I Funds (cont'd)

- Funds are allocated to Special Education Local Plan Areas (SELPA).
- Funds are allocated through a formula dividing statewide number of students reported with low incidence disabilities the previous year into the total amount of funds allocated in the budget giving a per pupil rate.



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Allocation of L I Funds (cont'd)

- The per pupil rate is multiplied by the number of students with low incidence disabilities each SELPA reports.
- That total is the amount each SELPA receives.
- This year SELPAs are given more flexibility in how funds are spent, but all must be spent on students with low incidence disabilities.



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Allocation of LI Funds (cont'd)

According to the budget language the funds must be spent on special education and related services which are identified in the Individualized Education Program (IEP). Therefore, the funds cannot be spent on students with disabilities who have a 504 plan.



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Purchase of Assistive Technology

- Low Incidence funds, as well as other funds, may be used to purchase assistive technology for students with low incidence disabilities.
- The Special Education Division becomes involved with issues surrounding assistive technology if there is a complaint that it is not considered by an IEP team or the purchase is not implemented once it is included on the IEP.



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Working Together

- How can we collaborate more effectively to serve the needs of individuals with disabilities that we serve collectively on the state level and the district level?
- How can we enhance our resources to meet their needs?



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Clearinghouse for Specialized Media & Translations

Curriculum Frameworks & Instructional Resources Division

Instruction and Learning Support Branch

California Department of Education



USING ASSISTIVE TECHNOLOGY IN THE CLASSROOM



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CALIFORNIA *EDUCATION CODE*

SECTION 60313(a):

The Superintendent of Public Instruction shall maintain a central clearinghouse-depository and duplication center for the design, production, modification, and distribution of Braille, large print, special recordings, and other accessible versions of instructional materials for use by pupils with visual impairments or other disabilities who are enrolled in the public schools of California.



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PRINT DISABILITIES

The definition is as follows:

- print disabled, noun; print-disabled, adjective.
- **A person who cannot effectively read print because of a visual, physical, perceptual, developmental, cognitive, or learning disability.**



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ONLINE RESOURCES FOR SCHOOL DISTRICTS



Tom Torlakson, State Superintendent of Public Instruction, noted:

“...the Department was working to expand its free and online-resource for school districts...”

January 6, 2011, CDE News Release: #11-04



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NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARDS (NIMAS) FILES

- Too large to download
- Convertible to text and braille-ready files
- Contain all graphics



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TABLE OF CONTENTS

- Inclusion and Mainstreaming
- Assistive Technology
- Classroom Participation
- Student Work
- Accessible tests

Note: As you view this presentation please know that each new section is started with a red heading.



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INCLUSION & MAINSTREAMING

Students with special needs are moving from special day classes (SDC) to mainstream classes for partial day or full day.



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INCLUSION

Under the inclusion model, students with special needs spends all of their time with non-disabled students in a regular education classroom.



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MAINSTREAMING

Mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skill needs.

The benefits of mainstreaming include; higher academic achievement, higher self-esteem, and better social skills.



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EXCEPTIONAL PLACEMENTS

Due to the medical, emotional, or physical needs of the student, placement may include a hospital or a residential treatment program.



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ASSISTIVE TECHNOLOGY

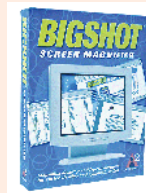
The equalizer for students with special needs is assistive technology. The hardware and software allow access to the curriculum and a means to demonstrate knowledge of the concepts presented in meeting the standards.



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SCREEN MAGNIFICATION

Screen magnification software is used to access information on computer screens. The software enlarges information on the screen by incremental factors up to 20x magnification. These programs also allow for inverted colors, enhanced pointer viewing, and tracking options.



Big Shot



Magic



ZoomText



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SCREEN READERS

Screen reading software reads aloud everything on computer screens including text, pull-down menus, icons, dialog boxes, and Web pages. Screen readers run simultaneously with the computer's operating system and applications.



Work



JAWS



ZoomText



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SCAN / READ SYSTEMS

Scan/read systems combine software and a flatbed scanner to read aloud any printed text. Textbook pages, class handouts, and tests can be scanned-in and then read aloud by a computer. This allows timely access to information.



Kurzweil 1000



OpenBook



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PORTABLE NOTETAKERS

Lightweight, portable notetakers provide speech output and can be connected to printers and computers for printing and uploading text. Refreshable braille displays are available for braille users. A QWERTY keyboard version is available for people who prefer touch-typing.



Braille Lite



BrailleNote(APEX)



PacMATE



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VIDEO MAGNIFIERS

Video magnifiers utilize closed circuit television technology to enlarge written materials and small objects for people with low vision. All printed material from textbook pages to other print can be magnified for easier viewing.



Clarity



VisioBook



Prisma



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DIGITAL BOOK READERS

Playback systems include full-featured software packages designed to play CD books on a desktop or laptop computer. They are specially designed with the blind and visually impaired community in mind.



Braille+



Victor Reader



PlexTalk



eclipseReader



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CLASSROOM PARTICIPATION

Preparing students for careers or college includes participation in group projects. Assistive technology allows for communication options.



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AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Augmentative and alternative communication (AAC) devices and strategies are designed to assist people with communication disabilities.



Vantage



Freedom 2000 Toughbook



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CONTRIBUTING AND CLARIFYING

All students should have the ability to ask questions to clarify information or to respond and contribute what they know.



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GROUP ROLES

Discussion groups or group projects provide various roles including; leader, recorder, time keeper, getter, and a person to share the group's completed work.



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INTERPRETERS

Some students use an interpreter to provide the information or share the remarks made by a student with special communication needs.



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STUDENT WORK

Whether there is a daily assignment, homework, test, or long-term project the teacher grades the student. With assistive technology this process has become much easier.



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ASSISTIVE TECHNOLOGY CHECKLIST

The California Department of Education has a Web page that is a good resource for students with disabilities in terms of how to show what you know at <http://www.cde.ca.gov/sp/se/sr/atexmpl.asp>.



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DRAGON SPEECH SOFTWARE

Due to the amount of work required students may benefit from software that takes their words and translates them to text with amazing accuracy once the devices recognizes nuances of the person using the software.



Dragon NaturallySpeaking



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PRINT SCREEN

New digital textbooks and workbooks allow students to complete work on a tablet or computer screen. This completed assignment can be printed for the teacher to review.



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ACCOMMODATIONS

An accommodation means changing the way in which instruction is delivered or changing the way in which a student is expected to respond to instruction.

Accommodations should be recorded in the student's IEP and should be used in daily application not specific only to testing.



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BRAILLE STANDARDS

Braille standards have been designed to allow students with limited, or no vision, to be assessed in both reading and mathematics.



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E-MAIL

Using a computer or one of the many hand-held devices, assignments can be e-mailed to the teacher. This relatively new technology is becoming common practice for regular education and for students with special needs.



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SIMULATION LABS

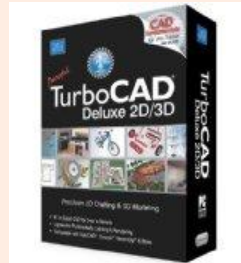
Science, engineering, math, and even history-social science have project-based assignments that require student participation. Providing an option for simulation of the project to include students with special needs allows for inclusion.



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ENGINEERING

Architecture and engineering projects are now accessible using computer-aided design (CAD) software that is accessible.



Turbo CAD



Alibre Design



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ACCESSIBLE TESTS

All tests are not equal. Pencil-paper tests can be challenging depending on the disability. Accessible tests help the teacher know how much a student understands.



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TESTING

The American Printing House for the Blind has posted a position papers recognized as the standard when it comes to appropriate testing parameters for students with special needs on the APH Web site at

[tesinghttp://www.aph.org/tests/accomodations.html](http://www.aph.org/tests/accomodations.html)



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WAIVERS

Education Code Section 56101:

(b) The board may grant, in whole or in part, any request pursuant to subdivision (a) when the facts indicate that failure to do so would hinder implementation of the pupil's individualized education program or compliance by a district, special education local plan area, or county office with federal mandates for a free, appropriate education for children or youth with disabilities.



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TRANSITION SERVICES FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

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Serendipity

- PEPNet2 USDOE Grant - Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary to Postsecondary Options
- California Deaf and Hard of Hearing Transition Academy

National Summit on Deaf Education 2005-2012



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- Began as grass roots movement
- Focused on National Agenda for Deaf Education
- Focused on improving services for students birth-22
- States sent teams to develop plans



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PEPNet2 2012

The USDOE provided a grant to PEPNet to provide FIVE National Summit Meetings aimed at improving TRANSITION for students who are Deaf or Hard of Hearing.



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PEPNet2

- January 2013 – 50 states (including California) sent teams to Austin, Texas
- November 2013 – 49 states sent teams to Chicago, Illinois
- Began developing plans for improving services in their states



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California's Team





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California's Team

- Shelley Gravatt, Principal, CTE, CSDR
- Jon Levy, Principal, Orange COE
- Elena Gomez, DOR
- Dana Brittingham, American River College
- Cynthia Sandoval, Parent
- Nancy Grosz Sager



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PEPNet2

- Three more summits to be held –
January 2014, 2015, 2016
- Establishment of COLs.



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At the same time....

- SSSSD Director, Scott Kerby, established the California Deaf and Hard of Hearing Transition Academy
- California's team was expanded.



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California Deaf and Hard of Hearing Transition Academy Team

- Met October 24, 2013 at CDE
- Expanded membership includes:
 - Scott Kerby, Director, SSSSD, CDE
 - Nancy Grosz Sager, DHH Consultant, CDE
 - Shelly Gravatt, CTE Principal, CSDR
 - Nina Poblete, Transition Specialist, CSDR
 - Jon Levy, DHH Program Principal, Orange DOE
 - Charles Farr, CTE Principal, CSDF
 - Liann Osborne, Transition Specialist, CSDF
 - Elena Gomez, Asst. Deputy Director, DOR
 - Dana Brittingham, Counselor, ARC
 - Cynthia Sandoval, Parent



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California Deaf and Hard of Hearing Transition Academy Team

- The Academy is a Community of Learners
- Builds on the work of the National Summit
- Ensures that work is on-going, not “fly-by”



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California Deaf and Hard of Hearing Transition Academy Team

- The Transition Academy is to build a vision for transition by:
 - Identifying and building best practices for transition
 - Sustaining the work from Texas
 - Developing a state transition plan for students who are Deaf or Hard of Hearing

Number of IEPs including the Required Elements for Transition Indicator 13 – Secondary Transition Indicator 13 that meet requirements of all 8 items: Thank you to Dr. Dan Boomer, CDE



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Secondary Transition Requirements All students	Yes
Total IEPs of students age 16 and above meeting all eight elements	127,467
Total IEPs of students age 16 and above not meeting all eight elements	30,641
Total IEPs of students age 16 and above	158,108
Percent of students aged 16 and above whose IEPs contain all of the required elements (127,467 / 158,108 = 80.7%)	80.7%

Secondary Transition Requirements Students that meet the definition of Hard of Hearing	Yes
Total IEPs of students age 16 and above meeting all eight elements	1,339
Total IEPs of students age 16 and above not meeting all eight elements	294
Total IEPs of students age 16 and above	1,633
Percent of students aged 16 and above whose IEPs contain all of the required elements (1,339/1,633=82%)	82%

Secondary Transition Requirements Students that meet the definition of Deaf	Yes
Total IEPs of students age 16 and above meeting all eight elements	731
Total IEPs of students age 16 and above not meeting all eight elements	349
Total IEPs of students age 16 and above	1,080
Percent of students aged 16 and above whose IEPs contain all of the required elements (731/1,080=67.7%)	67.7%



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- The team reviewed our state's strengths and weaknesses and developed a list of **NEEDS** in our state...



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NEEDS

- For isolated programs to work with larger programs
- For better communication between schools and parents
- For improved use of technology to improve communication
- For more emphasis on vocational training that is appropriate for DHH students



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NEEDS

- For Deaf-centered programs with direct access for DHH students
- To serve the underserved (80%)
- For meeting the needs of students who read between 2nd-5th grade
- To begin ITPs before age 16
- For more parent education



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NEEDS

- For **CONSISTENCY** around the state
- To involve and empower students in the transition process
- For ITP forms that allow for individual needs – not just a checklist
- To address the needs of a very diverse student and parent population



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Goals

1. Develop a best practices model
2. Develop statewide ITP forms
3. Establish Deaf-centered vocational training center (accessible for DHH students)



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More next year!

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