



Non-integrated Special Education Projects (Pre K-12) Procedure

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



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Background

- CDE noticed an increase in requests for what appeared to be non-integrated facilities.



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CDE Concerns

- Inappropriate peer group
- Little or no discussion of need for facility in context of needs of students
- No examination of placement at comprehensive sites



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References for Facilities

Education Code 17070.80

(a) All SFP projects must be designed for use by students with "...exceptional needs [and] shall be designed and located on the school site so as to maximize interaction between those individuals with exceptional needs and other pupils as appropriate to the needs of both."



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References for Facilities

Education Code 17070.80

(b) "The governing board of each applicant school district and county office of education shall ensure that school facilities for pupils who are individuals with exceptional needs are integrated with other school facilities."



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References for Facilities

Education Code 17070.80

(d) Superintendent of Public Instruction may waive subsection (a) if:

- 1) The applicant documents, and the CDE reviews, the reason for the applicant's "... inability to comply with the requirement."
- 2) The Advisory Committee on Special Education reviews and makes a recommendation to Superintendent of Public Instruction.

The Superintendent of Public Instruction will then consider the recommendation of the Advisory Committee on Special Education and approve or reject the waiver request.



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References for Facilities

Title 5, Section 14036.
Integrated Facilities.

“...preferably the classrooms are under the same roof and adjacent to the classrooms of their nonhandicapped peers”, specifically:

- (a) (1) Proximity to regular education,
- (a) (2) Same ratio of portables used as used for general education,
- (a) (3) Side by side schools are not considered integrated.



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Special Education Working Group

The purpose and goals were:

- To clarify existing applicable laws and regulations regarding school facilities for the education of students with exceptional needs.
- To assist the CDE with considerations towards, and development of, a procedure for the CDE to use in evaluating plans for buildings that house students with exceptional needs. This procedure includes: the proposed construction of new non-integrated sites; additions to, and the modernization of, existing non-integrated sites; and additions to existing integrated sites. Furthermore, effort will be made to identify best practices in providing special education facilities.



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Special Education Working Group

Membership:

- District-Special education and facility staff
- COE-Special education and facility staff
- CDE-Special education and facility staff
- CSFC-County School Facilities Consortia
- SELPA-Special Education Local Plan Area
- SPSSC-Student Programs & Services Steering Committee
- CCSESA-CA County Superintendents Educational Services Association



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Procedure Overview

Outcomes:

- Process and procedures for consideration of non-integrated projects
- Best practices



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Procedure Overview

1. Discussion of why facility is needed with consideration of:
 - Continuum of placement
 - Peer Group interaction and LRE
 - Transition plan for students to the general population
 - Placement on general education site
2. CDE Special Education and Facility staffs review and may request additional information from district/COE.
3. If CDE does not approve, District/COE may request hearing before Special Education Advisory Committee.
4. Approval of the Superintendent of Public Instruction.



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Tips in Planning Special Education Facilities

- Early involvement of CDE
- Master planning of district sites to accommodate COE programs
 - Building location
 - Drop off



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Tips in Planning Special Education Facilities

For a non-integrated facility:

- Preliminary Plan
 - Early consultation with CDE at site selection and plan development
- Provide
 - Age of students
 - Needs of students
 - Where do students attend now
 - Why not on a comprehensive campus
- How is interaction, if any, provided on the campus?



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Tips in Planning Special Education Facilities

On existing school district campus:

- Discuss with CDE the proposed location and orientation of buildings to maximize interaction
- If special education buildings are to be clustered, describe the program need for such
- Student participation in school wide events
 - Are core facilities sized to accommodate?
- Bus drop off



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Links to Resources

Procedure:

www.cde.ca.gov/ls/fa/sf/whatsnew.asp

Least Restrictive Environment:

www.lre4ca.org



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