The purpose of this meeting which was to agree on proposed changes to language and terminology for the fifteen sections where consensus was reached; and, to discuss in depth those sections that required more substantial changes.

Each of the fifteen sections were reviewed, notes taken as to additions to appropriate guidelines, whether the section was approved as is or with further changes. Once approved by the workgroup Legal Affairs will provide further review to ensure citations and wording are appropriate and accurate.

The remainder of the meeting was dedicated to discussing the four issues that required more substantial changes;

Issue One: Staffing and Minimum Qualifications

There was consensus that Section 56048 requires significant overhaul to better reflect the complex day-to-day oversight, management duties and workload of the DSPS Coordinator/Director. The workgroup, as a whole was tasked with generating lists of DSPS Coordinator/Director duties prior to the next meeting. Steve Bruckman proposed we look at the regulations for EOPS and their description of the duties of the Coordinator which are clearer than those in the DSPS regulations.

The minimum qualifications for DSPS Employees as written in Section 53414 are confusing and need clarifying and if possible simplifying. Several members of the workgroup were tasked with presenting suggestions for improvements that clearly spell out the correct skill sets required to work with students with disabilities. Additionally, Workgroup members were tasked with checking if the Learning Disability Field Advisory Group (LDFA) and Alternate Media Specialists was interested in the development of minimum qualifications.

Issue Two: Section 56026 and 56062 Support Services

Section 56026. Support Services. Updated terminology to be congruent with Section 504 and the ADA will be reflected in new title: Academic adjustments, auxiliary aids and services.

The workgroup approved using the list of 35 services listed in the DSPS Primer as the basis for this regulation. The list would be consolidated and divided into academic adjustments, auxiliary aids and service categories.
Section 56062. Provision of Support Services - generated much discussion as the regulation requires 4 or more contacts in order for a student to be counted for funding purposes. Colleges count in many different ways and there is no consistency across the state. Different options were discussed and all workgroup members were tasked with soliciting feedback from their constituent groups prior to the next meeting in preparation of a vote.

Issue Three: Section 56032-44. Disability Categories

At the first meeting the group discussed the pros and cons of moving the Disability Sections out of the regulations and placing them in the BOG approved formula; the main reason being ease of adding and/or updating categories in an expedient manner. Due to the need to have some legal questions answered, it was agreed therefore that before any further discussion Legal Affairs would need to provide an opinion on the options.

Legal Affairs stated that the procedure for adding categories to the regulations would be a relatively quick process from the legal point of view. The group, by consensus, agreed to keep the disability categories in the regulations. The group agreed to the establishment of a process and timeline for review and consideration of addition/change to the disability groups by regional representatives on an annual basis.

The workgroup supported using the categories as listed for MIS reporting with the following changes/additions:

1. ABI
2. ADHD
3. Autism Spectrum
4. Blind and Low Vision
5. Deaf and Hard of Hearing
6. Intellectual Disabilities (formally DDL)
7. Learning Disabilities (LDESM)
8. Learning Disabilities (Other or Disorders…exact title to be determined)
9. Other
10. Physical Disabilities
11. Psychological Disabilities

The disability Category of Speech/communication would be deleted and ‘Other’ used for students with speech disorders.

Issue Four: Section 56022 Student Educational Contract

This discussion was around whether or not a new section was needed called an Accommodation Plan. Workgroup members agreed to rewrite a draft of this section, remove advising, progress requirement, annual review, instead emphasize review and update as needed based on student’s disability related needs, changes in accommodation needs, academic requirement, and other factors.

The next meeting dates are:
February 10, 2014
April 7, 2014.