



Date: October 27, 2009
To: SBSD Board Members
From: Tom Guajardo, Executive Director, Special Education
CC: Dr. Brian Sarvis
Ms. Robin Sawaske

Board Brief:

Regarding: State Special Education Self-Review

Attachment(s)?	<input checked="" type="checkbox"/>	Yes (if so, please attach)	<input type="checkbox"/>	No	<input type="checkbox"/>	Powerpoint	<input type="checkbox"/>	Overhead	<input type="checkbox"/>	Consultant
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CHAPTER I: PURPOSE OF THE SPECIAL EDUCATION SELF-REVIEW

Purpose

The Special Education Self-Review (SESR) is one of several critical components in the California Department of Education's (CDE) Special Education Division's (SED) Quality Assurance Process (QAP). The **Purpose** of the Special Education Self-Review is:

- To ensure that Local Education Agencies (LEAs) and County Offices of Education (COE) are providing appropriate supervision and monitoring of their special education programs and services.
- To provide information to the California Department of Education (CDE) regarding key compliance questions based on the use of CDE-specified tools and assessment methodologies.
- To provide effective general supervision to LEAs, districts and COEs, in accordance with the State Performance Plan (SPP).

The 2008-09 Special Education Self-Review looks at:

- Procedural guarantees; and
- How students benefit and progress from special education instruction and services based on a reasonable calculation of their Individualized Education Program (IEP).

The SESR process for 2008-09 is designed to answer six broad questions:

1. Does the LEA provide services and programs, which are reasonably calculated to result in Educational Benefit using the Rowley standard?
2. Does the LEA provide services that result in Educational Benefit as measured by special education goals and State Performance Plan Indicators?
3. Does the LEA comply with procedural guarantees that are known to be frequent non-compliance items in other districts?
4. Does the LEA fulfill its responsibilities when other districts and programs serve its students?
5. Does the Special Education Local Plan Area (SELPA), of which the District is a part, fulfill its responsibilities for monitoring the procedural elements of the Local Plan?
6. Does CDE provide effective general supervision in accordance with the State Performance Plan (SPP)?

CHAPTER II: OVERVIEW OF THE SESR PROCESS

THE 2008-09 SELF-REVIEW PROCESS

The 2008-09 SESR aligns with the processes and procedures used in CDE's on-site Verification Review (VR). It includes the additional benefit to districts of a database software package that will be provided to SELPAs for installation in each district.

Overview

For districts with twenty (20) or more special education students with current IEPs, the SESR process involves four major stages:

1. Initial SESR Activities
 - Preparation and Planning
 - Training
 - Statewide SELPA Level Training
 - SESR Manuals
 - Local Training Modules
 - Parent Input Meeting / Survey
 - Review of District Data
2. Preparation and approval of the District's Monitoring Plan
 - Obtain parent input issues/findings
 - Complete an analysis of parent input from Parent Input Meetings and Parent Surveys
 - Obtain District Data – Annual Performance Report Measures from the CDE Website or SESR CD
 - Other data sources:
 - Compliance history
 - Complaints
 - Due Process Hearing(s) status
 - Adequate Yearly Progress (AYP)
 - Academic Performance Index (API)
 - The District's status on Highly Qualified Teachers (HQT)
 - CAPA percentage: If the District's CAPA percentage rating is over 1%, list under Special Populations on the Monitoring Plan as an area to be investigated
 - The District's annual and triennial IEP status
 - Complete an analysis of the District's Data – Annual Performance Report Measures
 - Document data issues/findings
 - Submit the Monitoring Plan for approval by the CDE
 - Complete an analysis and assurances of the District's CAPA status
 - Provide an analysis and assurances of the District's Highly Qualified Teacher (HQT) status
3. Conducting the monitoring activities
 - SESR database software implementation
 - Monitoring Plan entry and printing review forms
 - Review of student records
 - Review of SELPA governance, Local Plan, policies and procedures, and mental health interagency agreement(s)

2008-09 Special Education Self-Review

- Educational Benefit Review
 - Individual Education Program (IEP) Implementation Review
 - District Policy and Procedure Review
 - Six-Month Follow-up Review
4. Analysis of the SESR results
- Development of corrective actions
 - Electronic submission of completed data file and materials to CDE
 - Electronic submission of evidence of corrective actions to CDE

DISTRICT PARTICIPATION

District Size	Parent Input	Monitoring Plan	SESR Components	District SESR Assurances	Policies and Procedures	SESR Database Software
<i>Less than 20 students with current IEPs</i>	Districts do not have to conduct a Parent Input Meeting. <i>Each district will survey their special education parents using the CDE Parent Survey. Each district must meet the requirement of having 20% parent participation in the Parent Survey.</i>	NO NOT REQUIRED	<i>Educational Benefit Only</i> <i>Due MARCH 26, 2010</i>	YES <i>Due MARCH 26, 2010</i>	NO	YES
<i>20 or more students with current IEPs</i>	<i>At a minimum, districts must conduct one Parent Input Meeting. Each district must meet the requirement of having 20% parent participation in providing input to the SESR.</i> The district will be responsible for using the Parent Survey if the Parent Input Meeting doesn't meet the 20% minimum parent participant requirement.	YES <i>Due DECEMBER 4, 2009</i>	All Components <i>Due MARCH 26, 2010</i>	YES <i>Due MARCH 26, 2010</i>	YES	YES