

## **Summary Notes of NGA-CCSSO Work Group Session February 12, 2002**

### **SESSION 3: UNIFIED SYSTEM OF QUALITY SERVICES**

#### **Draft Statements:**

1. Efforts must be provided to make progress on eliminating disproportionality.
2. ESEA and IDEA continuity should lead to consistency in federal education policy, flexibility in service provision and funding issues, and accountability for instructional performance, while reducing unnecessary procedural dependency. Specific emphasis needs to be placed on:
  - Incentives within the general education classroom to improve instruction of all learners;
  - Reduction of the need to refer to special education for specialized instructional support to meet the needs of all diverse learners; and
  - Maximization and alignment of early intervention services, both educational (pre-K) and programmatic (state and federal)
3. General education needs to be conceptualized as an array of services. The Individuals with Disabilities Education Act is one of many instructional support services for general education, and the determination of those services should be based primarily on the child's educational needs rather than predominantly on disability determination.

#### **Items for General Introduction Section:**

1. Special education is not a place apart from, but rather an integral part of the education system.
2. It is necessary that IDEA be fully funded.

#### **Items for consideration in Funding session:**

1. The issue of disproportionality of representation by minorities and poor students in some IDEA programs should not be used to negate the need for mandatory full funding.
2. Federal funding streams need to be designed to promote a unified system of education
3. IDEA should clearly authorize IDEA funds for prevention services (increased flexibility).

## BACKUP MATERIAL

### **Initial Brainstorm list from which statements were developed:**

1. All teachers should have equal access to supports and resources to improve student performance within their classroom.
2. Special education and regular education are intricately related and linked, and must work together, not as separate systems.
3. Early intervention resources (beyond part C) should be maximized to promote student learning through an aligned system.
4. The issue of disproportionality of representation by minorities and poor students in some IDEA programs should not be used to negate the need for mandatory full funding.
5. School districts should have a structured pre-referral, prescreening process prior to placement of students in special education. (Note - potential dangers: increased paper work; could result in requirement that kids fail before they get services).
6. Efforts must be provided to make progress on eliminating disproportionality.
7. Special education is not a place apart from, but an integral part of the education system.
8. Federal funding streams need to be designed to promote a unified system of education.
9. We must reduce the complexity of the processes within individual service systems in order to increase collaboration and unification.
10. The Individuals with Disabilities Education Act is one of many instructional support systems for general education, and determination of services is based on the child's educational needs with reduced emphasis on disability determination.
11. IDEA should clearly authorize IDEA funds for prevention services (flexibility).
12. ESEA and IDEA continuity should lead to consistency in federal education policy, flexibility in service provision and funding issues, and accountability for instructional performance, while reducing unnecessary procedural dependency.
13. Effective, research-based educational practices, including differentiated instruction in the classroom, should be emphasized within and across service systems.
14. It is necessary that IDEA be fully funded.

## **SESSION 4: DISCIPLINE**

**Members agreed to take the following statements back to their respective constituencies for further reflection and discussion:**

1. The language of IDEA must be articulated more simply and clearly to allow for understanding and the requirements must be streamlined to allow for consistent implementation.
2. No child with a disability should be removed from the school for more than 10 days without services.(Note – conflicts with states rights)
3. All children should be treated the same in situations involving serious behavioral incidents (firearms, drugs, violence).

## **BACKUP MATERIAL**

**In addition to the items listed above were the following:**

- All students subject to discipline need to be provided alternative services in order to make progress in education; therefore, no special protections under IDEA are required and issues of functional behavior analysis and behavioral intervention plans become yet another important issue for service consideration during the IEP process.
- IDEA provisions should be available to all students.
- Alternative programs should be available for all students.