

# Special Ed Audit Recommendations and Status

AREAS OF RECOMMENDATION	VISION	COMMUNICATIONS	STAFFING	CURRICULUM AND PROFESSIONAL DEVELOPMENT	PROCEDURES AND COMPLIANCE	FISCAL
	Continue work of the Special Education Advisory Committee SEDAC in developing a mission and vision for the collaborative work with the District.	Provide paraeducators with background information about assigned students before beginning the work assignment.	Consider adding another Administrative Assistant and assigning one of the 4 to the Director of Special Education to be her Administrative Assistant Reassigned duties with one AA supporting the Director. Hired an Accounting Specialist to support the fiscal procedures/processes.	Provide training to teachers regarding tiered interventions/MTSS.	Develop a Special Education Procedural Manual to address the need for consistency in procedures in all disciplines, as well as compensatory services.	Conduct periodic salary comparison studies with surrounding districts.
	Develop a vision and plan for implementation of inclusionary practices including representatives from all teaching and administrative levels as well as parents.	Utilize a clear "chain of command" for staff to follow when issues arise.	Evaluate caseloads of psychologists as well as how many open assessments each psychologist has to complete. 1.0 FTE added for 2021-22.	Have School Nurse Team provide training to paraeducators on medically related procedures, as well as lifting and transferring procedures.	Monitor the implementation of the PIR Plan to address the non-compliant findings in ELA and Math achievement as well as the disproportionate findings of identification of Hispanic students with SLD. CCEIS process initiated with virtual stakeholder meetings beginning 6/2020 reviewing data and exploring root causes. Plan approved and in implementation stage.	Consider creating a separate pay schedule for Related Services Personnel (i.e. Speech/Language, OT, PT) Recently developed MOU with SMETA increased SLP salary.
	Develop with admin/staff of each school site an action plan to increase inclusion.	Utilize the list of "whom to contact" as well as a clear definition of district staffs' duties and distribute widely.	Consider establishing a lead Occupational Therapist and Speech Language Pathologist (completed June 2020).	Provide parents with training regarding their rights and the IEP process. OCRA provided, training August 4, 2020. IEP training scheduled for September 29 by SMCOE.	Maintain district policies and procedures that reflect LRE requirements.	Establish a tuition-service program for Speech/Language Specialists with colleges/universities. District has development partnership with SJSU.
		Establish an agreed upon response time "window" for emails and phone calls (2-day window).	Utilize District mentor programs or "buddy" systems for new teachers/administrators.	Utilize Sped Leadership Team to evaluate the curricula implemented at sites.	Work with middle school RSPs to ensure that provision of service is based on student's needs rather than age of student or periods of service needed.	Utilize the District reimbursement process for materials/supplies for staff.
	Make an effort to be more visible in the field by doing more site visitations. Pandemic impacted visitations this year.	Move the offering of private agency contracts from the Special Education department to Human Resources.	Choose a consistent curriculum and provide training on its implementation; focus on providing explicit reading and language arts instruction.	Analyze the assessments of Hispanics for ED eligibility to determine if the finding of eligibility is appropriate and whether the primary language has interfered with appropriate eligibility decisions. CCEIS work route cause analysis required review of student files.	Consider possibility of providing signing bonuses to new teachers as well as allowing new staff members to apply all work experience (both public and private) to salary schedule upon hiring.	
	Continue holding district office inter-departmental, "discipline" group, and Leadership Team meetings with agreed upon agendas and problem solve solutions to concerns expressed by stakeholders.	Consider providing additional staff, with special education knowledge, at sites with ADA less than 600 which house a larger than average number of SDC programs. Two Inclusion TOSAs hired for 2020-21 in June 2020.	Provide training on differentiating between language vs. disability issues and develop second language intervention programs which can be implemented prior to referring for special education assessments.	Develop a continuum of services including additional supports for students with ED needs.	Compile successful strategies for full inclusion and complete fiscal analysis for implementation.	
	Establish informal meetings with union representatives to discuss and problem solve issues which are not negotiation specific.	Analyze assignments for Program Specialists to determine if assignments need to be re-distributed and equalized. 1.0FTE additional Program Specialist hired for 2020-21. Assignments reviewed and re-distributed.	Offer in-house courses or units to help teachers become certified and provide test preparation for teachers to be able to pass certification exams.	Ensure a full continuum of services is available, regardless of changes in service delivery models.	Utilize employment incentive enhancements to make the SMFC more attractive to applicants to reduce the need for agency teaching and related service staff.	
		Review and adjust job description for Program Specialists and share district-wide.	Provide staff development for site principals and general education teachers regarding special education issues.	Have District's attorney continue to provide training on developing compliant IEPs and review common procedural and timeline mistakes.	Review current related services provided by agency staff to determine if it would be more effective to develop job descriptions and hire District staff.	

AREAS OF RECOMMENDATION	VISION	COMMUNICATIONS	STAFFING	CURRICULUM AND PROFESSIONAL DEVELOPMENT	PROCEDURES AND COMPLIANCE	FISCAL
			Consider hiring an additional Program Coordinator. Second Program Coordinator hired for 2020-21.	Utilize Sped Leadership Team to conduct a needs assessment and develop staff development training on: Section 504, accommodations, modifications, Universal Design for Learning, tiered interventions, behavior management, social skills instruction (e.g., Circle of Friends, facilitated play groups).	Develop policy and procedures related to Parentally Placed Private School students as well as a tracking system for students and fiscal expenditures.	Develop a record-keeping system to more accurately monitor agency staff.
			Consider hiring an Inclusion Specialist for the District; Hiring 2.0 Inclusion TOSA for GH, MH and Laurel.	Plan staff development activities for general education and special education staff regarding special education issues especially those related to Inclusion.	If RSP caseload goes above 28 make sure a CDE waiver is filed.	Hire an additional Business Office staff to work with Special Education program staff and ensure that costs are entered correctly into the accounting system to provide a more accurate understanding of trends in increased Special Education costs. Accounting Specialist hired Jan 2021.
			Consider establishing co-teaching classrooms as an inclusion strategy.	Train staff to calculate minutes of general education inclusion which could impact LRE findings.	Closely monitor caseloads to make sure they do not surpass contract limits and if so, respond in a timely manner.	
				Provide training for teachers on how to accommodate and modify programs for students with exceptional needs.	Provide careful review of paraeducators' timesheets and ensure that they are paid appropriately for extra time.	
				Provide de-escalation training as well as analyze the need for additional support staff who can develop behavioral management systems, conduct Functional Behavioral Assessments and develop Behavioral Intervention Plans.	Share 'all-call' process District-wide to deal with elopement issues at school sites.	
				Plan time for general education and special education teachers to collaborate, discuss differentiation of instruction, and ways to prepare students for assessment.	Clarify when 'in-house' suspensions are considered reportable suspensions.	
				Consider two additional days for mandatory training for teachers and paraeducators.	Develop desk manuals for all Sped Administrative Assistant positions.	
				Conduct disability awareness training for students and establish a "peer buddy" system to assist included students.	Have District's attorney develop a template for developing compliant IEPs.	
				Consider contacting an inclusion expert to provide training in Inclusion. In process for 2021-22.	Develop procedures as well as Administrative and Teacher Procedural Manuals for key issues in Special Education.	
				Plan training on a variety of Alternative Dispute Resolution strategies particularly Facilitated IEPs.		