



COLORADO
Department of Education

2013-2014 Annual Report Colorado Special Education Advisory Committee

Submitted to:
Colorado State Board of Education

By:
The Colorado Special Education Advisory Committee (CSEAC)
Zoe Ann Holmes, Co-Chair
Pat Chamberlain, Co-Chair

October 2014



Table of Contents

What is CSEAC?	3
Duties of CSEAC	3
Vision and Mission Statements of CSEAC	4
CSEAC 2013-2014 Focus	4
Highlights of 2013-2014	5
Subcommittee Reports	6
Discussions Surrounding Parental Concerns	10
New Directions for 2014-2015	10
CSEAC Advisory Resources	11
CSEAC Members 2013-2014	12
New CSEAC Members 2014-2015	14
Schedule of Meetings 2014-2015	14
Additional Information & CSEAC Contacts	15
Addenda	
State Performance Plan Brochure (English and Spanish)	16
People First Brochure	20
Mental Health Position Statement	22



What is CSEAC?

The Colorado Special Education Advisory Committee (CSEAC) is a state-level committee mandated by federal and state law. According to Colorado Revised Statutes 22-20-104 (2) (a) In order to assist the state board in the performance of its responsibilities for the implementation of this part 1, the state board shall appoint a state special education advisory committee of an appropriate size. The members of the advisory committee shall be representative of the state population and shall be composed of persons involved in or concerned with the education of children with disabilities, including parents of children with disabilities ages birth through twenty-six years; individuals with disabilities; teachers; representatives of institutions of higher education that prepare special education and related services personnel; state and local education officials, including officials who carry out activities under C.R.S. 22-33-103.5; administrators of programs for children with disabilities; representatives of other state agencies involved in the financing or delivery of related services to children with disabilities; representatives of private schools, district charter schools, and institute charter schools; at least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; a representative from child welfare services in the department of human services established pursuant to C.R.S. 26-5-102; and representatives from the division of youth corrections in the department of human services and from the department of corrections. A majority of the members of the advisory committee shall be individuals with disabilities or parents of children with disabilities. Members shall be appointed for terms as determined by the bylaws of the advisory committee. Any additions to the composition of the advisory committee shall be made pursuant to the procedures of the state board.

Duties of CSEAC 34 CFR 300.169 & C.R.S. 22-20-104 (2013)

The advisory panel must:

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
- (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.



CSEAC Vision Statement

All learners are respected and challenged with high expectations, their needs are met, and student aspirations for success are fulfilled.

CSEAC Mission Statement

Our mission is to actively represent children and youth with disabilities and impact decisions made on their behalf to enhance the quality of educational services.

CSEAC 2013-2014 Focus

The theme for the 2013-2014 CSEAC year was “Students First: Teaming for Success!” The theme was chosen by members attending the CSEAC Annual Retreat with the focus on both the CSEAC Mission and Vision, advocating on the behalf of students in need of special education supports and services, keeping high expectations, and placing the emphasis on students remaining first in all CSEAC does.

CSEAC subcommittees worked diligently with the following emphases:

- to align and give input to legislation and contribute to CDE rulemaking;
- to strengthen relationships between CSEAC, communities and other stakeholders;
- to promote People First philosophy and language statewide; and
- to increase the number of local Special Education Advisory Committees (SEACs) and build grassroots family involvement in special education by reaching out and supporting existing SEACs as well as new ones.



CSEAC Highlights of 2013-2014

- Welcomed Assistant Commissioner and State Director of Special Education Randy Boyer
- Created and published a CSEAC Position Statement, “Mental Health Issues and Students with Disabilities” <http://www.cde.state.co.us/sites/default/files/MentalHealthPositionStatement.pdf>
- Presented at the Colorado Special Education Directors’ Fall Meeting
- Held 3rd Annual People First Meeting
- Reviewed and gave input on the proposed High School Graduation Guidelines
- Served on the CDE Advisory Group on Early Dispute Resolution, State Graduation Guidelines Committee, Preschool Special Education Advisory Committee, and WestEd Assessment Implementation Focus Group
- Created and distributed a reader-friendly brochure on the State Performance Plan (SPP) for families, students with disabilities, and the educators who work with them
- Reviewed the Special Education State of the State Report with regard to goals, performance of Colorado students, and Office of Special Education Programs indicators
- Reviewed updates of Colorado’s Due Process Resolutions and State Complaints
- Received legislative updates from Dr. Debora Scheffel
- Discussed parental concerns
- Held CSEAC Annual Planning Retreat in July 2013
- Received updates and presentations on the following topics:
 - Educator Effectiveness: Update on Specialized Service Providers and Student Learning Outcomes by Jean Williams, Educator Effectiveness Unit, CDE
 - IMAGINE! Boulder County Initiative and Family Support Grants
 - Mental Health Services presentation by Rose Lupinacci, Dean of Students and Section 504 Coordinator, Fairview High School, Boulder Valley School District
 - PEAK Parent Center, Colorado’s Parent Training and Information Center, by Barbara Buswell, Executive Director and Julie Harmon, Director of Parent Services
 - Secondary Transition Services by Linda Tegtmeier, Supervisor, Secondary Transition and Student Outcomes, CDE Exceptional Student Services Unit
 - State Assessment System by Christina Wirth-Hawkins, Assistant Director, CDE Assessment Unit

The committee continues to build working relationships with the Colorado Department of Education, the Colorado State Board of Education, the Colorado Legislature, statewide special education directors, educators, local SEACs, parents, agencies, and other partners in special education.



2013-2014 CSEAC Subcommittee Reports

Communications Subcommittee

Purpose: To increase CSEAC networking and visibility between all stakeholders by supporting communication between families, school districts, and the CDE

Goals: Strengthen relationships between CSEAC, local SEACs, communities, and other stakeholders. Promote People First philosophy statewide.

Co-Chairs: Tracy Mueller and Lori Smith

Members: Roberta Curtis, Linda Hayes, Patti McVay, Sarah Metsch, Karin Pappadakis, Debra Paul, Anna Stewart

Accomplishments:

- Collaborated with and supported local SEACs
- Reached out to other stakeholder groups to increase collaboration and resources for students with disabilities and their families
- Discussed and advocated for the use of People First language in all settings and media
- Created and distributed People First language posters
- Organized and conducted CSEAC's third State of Colorado People First meeting, which recognized the following individuals for their outstanding contributions to children with disabilities:
 - Jennifer Wilger – Executive Director/Co-Founder, Temple Grandin School
 - Sonia Miera – Paraprofessional III, Park Elementary School, Durango School District 9-R/San Juan BOCES
 - Fred Schneider – Executive Director, Durango 4-C Council, Inc., Tri-County Head Start
 - Student Recipient – MacKenzie Beauvais-Nikl, Thomas Jefferson HS, Denver Public Schools
 - Lifetime Recipient – Dixie J. Periman, Special Education Coordinator, Cherry Creek Schools

Bylaws Subcommittee

Purpose: To review and update bylaws as needed

Goals: Advise on and draft amendments to bylaws as requested

Chair: David Aarestad

Accomplishments:

- No bylaw changes this year



Membership Subcommittee

Purpose: To reach out to individuals who meet the criteria for membership on CSEAC and solicit applications

Goals: Actively recruit and retain members, and communicate membership obligations

Chair: Pam Christy

Members: Zoe Ann Holmes, Joanne Irons, Renee Niskanen, Greg Sullivan, Bob Ward

Accomplishments:

- Distributed a notice of vacancies for the 2014-2015 CSEAC year, with the focus on recruiting representatives from Congressional Districts 1, 2, 3, 4, and 7 in order to improve statewide representation
- Interviewed eleven well-qualified applicants and recommended the appointment of nine new representatives to the Colorado State Board of Education: six representing parents from Congressional Districts 2, 3, 5, and 7; one representing an administrator of an approved facility school from Congressional District 4; one administrator of special programs from Congressional District 4; and one representative from the Division of Youth Corrections from Congressional District 6
- Obtained committee members' commitment for service and followed up with absentee members
- Continued to update membership directory, including adding member photos
- Reinstated the mentor program for new CSEAC members



Public Policy and Legislative Subcommittee

Purpose: To stay abreast of and disseminate information affecting education of children and youth with disabilities through electronic mail to members

Goals: Get in front of issues and in communication loops at the CDE

Co-Chairs: David Aarestad and Katherine Rains

Members: Adric Arndt, Cassidy Dellamonache, Cheryl Gaines, Nancy Harris, Cindy Holden, Tom McMillen, Dr. Erin Ross, Lori Thompson

Accomplishments:

- Maintained communication with State Board of Education through Dr. Scheffel and kept CSEAC informed about legislation, rulemaking, and current issues that could impact students with disabilities
- Connected with Special Education Directors Legislative Consortium to collaborate on current issues
- Served on and continue to contribute to the CDE State Graduation Guidelines Committee
- Served on and contributed to the CDE Advisory Group on Early Dispute Resolution
- Served on and contributed to the Preschool Special Education Advisory Committee
- Each subcommittee member tracked an issue of choice, including:
 - Senate Bill 10-191: Concerning Ensuring Quality Instruction Through Educator Effectiveness
 - READ Act
 - Graduation Guidelines
 - Transitions, including Postsecondary and Part C to Part B
 - Community Centered Boards



State Performance Plan Subcommittee

Purpose: To review the State Performance Plan (SPP) and work with and advise the representative from the CDE regarding changes, issues, and concerns of the SPP

Goals:

- Use SPP Part B Indicator 3 data in math and reading to identify trends and what works for sites that show improved outcomes for students with disabilities
- Summarize results to share
- Create and share a family-friendly brochure describing SPP Indicators

Chair: Kathy Mortenson

Members: Dean Cockroft, Irwin Faaiu, Beverly Harris, Kindra Sanchez-Marble, Missy Sieders

Accomplishments:

- Published a reader-friendly SPP brochure to help families, students, educational professionals and others understand what the SPP is and why it is important; posted the brochure on the CDE website in English and Spanish; began brochure distribution at districts
- Reviewed previous year's survey data and refined this year's survey questions
- Surveyed and documented responses from five districts on special education outcomes



Discussions Surrounding Parental Concerns

- Extended School Year (ESY)
- Early/Alternative Dispute Resolution
- Funding for special education in Colorado
- Individualized Education Programs (IEPs)
- Lack of in-patient hospital beds for students with mental health needs, especially those with dual diagnoses
- Inadequate mental health services for students and the additional burden this places on families and school districts
- Partnership for Assessment of Readiness for College and Careers (PARCC) computerized assessments
- Graduation rate of students with disabilities and likely decrease when new graduation guidelines are implemented
- Inconsistent transition services across the state and postsecondary outcomes, including employment for students with disabilities
- Significant need for Vocational Education
- READ Act

New Directions for 2014-2015

Office of Special Education Programs (OSEP) shifts to include Results along with Compliance

- CSEAC promotes the Results Driven Accountability (RDA) process to capture student progress on IEP goals
- CSEAC urges meaningful transition planning and Vocational Education options to increase student graduation rates and improve postsecondary outcomes
- CSEAC recognizes the benefits of individualizing Extended School Year to increase student growth and outcomes
- CSEAC values the CDE Early Dispute Resolution initiative to reduce disputes, complaints, and related costs for families and school districts
- CSEAC supports Colorado's State Systemic Improvement Plan (SSIP) and collaborates with CDE to develop the State-identified Measurable Result (SiMR)
- CSEAC encourages monitoring the results of students with disabilities on PARCC testing



CSEAC Advisory Resources

<http://www.cde.state.co.us/cdesped/CSEAC.asp>

The Power of Partnership: A Guide for Local Special Education Advisory Committees (SEACs) in Colorado (2010)

- Provides specific information for families and educators in developing and maintaining effective local special education advisory committees; sent yearly to all superintendents and special education directors
- http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/cseac_guideforlocals_eacscolorado.pdf

Forming a Local Special Education Advisory Committee (Brochure and Insert)

- Provides an overview of local special education committees; includes an insert identifying practical actions for committees
- Brochure: http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/cseac_localbrochure.pdf
- Insert: http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/cseac_localbrochure_insert.pdf

State Performance Plan Brochure

- Describes what the State Performance Plan (SPP) is in a reader-friendly way to help families, educators, and others understand its importance and how it impacts special education
- English: http://www.cde.state.co.us/sites/default/files/brochure_spp_2014feb.pdf
- Spanish: http://www.cde.state.co.us/sites/default/files/brochure_spp_spanish_2014may.pdf

Mental Health Position Statement

- Provides information regarding the influence of mental health on academic success and the importance of improving the supports provided to students with disabilities who are at increased risk of mental health issues
- <http://www.cde.state.co.us/sites/default/files/MentalHealthPositionStatement.pdf>



CSEAC Members 2013-2014

Name	Role	County	Congressional District
David Aarestad	Parent of a child with a disability	Arapahoe	6
Adric Arndt	Special education administrator	Teller	5
Pat Chamberlain 2013-2015 Co-Chair	Parent of a child with a disability	Larimer	2
Pam Christy	Parent of a child with a disability	Elbert	4
Dean Cockroft	Grandparent of a child with a disability/legal guardian	Larimer	4
Roberta Curtis	Parent of a child with a disability	Douglas	6
Cassidy Dellemonache*	Parent of a child with a disability	Jefferson	7
Irwin Faaiu*	Representative from the Division of Youth Corrections	Arapahoe	6
Cheryl Gaines	Parent of a child with a disability	Mesa	3
Beverly Harris	General education administrator	Arapahoe	6
Nancy Harris	Representative from the Department of Human Services, Child Welfare Services	Denver	1
Linda Hayes	Special education administrator	El Paso	5
Cindy Holden*	Parent of a child with a disability	Eagle	3
Zoe Ann Holmes 2012-2014 Co-Chair	Parent of a child with a disability	El Paso	5
Joanne Irons	Parent of a child with a disability	Archuleta	3
Nancy Lemmond	Representative from a district charter school	El Paso	5
Tom McMillen	Parent of a child with a disability	Jefferson	7



Patti McVay	Administrator of a program for students with disabilities	Arapahoe	4
Sarah Metsch	Individual with a disability, self-advocate	Douglas	6
Kathy Mortensen	Special education administrator	Alamosa	3
Tracy Mueller, Ph.D.	Representative from an institution of higher education	Larimer	4
Renee Niskanen	Parent of a child with a disability	El Paso	5
Karin Pappadakis	Representative from the Department of Corrections	El Paso	5
Debra Paul 2014-2016 Co-Chair	Parent of a child with a disability	Boulder	2
Katherine Rains 2014-2015 Co-Chair Elect	Representative from a private school	Denver	1
Erin Ross	Parent of a child with a disability	Adams	7
Kindra Sanchez-Marble	Representative from the Charter School Institute	Adams	7
Missy Sieders	Parent of a child with a disability	El Paso	5
Lori Smith	Special education teacher	Arapahoe	6
Anna Stewart	Parent of a child with a disability	Boulder	2
Greg Sullivan	Representative of an organization concerned with the provision of transition services	Douglas	6
Lori Thompson	Representative from a state agency involved in the financing or delivery of related services	Larimer	4
Robert Ward	Parent of a child with a disability	Arapahoe	6

**Interim*



New CSEAC Members 2014-2015

The following new members were appointed by the Colorado State Board of Education and joined CSEAC in July 2014:

- Cassidy Dellemonache – parent of a child with a disability (Congressional District 7)
- Irwin Faaiu – representative of the Division of Youth Corrections, Department of Human Services (Congressional District 6)
- Elisabeth Freys – administrator from an approved facility school (Congressional District 4)
- Tom Gribble – administrator of programs for children with disabilities (Congressional District 2)
- Cindy Holden – parent of a child with a disability (Congressional District 3)
- Richard Humphrey – parent of a child with a disability (Congressional District 2)
- Mellisa Umphenour – parent of a child with a disability (Congressional District 7)
- Shari Watson – parent of a child with a disability (Congressional District 2)
- Teresa Wright – parent of a child with a disability (Congressional District 5)

Committee Meeting Schedule 2014-2015

- Planning Retreat: July 17-18, 2014
- Thursday, September 18, 2014
- Thursday, November 20, 2014
- Thursday, February 19, 2015
- Thursday, April 16, 2015



For Additional Information

For further information about the Colorado Special Education Advisory Committee, please visit <http://www.cde.state.co.us/cdesped/CSEAC.asp> or contact one of the following persons:

Zoe Ann Holmes
2012-2014 CSEAC Co-Chair
719-237-8082
zoeannaholmes@msn.com

Pat Chamberlain
2013-2015 CSEAC Co-Chair
970-217-8756
patchamberlain@msn.com

Debra Paul
2014-2016 CSEAC Co-Chair
303-775-2357
Debra.Paul@childrenscolorado.org

Randy Boyer, Assistant Commissioner and State Director of Special Education
Colorado Department of Education
Exceptional Student Services Unit
boyer_r@cde.state.co.us

Cindy Dascher, Supervisor of Family-School Partnering
Colorado Department of Education
Exceptional Student Services Unit
303-866-6876
dascher_c@cde.state.co.us

Addendum A – State Performance Plan Brochure (English and Spanish)

Informed:

What is the State Performance Plan?

The State Performance Plan (SPP) is a report that describes the state's efforts to implement the educational requirements of the Individuals with Disabilities Education Act of 2004 (IDEA). Each state must submit a full plan once every 6 years and report progress on the SPP in an Annual Performance Report (APR).

The SPP/APR summarizes the indicators which includes results on Colorado's progress on the 18* indicators. These indicators are the same for all states, but each state determines methods of calculation based upon individual state needs and preferences. The SPP/APR also describes many improvement efforts that are underway to improve student outcomes and address educational mandates of IDEA in the future. *Please see the inside of this booklet to learn more about the 18* SPP indicators.

Why should we care?

The SPP indicators are one way to learn about how schools and the State of Colorado are supporting students with disabilities to achieve a meaningful education and become engaged members of our community.

The SPP is ultimately about ensuring positive outcomes for students with disabilities.

Active:

What can we do after reading this?

Look up the State of Colorado's most recent Annual Report on the SPP data for the state: www.cde.state.co.us/cdesped/SPP-APR.asp

Look up the most recent SPP data for your school district or BOCES (Administrative Unit Performance Profiles) located at: http://www.cde.state.co.us/cdesped/SPED_Data_Reports.htm

Ask questions if you don't understand what the data mean. Please contact the Exceptional Student Services Unit Data Team (303) 866-6694 or essu@cde.state.co.us

Join your local Special Education Advisory Committee (SEAC) to learn more and to support your student(s) and schools. To find out if you have an active local SEAC go to the bottom of the page below and look for CSEAC – Local Level: <http://www.cde.state.co.us/cdesped/CSEAC.asp>

This brochure is published by the Colorado Special Education Advisory Committee

A copy of this brochure is also available at www.cde.state.co.us/cdesped/SPP-APR.asp and may be reproduced.

Office of Special Education
1560 Broadway, Suite 1175
Denver, CO 80202

Phone: (303) 866-6694
Fax: (303) 866-6767
TTY: (303) 860-7060

Questions: essu@cde.state.co.us

Families of Students with Disabilities Informed & Active



The State Performance Plan (SPP)*

Updated February 20, 2014

"Education is the most powerful weapon which you can use to change the world."
—Nelson Mandela

Informed: Performance Indicators

The performance indicators include 10 data areas with state targets and improvement activities. The 10 performance indicators are listed by their federally assigned number below:

1. Increasing graduation rates for students with disabilities.
2. Decreasing dropout rates for students with disabilities.
3. Participation and performance of children with disabilities on statewide assessments.
5. Providing services for students with disabilities in the Least Restrictive Environment (LRE).
6. Providing preschool children with disabilities services in LRE.
7. Increasing cognitive and social outcomes for preschool children with disabilities.
8. Increasing the school's facilitation of parent involvement as a means of improving services and results for students with disabilities.
14. Increasing post-secondary engagement (education, employment) for students with disabilities.
18. Increasing number of dispute resolution sessions that come to agreement.
19. Increasing number of mediations that come to agreement.

"If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. If you don't step forward, you're always in the same place."

—Nara Roberts



Compliance Indicators

There are 8 compliance indicators which are measured by each state. Compliance targets are set by the federal government and they are either 100% or 0%. The compliance indicators are listed by their federally assigned number below:

4. Reducing rates of suspension and expulsion for children with disabilities.
9. Reducing disproportionate representation of racial and ethnic groups in special education due to inappropriate identification.
10. Reducing disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.
11. Ensuring students with disabilities are evaluated within 60 days of consent for evaluation.
12. Ensuring children with disabilities who were identified before age 3 have an IEP in place by their 3rd birthday.
13. Ensuring students with disabilities who are age 15 or older have meaningful post-secondary goals and transition plans in their IEPs and those students are asked to participate in their IEP meetings.
15. Ensuring school districts correct noncompliance quickly, no more than 1 year from identification.
20. Ensuring state reported data is timely and accurate.

*Indicators 16 and 17 were removed by the Office of Special Education Programs

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."
—Desmond Tutu

Where does the data come from?

The Colorado Department of Education (CDE) currently gathers data for the indicators from the following places:

- District/BOCES reported Special Education End of Year Student Data (Indicators 1, 2, 11, 12)
- Transitional Colorado Assessment Program (TCAP)/Colorado Alternate Assessments (CoAlt) state testing results (Indicator 3)
- District/BOCES reported special education discipline data collection (Indicator 4)
- District/BOCES reported December (Child) count (Indicators 5, 6, 9, 10)
- Results Matter early childhood development assessment data – ages 3 to 5 (Indicator 7)
- CDE parent survey (Indicator 8)
- File reviews (Indicator 13)
- Student outcome survey (Indicator 14)
- CDE District/BOCES monitoring reports/visits (Indicator 15)
- Dispute resolution (Indicators 18, 19)
- Timely and accurate data (Reports/data collections submitted to CDE)

Informado:

¿Qué es el Plan de Desempeño Estatal?

El Plan de Desempeño Estatal (SPP por sus siglas en inglés) es un informe que describe los esfuerzos del estado para implementar los requisitos educativos de la Ley de Educación para Individuos con Discapacidades de 2004 (IDEA). Cada estado debe presentar un plan completo cada seis (6) años y reportar su progreso en el SPP en un Informe de Desempeño Anual (APR por sus siglas en inglés).

El SPP/APR reseña los indicadores que incluyen los resultados del progreso de Colorado en los 18* indicadores. Estos indicadores son los mismos para todos los estados, pero cada estado determina los métodos de cálculo basados en las necesidades individuales y preferencias de cada estado. El SPP/APR también describe muchas de las mejoras que se están realizando para mejorar los resultados de los estudiantes y abordar los mandatos educativos de IDEA en el futuro. *Por favor vea el interior de este folleto para saber más sobre los 18* indicadores del SPP.

¿Por qué debe de importarnos?

Los indicadores del SPP son una manera de conocer como las escuelas y el Estado de Colorado está apoyando a estudiantes con discapacidades para que logren una educación significativa y se conviertan en miembros activos de nuestra comunidad.

A final de cuentas, el SPP trata de asegurar resultados positivos para los estudiantes con discapacidades.

Activo:

¿Qué podemos hacer después de leer esto?

Consultar el informe anual más reciente del Estado de Colorado respecto a los datos del SPP para el estado:
www.cde.state.co.us/cdesped/SPP-APR.asp

Consulte los datos más recientes del SPP correspondientes a su distrito escolar o BOCES (Unidad Administrativa de Perfiles de Desempeño) situados en:
http://www.cde.state.co.us/cdesped/SPED_DataRepo.htm

Pregúntenos si no comprende lo que significan estos datos. Por favor comuníquese con el Equipo de Datos de la Unidad de Servicios para Estudiantes Excepcionales al (303) 866-6694 o al email essu@cde.state.co.us.

Ingrese a su Comité Consultivo de Educación Especial (SEAC por sus siglas en inglés) local para aprender más y para apoyar a su(s) estudiante(s) y sus escuelas. Para averiguar si tiene un SEAC local activo, vaya al final de la página a continuación y busque CSEAC – Local Level (Nivel Local).
<http://www.cde.state.co.us/cdesped/CSEAC.asp>

Este folleto es publicado por el Comité Asesor de Educación Especial de Colorado

Una copia de este folleto también está disponible en:
www.cde.state.co.us/cdesped/SPP-APR.asp
y puede ser reproducido

Office of Special Education
1560 Broadway, Suite 1175
Denver, CO 80202

Teléfono: (303) 866-6694
Fax: (303) 866-6767
TTY: (303) 860-7060

Para preguntas: essu@cde.state.co.us

Familias de Estudiantes con Discapacidades Informados y Activos



El Plan de Desempeño Estatal (SPP)*

Actualizado el 20 de febrero de 2014

“La educación es el arma más poderosa que puede utilizar para cambiar el mundo” —

Nelson Mandela

Informados: Indicadores de Desempeño

Los indicadores de desempeño incluyen 10 áreas de datos con metas estatales y actividades de mejoramiento. Los 10 indicadores de desempeño están categorizados a continuación por su número asignado por el gobierno federal:

1. Aumentar las tasas de graduación de estudiantes con discapacidades.
2. Disminuir las tasas de abandono escolar de estudiantes con discapacidades.
3. Participación y desempeño de niños con discapacidades en los asesoramientos a nivel estatal.
5. Proporcionar servicios para estudiantes con discapacidades en un Ambiente Menos Restringido (LRE por sus siglas en inglés).
6. Proporcionar servicios en LRE a niños preescolares con discapacidades.
7. Aumentar los resultados cognitivos y sociales para niños preescolares con discapacidades.
8. Aumentar la facilitación para la participación de los padres en la escuela como un medio para mejorar servicios y resultados para estudiantes con discapacidades.
14. Aumentar la participación post-secundaria (educación, empleo) para estudiantes con discapacidades.
18. Aumentar el número de sesiones de resolución de litigios que logran llegar a un acuerdo.
19. Aumentar el número de mediaciones que llegan a un acuerdo.

“Si no persigue lo que desea, nunca lo tendrá. Si no pregunta, la respuesta es siempre NO. Si no da un paso adelante, siempre estará en el mismo lugar.”

—Nara Roberts



Indicadores de Cumplimiento

Hay 8 indicadores de cumplimiento, y medidos por cada estado. Las metas de cumplimiento son fijadas por el gobierno federal y son 100% o 0%. Los indicadores de cumplimiento están categorizados por su número asignado por el gobierno federal a continuación:

4. Disminuir las tasas de suspensión y expulsión de niños con discapacidades.
9. Disminuir la representación desproporcionada de grupos étnicos y raciales en la educación especial debido a una identificación inadecuada.
10. Disminuir la representación desproporcionada de grupos étnicos y raciales en categorías de discapacidades específicas debido a una identificación inapropiada.
11. Asegurar que los estudiantes con discapacidades son evaluados dentro de los 60 días del consentimiento para su evaluación.
12. Asegurar que los niños con discapacidades que fueron identificados antes de los 3 años de edad, tienen un Plan de Educación Individualizada (IEP por sus siglas en inglés) vigente hasta su 3er cumpleaños.
13. Asegurar que los estudiantes con discapacidades de 15 años de edad o mayores, tienen metas significativas y planes post-secundarios de transición en sus IEP, y esos estudiantes son invitados a participar en sus reuniones de IEP.
15. Asegurar que los distritos escolares corrijan rápidamente el incumplimiento, no más de 1 año desde su identificación.
20. Asegurar que los datos reportados por el estado son oportunos y precisos.

*Los indicadores 16 y 17 fueron eliminados por la Oficina de Programas de Educación Especial

“Haga su pequeño buen acto en donde está; son esos pequeños buenos actos en conjuntos los que abrumar al mundo.”

—Desmond Tutu

¿De dónde provienen los datos?

El Departamento de Educación de Colorado (CDE por sus siglas en inglés) actualmente recopila datos para los indicadores de las siguientes fuentes:

- Datos de fin de año de los alumnos en Educación Especial reportados por el Distrito/BOCES (indicadores 1, 2, 11, 12)
- Programa de Evaluación Transicional de Colorado (TCAP por sus siglas en inglés)/Evaluaciones Alternas de Colorado (CoAlt, por sus siglas en inglés) resultados de exámenes estatales (Indicador 3)
- Recolección de datos de disciplina de Educación Especial del Distrito/BOCES (Indicador 4)
- Corteo (de niños) reportado en diciembre por el Distrito/BOCES (indicadores 5, 6, 9, 10)
- Datos de evaluación de desarrollo de la primera infancia de “Results Matter” - para niños de 3 a 5 años de edad (Indicador 7)
- Encuesta de padres del CDE (Indicador 8)
- Revisión de expedientes (Indicador 13)
- Encuesta de resultados de estudiantes (Indicador 14)
- Informes/visitas de monitoreo del Distrito del CDE/BOCES (Indicador 15)
- Resolución de disputas (Indicadores 18, 19)
- Datos oportunos y precisos (Informes/recopilación de datos presentados al CDE)

Addendum B – People First Brochure

Respectful Language

People First & Person-Centered

Colorado Special Education Advisory Committee

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in my way.

Respect the person

PEOPLE FIRST

Use my name, not my label

See my humanity

Never use the R-word

People with disabilities have a lot to offer - notice what we can do!

There's no such thing as a 'sped kid'

Colorado Special Education Advisory Committee

Colorado Department of Education
Office of Special Education
1560 Broadway, Suite 1175
Denver, CO 80202
303-866-6694
www.cde.state.co.us/cdesped/CSEAC.asp

Respectful Language

People First & Person-Centered

Colorado Special Education Advisory Committee



Speak & Write with Respect!

**Use my name
not my label**

See the person, use their name
People first language is about respect, about seeing the person. It is about valuing the person as an equal. It is about seeing the child/teen/adult as a person and realizing that labels really don't matter when you get to know a child or a person with a disability.
"Do not admire me. A desire to live a full life does not warrant adoration. Respect me for respect presumes equity." - Norm Kunc

**My name is
Emma,
what is
yours?**

Who, not what

Language influences what we think
The minute we put a label on a person, their future is changed. If the language is respectful, caring and empowering, it has a positive effect. If the language has a negative connotation, it can damage confidence and self-esteem. Labels can help us understand an individual's needs but we have to be sure we see the person before the label and use the label to help, not hurt.

Do you want to be called by your label (physical features, disease, condition, skills, age, gender) ????????

Respect

Some people value their differences
And prefer to be called an 'autistic' person. They feel that their brain differences are not separate from who they are and want to be seen as whole and not a person with a part of them that is 'broken'.



NeuroDiversity values all kinds of brain and body diversity

No R-word

Spread the Word to End the Word
When people use the r-word and other derogatory terms towards themselves or others they are displaying not only a lack of respect but intolerance. Take the pledge to end the use of the r-word (from www.r-word.org)
I pledge and support the elimination of the derogatory use of the r-word from everyday speech and promote the acceptance and inclusion of people with intellectual disabilities.

It's not funny to say that is so re*arded, it is offensive to people with intellectual disabilities and the people who love them.

Media



Journalists and reporters
Anytime you write, speak or refer to a person with a disability, please use person-first language:
⇒ He is a boy with Down syndrome.
⇒ She wears glasses and has a learning disability.
⇒ Her son is a four-year old with autism.
⇒ My child receives special education services.

The only exception is if the person you are writing about tells you something different. And always ask the person!

School

There are no 'sped kids'
When we think and use respectful language, we see that saying things such as "the sped kids eat lunch together" or "that's the sped class" or "those are my special ed students" or "that's the autism room" we are not using person-first language. Teachers, staff, parents and students can support each other to use respectful language at all times, in all places.



Schools have classrooms, not sped rooms

**Talk with,
not about**

Talk to and with a person with a disability
Don't talk about them without them! In whatever way is appropriate for the person with a disability, include them in any discussion about them.
"Do not try to control me. I have a right to my power as a person. What you call non-compliance or manipulation may actually be the only way I can exert control over my life." - Norm Kunc

Nothing about us, without Us!





Addendum C – Mental Health Position Statement

1

Position Statement

regarding

Mental Health Issues and Students with Disabilities

Respectfully submitted by the Colorado Special Education Advisory Committee (CSEAC)
Revised July, 2013

The goal of this position statement is to foster understanding and provide guidance regarding the influence of mental health (as well as mental health illness) on academic success, and to advocate for improving the supports provided to students with disabilities who are at increased risk of mental health issues. Individualized Education Program teams, professionals, and families should consider mental health as a significant component within the academic, social and emotional environment of all children. As such, preventative supports should be a regular consideration for any Individualized Education Program (IEP).

The following statement was adopted by the American Academy of Pediatrics in October, 1998: *Children with special health care needs are those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.* The New Freedom Commission on Mental Health, in its document, *Achieving the Promise: Transforming Mental Health Care in America*, (2003), cited the following facts, which relate directly to schools and mental health services:

- One in five children birth to 18 has a diagnosable mental disorder.
- One in 10 youth have serious mental health problems that are severe enough to impair how they function at home, in school, or in the community.
- Children and youth with mental health problems are more likely to experience problems at school, be absent or be suspended or expelled than are children with other disabilities. When treated, children and youth with mental health problems fare better at home, in schools, and in their communities.

Additional research, as related to schools, finds that the majority of students with mental health concerns do not receive treatment and 70-80% of those who do access intervention, receive those services in schools. Prevalence of mental health disorders is higher (70%) for students receiving special education services than for any other group, including students in drug, alcohol, or mental health systems. In addition, research has consistently illustrated the negative relationship between behavior problems and academic achievement. According to the National Survey of Children with Special Health Care Needs Chartbook 2005-2006, 42% of children with special health care needs have functional difficulties in emotional or behavioral domains. The second most commonly reported consequence of a child having a special need is the use of or need for extra medical, mental health or educational services (39%) followed by the use of or need for emotional, behavioral or developmental problems (28%). Only 25% of children with special needs receive ongoing mental health care. Provisions in US Senate Bill 1248 (IDEA Reauthorization bill) emphasize the importance of Positive Behavioral Intervention and Supports (PBIS) as an effective approach to addressing challenging behaviors in students. PBIS is an effective and proven method of addressing student behavior, with data to show positive

academic outcomes for all students. According to the Guide to School Mental Health Services, published by the Colorado Department of Education, "*In addition to utilizing evidenced based practices, best practices in school based mental health stress family involvement, Schoolwide Positive Behavior Supports, and collaboration with community and mental health agencies.*" Proactively providing mental health and behavioral supports to children with special health care needs that are already mandated by the Individuals with Disabilities Education Act will improve educational outcomes for these children. Together, the above information portrays the pervasive impact of mental health concerns in schools and relatedly, in special education.

Background:

In July 2005, the Colorado Special Education Advisory Committee (CSEAC) developed a Position Statement regarding Mental Health Issues and Students with Disabilities. At that time, CSEAC identified that cutbacks in state funding had resulted in fewer students and families having access to necessary mental health services, including outpatient, day treatment, and residential services.

The committee's 2005 recommendations included:

- An alignment with and between child and youth service agencies, including school districts to better coordinate existing services.
- Advocacy for the restoration of funding to community mental health centers, county human services departments, and school districts.
- Readily accessible community based mental health services and support, including outpatient, day treatment and residential treatment services for at-risk students, and support and resources for families and caregivers.
- Consistency across all Colorado school districts in implementing state and federal regulations regarding mandated proactive/preventative educational strategies, including:
 - Developing behavioral support plans for students with disabilities also at risk for suspension and expulsion.
 - Providing advocacy training opportunities to parents and caregivers to maximize their ability to access available resources in order to protect their child's civil liberties.
 - Providing counseling and skills teaching to parents to improve function and success for their children in their school settings.
 - Providing a continuum of mental health services within schools for students with challenging emotional and behavioral needs.
 - Providing ongoing professional development for all educators, to improve recognition of symptoms, management of behaviors, etc.

Summary of Current Concerns:

Continued cutbacks in state funding have negatively impacted the ability of students and families to access necessary mental health services, including outpatient, day treatment, and residential services. Although there have been attempts to collaborate among various agencies who service students with mental health needs, this endeavor continues to be challenging and cumbersome. As a result, public schools are educating many students with very significant mental health issues whose needs may be beyond the capacity of local districts. With fewer students able to receive mental health services, they are at higher risk for school failure, suspensions, expulsions, and other punitive, exclusionary consequences, as well as for clinical

mental illness – all of which impede successful learning in school. There is an ever-increasing emphasis on academic achievement, which can result in less tolerance for behavioral differences. Although safe schools must remain the highest priority, there is major concern that many students, including those with mental illness and those with developmental disabilities who exhibit “challenging” behaviors are not provided positive behavior supports or other preventative interventions. In light of new and existing legislation, interventions, and policy, i.e. SB12-046: Concerning Disciplinary Measures in Public Schools, it seems crucial that schools and families work together, with agencies, to implement evidence-based practices that fully implement the intent of the laws, and that all stakeholders use existing resources regularly and with fidelity. SB 12-046 requires local districts to *“Ensure that the code is designed to protect students from harm, provide opportunities for students to learn from their mistakes, foster a positive learning community, keep students in school, and implement a graduated set of age-appropriate responses to misconduct that are fair and proportionate in relation to each student’s individual conduct; ... and, use prevention, intervention, restorative justice, peer mediation, counseling, and other approaches to address student misconduct.”*

We Strongly Recommend:

- Continuing the 2005 CSEAC recommendations:
 - An alignment with and between child and youth service agencies, including school districts to better coordinate existing services.
 - Advocacy for the restoration of funding to community mental health centers, county human services departments, and school districts.
 - Readily accessible community based mental health services and support, including outpatient, day treatment and residential treatment services for at-risk students, and support and resources for families and caregivers.
 - Consistency across all Colorado school districts in implementing state and federal regulations regarding mandated proactive/preventative educational strategies, including:
 - Developing and implementing with fidelity behavioral support plans for students with disabilities also at risk for suspension and expulsion based on the principles of PBIS (Positive Behaviors and Intervention Supports).
 - Providing advocacy training opportunities to parents and caregivers to maximize their ability to access available resources in order to protect their child’s civil liberties.
 - Providing counseling and skills teaching to parents to improve function and success for their children in their school settings.
 - Providing a continuum of mental health services within schools for students with challenging emotional and behavioral needs.
 - Providing ongoing professional development for all educators, to improve recognition of symptoms, management of behaviors, and review of Colorado Department of Education guidelines about restraint and seclusion.

- **Additionally, we recommend that each Colorado school will consistently and intentionally...**
 - Implement the Colorado Department of Education's Comprehensive Health and Physical Education – Emotional and Social Wellness content standards, as these can educate about positive mental health and prevention strategies; in addition to providing information to families about these standards and how they can be supported at home.
 - Apply a Multi-Tiered System of Supports (MTSS), which includes both Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) and uses evidence-based practices with data-based decision making, so as to ensure every student's success within a layered continuum of supports (refer to Resources).
 - Provide specific education to school administrators, teachers and families about mental illness, its stigma, and how to positively intervene in a coordinated system of care for students by tapping existing resources and information. Families should have supports to learn how best to advocate for their children's mental health needs with school, just as they receive advocacy information regarding other special education services.
 - Develop meaningful behavior plans to support social, emotional and academic achievement, and implement these plans with fidelity. The goal is to support mental health, rather than simply minimizing the damage once mental illness has been identified.
 - Ensure implementation of HB 12-1345: School Finance Bill, Section 21: Disciplinary Measures in Public Schools mandates, as they state that behavior plans must be in place after disruptive behavior, that students can make up schoolwork in the event of a suspension or expulsion, that there is some flexibility in decision-making around discipline according to situation, and that parents must be notified of instances.
 - Ensure implementation of HB 11-1254: Concerning Measures to Reduce the Frequency of Bullying in Schools mandates, which state explicit requirements for creating safe, bullying-free environments.
 - Ensure implementation of the criteria for special education eligibility as a student with a Serious Emotional Disability, including that a variety of interventions have been implemented before a decision is made.
 - Partner with community agencies to maximize the use of community resources designed to improve mental health for all children, with a particular focus on children with special health care needs.
 - Access and review information from the work and final recommendations prepared by the Gap Analysis Steering Committee. This committee was charged with examining the services and supports for children and youth with dual diagnoses. The committee was established as a result of a partnership between the Colorado Division for Developmental Disabilities (DDD) and JFK Partners, University of Colorado Denver.



Resources

Colorado Department of Education

- A Guide to School Mental Health Services
http://www.cde.state.co.us/cdesped/guide_schoolmentalhealthservices
This resource offers a description of a tiered model of mental health services in the schools.
- Building Bridges for Mental Health
<http://www.cde.state.co.us/cdesped/BuildingBridges.asp>
- Fast Facts
<http://www.cde.state.co.us/cdesped/FastFacts.asp>
- Mental Health Services
<http://www.cde.state.co.us/cdesped/MentalHealth.asp>
- Response to Intervention
<http://www.cde.state.co.us/RtI/LearnAboutRtI.htm>
- Positive Behavioral Interventions and Supports
<http://www.cde.state.co.us/pbis/index.htm>
- SED
<http://www.cde.state.co.us/cdesped/SD-Emotional.asp>
- Serious Emotional Disability Criteria (Colorado)
<http://www.cde.state.co.us/spedlaw/rules>
Colorado's Exceptional Children's Education Act (ECEA) identifies eligibility criteria for each disability. In order for a child to have a SED, among other factors, he/she must have experienced a variety of instructional and/or behavioral interventions.
- Colorado School Safety Resource Center
<http://www.colorado.gov/cs/Satellite/CDPS-SafeSchools/CBON/1251621089752>



Resources

(continued)

- National Association of Social Workers
www.naswdc.org
- American School Counselor Association
www.schoolcounselor.org
- National Association of School Psychologists
www.nasponline.org

References

1. http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec2_1.html
2. Torki, R. (2011) *The School Psychologist's Role in Prevention and Intervention: Mental Health and Social-Emotional Behavior*.
<http://pages.uoregon.edu/kmerrell/SPSY661/lecture%20notes/Prevention&Intervention-MH.pdf>
3. U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. *The National Survey of Children with Special Health Care Needs Chartbook 2005-2006*. Rockville, Maryland: U.S. Department of Health and Human Services, 2007.



The contents of this handout were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.