

Scientifically-Based Technical Assistance, April 2007

The documents attached present technical assistance recommendations for improving performance on six areas of performance reported in the State Performance Plan and Annual Performance Report. The performance measurements are:

Indicator # 1: Graduation Rate

Indicator # 2: Dropout Rate

Indicator # 3: Suspension and Expulsion Rate

Indicator # 4: Assessment Performance

Indicator # 5: Least Restrictive Environment (ages 6-21)

Indicator # 6: Least Restrictive Environment (ages 3-5)

The attached documents include the specific language of the required measurements by indicator, the performance overall in the state for the 2005-2006 school year, and the technical assistance identified by the Maine Department of Education as appropriate for improving performance toward the requirements of the indicator.

School districts identified as performing below acceptable limits in any one of the indicators are encouraged to pursue the technical assistance indicated. Improvement plans and efforts should incorporate scientifically-based strategies guided by the technical assistance that will support improvement in the performance of the district in future years.

Sites that are Applicable to Several SPP indicators

Acronyms Frequently Used in Special/Gifted Education

<http://ericec.org/fact/acronyms.html>

Special Education Technical Assistance and Dissemination Network

<http://www.ed.gov/parents/needs/speced/resources.html#dispute>

Maine Special Education Data, <http://www.maine.gov/education/speceddata/index.html>

Maine Student Data, <http://www.maine.gov/education/data/studentdata.htm>

National Dissemination Center for Children with Disabilities (NICHCY), A to Z Topics

<http://www.nichcy.org/>

Related Link:

IDEA-Related Publications, <http://www.nichcy.org/ideapubs.asp#lg2>

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

<http://idea.ed.gov/>

The IRIS Web Resource Directories are searchable databases of online resources. The Directory allows faculty members and college students to search by category to find information about websites on the special education or disability topic of their interest.

<http://iris.peabody.vanderbilt.edu/webdirectory.html>

Topical Index: The Information Specialists at the regional and federal resource centers have assembled here selected resources in areas of high interest. These links and documents have been reviewed for accuracy and quality. Topics will be added as needed, and the contents of each collection will be updated regularly

<http://www.rrfcnetwork.org/content/view/21/49/>

Northeast Regional Resource Center,

<http://www.rrfcnetwork.org/content/blogsection/6/52/>

Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table

http://www.ihdi.uky.edu/msrrc/Word%20Docs%5CSPP-APR%20information%5CPartB_Ind-Meas_Table.doc

Response to Intervention information

<http://www.nasdse.org/projects.cfm?pageprojectid=23>

Welcome to the Family Village! We are a global community that integrates information, resources, and communication opportunities on the Internet for persons with cognitive and other disabilities, for their families, and for those that provide them services and support.

<http://www.familyvillage.wisc.edu/index.htmlx>

Excellent site. Library with links for **all** disorders.

PBS Parents: Inclusive Communities

http://www.pbs.org/parents/inclusivecommunities/special_education.html

Related Links:

Data-based decision making

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&CONTENTID=4229&TEMPLATE=/CM/ContentDisplay.cfm>

Evidence-Based Practices (EBP)

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=6515>

Commissioner informational letter on new IDEA 2004 with links to TA Admin Letter 32

<http://www.maine.gov/education/edletrs/2005/adlet/05adlet032.htm>

MEDMS codes, user guide, etc., <http://www.maine.gov/education/medms/>

<https://www.medms.maine.gov/MEDMS/usermanual/usingmedms.htm> Online user guide

<http://www.maine.gov/sos/cec/rules/05/chaps05.htm> DOE Rules, however many are under revision, 101, 127, 180

Chapter 101 Special Education

Chapter 127 Graduation and Assessment

Chapter 128 Truants and dropouts

Chapter 131 Learning Results

Chapter 180 Early Intervention & Special Education Birth to 6

National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/index.html>

<http://www.nichcy.org/states.htm>

Keeping Quality Teachers, by Karen Mikkelsen, NERRC Program Associate (and other Authors), Spring 2005

<http://www.rrfcnetwork.org/content/view/277/47>

<http://www.rrfcnetwork.org/content/view/76/115/> [Links for Alternate Assessment; Cultural & Linguistic Diversity (CLD)/Disproportionality; Data Management; Information Services & Resources for the High Tech Researcher; NERRC Reports; Newsletters; No Child Left Behind (NCLB)/Individuals with Disabilities Education Act (IDEA); Teacher Recruitment & Retention

Other (RTI, LRE/Inclusion & Paraprofessionals]

National Secondary Technical Transition Assistance Center (NSTTAC)

http://www.nsttac.org/august_nsttac_notes/NewsletterAugust06.htm#Announcements

IDEA Part B, Indicator 1

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

The National Governor's Association (NGA) Center for Best Practices' Action Agenda for Improving America's High Schools. Many articles on the topics of Secondary education and graduation.

<http://www.nga.org/portal/site/nga/menuitem.1f41d49be2d3d33eacdcbbeb501010a0/?vgnextoid=689d9286d9de1010VgnVCM1000001a01010aRCRD>

National Center on Educational Outcomes, Special Topic Area: Graduation Requirements for Students with Disabilities.

<http://education.umn.edu/nceo/TopicAreas/Graduation/gradTopic.htm>

Letters from the Commissioner:

<http://www.maine.gov/education/edlets/2006/ilet/06ilet141.htm> Graduation followup to letter # 136 with linkage to Commissioner's teleconference.

<http://www.maine.gov/education/edlets/2006/ilet/06ilet136.htm> Graduation change in procedures for collecting and reporting graduation data

<http://www.maine.gov/education/edlets/2004/adlet/04adlet27.htm> Assessment and Graduation for Students with disabilities, December 2003

Maine Dept. of Education rules for assessment, diploma, Chapter 127

<http://www.maine.gov/education/LR%20Rules%20Document.htm>

Learning Results, <http://www.state.me.us/education/lres/lres.htm>

Diplomas Count: An Essential Guide to Graduation Policy and Rates

<http://www.edweek.org/ew/toc/2006/06/22/index.html>

Regional Resource & Federal Center Network (RRFC) – “These topics are addressed as Indicators 1, 2, & 4 in the Part B SPP and APR. The issues of graduation, dropout, and expulsion are closely connected to student achievement and the future social and economic well-being of all students.”

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,106/navstart,0/search,*/

Related Links:

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/task,detail/catid,110/navstart,0/mode,0/id,270/search,*/

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,108/navstart,0/search,*/ Relevant studies, position statements, or papers developed by national associations regarding dropout and graduation will be found in this section.

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,110/navstart,0/search,*/ Topical Link Collections / Graduation-Dropout-Suspension-Expulsion / Evidence-based Practices & Improvement Strategies: Effective strategies being implemented across the country to reduce dropout and increase graduation rates. These links also provide access to a variety of newsletters, reports, research data, and program design descriptions.

What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

<http://whatworks.ed.gov/>

Related Links:

http://whatworks.ed.gov/topics/current_topics.html topics based on the following criteria: potential to improve important student outcomes; applicability to a broad range of students or to particularly important subpopulations; policy relevance and perceived demand within the education community; and likely availability of scientific studies.

<http://www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp> review of dropout prevention examines secondary school (middle school, junior high school, and high school) as well as community-based interventions designed to help students stay in school and/or complete school. These interventions can include services and activities such as incentives, counseling, monitoring, school restructuring, curriculum design, literacy support, or community-based services to mitigate factors impeding progress in school.

IDEA Part B, Indicator 2

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

Maine DOE website; Technical Assistance for the Development of the Dropout Prevention Plan.

<http://www.maine.gov/education/tdae/TruancyDropoutTechnicalAssistance.htm>

High School dropouts are defined as any students who have withdrawn or been expelled from high school before graduation or completion of a program of studies and who have not enrolled in another educational institution

http://www.maine.gov/education/tdae/maine_hs_completion_rates.htm

<http://www.maine.gov/education/tdae/truancydropout.htm>

http://www.maine.gov/dhhs/osa/sdfsca/incident_prohibited_behaviors.html#anchorA#anchorA

Commissioner's 2006 Administrative Letter 10, regarding Fall School Statistical Report (EF-M-40) and Report of Public/Selected Private School System Part II - Dropouts (EF-M-35a) <http://www.maine.gov/education/edletrs/2006/adlet/06adlet010.htm>

Keeping Maine's Children Connected,
<http://www.maine.gov/education/speced/kmcc/faqs.htm>

Edweek Charts: The High School Pipeline
http://www.edweek.org/ew/articles/2006/06/22/41s_patterns-pipeline.h25.html?sec=lost1

National Dropout Prevention Centers
<http://www.dropoutprevention.org/>

University of Maine, Institute for the Study of Students at Risk: Dropout Prevention. Many articles under Major Publications that discuss Dropout Prevention.
<http://www.umaine.edu/issar/dpg.html>

Kids Legal Aid of Maine website. <http://www.mainelse.org/kla/professionals/>

National Center on Secondary Education and Transition (NCSET) - Increasing Rates of School Completion, Moving From Policy and Research to Practice, A Manual for Policymakers, Administrators, and Educators
<http://www.ncset.org/publications/essentialtools/dropout/default.asp>

Related Links:

<http://www.ncset.org/topics/dropout/faqs.asp?topic=36> Frequently Asked Questions
http://www.ncset.org/summit05/docs/NCSET2005_1f_Lehr.pdf Model to Engage Students in School and Learning

Students with Disabilities who Drop Out of School—Implications for Policy and Practice
By Martha L. Thurlow, Mary F. Sinclair, and David R. Johnson
<http://www.ncset.org/publications/viewdesc.asp?id=425>

Regional Resource & Federal Center Network (RRFC) – “These topics are addressed as Indicators 1,2,& 4 in the Part B SPP and APR. The issues of graduation, dropout, and expulsion are closely connected to student achievement and the future social and economic well-being of all students.”
http://www.rrfcnwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,106/navstart,0/search,*/

Related Links:

http://www.rrfcnwork.org/component/option,com_bookmarks/Itemid,28/task,detail/catid,110/navstart,0/mode,0/id,270/search,*/
http://www.rrfcnwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,108/navstart,0/search,*/ Relevant studies, position statements, or papers developed by national associations regarding dropout and graduation will be found in this section.

http://www.rrfcnwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,110/navstart,0/search,*/ Topical Link Collections / Graduation-Dropout-Suspension-Expulsion / Evidence-based Practices & Improvement Strategies: Effective strategies being implemented across the country to reduce dropout and increase graduation rates. These links also provide access to a variety of newsletters, reports, research data, and program design descriptions

The What Works Clearinghouse (WWC) review of dropout prevention examines secondary school (middle school, junior high school, and high school) as well as community-based interventions designed to help students stay in school and/or complete school. These interventions can include services and activities such as incentives, counseling, monitoring, school restructuring, curriculum design, literacy support, or community-based services to mitigate factors impeding progress in school.
<http://www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp>

IDEA Part B, Indicator 3
Participation and performance of children with disabilities on statewide assessments

- A. Percent of districts meeting AYP**
- B. Participation rate for children with IEPs**
- C. Proficiency rate for children with IEPs**

Maine Standards and Assessment, <http://www.maine.gov/education/standassesslinks.htm>

Maine's Comprehensive Assessment System (MeCAS), <http://www.mecas.org/>

State of Maine Grade Level Expectations (GLEs) for Reading and Mathematics Grades 3-8
<http://www.maine.gov/education/lsalt/gles.htm>

Maine's Alternate Assessment System, <http://www.mecas.org/paap/> or <http://www.maine.gov/education/lsalt/paap/index.html>

Learning Results, <http://www.state.me.us/education/lres/lres.htm>

Letters from the Commissioner:

MEA administration for grades 3-8

<http://www.maine.gov/education/edletrs/2006/ilet/06ilet109.htm>

MEA testing and LEP students

<http://www.maine.gov/education/edletrs/2006/ilet/06ilet110.htm>

Maine changes in Learning Results - Learning Results Simplification

<http://www.maine.gov/education/edletrs/2005/ilet/05ilet124.htm>

The Intersection of Access and Outcomes, A Joint Project of the NEA and NASDSE
Providing Policy Guidance to State Leadership (November 2004) Powerpoint
presentation

<http://www.nasdse.org/docs/IDEANCLBIntersections%20final%202004.pdf>

Assistive Technology Related Links,

<http://www.maine.gov/education/speced/atlinks.htm>

Public Law for Learning Results Simplification

<http://janus.state.me.us/legis/ros/lom/lom122nd/10pub401-450/pub401-450-62.htm>

National Council of Teachers of Mathematics

Curriculum Focal Points for Pre-K through Grade 8 Mathematics

<http://www.nctm.org/focalpoints/>

Current Maine DOE rules for assessment, diploma

<http://www.maine.gov/education/LR%20Rules%20Document.htm>

Series of documents prepared by the Office of Special Education and Rehabilitative
Services (OSERS) in the U.S. Department of Education.

http://www.maine.gov/education/speced/mater02.htm#IDEA_Reauthorization

Great Maine Schools Project “Why Replacing Maine’s 11th Grade Assessment with the
SAT is a Good Idea...”

http://www.maine.gov/education/sat_initiative/docs/GMSP_SAT_ExecSummary_Final.pdf#xml=http://192.168.1.28/taxis/search/pdfhi.txt?query=graduation+-2006&pr=maine&prox=paragraph&rorder=500&rprox=500&rdfreq=250&rwfreq=500&rlead=750&sufs=1&order=r&mode=&opts=&uq=http%3A//www.maine.gov/education%25&cq=&id=44120c5c217

Promising Futures,

<http://www.maine.gov/education/cse/promisin.pdf#xml=http://192.168.1.28/taxis/search/pdfhi.txt?query=promising+futures&pr=maine&prox=paragraph&rorder=500&rprox=500&rdfreq=250&rwfreq=500&rlead=750&rdepth=125&sufs=1&order=r&mode=&opts=&uq=http%3A//www.maine.gov/education%25&cq=&sr=&id=44120c1d1c>

Reading First, <http://www.maine.gov/education/ef/homepage.htm>

“Maine CITE is a statewide program designed to help make assistive and universally
designed technology more available to Maine children and adults who have
disabilities.”

www.mainecite.org

Instructional Programs and Practices: Examine specific teaching methods that have proven to be effective in teaching students with disabilities.

http://www.k8accesscenter.org/training_resources/programsandpractices.asp

Related Links:

Strategies to Improve Access to the General Education Curriculum

http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices_3-16.doc

Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide,

<http://www.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>

The Link Between Access to the General Education Curriculum and Performance on State Assessments,

http://www.k8accesscenter.org/training_resources/teachingmatters.asp

Tool Kit on Teaching and Assessing Students with Disabilities

<http://www.osepideasthatwork.org/toolkit/index.asp>

Working Together: Teacher-ParaEducator Collaboration,

http://www.k8accesscenter.org/training_resources/documents/Tchr-ParaCollaboration_000.doc

Related Links:

http://www.k8accesscenter.org/training_resources/programsandpractices.asp

Instructional Programs and Practices

http://www.k8accesscenter.org/training_resources/teachingmatters.asp The Link Between Access to the General Education Curriculum and Performance on State Assessments

Northwest Evaluation Association (NWEA) - a national non-profit organization.

Provides research-based assessments, professional training, and consulting services to improve teaching and learning. <http://www.nwea.org/index.asp>

Association for Supervision and Curriculum Development (ASCD) - a nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and more than 60 affiliates.” Differentiating Instruction Resources

http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/?j_sessionid=DBjRag5lrOb4f7OLUF242kk5bsO6qP5NJhjpTXuLTHflUpqKsG7H!258856059

PBS TeacherSource: Adapting the Curriculum to Meet the Needs of Diverse Learners

<http://www.pbs.org/teachersource/prek2/issues/702issue.shtm>

Related Link:

<http://www.pbs.org/teachersource/prek2/issues/602issue.shtm> “The Issues: Behavioral Concerns within Inclusive Classrooms” by Amy McCart, M.S. Ed. and Ann Turnbull, Ed.D.

LD Online: Teaching and instruction for students with learning disabilities

http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html

Related Link:

<http://www.ldonline.org/educators> Instructional strategies for teaching students with LD or ADHD

Tools for Schools: Differentiated Instruction, Checklist for Self-Assessment

www.emsc.nysed.gov/ciai/sate/resourcesdiffinstr.pdf

National Education Association (NEA) - Inclusion

www.nea.org/tips/manage/incluson.html

Response to Intervention (RTI):

<http://www.nasdse.org/projects.cfm?pageprojectid=23>

<http://www.nrld.org/research/rTI/RTIinfo.pdf>

Office of Special Education Programs (OSEP): Positive Behavioral Supports (PBS)

<http://www.pbis.org/main.htm>

National Association of School Psychologists (NASP) Center, PBS

http://www.naspcenter.org/factsheets/pbs_fs.html

University of Minnesota: Positive Approaches to Challenging Behavior for Young Children with Disabilities, <http://education.umn.edu/ceed/projects/preschoolbehavior/>

University of Maine (UM) Growing Ideas: Behavior Communicates

<http://www.ccids.umaine.edu/ec/growingideas/behavtip.htm>

Related Link:

<http://www.ccids.umaine.edu/ec/growingideas/univdestip.htm> Accessibility to All: Universal Design in Early Care & Education

CAST – “...a nonprofit organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies” <http://www.cast.org/policy/ncac/index.html>

Council for Exceptional Children (CEC), Evidence-based Practices

http://www.cec.sped.org/AM/Template.cfm?Section=Evidence_based_Practice&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4710

Related Link:

<http://ericec.org/faq/behavdis.html> PBS for Students with Behavior Disorders

National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.nichcy.org/>

Related Links:

<http://www.nichcy.org/ideapubs.asp#lg2> Briefing Paper Individualized Education Programs
<http://www.nichcy.org/resources/default.asp> A to Z topics
http://research.nichcy.org/cec_evidence.asp Evidence Based Practice
<http://www.nichcy.org/resources/behavassess.asp> NICHCY Connections...to Behavior Assessment, Plans, and Positive Supports
<http://www.nichcy.org/reauth/state-districtassessments.doc> Review of changes with new IDEA law for students with disabilities

National School Public Relations Association - News Release May 9, 2006. Research shows link between strong school communication and student success

<http://www.nspr.org/WhitePaperRelease.htm>

Wright's Law: <http://www.wrightslaw.com/>

Related Links:

<http://www.fetaweb.com/03/iep.chklist.review.htm> IEP Review Checklist

http://www.wrightslaw.com/advoc/articles/plan_iep_goals.html Writing Good IEP Goals & Objectives

Peer Assisted Learning (PALS) <http://kc.vanderbilt.edu/pals/>

Using Peer Tutoring to Facilitate Access

http://www.k8accesscenter.org/training_resources/documents/PeerTutoringFinal.doc

Classwide Peer Tutoring, Information for Families

<http://cecp.air.org/familybriefs/docs/PeerTutoring.pdf>

National Center on Student Progress Monitoring <http://www.studentprogress.org/>

What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

<http://whatworks.ed.gov/>

Related Links:

http://whatworks.ed.gov/topics/current_topics.html topics based on the following criteria: potential to improve important student outcomes; applicability to a broad range of students or to particularly important subpopulations; policy relevance and perceived demand within the education community; and likely availability of scientific studies.

IDEA Part B, Indicator 4 **Rates of suspension and expulsion**

A. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year;

B. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of great than 10 days in a school year of children with disabilities by race and ethnicity.

State of Maine websites:

<http://www.maine.gov/education/tdae/truancydropout.htm>

<http://www.maine.gov/dhhs/osa/prevention/schoolcollege/index.htm>

http://www.maine.gov/dhhs/osa/sdfsca/incident_prohibited_behaviors.html#anchorA#anchorA

High School dropouts are defined as any students who have withdrawn or been expelled from high school before graduation or completion of a program of studies and who have not enrolled in another educational institution

http://www.maine.gov/education/tdae/maine_hs_completion_rates.htm

U.S. Office of Special Education Programs (OSEP) Positive Behavioral Supports (PBS)

<http://www.pbis.org/main.htm>

National Association of School Psychologists (NASP) Center, PBS

http://www.naspcenter.org/factsheets/pbs_fs.html

Family Village School, <http://www.familyvillage.wisc.edu/education/pbs.html>

University of Minnesota: Positive Approaches to Challenging Behavior for Young Children with Disabilities, <http://education.umn.edu/ceed/projects/preschoolbehavior/>

Growing Ideas: Behavior Communicates

<http://www.ccids.umaine.edu/ec/growingideas/behavtip.htm>

Association for Supervision and Curriculum Development (ASCD) - a nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and more than 60 affiliates.” Differentiating Instruction Resources

<http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/?jsessionid=DBjRag5lrOb4f7OLUF242kk5bsO6qP5NJhjpTXuLTHflUpqKsG7H!258856059>

PBS TeacherSource: Adapting the Curriculum to Meet the Needs of Diverse Learners

<http://www.pbs.org/teachersource/prek2/issues/702issue.shtm>

Related Link:

<http://www.pbs.org/teachersource/prek2/issues/602issue.shtm> “The Issues: Behavioral Concerns within Inclusive Classrooms” by Amy McCart, M.S. Ed. and Ann Turnbull, Ed.D.

LD Online: Teaching and instruction for students with learning disabilities

http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html

Adaptations & Accommodations for Students with Disabilities

<http://www.nichcy.org/pubs/bibliog/bib15txt.htm>

Tools for Schools: Differentiated Instruction, Checklist for Self-Assessment

www.emsc.nysed.gov/ciai/sate/resourcesdiffinstr.pdf

Accessibility to All: Universal Design in Early Care & Education

<http://www.ccids.umaine.edu/ec/growingideas/univdestip.htm>

National Education Association (NEA) - Inclusion

www.nea.org/tips/manage/incluson.html

Response to Intervention (RTI):

<http://www.nasdse.org/projects.cfm?pageprojectid=23>

<http://www.nrcld.org/research/rTI/RTIinfo.pdf>

<http://www.ode.state.or.us/search/page/?id=315>

University of Maine (UM) , Institute for the Study of Students at Risk: Dropout Prevention. Many articles under Major Publications that discuss Dropout Prevention.

<http://www.umaine.edu/issar/dpg.html>

IDEA Part B, Indicator 5

Percent of children with IEPs aged 6 through 21

- A. Removed from regular class less than 21% of the day.**
- B. Removed from regular class greater than 60% of the day.**
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.**

Maine CITE is a statewide program designed to help make assistive and universally designed technology more available to Maine children and adults who have disabilities.

<http://www.maineecite.org/>

Assistive Technology Related Links,

<http://www.maine.gov/education/speced/atlinks.htm>

CAST Universal Design for Learning: Technologies Supporting Curriculum Access for Students with Disabilities, http://www.cast.org/publications/ncac/ncac_techsupport.html

Related Link:

<http://www.cast.org/research/udl/index.html> What is Universal Design for Learning?

In today's schools, the mix of students is more diverse than ever. Educators are challenged to teach all kinds of learners to high standards, yet a single classroom may include students who struggle to learn for any number of reasons, such as the following: Learning disabilities such as dyslexia, English language barriers,

Emotional or behavioral problems, Lack of interest or engagement, Sensory and physical disabilities.

University of Maine (UM) Accessibility to All: Universal Design in Early Care & Education

<http://www.ccids.umaine.edu/ec/growingideas/univdestip.htm>

Related Links:

<http://www.ccids.umaine.edu/ec/growingideas/inclusionontip.htm> Let's Grow Together: Inclusive Early Childhood Education

National Education Association (NEA) - Inclusion

www.nea.org/tips/manage/incluson.html

Strategies to Improve Access to the General Education Curriculum

http://www.k8accesscenter.org/documents/InstructionalMethodsandPractices_3-16.doc

Working Together: Teacher-ParaEducator Collaboration,

http://www.k8accesscenter.org/training_resources/documents/Tchr-ParaCollaboration_000.doc

Related Links:

http://www.k8accesscenter.org/training_resources/programsandpractices.asp

Instructional Programs and Practices

http://www.k8accesscenter.org/training_resources/teachingmatters.asp The Link Between Access to the General Education Curriculum and Performance on State Assessments

Association for Supervision and Curriculum Development (ASCD) - a nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and more than 60 affiliates." Differentiating Instruction Resources

<http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/j;sessionid=DBjRag5lrOb4f7OLUF242kk5bsO6qP5NJhjpTXuLTHflUpqKsG7H!258856059>

National School Public Relations Association - News Release May 9, 2006. Research shows link between strong school communication and student success

<http://www.nspra.org/WhitePaperRelease.htm>

National Dissemination Center for Children with Disabilities (NICHCY): NICHCY Connections...to Behavior Assessment, Plans, and Positive Supports

<http://www.nichcy.org/resources/behavassess.asp>

Related Links:

<http://www.nichcy.org/pubs/bibliog/bib15txt.htm> Adaptations & Accommodations for Students with Disabilities

<http://www.nichcy.org/resources/default.asp> A-Z Topics...Plus

<http://www.nichcy.org/stuguid.asp#set1> A Student's Guide to the IEP

This guide is intended to help students with disabilities participate in planning and writing their own Individualized Education Program (IEP). The guide tells students what an IEP is, why they need to be part of their IEP team, how to help write the IEP, and much more.

<http://www.nichcy.org/resources/IEP1.asp> IEPs

National Directors of State Directors of Special Education (NASDE)

Response to Intervention (RTI) <http://www.nasdse.org/projects.cfm?pageprojectid=23>

(Project) and <http://www.nrcld.org/research/rTI/RTIinfo.pdf> (Information Sheet)

Wright's Law: <http://www.wrightslaw.com/>

Related Links:

<http://www.wrightslaw.com/info/sec504.index.htm> (Section 504)

<http://www.wrightslaw.com/info/lre.index.htm> [Inclusion, Least Restrictive Environment (LRE), Mainstreaming]

SchwabLearning.org - A Parent's Guide to Helping Kids With Learning Difficulties:
IEP Goals and Objectives/Benchmarks,

<http://www.schwablearning.org/articles.asp?r=296>

LD Online: Accommodations, Section 504,

<http://www.ldonline.org/indepth/accommodations>

Related Links:

http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html (Teaching & Instruction)

<http://www.ldonline.org/educators> Instructional strategies for teaching students with LD or ADHD

PBS TeacherSource: Adapting the Curriculum to Meet the Needs of Diverse Learners

<http://www.pbs.org/teachersource/prek2/issues/702issue.shtm>

University of the State of New York: Tools for Schools: Differentiated Instruction -

Checklist for Self-Assessment, www.emsc.nysed.gov/ciai/sate/resourcesdiffinstr.pdf

Educational Issues for Students with Disabilities,

<http://ncam.wgbh.org/publications/adm/education.html>

Related Links:

<http://ncam.wgbh.org/cdrom/guideline/education.html> (Accessible Digital Media)

CAST Universal Design for Learning: Technologies Supporting Curriculum Access for Students with Disabilities, http://www.cast.org/publications/ncac/ncac_techsupport.html

National Association of School Psychologists (NASP) Center, Positive Behavior Support (PBS)

http://www.naspcenter.org/factsheets/pbs_fs.html

PBS for Students with Behavior Disorders

<http://ericec.org/faq/behavdis.html>

Family Village School – PBS, <http://www.familyvillage.wisc.edu/education/pbs.html>

Positive Approaches to Challenging Behavior for Young Children with Disabilities

<http://education.umn.edu/ceed/projects/preschoolbehavior/>

Growing Ideas: Behavior Communicates

<http://www.ccids.umaine.edu/ec/growingideas/behavtip.htm>

Teachers Can Benefit From Inclusion, Too

(Special Education Teachers Speak Out)

Editor's Note: The comments in the following article are from four special education middle school teachers from South Carolina, Mississippi, Georgia, and Florida, who participated in an inclusion-type professional development project sponsored by The Southeast Eisenhower Regional Consortium for Mathematics and Science Education at SERVE. This article will appear in the upcoming issue of The Common Denominator.

http://www.relnetwork.org/news/2004-09/serve_inclusion.doc

KIDS TOGETHER, Inc., Rights to Regular Education

Children with disabilities are first and foremost children, worthy of equal respect, opportunities, treatment, status and place.

<http://www.kidstogether.org/right-ed.htm>

Coalition of Essential Schools (CES): Inclusion Research at Work at Boston Arts Academy

The challenge of inclusion is to use the resources we have to provide the supports each student needs within the regular education classroom.

www.essentialschools.org/cs/resources/view/ces_res/358

NEA: Works4Me Tips Library - Managing Your Classroom - Inclusion

While the national debate rages on over inclusion, schools across the country have been integrating special needs students into regular classrooms. Many factors contribute to successful inclusion: adequate funding, training, support structures, cooperation among educators, and communication with parents. Here are tips from educators who are successfully meeting the challenge with enthusiasm and grace

www.nea.org/tips/manage/incluson.html

New Horizons for Learning is an international, nonprofit 501 (c) (3): Inclusion of Students with Special Needs: Teaching and Learning,

http://www.newhorizons.org/spneeds/inclusion/teaching/front_teaching.html

Related Links:

<http://www.newhorizons.org/spneeds/autism/daily.htm> Inclusion of Students with Autism Spectrum Disorders

University of Maine (UM) Growing Ideas: Behavior Communicates

<http://www.ccids.umaine.edu/ec/growingideas/behavtip.htm>

Related Links:

<http://www.ccids.umaine.edu/ec/growingideas/univdestip.htm> Accessibility to All: Universal Design in Early Care & Education

<http://www.ccids.umaine.edu/ec/growingideas/inclusionontip.htm> Let's Grow Together: Inclusive Early Childhood Education

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<http://www.kidstogether.org/right-ed.htm>

WGBH Boston: Educational Issues for Students with Disabilities

<http://ncam.wgbh.org/cdrom/guideline/education.html>

Tools for Schools: Differentiated Instruction, Checklist for Self-Assessment

www.emsc.nysed.gov/ciai/sate/resourcesdiffinstr.pdf

Maine IEP Guidelines

http://www.maine.gov/education/speced/iep_guide.htm

<http://www.maine.gov/education/speced/interagtrans.htm>

OSEP's model IEP form, <http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

Parent Educational Advocacy Training Center (PEATC) Checklist for Effective IEPs

<http://www.peatc.org/checklist.htm>

Using a Universal Design Approach to Find Barriers and Solutions in the Curriculum

http://www.k8accesscenter.org/training_resources/documents/UDLBarriersExercise_002.doc

Regional Resource and Federal Center Network: Topical Link Collections / Child Find – Indicators C #5,6, B #11 / Federal Guidance

http://www.rrfcnwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,97/navstart,0/search,*/

What Works Clearinghouse (WWC) Intervention: Caring School Community “...the program aims to promote core values, prosocial behavior, and a schoolwide feeling of community. The program consists of four elements originally developed for the Child

Development Project: class meeting lessons, cross-age “buddies” programs, “Homeside” activities, and schoolwide community.”

<http://whatworks.ed.gov/InterventionReportLinks.asp?iid=103&tid=12>

IDEA Part B, Indicator 6

Percent of preschool children with IEPs in typically developing settings

Maine Child Development Services,

<http://www.maine.gov/education/speced/cds/index.htm>

<http://www.maine.gov/education/fouryearold/transportation.html>

AccessMaine: Early Intervention Toolkit

<http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter.htm>

Related Link:

http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter_links.htm (Other Useful Links)

University of Maine (UM): Accessibility to All: Universal Design in Early Care & Education

<http://www.ccids.umaine.edu/ec/growingideas/univdestip.htm>

National Early Childhood Technical Assistance Center www.nectac.org

Literacy Rich Environments

http://www.k8accesscenter.org/training_resources/literacy-richenvironments.asp

Related Links:

http://www.bmcc.edu/Headstart/Trngds/Literacy/mod4_21.htm Setting the Stage for Literacy Rich Environments

Regional Resource and Federal Center Network: Topical Link Collections / Child Find – Indicators C #5,6, B #11 / Federal Guidance

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,97/navstart,0/search,*/

Early Childhood Outcomes (ECO) Center, <http://www.fpg.unc.edu/~eco/index.cfm>

IDEA Part B, Indicator 7

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills**
- B. Acquisition and use of skills and knowledge**
- C. Use appropriate behaviors to meet their needs**

Maine's Early Childhood Learning Guidelines,
<http://www.maine.gov/dhhs/occhs/learning.doc>

Related Links:

<http://www.maine.gov/education/standassesslinks.htm>

<http://www.maine.gov/education/fouryearold/history.html>

California Dept. of Education: Handbook on Assessment and Evaluation
<http://www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf>

Literacy Rich Environments

http://www.k8accesscenter.org/training_resources/literacy-richenvironments.asp

Related Links:

http://www.bmcc.edu/Headstart/Trngds/Literacy/mod4_21.htm Setting the Stage for Literacy Rich Environments

<http://www.headstartinfo.org/pdf/HSOutcomesguideFINAL4c.pdf> The Head Start Leaders' Guide to Positive Child Outcomes

www.rif.org/educators/articles/ Reading is Fundamental

<http://www.getreadytoread.org> National Center on Learning Disabilities, Get Ready to Read

<http://idea.uoregon.edu:16080/~ncite/documents/techrep/tech19.html> Emergent Literacy: Synthesis of the Research

National Institute for Literacy: Early Childhood

http://www.nifl.gov/nifl/early_childhood.html

Accessing Skills Toward Successful Writing Development

http://www.k8accesscenter.org/training_resources/successfulwritingdevelopment.asp

Early Childhood Outcomes (ECO) Center, <http://www.fpg.unc.edu/~eco/index.cfm>

Regional Resource and Federal Center Network: Topical Link Collections / Early Childhood Outcomes - Indicators C #3, B #7

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,44/navstart,0/search,*/

National Early Childhood TA Center (NECTAC): Child and Family Outcomes

<http://www.nectac.org/topics/quality/childfam.asp#ex>

What Works Clearinghouse "... focuses first on early childhood education interventions (curricula and practices) designed for use in center-based settings with 3- to 5-year-old children who are not yet in kindergarten or children who are in preschool, with a primary focus on cognitive and language competencies associated with school readiness (language, literacy, math, and cognition). Interventions and studies with a primary focus on socio-emotional development and approaches to learning may be addressed in a subsequent phase of the review. The review also includes a focus on center-based early childhood education interventions designed to improve the school readiness skills of

preschool children with developmental delays or diagnosed disabilities. These may be inclusive interventions used with all children or targeted interventions designed specifically for children with developmental delays or diagnosed disabilities.”

<http://whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp>

IDEA Part B, Indicator 8
Percent of parents who report the school facilitated parent involvement as a means to improved results

Keeping Maine’s Children Connected: Parent Organizations in Maine

<http://www.maine.gov/education/speced/kmcc/parentorginmaine.htm>

Learning Disabilities Association of Maine www.ldame.org

Frequently Asked Questions, <http://www.mpf.org/SPIN/FAQ.html>

Parent Educational Advocacy Training Center (PEATC) is Virginia’s parent education, support, training, and information center is committed to helping children with disabilities, their families and the professionals who serve them. A useful website, providing a wealth of information and resources in an easy to understand manner. PEATC has produced 'Next Steps,' a guide to planning the transitional steps to adult life for students with disabilities. <http://www.peatc.org/>

The Families and Advocates Partnership for Education (FAPE) is helping parents and advocates improve educational results for students with disabilities. Offering a large range of current research practices and new resources that have been made available at this website -- <http://www.fape.org>

National Center for Learning Disabilities Parent Center

<http://www.nclld.org/content/view/827/527/>

IMPACT - Parenting Teens and Young Adults with Disabilities is published by the Institute on Community Integration, and the Research and Training Center on Community Living, College of Education and Human Development, University of Minnesota. With a long list of articles, all useful in the education of teens and young adults with disabilities, this resource offers a wide range of tools.

<http://www.ici.umn.edu/products/impact/192/default.html>

Family Village School – Includes a library with links for all disorders

<http://www.familyvillage.wisc.edu/education/pbs.html>

AccessMaine: Early Intervention Toolkit

<http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter.htm>

Related Link:

http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter_links.htm (Other Useful Links)

Early Childhood Outcomes (ECO) Center

<http://www.fpg.unc.edu/~eco/index.cfm> or www.the-eco-center.org

Families and Positive Behavioral Supports (PBS)

<http://www.pbis.org/families.htm#FamiliesInvolvedinPBS>

PBSParents: Inclusive Communities

http://www.pbs.org/parents/inclusivecommunities/special_education.html

Washington Protection & Advocacy System - IEP Checklist for Parents

http://www.wpas-rights.org/publications/iep_checklist.htm

SchwabLearning.org - A Parent's Guide to Helping Kids With Learning Difficulties: IEP Goals and Objectives/Benchmarks,

<http://www.schwablearning.org/articles.asp?r=296>

National Dissemination Center for Children with Disabilities (NICHCY) Information on: disabilities in infants, toddlers, children, and youth, IDEA, which is the law authorizing special education, No Child Left Behind (as it relates to children with disabilities), and research-based information on effective educational practices.

<http://www.nichcy.org/whatwedo.htm>

Related Link:

<http://www.nichcy.org/ideapubs.asp#lg1> Questions Often Asked About Special Education Services. This Briefing Paper uses a question and answer format to provide guidance about special education services. It is written primarily to help parents learn, in overview fashion, about the Individuals with Disabilities Education Act (IDEA) and how children with disabilities access special education and related services.

All Kinds of Minds - A non-profit Institute. Parents Toolkit

<http://www.allkindsofminds.org/ptk/index.aspx>

LD OnLine is a national educational service of WETA-TV, the PBS station in Washington, D.C.: LD Basics <http://www.ldonline.org/ldbasics>

PBS Parents: Inclusive Communities

http://www.pbs.org/parents/inclusivecommunities/special_education.html

National School Public Relations Association - News Release May 9, 2006. Research shows link between strong school communication and student success

<http://www.nspra.org/WhitePaperRelease.htm>

Parent Educational Advocacy Training Center, <http://www.peatc.org/index.htm>

Classwide Peer Tutoring, Information for Families
<http://cecp.air.org/familybriefs/docs/PeerTutoring.pdf>

Families and Advocates Partnership for Education <http://www.fape.org/>

KENT SCHOOL DISTRICT, Special Education Process: Does my child have a disability?
http://www.kent.k12.wa.us/KSD/SS/Special_Education/For_Parents/SPED_Process.htm

IDEA Part B, Indicator 9
Percent of districts with disproportionate representation of racial and ethnic groups in special education

National Center for Culturally Responsive Education Systems www.nccrest.org

OSEP Topical Brief: Disproportionality and Overidentification
<http://www.rrfcnetwork.org/images/stories/onePagers/tb-overident.doc>
http://www.directionservice.org/cadre/stat_dispropandover.cfm
<http://www.peatc.org/Fact%20Sheets/Disproportionality.doc>
<http://www.nichcy.org/reauth/disproportionality.doc>

Education Commission of the States: Addressing the Disproportionate Number of Minority Students in Special Education,
<http://www.ecs.org/clearinghouse/48/90/4890.htm>

How Access Pertains to Disproportionality and English Language Learners (ELL)
http://www.k8accesscenter.org/training_resources/documents/Finalpresentation-bauman_002.ppt

National Center for Culturally Responsive Educational Systems (NCCRES): Creating Opportunities to Learn: A Forum for Addressing Disproportionality. Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports. http://www.nccrest.org/events/events_2006/disproportionality.html

Related Links:

<http://www.nccrest.org/forum/disproportionality.PPT> A Great Power Point on Disproportionality.

http://www.ncset.org/teleconferences/docs/2005_02_Kozleski.pdf PowerPoint presentation

<http://nccrest.eddata.net/state.php?state=ME> Interactive data website to help states and school districts examine their special education data. Maine (Northeast) 2004-2005 data and trends.

Response to Intervention (RtI).

Concept of a pre-identification strategy called response to intervention or RTI. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for students experiencing difficulty learning. The assumption is that this will prevent some students from being identified as learning disabled or LD by providing intervention as concerns emerge. <http://www.wested.org/nerrc/rti.htm>

Core Concepts of RTI <http://www.nrcld.org/html/research/rti/concepts.html>

Wisconsin Continuous Improvement Focused Monitoring system, CESA
Disproportionality Grant, <http://www.wi-rsn.org/grant.htm>

Related Link:

<http://www.wi-rsn.org/minigrant.htm> A consortium of Wisconsin's Cooperative Educational Service Agencies (CESAs) CESA Disproportionality Mini-Grants

Education Commission of the States: Addressing the Disproportionate Number of
Minority Students in Special Education,
<http://www.ecs.org/clearinghouse/48/90/4890.htm>

Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A
Technical Assistance Guide
www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

Addressing the Disproportionate Representation of Minority Students in Special
Education
<http://www.wested.org/cs/we/view/feat/59>

Harvard University/ Civil Rights Project/ Community Tools Civil Rights Action Kits
provide basic information for understanding, detecting, and fighting discriminatory
attitudes and actions in your school's policies and practices.

http://www.civilrightsproject.harvard.edu/resources/action_kits/special_ed2.php
http://www.civilrightsproject.harvard.edu/resources/community_tools.php#kits

Racial Inequity in Special Education. The evidence suggests that black
overrepresentation is substantial in state after state. The studies reveal wide differences in
disability identification between blacks and Hispanics and between black boys and black
girls that cannot be explained in terms of social background or measured ability.

<http://gseweb.harvard.edu/~hepg/introduction.html>
<http://www.gse.harvard.edu/hepg/racialinequity.html>

Minority Disproportionality and the Achievement Gap: Common Issues, Shared
Solutions Teleconference

http://www.ncset.org/teleconferences/transcripts/2005_03b.asp

CEC: Reducing the Disproportionate Representation of Minority Students in Special Education

<http://ericec.org/digests/e566.html>

<http://www.ericdigests.org/1998-3/minority.html>

CEC: Selected Resources: Identification and Assessment of Culturally and Linguistically Diverse Students with Disabilities, 1993-1996

<http://ericec.org/minibibs/marchives/eb3.html>

Moving Toward Equity: Addressing Disproportionality in Indiana

www.ceep.indiana.edu/ieo/pdf/StateReport.pdf

Elementary and Middle School Technical Assistance Center (EMSTAC)

As the demographics of our nation's schools become more racially, ethnically, and socioeconomically diverse, we must closely examine disproportionality to ensure that we create equitable learning communities. Find many resources at this site!

<http://www.emstac.org/registered/topics/disproportionality/index.htm>

Regional Resource and Federal Center Network website.

National centers and research projects to assist with identifying and evaluating disproportionate representation in states and districts. Many of these centers provide a range of publications and technical assistance.

http://www.rrfcnnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,52/navstart,0/search,*/

Response to Intervention (RTI).

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Core Concepts of RTI <http://www.nrld.org/html/research/rti/concepts.html>

Intervention: ALAS (Achievement for Latinos through Academic Success)

<http://whatworks.ed.gov/InterventionReportLinks.asp?iid=322&tid=06>

IDEA Part B, Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

National Center for Culturally Responsive Education Systems www.nccrest.org

OSEP Topical Brief: Disproportionality and Overidentification

<http://www.rrfcnetwork.org/images/stories/onePagers/tb-overident.doc>

http://www.directionservice.org/cadre/stat_dispropandover.cfm

<http://www.peatc.org/Fact%20Sheets/Disproportionality.doc>

<http://www.nichcy.org/reauth/disproportionality.doc>

Education Commission of the States: Addressing the Disproportionate Number of Minority Students in Special Education,

<http://www.ecs.org/clearinghouse/48/90/4890.htm>

How Access Pertains to Disproportionality and English Language Learners (ELL)

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National Center for Culturally Responsive Educational Systems (NCCRES): Creating Opportunities to Learn: A Forum for Addressing Disproportionality. Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports. http://www.nccrest.org/events/events_2006/disproportionality.html

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www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf

Addressing the Disproportionate Representation of Minority Students in Special Education

<http://www.wested.org/cs/we/view/feat/59>

Harvard University/ Civil Rights Project/ Community Tools Civil Rights Action Kits provide basic information for understanding, detecting, and fighting discriminatory attitudes and actions in your school's policies and practices.

http://www.civilrightsproject.harvard.edu/resources/action_kits/special_ed2.php

http://www.civilrightsproject.harvard.edu/resources/community_tools.php#kits

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<http://gseweb.harvard.edu/~hepg/introduction.html>

<http://www.gse.harvard.edu/hepg/racialinequity.html>

Minority Disproportionality and the Achievement Gap: Common Issues, Shared Solutions Teleconference

http://www.ncset.org/teleconferences/transcripts/2005_03b.asp

CEC: Reducing the Disproportionate Representation of Minority Students in Special Education

<http://ericec.org/digests/e566.html>

<http://www.ericdigests.org/1998-3/minority.html>

CEC: Selected Resources: Identification and Assessment of Culturally and Linguistically Diverse Students with Disabilities, 1993-1996

<http://ericec.org/minibibs/marchives/eb3.html>

Moving Toward Equity: Addressing Disproportionality in Indiana

www.ceep.indiana.edu/ieo/pdf/StateReport.pdf

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Core Concepts of RTI <http://www.nrcl.org/html/research/rti/concepts.html>

Intervention: ALAS (Achievement for Latinos through Academic Success)
<http://whatworks.ed.gov/InterventionReportLinks.asp?iid=322&tid=06>

IDEA Part B, Indicator 11

Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline).

ChildFind – [IDEA Section 612 (a)(3)]

National Center for Special Education Accountability Monitoring
www.monitoringcenter.isuhsc.edu

Regional Resource and Federal Center Network: Topical Link Collections / Child Find – Indicators C #5,6, B #11 / Federal Guidance
http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,97/navstart,0/search,*/

Related Links:

IDEA–Reauthorized Statute, PROCEDURAL SAFEGUARDS: SURROGATES, NOTICE AND CONSENT <http://www.rrfcnetwork.org/images/stories/onePagers/tb-safeguards-1.doc>

<http://www.rrfcnetwork.org/images/stories/onePagers/tb-priv-school.doc> Children enrolled by their parents in private school.

“This site offers information and resources related to the earliest possible identification of young children and their families who may benefit from early intervention or education services.” <http://www.childfindidea.org/>

OSEP’s model form for Prior Written Notice
<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>

Kent School District Special Education Process: Does my child have a disability?
http://www.kent.k12.wa.us/KSD/SS/Special_Education/For_Parents/SPED_Process.htm

Oregon Dept. of Education: Response to Intervention (RTI)
<http://www.ode.state.or.us/search/page/?id=315>

IDEA–Reauthorized Statute, CHANGES IN INITIAL EVALUATION AND REEVALUATION, http://www.directionservice.org/cadre/stat_evalchange.cfm

IDEA Part B, Indicator 12

Percent of children referred by Part C prior to age 3 eligible for Part B who receive special education and related services by their third birthday.

Maine Child Development Services (CDS)

<http://www.maine.gov/education/speced/cds/index.htm>

AccessMaine: Early Intervention Toolkit

<http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter.htm>

Related Link:

http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter_links.htm (Other Useful Links)

California Dept. of Education: Handbook on Assessment and Evaluation

<http://www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf>

National Early Childhood Technical Assistance Center www.nectac.org

IDEA Part B, Indicator 13

Percent of youth age 16 and above with an IEP that includes goals and transition services needed to meet goals.

The Maine Committee on Transition (COT) is an interagency committee established by the Maine Legislature that supports youth with disabilities in the transition to adult life.

<http://www.mainetransition.org/index.html>

Maine IEP Guidelines:

http://www.maine.gov/education/speced/iep_guide.htm

<http://www.maine.gov/education/speced/interagtrans.htm> Individualized Education Program (IEP) Interagency Transition Planning

NSTTAC has developed a checklist to assist states in collecting data on Indicator 13; a draft is available to view at www.nsttac.org. NSTTAC is in discussion with OSEP staff to obtain approval for the proposed Indicator 13 Checklist as a tool states may use for data collection. There also will be an interactive web-based version available to complete online or printed out; providing definitions and examples for each item.

U.S. Office of Special Education Programs (OSEP) model IEP form,
<http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

OSEP Topical Brief: IEP
<http://www.rrfcnwork.org/images/stories/onePagers/tb-iep.doc>

National Alliance for Secondary Education and Transition, Transition Tool Kit for Systems Improvement.
<http://www.nasetalliance.org/toolkit/index.htm>

National Dissemination Center for Children with Disabilities (NICHCY): A Student's Guide to the IEP. This guide is intended to help students with disabilities participate in planning and writing their own IEP. The guide tells students what an IEP is, why they need to be part of their IEP team, how to help write the IEP, and much more.
<http://www.nichcy.org/stuguid.asp#set1>

Related Links:

<http://www.nichcy.org/resources/IEP1.asp#transition> Transition and the IEP

Parent Educational Advocacy Training Center (PEATC) Checklist for Effective IEPs
<http://www.peatc.org/checklist.htm>

Related Links:

http://www.peatc.org/NEXT_STEPS/rsahome.htm

Wright's Law: Least Restrictive Environment (LRE),
<http://www.wrightslaw.com/info/lre.index.htm>

Related Link:

<http://www.wrightslaw.com/flyers/college.504.pdf> (Flyer: Help for College Students with Disabilities)

<http://www.wrightslaw.com/info/sec504.selfadvo.ld.johnson.htm> (Self-Advocacy)

National Secondary Transition Technical Assistance Center: <http://www.nsttac.org/>

Related Link:

http://www.nsttac.org/pdf/indicator13_checklist.pdf (Indicator B13 Checklist)

LD Online: Transition to Work, <http://www.ldonline.org/indepth/transition>

National Center on Secondary Education and Transition (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures.
<http://www.ncset.org/websites/default.asp>

Related Link:

<http://www.ncset.org/publications/default.asp#research> Publications

IDEA (2004) Regulations Related to Secondary Transition; on August 14, 2006, the U.S. Department of Education released the official regulations for Part B of the Individuals with Disabilities Education Improvement Act (IDEA, 2004).
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html#final-regs>

IDEA Part B, Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within two years of leaving high school as compared to nondisabled youth no longer in secondary school.

National Governors Association website. Many articles on the topics of Secondary education and graduation.

<http://www.nga.org/portal/site/nga/menuitem.1f41d49be2d3d33eacdcbeeb501010a0/?vgnextoid=689d9286d9de1010VgnVCM1000001a01010aRCRD>

Parent Educational Advocacy Training Center (PEATC) “Planning the Next Steps to Adult Life for Students with Disabilities”

http://www.peatc.org/NEXT_STEPS/rsahome.htm

The Maine Committee on Transition (COT) is an interagency committee established by the Maine Legislature that supports youth with disabilities in the transition to adult life.

<http://www.mainetransition.org/index.html>

National Alliance for Secondary Education and Transition, Transition Tool Kit for Systems Improvement.

<http://www.nasetalliance.org/toolkit/index.htm>

LD Online: Transition to Work, <http://www.ldonline.org/indepth/transition>

National Center on Secondary Education and Transition (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures.

<http://www.ncset.org/websites/default.asp>

Related Link:

<http://www.ncset.org/publications/default.asp#research> Publications

IDEA Part B, Indicator 15

General supervision system identifies and corrects noncompliance no later than one year from identification.

- A. Percent of non-compliances related to monitoring priority areas and indicators**
- B. Percent of non-compliances NOT related to monitoring priority areas and indicators, including technical assistance or enforcement**
- C. Percent of non-compliances identified through other mechanisms (complaint, due process hearings, mediations, etc.)**

OSEP Topical Brief: Mediation and Resolution Sessions

<http://www.rrfcnetwork.org/images/stories/onePagers/tb-safeguards-2.doc>

National Center for Special Education Accountability Monitoring
www.monitoringcenter.isuhsc.edu

IDEA Part B, Indicator 16

Percent of written, signed complaints resolved within 60-day timeline.

IDEA laws, regulations, procedures and model forms

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Related Links:

Procedural Safeguards Notice,

<http://www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf>

Prior Written Notice (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>

Individualize Education Program (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

Consortium for appropriate dispute resolution in special education,

<http://www.directionservice.org/cadre/>

Related Link:

Consortium for Appropriate Dispute Resolution in Education,

www.directionservice.org

IDEA Part B, Indicator 17

Percent of due process hearing requests fully adjudicated within the 45-day timeline.

IDEA 2004 includes a new mandatory “resolution session” that provides families or schools involved in dispute resolution with an opportunity to resolve their disputes before the due process hearing.

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,62/navstart,0/search,*/

IDEA–Reauthorized Statute, PROCEDURAL SAFEGUARDS: DUE PROCESS

HEARINGS <http://www.rrfcnetwork.org/images/stories/onePagers/tb-safeguards-3.doc>

IDEA laws, regulations, procedures and model forms

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Related Links:

Procedural Safeguards Notice,

<http://www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf>

Prior Written Notice (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>

Individualized Education Program (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

Consortium for appropriate dispute resolution in special education,

<http://www.directionservice.org/cadre/>

Related Link:

Consortium for Appropriate Dispute Resolution in Education,

www.directionservice.org

IDEA Part B, Indicator 18

Percent of hearing requests resolved through resolution session agreements

Regional Resource and Federal Center Network: IDEA 2004 includes a new mandatory “resolution session” that provides families or schools involved in dispute resolution with an opportunity to resolve their disputes before the due process hearing.

http://www.rrfcnetwork.org/component/option,com_bookmarks/Itemid,28/mode,0/catid,62/navstart,0/search,*/

IDEA–Reauthorized Statute, PROCEDURAL SAFEGUARDS: MEDIATION AND RESOLUTION SESSIONS <http://www.rrfcnetwork.org/images/stories/onePagers/tb-safeguards-2.doc>

IDEA laws, regulations, procedures and model forms

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Related Links:

Procedural Safeguards Notice,

<http://www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf>

Prior Written Notice (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>

Individualize Education Program (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

Consortium for appropriate dispute resolution in special education,

<http://www.directionservice.org/cadre/>

Related Link:

Consortium for Appropriate Dispute Resolution in Education,

www.directionservice.org

IDEA Part B, Indicator 19
Percent of mediations resulting in mediation agreements.

IDEA laws, regulations, procedures and model forms

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Related Links:

Procedural Safeguards Notice,

<http://www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf>

Prior Written Notice (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>

Individualize Education Program (model form)

<http://www.ed.gov/policy/speced/guid/idea/modelform-iep.doc>

IDEA–Reauthorized Statute, PROCEDURAL SAFEGUARDS: MEDIATION AND RESOLUTION SESSIONS <http://www.rrfcnetwork.org/images/stories/onePagers/tb-safeguards-2.doc>

Consortium for appropriate dispute resolution in special education,

<http://www.directionservice.org/cadre/>

Related Links:

<http://www.directionservice.org/cadre/medinfo.cfm> Considering Special Education Mediation

<http://www.directionservice.org/cadre/beekmn.cfm> Mediation + Options to Resolve Problems Underlying Disputes, by Lyn Beekman

<http://www.directionservice.org/cadre/ctu/processdefs.cfm?thisid=13>

<http://www.directionservice.org/cadre/preparing.cfm> Preparing for Mediation

http://www.directionservice.org/cadre/beyond_med2002.cfm Beyond Mediation: Strategies For Appropriate Early Dispute Resolution In Special Education (This site has some good information about dispute resolution; however, they it references IDEA 1997 rather than IDEA 2004.)

<http://www.directionservice.org/cadre/indexidea.cfm> IDEA 2004 law & regulations for mediation

http://www.directionservice.org/cadre/vet_QAonmediation.cfm OSEP Memorandum 'Questions and Answers on Mediation' (11/30/00)

<http://www.directionservice.org/cadre/ctu/processdefs.cfm?thisid=16> Mediation Under IDEA

www.directionservice.org Consortium for Appropriate Dispute Resolution in Education