

2011-2012



OVERVIEW FROM THE CHAIR

It's difficult to believe how few supports and services schools provided for students with disabilities prior to the 1975 passage of the Individuals with Disabilities Education Act (IDEA). Parents were expected to be grateful for anything that was offered, and there was no legal requirement for the individualized education program (IEP) process, despite tragic learning conditions. This was my grandmother's world as she struggled to raise a daughter with significant developmental disabilities in the 1950s and 1960s in California's Central Valley. The primary purpose of IDEA was to change these conditions and to entitle any student with a disability to a free, appropriate education that is individually designed to meet each student's unique needs.

In the years since IDEA, parents, disability advocates, and others have gone to great lengths to maintain

the integrity of this act. It has not been easy. With massive budget cuts to education in recent years, general pressure against special education has mounted because its dollars have remained constant while other education dollars have sharply declined. The Advisory Commission on Special Education (ACSE) recognizes the need to scrutinize all education spending. However, it remains committed to staying focused on meeting the needs of our students with disabilities.

With scrutiny comes opportunity. The ACSE sees great possibility ahead with the implementation of the new Common Core State Standards, new assessments and assessment tools, and an increased focus on Universal Design for Learning in the general education classroom. As more school districts strive to serve more students in their least restrictive environment (LRE) and commit to research-based

response to intervention (RtI) processes, new opportunities have emerged for students with disabilities—and all students—to access grade-level general education curriculum and achieve rigorous standards.

This “perfect storm” of change creates an important chance to embed accessible and adaptable curriculum and instruction into the foundation of California's education system. Will we take this opportunity? Or will students with disabilities again be an afterthought in the discussion? This commission believes that what is good for special education is ultimately good for all students. The ACSE is committed to securing a foundational position for students with disabilities in legislative, policy, and curriculum decisions as the state implements the Common Core and explores the rich potential of RtI.

—Kristin Wright

Grazer Outstanding Achievement in Learning (GOAL) Award

The California Advisory Commission on Special Education created the GOAL Award in 2005–2006 through a generous contribution from film producer Brian Grazer, who has donated \$100,000 over a ten-year period to recognize programs with exemplary practices in special education. GOAL—Grazer Outstanding Achievement in Learning—celebrates both the programs that support California youth with disabilities and the professionals who serve them. This year 26 exemplary programs applied for the award. The ACSE narrowed the list to six finalists and is proud to announce two GOAL Award winners.

Speech Improvement Class

San Diego Unified School District (SDUSD) has developed an innovative model for helping students with mild articulation (speech sound) disorders without having to identify them as having a disability. Speech-language pathologists (SLPs) began offering services to this population in a Speech Improvement Class provided through general education. The district also established a Phonology and Articulation Resource Center (PARC) to support SLPs in the change. These professionals also received intensive training in evidence-based practices that shortened the intervention time to 20 hours or less for most students. Finally, SLPs helped students to “generalize” their new speech skills through home practice and teacher and family collaboration.

Resources in support of SDUSD’s innovative approach to speech and language services are available at <http://slpath.com/speechimprovementclassresources.html>.

Through this change, the district has shown a significant decrease in the number of students identified with speech disorders and is able to provide more efficient treatment to those students who are in fact identified so that they can return more quickly to their classrooms. This program represents a dramatic and successful shift from providing speech and language services in special education to providing it within the context of general education. Not surprisingly, SDUSD has received national attention. Hundreds of school districts across the country have adopted this reform and are now implementing similar approaches.

For more information about the Speech Innovations program at San Diego Unified School District, contact Jennifer Taps Richard at taps@sandi.net.

Learn to Earn: A Transition Program

Since 1986, Riverside Unified School District has been refining its transition program, Learn to Earn, to help all students with disabilities develop job training skills and career awareness. Throughout middle and high school, transition coordinators and employment development specialists provide students with career counseling, job training opportunities, and, if needed, individual vocational and situational assessments. The district involves families, educators, employers, and other community partners and relevant agencies in helping these students plan for a successful transition to employment and lifelong learning and realize quality of life.

Among other key elements of the program, the district’s transition coordinator works with students in more than 30 annual sessions that address teen safety, disability disclosure, and the benefits and challenges of turning 18, all designed to help students prepare for life after high school. Students also participate in SCANS readiness surveys each semester and WorkAbility, and they are encouraged to participate in the Youth Leadership Forum and *Career Cruising*, a Web-based career program. The district communicates with students and stakeholders through a transition newsletter and a Web site that provides transition lessons, student portfolios, and career and community resources and information to assist students in their transition efforts. Riverside’s comprehensive transition services and supports demonstrate the district’s commitment to quality transition services for all students with disabilities.

Riverside’s transition resources are available at www.rusdlink.org/Page/860.

For more information about Riverside USD’s Learn to Earn, contact Constance B. Wahlin at cwablin@rusd.k12.ca.us.



Representatives of San Diego USD’s innovative speech-language program (left) and Riverside USD’s transition program (right) receiving their GOAL Award with ACSE commissioners and Tom Torlakson, California’s State Superintendent of Public Instruction

The ACSE established the following legislative priorities in support of students with disabilities:

- Federal and state funding
- High-quality curriculum and instruction, assessment, and accountability
- Collaboration between general and special education
- Recruitment, preparation, retention, and professional development of high-quality educators and staff
- Caseloads/class-size reduction (for both general and special education)
- Parent involvement, education, training, support, outreach, communication
- Access, participation, assistive technology, and Universal Design for Learning
- Transitions from birth to adulthood, including issues related to educational settings, career/technical education, and community/business partnerships
- Safety, positive behavior supports, and support services for students

Because of the impact of legislation on the future of students with disabilities, the ACSE increased its meeting time by one-half day to accommodate the work of the policy and legislative subcommittees.

Given the influence state funding has on the quality of education for students with disabilities, ACSE's legislative subcommittee opposed the \$1.8 million cut to state special schools in the governor's proposed budget for the 2012–2013 year. State special schools had already taken a significant cut

Legislation

the prior year while continuing to serve California students who are deaf or blind and provide services to all schools, leading the ACSE to request the continuing financial support of those missions.

Work by the ACSE that will continue into next year includes the following:

1. An application to the federal Office of Special Education Programs (OSEP) to review the California Education Code and compare it to federal law in an effort to document where state law exceeds federal law. The next step is for California stakeholders and the ACSE to determine recommendations to amend or delete any exceeding provisions.

2. A two-part review of the California Code of Regulations.
 - a. The first part of this task is for CDE staff to provide a technical clean-up to regulations by amending or deleting language that has been changed by subsequent laws and is now moot.

- b. The second, perhaps more herculean, task is to review regulations that need to be updated, amended, or clarified. The start of this process involves amending Section 3030 (a–j) to update the language, changing “mental retardation” to “intellectual disability”; adding regulations to the “specific learning disability” section to include using “response to intervention and a pattern of strengths and weaknesses” in the determination of a learning disability; and adding the three categories of disability that exist in federal law but that are not included in California regulations in this section (e.g., traumatic brain injury).

The ACSE supported the following California legislation during 2011–2012:

AB 154 (Beall)—Health Care Coverage: Mental Health Services

This bill would expand the health insurance coverage for policies issued, amended, or renewed on or after January 1, 2013, to include the diagnosis and treatment of a mental illness of a person of any age.

AB 171 (Beall)—Pervasive Developmental Disorder or Autism

This bill would require health care service plan contracts and health insurance policies to provide coverage for the screening, diagnosis, and treatment (other than behavioral health treatment) of pervasive developmental disorder or autism.

AB 1705 (Silva)—Pupil Assessment: High School Exit Examination: Eligible Pupils with Disabilities

This bill would authorize eligible pupils with a disability to participate, beginning on July 1, 2015, in a means of demonstrating their level of academic achievement in the content standards required for passing the California High School Exit Examination but alternate to that exam, and (2) authorize the State Board of Education to extend that date by up to one year.

AB 2338 (Beall and Chesbro)—Developmental Services: Employment First Policy

This bill involves numerous mandates that would make employment and an “Employment First” policy a priority for regional centers as they serve and provide support to individuals with developmental disabilities.

SB 764 (Steinberg)—Developmental Services: Telehealth Systems Program

This bill would require the Department of Developmental Services to authorize, in a demonstration pilot project, a selected regional center to use a telehealth system (THS), which involves the delivery of health-related services and information through telecommunications technologies. Through THS, the regional center would provide services in applied behavioral analysis and intensive behavioral intervention.

SB 1381 (Anderson, Pavely, and Rubio)—Mental Retardation: Change of Term to “Intellectual Disability”

This bill would change in existing law any use of “mental retardation” or a “mentally retarded person” to “intellectual disability” or “a person with an intellectual disability.”

Throughout its 2011–2012 meeting year, the ACSE focused on the following issues related to students with disabilities.

Alternate Assessments

The California State Board of Education (SBE), special education teachers, and members of the general public made presentations to the ACSE on issues related to statewide assessments and their use with students with disabilities. When an alternative test is indicated as appropriate and necessary on an individualized education program (IEP), these students take the California Modified Assessment (CMA) in place of the California Standards Test (CST). When it first approved the use of a modified assessment, the U.S. Department of Education anticipated that this test would be used by no more than 2 percent of a given state's student population. In California, however, approximately 4 percent of students now take the CMA—nearly 40 percent of all of the state's students with disabilities—clearly a higher rate than anticipated or thought appropriate. Many educators and others perceive this as a problem and have expressed concern that the CMA is overused and has inflated the CST. The ACSE supports both academic rigor and a fair testing field for students with disabilities and will continue to study the issue and support efforts to find a proper balance.

Assessing Students with Disabilities

Strategies for assessing students with disabilities can be found at <http://nichcy.org/research/ee/assessment-accommodations>.

California's resources on special education assessment are at www.cde.ca.gov/sp/se/sr/iepresources.asp.

California High School Exit Examination

The ACSE has long worked with the California Department of Education (CDE) and the California State Board of Education (SBE) on items related to the CAHSEE and to the development of a streamlined waiver process for the CAHSEE and an alternative assessment that would accommodate students with disabilities in their efforts to earn a high school diploma. These groups worked to create and pilot two tiers of alternate assessments to the CAHSEE based on CMA and CST scores. However, the adoption of the Common Core State Standards (CCSS) in 2014 makes it neither feasible nor practical to move forward with the implementation of this two-tiered system of assessment.

Despite this change of direction, what the SBE, CDE, and ACSE have learned in the process of devising alternative testing will serve them in efforts to develop an equitable means of alternative assessment for students with disabilities once the CCSS are in place. The ACSE is committed to ensuring that students with disabilities are treated fairly in the state's assess-

Programs and Policy

ment system and that the system maintains standards of rigor that are comparable to those for students without disabilities.

Charter Schools

The ACSE has been attentive to ongoing statewide efforts to improve the quality and expand the range of services available to students with disabilities who wish to attend charter schools. While most charter schools are committed to providing innovative and high-quality services to all students, they continue to face challenges enrolling and serving the range of students with disabilities who attend traditional public schools. Certain specific barriers involve governance and funding structures, service delivery arrangements, and the limitations of available data on students with disabilities in charter schools. The state has realized progress in overcoming these and other barriers. The following are two of the most notable successes:

- **Improved Governance and Funding Arrangements:** An increasing number of Special Education Local Plan Areas (SELPA) are admitting charter schools as local education agencies (LEAs) for special education purposes. More than 210 charter schools currently participate in at least 18 SELPAs.
- **Improved Access to Services:** Nearly 100 charter schools are participating in regional special education consortia, which enable schools to share expertise, resources, and services for special education so they can offer a full continuum of high-quality special education service options.

The ACSE is committed to ensuring that students with disabilities can attend the school that will best serve them and, therefore, to expanding special education services in charter schools, facilitating parent and community awareness of school options, and improving data systems necessary to demonstrate successful outcomes for students with disabilities, wherever they attend school.

Resources for Charter Schools

Information about special education compliance and other issues facing charter schools is available at www.cde.ca.gov/sp/cs/lr/cspecedmar04.asp.

The California Charter Schools Association can be found at www.calcharters.org.

Common Core State Standards

To ensure that special education issues are considered in the development of the Common Core State Standards (CCSS) and the corollary Smarter Balanced Assessment Consortia (SBAC), the ACSE has received regular updates from CDE staff on the progress of implementing the CCSS in the state. As well, the commission supports the state's participation in the National Center and State Collaborative (NCSC) to develop CCSS-based assessments for the 1 percent of students with significant

disabilities who are currently assessed using the California Alternate Performance Assessment (CAPA). Adopting CCSS-based materials and assessments will require consideration of universal access and technology. The need for publishers to provide access for all students is paramount and already being addressed in the conversations nationally and by the ACSE.

Community Advisory Committees for Special Education

Community Advisory Committees for Special Education (CACs) provide an avenue for parents to learn about and be involved in the education of their children with disabilities. Mandated by law, CACs provide a specific forum for parents to communicate with each other and with school and district administrators about the individualized education programs (IEPs), laws concerning the Individuals with Disabilities Education Act (IDEA), the development of Area Local Plans, and regional IEP trainings. In general, California law dictates that CAC boards be made up primarily of parents who represent the diversity of student placements and disabilities in each CAC region and that these groups report periodically to California's State Board of Education (SBE) to help monitor and report on special education trends in the state. ACSE's goal is to help CACs interface effectively with the SBE, keep abreast of legislation that influences special education, and know about other activities the ACSE is supporting. The ACSE has communicated with CACs to determine where they could most benefit from ACSE support and to learn about the most pressing issues that CACs face.

Community Advisory Committees Explained

Guidelines for CACs are at <http://cafec.org/sites/default/files/CAC-Guidelines-Fourth-Edition-2011.pdf>.

Disproportionality

Disproportionality continues to be an issue of concern in California's public schools, as reflected in data cited in the State Performance Plan. Official California Department of Education guidance on disproportionality suggests that disproportionate representation of racial and ethnic groups in special education and related services overall may be the result of inappropriate identification. The CDE is currently monitoring local education agencies for disproportionality and is committed to a robust improvement plan.

The CDE also has revised its calculation process from previous years so that the process is consistent with guidance from the federal Office of Special Education Programs (OSEP) and directly aligns with OSEP's *Methods of Assessing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Guide*.

The ACSE supports the CDE in its efforts to implement its improvement plan for reducing disproportionality in special education.

Resources on Disproportionality

To access the CDE's complete disproportionality plan, go to www.cde.ca.gov/sp/se/qa/disproguidance112011.asp#cali.

To access OSEP's guide on assessing disproportionality, go to www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf.

Mental Health Services

Since 1986, AB 3632 has mandated that mental health services for students with disabilities be provided through the state's County Mental Health system. The state funded those services accordingly. In 2010, however, then-Governor Swarzenegger cut those county funds and required school districts to assume responsibility for providing these mental health services, without the financial support for doing so. In a fiscal scramble, the state eventually provided money to the districts so they could provide services and support students with mental health disabilities.

School districts initially reeled under the weight of the new responsibilities. Since then, they have recovered and are addressing their challenges in two ways: (1) working with their County Mental Health departments to transition services to the districts and (2) creating a system of district-based services that provides effective, educationally based assessments and a continuum of services for students who qualify.

Small districts with few students who have mental health needs may continue to contract out these services, while larger districts generally will be assuming the responsibility for providing all mandated mental health services. The advantages of providing these services in the district include the potential for creating a seamless continuum of services (particularly for students who may otherwise be placed in residential treatment), an increased awareness among staff and students of mental health issues, and a greater control over ensuring the least restrictive environment. The ACSE is closely following this transition of services within school districts, concerned about the burden they have assumed but also optimistic about the potential advantage it holds for both districts and students.

Special Education Funding

California's state representatives have mandated educational services for students with disabilities, and school districts are required to pay for these services. But while special education services have to be provided, other educational services are frequently short-changed.

The ACSE is concerned about the quality of education for all students—general education as well as special education. If special education were to receive the full 40 percent funding promised by the federal government, school districts would not find it necessary to deprive general education students of

services and supports because of mandated special education needs. The ACSE encourages anyone with a stake in the quality of education in California to contact legislators and policy makers, attend relevant meetings, and do whatever is possible to make it known that full funding for special education benefits all students.

Action to Fully Fund Special Education

A significant disparity continues to exist between the “40 percent of full funding” of the excess costs of special education that the U.S. Congress originally intended and the amount that school districts across the nation actually receive. The ACSE advocates full funding, and ACSE Commissioner Jim Woodhead has initiated a petition to Congress in support of this position. All persons sharing this concern are invited to sign the petition by going to www.change.org/petitions/us-congress-fully-fund-special-education to ask Congress to increase special education funding.

Special Education Spending

Because of the drastic budget cuts being made in all areas of public education, special education spending has reached 27.85 percent of total general fund expenditures in 2009–2010—despite the fact that special education spending has not increased. The American Institutes for Research and the California Comprehensive Center at WestEd reported to the ACSE on their efforts to collect and analyze important special education data to help provide answers to the State Board of Education (SBE) and the legislature about special education funding inequities and spending. This work is the first phase of a larger effort to provide a national overview of special education funding and provision and to compare specific data from California to that of other states, thus allowing the state to examine its own funding patterns. This research effort will analyze the factors related to variations in special education spending, revenues, and provision across Special Education Local Plan Areas (SELPA) in California and discuss policy implications. The ACSE is committed to working with the SBE and the legislature in an effort to make recommendations for changes that affect special education funding.

Special Education Expenditures, Revenues and Provision in California

is available from www.cacompcenter.org/cs/cacc/print/htdocs/cacc/school_district_improvement.htm.

Transition and Postsecondary Education

Members of the California Community of Practice on Transition spoke with the ACSE about secondary education

and transition services for students with disabilities. The group provided an overview of best practices in transition as well as barriers that remain to effective, systematic transition programs in schools, districts, county offices of education, and Special Education Local Plan Areas (SELPA).

The ACSE encourages the work of the group and supports its continued expansion. Parents and students often do not have the information they need for optimal transition from school to adult life. Because of the time it takes to learn about the agencies that are central to the supports many children with disabilities will need after they leave high school—and to navigate the often long waiting lists that are involved—the ACSE believes that formal transition plans ideally start in junior high at the latest. The ACSE is committed to helping parents find the support and information they need to create the best transition possible for their child.

Information on Transition

One of the primary barriers to effective transition is lack of information. For comprehensive information on transition, go to www.calstat.org/publications/pdfs/transition_guide_07.pdf to download *Transition to Adult Living: An Information and Resource Guide*.

California’s Family Resource Centers (FRC) offer training in transition for parents. To locate the FRC near you, go to www.frcnca.org/.

State Board of Education

As the governing and policy-making body of the California Department of Education, the California State Board of Education (SBE) is central to work that affects students with disabilities. The ACSE maintains an ongoing collaborative relationship with the SBE. An ACSE commissioner has been present at every SBE meeting since 2005, and the board reciprocates through its own liaison, who attends ACSE meetings. The SBE seeks input and advice from the ACSE on issues related to charter schools, special education services, the State Performance Plan reports to the U.S. Department of Education, the California High School Exit Exam, the California Modified Assessment, and, most recently, the development of an alternative assessment process for students with disabilities. The current SBE is making special education a priority among the many issues it has to address. The ACSE is committed to this relationship with the SBE in the ACSE’s ongoing effort to ensure positive outcomes for students with disabilities.

The California State Board of Education

Information about the SBE’s meetings and policies is available at www.cde.ca.gov/be/.

ACSE maintains a commitment to sustaining and expanding positive working relationships with stakeholders, organizations, and agencies that are active in promoting effective education for students with disabilities. Along with the California State Board of Education, the ACSE works particularly closely with the California Department of Education and the California State Special Schools Division. In addition to regularly attending the meetings of these various groups, ACSE commissioners share agendas and coordinate activities. At each of its own meetings, the ACSE also welcomes input from parents, students, teachers, advocates, and organizations.

During the ACSE's 2011–2012 meetings, members of the public and stakeholders within the special education community spoke before the commission. Parents of students with disabilities shared concerns related to the assessment, placement, and services provided to their children. They expressed frustration about due process and decisions from the Office of Administrative Hearings. While it is beyond the scope of the commission to address individual cases, the concerns were recorded in the ACSE minutes, and staff from the California Department of Education provided families with resources and information to assist

Liaison Efforts and Public Input

in resolving issues, as appropriate.

Teachers of students with disabilities also provided public input. In particular, they shared concerns about unmanageable caseloads for resource specialists who were reportedly reassigned to the role of “specialized academic instruction [SAI].” The ACSE shares this concern, since SAI is a reporting term, not an instructional designation. In some cases the corresponding reassignments appear to be used as an excuse to do away with caseload limits, thus saddling teachers with class sizes that preclude their ability to effectively serve students with disabilities.

Additional stakeholders who provided input included the California Teachers Association, Parent Teacher Association, SELPA directors, charter school organizations, the California Speech-Language-Hearing Association, and the California Association of Resource Specialists (CARS+). These stakeholder groups shared updates from their associations, provided legislative agendas and positions, and commented on topics from the ACSE's agendas.

Public and stakeholder input continues to be an important source of information for the ACSE. The commissioners consider this input in their strategic planning and as they set agendas for future meetings.

Join ACSE Meetings

Guidelines for participating in ACSE meetings and directions for viewing meetings via live Webcast are available at www.cde.ca.gov/sp/se/as/acse.asp.

California's report to the federal government on its State Performance Plan—which guides the efforts of the state's Special Education Division—shows that the state continues to lag in its efforts to educate students with disabilities in the least restrictive environment (LRE). This lack of progress is disappointing. Research shows that LRE, especially when it involves including students with disabilities in the general education classroom, improves students' academic achievement. We also know that other forms of inclusion, such as differentiating instruction and Universal Design for Learning, support achievement as well.

Along with confirming the importance of LRE, research also indicates that good data is critical to guiding educational policy and practice. However, the current data system in the state has neither accurate nor consistent data for students with disabilities. The system measures only grade-level proficiency, for example, and not progress over time. For students with disabilities who do not regularly achieve grade-level standards, this system makes it impossible to determine if schools are doing the one thing that they are ostensibly designed to help students do: learn.

In addition, there is no current way to measure the one clear indicator of K–12 success: how students fare after leaving high school. The data that do exist are not consistent across sectors; various data-gathering efforts measure things that do not match up (presenting not even the classic “apples and oranges” conundrum but one more like “daisies and

A Look Forward

bones”); and much is self-reported, and, from one system to another, irregularly gathered and tallied, resulting in massive discrepancies that hinder any effort to create a comprehensive data picture. As things stand, the state leadership simply has not had the will to devise a system that tracks the progress of students with disabilities.

This paucity of reliable data is of great concern to the ACSE, particularly when these data are key to shaping and informing policy and instruction, to holding the system accountable for student achievement, and to determining ways to improve the levels of that achievement. The same holds true for our students with more significant disabilities who also need high expectations and high accountability if they are to realize positive postsecondary outcomes.

As it looks to the future, the ACSE sees multitiered systems of support—such as response to intervention (RtI), the collected “best” of research-based instructional and assessment strategies—as a framework for ensuring inclusion, accountability, and school success for every student. And while these systems do not always directly address the specific needs of those students who would benefit most from special services—the 1 percent of students with the most significant disabilities—a multitiered approach is fundamental to educational efforts that are able to adapt to include everyone and to provide the richest learning opportunities for all. If the test of a just society rests in the quality of its care for the least advantaged, let us apply the same test to our schools. —*Kristin Wright*

The California Advisory Commission on Special Education . . .

. . . is an advisory body mandated by federal and state statutes to provide recommendations and advice to the State Board of Education, the Superintendent of Public Instruction, the State Legislature, and the Governor in new or continuing areas of research, program development, and evaluation in California special education:

“The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

“Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities.”

— *Public Law 108-446; 20 United States Code (USC) 1412(a)(21) A-D Section 612*

2012–2013 Membership Directory

Commissioners

Feda Almaliti, Senate Appointee

feda77@gmail.com

Jan Brown, State Board Appointee

jbrown98@san.rr.com

Maureen Burness, State Board Appointee

moburness@gmail.com

Kenneth Denman, State Board Appointee

kde6789500@aol.com

Diane Fazzi, Governor Appointee

dfazzi@calstatela.edu

Morena de Grimaldi, Senate Appointee

mdegrimaldi@hotmail.com

Betty Karnette, State Assembly Appointee

bekarn27@cs.com

Susan Martinez, State Board Appointee

smartinez7@sandi.net

Laurie Newton, Governor Appointee

lanewton2011@aol.com

Tom Peraic, State Board Appointee

tomperaic@gmail.com

Naomi Rainey, Governor Appointee

piersonnr@aol.com

Laureen Sills, Governor Appointee

laureensills@aol.com

Kristin Wright, Chair, Senate Appointee

kristin_wright@rocketmail.com

Student Members

Matthew Stacy, *ravall3@yahoo.com*

Alexa McBride, *alexamcb@aol.com*

Executive Secretary

Fred Balcom, 916-445-4602

916-327-3706 (fax), *fbalcom@cde.ca.gov*

Legislative Members

Senate Member: Carol Liu, 916-651-4021

senator.liu@senate.ca.gov

Legislative Director: Robert Oaks,

robert.oakes@sen.ca.gov

Assembly Member: Joan Buchanan, 916-319-2015

assemblymemberbuchanan@asm.ca.gov

Legislative Assistant: Sarah Tomlinson

sarah.tomlinson@asm.ca.gov

Governor's Office, Secretary for Education Liaison

Dena Wilson, 916-323-0611

916-323-3753 (fax), *jdwilson@ose.ca.gov*

State Board Liaison

Carl Cohn, 916-319-0827

cacohn@aol.com

State Special Schools Liaison

Scott Kerby, 916-327-3860

916-445-4550 (fax), *skerby@cde.ca.gov*

Commission Staff Liaison

Kathleen Smith, 916-327-3698

916-327-3706 (fax), *kasmith@cde.ca.gov*

CDE Liaison to the Commission

Doug McDougall 916-327-3545

916-327-3706 (fax), *dmcdouga@cde.ca.gov*

Commission meeting dates and locations, 2012–2013

September 4–5

January 9–10

March 6–7

October 30–31

May 1–2

Location: California Department of Education, 1430 “N” Street, Sacramento, CA 95814

**Exact dates may change. Please visit the ACSE Web site: www.cde.ca.gov/sp/selas/acse.asp;*

or contact the commission's staff liaison for the most current information or to obtain a schedule.

All ACSE meetings can be viewed on live Webcast at www.cde.ca.gov/sp/selas/acsemtgwebcast.asp.