

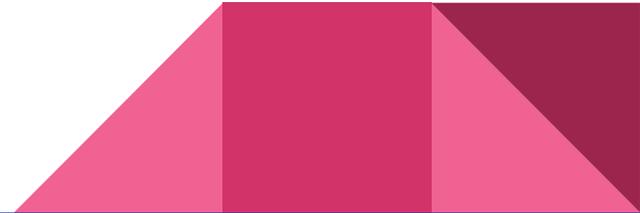


Special Education All Things Considered

September 12, 2018

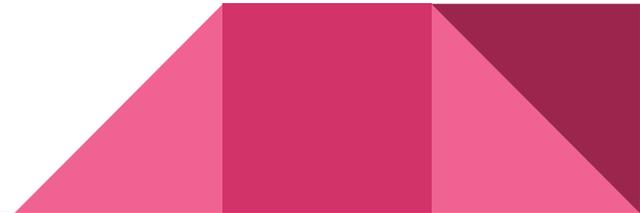
In light Of Audit Outcomes

- ❖ Non Public Agencies
- ❖ Non Public Schools
- ❖ Residential Placements



Special Education Advisory Committee

- ❖ Meet monthly to discuss mission & vision of Special Education Dept.
- ❖ Create a Strategic Plan that includes: Strategic & Specific Measurable Attainable Results-oriented & Timebound (SMART) goals to implement over the next 3-5 years

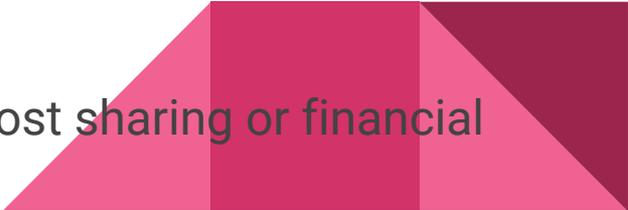


Supporting Students Success

- ❖ Board Certified Behavior Analyst (BCBA's) intense training for IAs as it relates to positive behavioral outcomes for students
- ❖ Build capacity to support students at each school site throughout the district

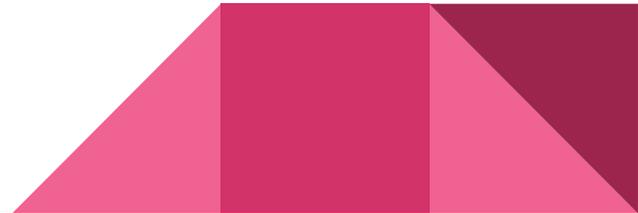


Careful Consideration of Inter District Transfer Placement of Students and NPS Placements

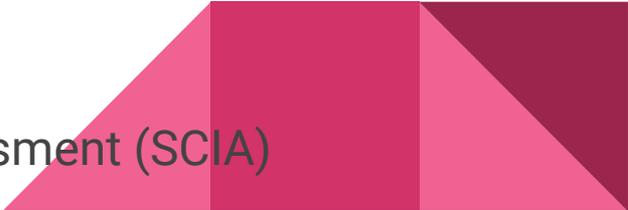
- ❖ When we accept student, the assumption is that we can serve in Berkeley Schools need to ensure that BUSD has the capacity
 - ❖ If an Non Public School placement is requested or needed, this cost of supporting the student defaults to the District of residence
 - ❖ Other District's MOUS for IDP with IEP clearly state no cost sharing or financial responsibility
- 

Handbook and SELPA Guidelines

- ❖ Process and procedures handbook for all service providers. Providing clear guidelines as it relates to legally defensible practices i.e. Special Circumstances Independence Assessment (SCIA) for 1:1 IA,
- ❖ Northern Region SELPA handbook reference guide

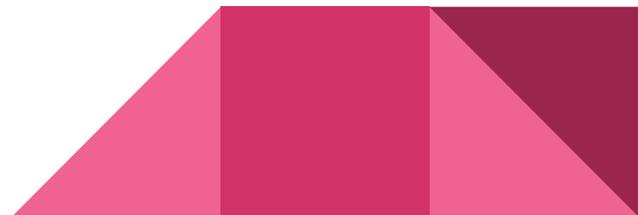


More Systemic Approach to Instructional Assistant Assignments Overall

- ❖ IA assignment criteria for supporting students
 - ❖ Status of proposal to train IAs as behavior interventionists (Most of all NPA aide costs)
 - ❖ Use of Special Circumstances Independence Assessment (SCIA)
- 

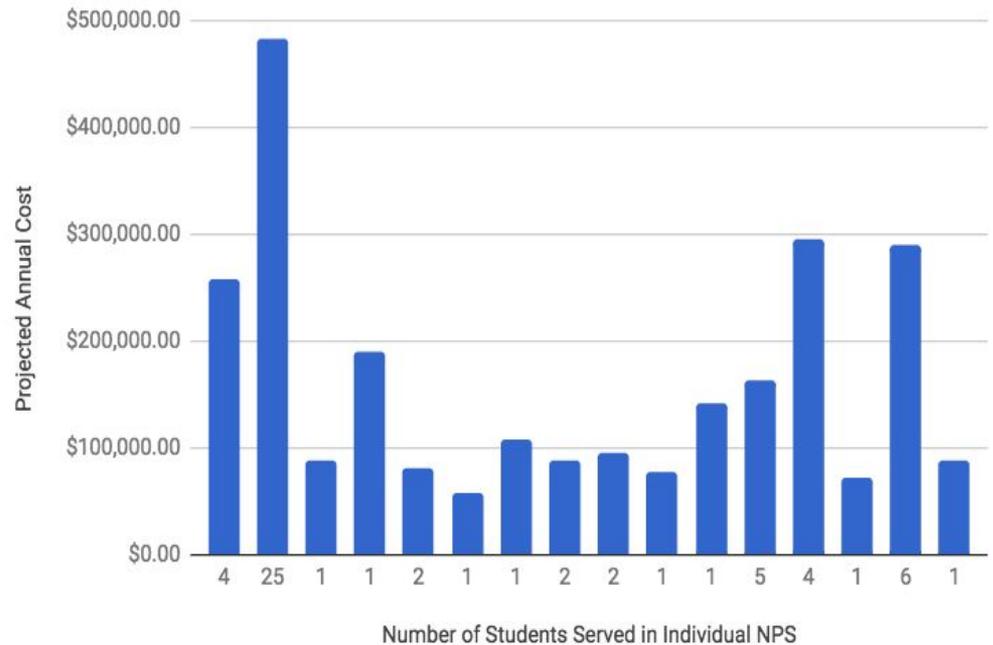
Learning Center Model

- ❖ Supporting the learning center model to serve all students' needs
- ❖ Review models and systems to support personnel



Non-Public School (NPS) placements

- **Non-Public School (NPS) placements are an IEP team decision**
- Reviewed annually: discuss plan to support a student's transition back to a lesser restrictive setting
- NPS placements are reviewed weekly by the SpEd dept



58 students this year served by 17 different agencies = projected \$2,582,000

Review Extended School Year (ESY) Costs, Policies, and Procedures

- ESY is not the same as summer school, BEARS or other extended learning
- ESY determination is an IEP team decision
- ESY costs are part of SpEd's regular annual budget
- Costs were increased in 2017 when the District extended summer school/BEARS programming to three elementary sites

- Cost increase in program between summer '16 and summer '17 was approximately \$22k (still working to determine how much of that was due to expansion).

Special Education: So What's Next?

Shared mission & vision where do we want to go...

Special Education needs to move out of the silo. We need to implement a robust Multi-tiered System of Support (MTSS) in an effort to support all students: tier 1, tier 2 & tier 3

