

**FISCAL CRISIS MANAGEMENT ASSISTANCE TEAM (FCMAT) RECOMMENDATIONS by CATEGORY**

**HIGHEST PRIORITY RANKING BY CATEGORY**

<b>October 12, 2009, Stakeholder Workgroup Meeting – Straw Poll</b>	
<b>Category</b>	<b>Total of Yellow Dots</b>
Training	57
Organizational/Supervision	23
Communication and/or Information/Resources	23
Individualized Education Program	17
Instructional Assistants	15
Programs	10
Evaluation	7
Staffing	6

<b>Community Input Forums – Compilation of Comments by Category</b>				
<b>Category</b>	<b>10-28-09</b>	<b>11-02-09</b>	<b>11-04-09</b>	<b>Total</b>
Communication/Collaboration	14	19	17	50
Programs/Curriculum/Resources	20	13	12	45
Individualized Education Program	9	10	12	31
Alternative Dispute Resolution/Advocacy	5	9	10	24
Training	5	18		23
Staffing	7	6	8	21
Organizational/Supervision	7	10	3	20

**FCMAT RECOMMENDATIONS – ADVISORY GROUP**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
35. Establish a district-sponsored advisory group coordinated by the Executive Director of Special Education using guidelines approved by the Governing Board	2009-10	Executive Director Governing Board	Looking at other schools
36. Require the advisory group to provide a monthly report and an annual executive summary to the board. Allow the advisory committee to speak periodically at board meetings to review and discuss concerns parents have regarding appropriate delivery of services.	2009-10	Executive Director Governing Board	District-sponsored advisory models
37. Ensure that the advisory board has a balanced representation of disabilities, age/grades of students, and ethnicities.	2009-10	Executive Director Governing Board	
38. Ensure that the advisory committee covers a wide range of topics including: curriculum development, fiscal planning, parent concerns, due process, legal rights of parents, the role of the site principal in special education, the role of the parent in the IEP process and general parent training. The advisory committee should do a follow-up parent survey and needs assessment to determine parent training needs.	2009-10	Executive Director Governing Board	
73. Consider an annual special education staff recognition event sponsored by the newly formed Special Education Parent Advisory Committee to honor teachers and instructional aides who provide exemplary service to students.	2009-10	Special Education Advisory Committee (SEPAC)	
102. Form a committee consisting of representatives from each of the following groups to develop a mission statement for the department and clarify the philosophy of serving special needs students: <ul style="list-style-type: none"> <li>• Parents</li> <li>• Special Education district office administrators</li> <li>• Special Education service providers</li> <li>• General Education teachers</li> <li>• Site administrators</li> </ul>	2009-10	Stakeholder Workgroup	Department mission

**FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES – ACTIONS**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>General Area</b>
3. Explore available options for updating parents regarding special education issues through e-mail, telephone contact, parent meetings etc.	2009-10	Principal/Designee SPED Administration	Home/School Communication
5. Ensure that parents receive timely and consistent responses from the districts on all special education matters.	in progress	Same as above	Home/School Communication
10. Develop effective two-way communication. Parents and teacher can then be informed of what is expected relative to student behavior, achievement and discipline. This will result in shared goals and mutual decision making; avoiding misunderstandings and helping parents understand how to reinforce learning and school instruction in the home.	ongoing	Parents/Teachers	Home/School Communication
17. Provide a parent contact person responsible for connecting parents and educators at each school site.	2009-10	SPED Teachers	Home/School Communication
20. Consider setting aside a room for parents to meet informally or formally to discuss concerns or issues. Have a district staff member available to answer questions or give support.	not a priority at this time	N/A	N/A
23. Establish a special education department email address and phone line so that parent questions or concerns can be addressed. This line can be monitored by the resource parent.	2009-10	SPED Department	Home/School Communication
39. Require the Executive Director of Special Education to provide information on special education to the public information officer to ensure it is available to all parents.	in progress	Executive Director	Non-biased Support Personnel
52. Establish operating guidelines that require all calls and e-mails to be returned within 24 hours. If an answer is not immediately available, make contact to let the person know when they will receive a response.	in progress ongoing	System-wide	Home/School Communication
101. Seek assistance from Hispanic advocates to facilitate communication.	in progress	Executive Director	Non-biased Support Personnel Working Partnership

**FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES – ACTIONS**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>General Area</b>
<p>13. Develop a clear, welcoming parent involvement policy, and publish and post it in an obvious location in each school site in the districts.</p> <p>14. Display welcome signs in various languages.</p> <p>16. Organize the school so that each special education child is known well by 6 people.</p> <p>18. Post a school map to help visitors find their way around the school buildings.</p> <p>19. Arrange children’s work and photographs in the main hallways. Be sure to include special education and general education students together.</p>	2009-10	Principal/Designee Principal/Designee Principal/Designee SPED Teachers Principal/Designee Principal/Designee	Working Partnership
21. Develop a Frequently Asked Questions and Answers section on the special education web page to assist parents with common questions.	2010-11	Not assigned	Web Support
45. Revise the special education section of the districts’ Web site to ensure it achieves meaningful communication and outreach to Spanish-speaking families.	2010-11 in progress	Webmaster	Web Support
62. Update the districts’ Web site to include current information about special education, with highlights in Spanish.	in progress ongoing	Webmaster	Web Support
68. Develop a comprehensive Web page for special education that provides parents and community members with a user-friendly resource.	in progress	Webmaster	Staff Support Web Support
105. Include the mission statement and philosophy on the districts’ Web site and in a special education procedural manual so that all teachers, parents, and community members are aware of the focus for special education.	2009-10	District Office SPED Department	Mission and Philosophy
22. Consider hiring an ombudsman for special education for at least one year to build trust and confidence in the system between parents and the district.	require multiple years.	SPED Department	Non-biased Support Personnel
24. Develop a regular schedule for special education district office staff to meet that includes time to review questions from sites and parents.	2009-10	Executive Director/ Designee	Staff Support
67. Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	2009-10	Executive Director	Staff Support
33. Provide support for the new resource parent that will enable them to direct parent questions to the most appropriate staff, provide general information to parents regarding the IEP process and follow up with parents regarding their inquiry.	requires multiple years	Executive Director/ Designee	Non-biased Support Personnel

**FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES – BY PRODUCTS**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
1. Develop repeated contacts and interactions with parents to improve trust and communication skills.	2009-10	System-wide	Home/School Communication
2. Consider the following actions to promote trust and improve communication: <ul style="list-style-type: none"> <li>• Accept parents as they are</li> <li>• Share information and resources</li> <li>• Follow through on promised actions</li> <li>• Discuss objectives openly</li> <li>• Prepare for meetings for parents</li> </ul>	2009-10	System-wide	Working Partnership
4b. Ensure that families of students with disabilities feel welcome on the campus.	2009-10	Principals	Working Partnership
9. Strive to convey at least three consistent themes to families: <ul style="list-style-type: none"> <li>• The desire to develop a working partnership with families</li> <li>• The crucial nature of family input regarding children’s educational progress</li> <li>• The importance of working together to identify mutually advantageous solutions to problems.</li> </ul>	2009-10	System-wide	Working Partnership  # 99 deleted as it was a duplicate.
11. Encourage parents to visit school sites regularly and talk with the principals and teacher regarding their child’s education setting.	2009-10	Principal/Designee	Working Partnership
15. Ensure that the school office is friendly and open.	ongoing	Principal/Designee	Working Partnership
42. Invite parents to visit their child’s classroom.	2009-10	Teachers	Working Partnership
43. Host social events and multicultural celebrations. Have parents who represent the culture come to the classroom and share its importance with students.	2009-10	School Site	Working Partnership

### FCMAT RECOMMENDATIONS – DUE PROCESS

Recommendation	Timeline	Responsible Entity	Input/Suggestions
29. Provide a district attorney for an IEP team meeting only after all other avenues have been deemed ineffective. The districts’ attorney would be involved in due process hearings and unusual CDE complaints.	2009-10	Executive Director	Avoid bringing in lawyers; need procedures
32. Develop a process so that site staff understand their role in due process and are involved in decision-making at the resolution meeting and mediation levels.	2009-10	Ombudsman	
34. Research the feasibility of instituting an ADR process and implement an ADR program as deemed appropriate by the districts.	2009-10	Ombudsman	Some cost up front, long range saving

### FCMAT RECOMMENDATIONS – EVALUATION

Recommendation	Timeline	Responsible Entity	Input/Suggestions
4c. Annually monitor success in this area ( <i>disability awareness</i> ) through parent input sessions, surveys or other appropriate methods.	2009-10	Executive Director	
44. Document and ask parents about their needs and provide timely responses, both verbally and in writing.	2009-10	Executive Director	
66b. Set a target goal for year one of the action plan that builds in accountability standards for special education to maintain a consistent message regarding policy and procedures.	2009-10	Executive Director	
78. Evaluate special education staff morale <del>annually</del> <i>quarterly</i> .	2009-10	Executive Director	
134. Define the meaning of “support” for special education staff and principals. Establish accountability standards to measure the effectiveness of that support from both the department and the school site each year.	2009-10	Executive Director	<b>Note: This recommendation was left off Attachment One</b>

### FCMAT RECOMMENDATIONS – FISCAL

Recommendation	Timeline	Responsible Entity	Input/Suggestions
74. Complete a district review of facilities, equipment and supplies available to the special education staff and make recommendations for improvement.	in progress	Fiscal Services Special Education Facilities/Operations	Inventory ADA facility needs
84. Use a position control system that guards against hiring FTE outside of budget constraints.	completed	Fiscal Services	
85b. Task the Business Office with providing data and reports to the Superintendent and Cabinet.	completed	Fiscal Services	Print out electronically
87. Collaboratively develop special education budgets for the 2009-10 school year among the business office, special education department and site administrators.	in progress	Fiscal Services Special Education	Site administrator collaborative
88. Utilize procedures developed by the Superintendent and Superintendent's cabinet to ensure that these funds are used to meet district-wide goals.	in progress	Fiscal Services	Attach \$\$ to priorities
89. Ensure proficiency with the new special education administration in monitoring and updating the special education budget.	in progress	Fiscal Services	
90. Establish an ongoing process for monthly review of the special education budgets to complete budget transfers, balance position control, and determine the budgetary status of the program.	ongoing	Fiscal Services	
91. Ensure that monthly communication occurs with the Superintendent and cabinet regarding the budgetary status of the program.	ongoing	Fiscal Services Special Education	Communication!
92. Ensure that the new special education administration receives training on Standardized Account Code Structures (SACS) codes.	completed ongoing	Fiscal Services Special Education	Easy!
128. Develop a system of checks and balances through oversight of the resources through a special education staff utilization plan that is reviewed by both the principal and the Executive Director of Special Education.	2009-10	Principals Executive Director	
130. Recapture resources annually as students move, exit the program, or as needs change. Utilize those resources to meet ongoing needs of other students with disabilities.			

### FCMAT RECOMMENDATIONS – INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Recommendation	Timeline	Responsible Entity	Input/Suggestions
27. Conduct legal staff meetings prior to an IEP when additional resources may be discussed so that decisions can be made as required at the IEP meeting. This would reduce the number of IEPs that either the districts' attorney or the special education district office staff needs to attend, reduce delays in resolving issues and empower IEP teams.	2009-10	School Sites in cooperation with SPED Administration	No decisions made prior to the IEP meeting; include parent in planning process.
28. Develop a process so that the special education management staff is available to attend IEP meetings to assist in resolving complex issues when needed.	2009-10	Executive Director	Need procedures

**FCMAT RECOMMENDATIONS – INSTRUCTIONAL ASSISTANTS**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
6. Establish special education department procedures on effective communication strategies for 1:1 aides and parents.	2009-10	Personnel Special Education	Parent Communication
7. Define the roles and responsibilities of instructional aides and communicate with parents so there is a clear understanding of expectations.	2009-10	Special Education	
60. Take immediate action to improve the hiring practices for special education staff. Specifically, explore options for increasing efficiency in the hiring process for instructional aides to decrease the lapse in time from hire to start date.	in progress	Personnel	Hiring
61. Develop interim strategies to fill open unfilled instructional aide positions with trained staff until a permanent employee is hired. Consider creating a pool of floater aides that are full trained to fill positions on an interim basis. 136. Provide substitutes when aides are absent in key areas, such as 1:1 aides or self contained SDC moderate/severe classes, or when an aide is out for an extended time. 137. Hire a specific number of permanent floater aides that are trained and available to assist with difficult situations and during the hiring process for a new 1:1 aide. This will ensure immediate coverage for the student which will significantly relieve frustration of both staff and parents.	2009-10	Personnel	Hiring
86. Develop a process that includes the special education Executive Director’s signed agreement to replace or add an aide before personnel begins the hiring process. Use established procedures outlined on the Authorization for Employment Recruitment Replacement form. Include a section for special education approval.	in progress	Personnel Special Education	Hiring
129. Review the needs of students as they transition from elementary to secondary to make sure that the instructional aide supports follow the student.	2009-10		Hiring Staffing
131. Send an annual notice of assignment to aides and teachers to establish a communication link among the department, principals and special education staff.	2010-11	Personnel	Staffing
133. Develop interdepartmental procedures between personnel, business and special education to ensure that instructional aides are assigned to students in a timely way and in conformance with the IEP.	2009-10	Personnel Special Education	Hiring
135. Streamline the hiring process to facilitate ongoing hiring of special education aides.	2009-2010	Personnel	
138. Eliminate the aide position at a school site when a student with a 1:1 aide leaves the districts or no longer needs the aide.	2009-2010	Personnel Special Education	Staffing
139. Develop a transfer policy that enables aides to be aware of open positions at their current school site.	2010-2011	Personnel	

**FCMAT RECOMMENDATIONS – INSTRUCTIONAL ASSISTANTS**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
140. Review aide duties in collaboration with the special education department, the department chairs and the site principals to ensure that aides are working with special education students. Occasional use of a special education aide in other capacities is understandable, but not on a regular basis and not if it takes away from the needs of the special education services provided on that site.	2009-10	Department Chairs SPED Department Principals	Policies Procedures
141. Maintain minimum levels of staffing to appropriately meet the students’ needs while remaining in compliance with any contract or statutory requirements.	2009-10	Personnel	
142. Develop an aide handbook that would include best practices for aides including: <ul style="list-style-type: none"> <li>• How to handle behavioral and health issues</li> <li>• Suggestions on modification/accommodations</li> <li>• Information regarding IEPs, goals, and behavior plans</li> <li>• Disability awareness</li> <li>• Suggestions on how to work in collaboration with the general education classrooms as well as in the special education classroom</li> <li>• Confidentiality and expectations regarding aide/parent interactions</li> </ul>	2009-10	Retired Employee or Educational Consultant	Policies Procedures
143. Design a training module for newly hired instructional aides that provides direction and preparation in the management of student behavior and an orientation to specific disabilities that is completed prior to their official start date. 144. Design a sequence of staff development activities for all instructional aides. Provide adequate release time for instructional aides to access this training.	2009-10	Personnel Special Education	Training
145. Develop very specific procedures to follow when a site or a parent requests 1:1 aide. This includes forms to be completed prior to the IEP includes parent input that will provide data to determine if additional support is needed.	completed	School Sites	Parent Communication
146a. Develop procedures to review all aide assignments every spring for the following school year based on projected numbers and disabilities at each school site, program delivery models and school of attendance for students with 1:1 aides or significant health/behavioral difficulties. 146b. Make all assignment changes before end of the school year.	2009-10	Personnel Special Education	Staffing  Staffing
147. Review all aide positions once a process for decision-making is developed.	2009-10	Personnel	Policies Procedures
148. Ensure that all new positions follow the decision-making process.	2009-10	Personnel	Policies Procedures
149a. Develop policies, and if necessary board policies, that clearly define special education aides as being district aides and not specific site aides, 149b. These policies should include the roles and responsibilities of the site administrator and the special education department, and, 149c. the transfer policy for special education aides.	2009-10	Personnel Special Education	Policies Procedures  Special Education Department and Personnel

### FCMAT RECOMMENDATIONS – INTERAGENCY

Recommendation	Timeline	Responsible Entity	Input/Suggestions
8. Meet at least annually with both mental health and local regional center staff to open dialogue, address school, agency and parent concerns and evaluate the effectiveness of the transition process between schools and agencies.	completed	Executive Director SELPA	
26a. Develop with the SELPA a streamlined process for referrals to regionalized programs. Train all appropriate staff on the process and develop of method to keep site staff and parents informed of the status of the student’s referral.	in progress with SELPA	Executive Director SELPA	
97. Connect with community organizations that serve low-income families to arrange geographically convenient meeting places and/or transportation to parent meetings.	in progress	Executive Director	
150. Review the current procedures and practice between the districts and the county office of education regarding the manifestation/expulsion process for students with disabilities.	in progress	Executive Director County Office of Education	

### FCMAT RECOMMENDATIONS – NO ACTION

Recommendation	Timeline	Responsible Entity	Input/Suggestions
79. Continue to participate in the Santa Barbara County SELPA. Reconsider becoming a single-district SELPA when stable leadership and efficient, effective processes and procedures are in place in special education, and when enrollment is stable and increasing.	not a priority	N/A	
80. Wait until the report to the SELPA from the consultant is received and reviewed before considering assuming the operation of additional regional programs.	not a priority	N/A	
81. If a decision is made to take such an action, develop and implement a plan pursuant to EC Section 56207, to affect the transfer with minimal disruption to services. Ensure that parents are well aware of the action and are urged to participate in the planning.	not a priority	N/A	
93. Remain in the facilities consortium until such time as the efficiencies, proper procedures and process have been developed and implemented with the special education department of the Santa Barbara School Districts.	not a priority	N/A	

**FCMAT RECOMMENDATIONS – ORGANIZATIONAL/SUPERVISION**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
46. Assign overall management responsibility for the operations of special education and health services to an Executive Director who reports directly to the Associate Superintendent for Education Services.	completed	Associate Superintendent Executive Director	Organizational
47. Assign management of the day-to-day special education operations to a position (elementary or secondary) that reports directly to the Executive Director.	completed	Executive Director	Organizational
48. Realign the job responsibilities of the program specialists to provide instructional leadership to programs and services for students with disabilities at school sites and ensure effective departmental communication.	completed	Executive Director	Organizational
49. Create a systematic supervision plan for special education. During the implementation phase, have the Executive Director report directly to the Superintendent.	in progress	Superintendent Executive Director	Organizational
53. Move the supervision of Section 504 back to the Director of Student Services for at least two years.	not a priority	Keep with SPED Executive Director	Chain of Command
54. Move the supervision of home hospital back to Educational Services.	not a priority	Keep with SPED	Chain of Command
63. Establish the parameters of authority for special education leadership, which should be supported and communicated by the Superintendent to all departments and school site administrators.	2009-10	Superintendent Cabinet	Chain of Command
64. Streamline the decision-making process for special education in the districts to include the necessary interdepartmental communication between personnel, finance, school site principals and staff.	2009-10	Cabinet Principals	
65a. Define the roles and responsibilities of principals and district special education administration. 65b. Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents.	2009-10	SPED Administration Principals	Chain of Command Staff Support
66a. Develop a system for disseminating a consistent message regarding special education policy and procedures. Accomplish this through a published and regularly updated procedural handbook, agenda items at job-alike meetings, agenda items at principal meetings, or staff training for major changes.	2009-10	Educational Consultant  Principals	Staff Support
70. Set the improvement of special education staff morale as a priority for the new special education administration and the districts.	2009-10	System-wide	Staff Morale
77. Develop strategies to ensure that the environment in special education is open and transparent to minimize the fear of retaliation that currently exists.	2009-10	System-wide	
85a. Establish open lines of communication between personnel, special education and the business office.	2009-10	Personnel, SPED Fiscal Services	Communications with Staff
106. Determine who is charge of the special education teachers, aides, curriculum, materials and evaluations based on the philosophy of the department, and ensure that these decisions are clearly communicated to all site administrators, special educators and district office staff.	2009-10	Executive Director	<b>Note: This recommendation was left off Attachment One.</b>
125. Assign primary oversight responsibility for the staffing and assignment of special education teachers and aides to the special education department leadership.	2009-10	Personnel Special Education	Organizational

### FCMAT RECOMMENDATIONS – PROGRAMS

Recommendation	Timeline	Responsible Entity	Input/Suggestions
25. Develop a written process to determine when a student on an IEP requires additional services. Decisions should always be based on appropriate formal and/or informal assessments.	2009-10	Special Education	In Education Code – develop protocol
120. Develop a strategic plan for special education that clearly outlines the range of services available for students particularly specialized programming for students with <del>disabilities emotional disturbance and autism</del> . 123. Work collaboratively with the SELPA to ensure that a full range of programs and services are available to meet the needs of students in the Santa Barbara Districts. 124. Use a strategic planning process with all stakeholders, including parents, to develop a full range of specialized services for <del>students with disabilities the emotionally disturbed and autistic populations</del> .	2009-10	Special Education SELPA  Stakeholder Workgroup	Include personnel completing specific jobs
151. Ensure that special education students have access to standards-based curriculum aligned with the core curriculum for their grade level. 152a. Identify the scientifically based curriculum and strategies to be used with students with disabilities.	2009-10	Special Education Education Services Principals	Continue training with general education and special education in PLCs

### FCMAT RECOMMENDATIONS – SCHOOL BOARD

Recommendation	Timeline	Responsible Entity	Input/Suggestions
50. Schedule regular reports to the board by the Superintendent <i>or by special education personnel</i> on the progress of the reorganization and action plan for special education.	completed	Executive Director	
55. Adopt a board-approved special education vision statement and policy with a commitment that all children receive a free appropriate public education. This policy development should include parents, staff and community.	2009-10	Governing Board SEPAC Stakeholder Workgroup	Vision
56. Ensure that all items listed as concerns by parents in the report are addressed by the school board, with an action plan submitted by staff showing who is responsible for implementation, the timeline and the costs involved.	2009-10	Governing Board Executive Director Educational Consultant	Creates system for ongoing process for Board feedback to parent concerns
103. Contract with someone who is skilled in developing mission/philosophy statements and facilitating groups to provide structure and transparency to the process, which will assist in improving trust between the stakeholders.	not a priority		Use existing staff to implement – parents, community
104. Present the mission and philosophy statements to the school board for approval.	2009-10	Executive Director	

### FCMAT RECOMMENDATIONS – STAFFING

Recommendation	Timeline	Responsible Entity	Input/Suggestions
51. Begin recruiting for new special education leadership positions in the early spring to secure the best candidates for these positions.	completed	Personnel Special Education	
82. Use a personnel request form that is routed for appropriate approval signatures prior to hiring taking place.	in progress	Personnel	
83. Review signature requirements on all HR/Payroll forms and streamline the process where possible.	in progress	Personnel	
95a. Provide interpreters and child care at meetings 95b. to encourage participation ( <i>in what?</i> ).			Further clarification needed
115. Standardize the staffing plan for special education that reflects the total FTE funded by special education revenues, the class sizes and caseload numbers regardless of the kind of program delivery model implemented on the school sites.	in progress	Personnel SPED Administration	
116. Develop a staffing list that reflects the total FTE for all certificated and classified staff that is aligned with the totals in the personnel department and the function codes for special education available in the business office, and accurately reflects the specific site assignments for all special education staff.	2009-10	Personnel Executive Director/Designee	Accountability in Staffing
117. Develop a plan to monitor the class size, caseload and numbers of instructional aides assigned to provide services.	2009-10	Personnel Special Education	
118. Create and implement staffing formulas for all program options and services that align with the standards of practice, legal and contractual agreements.	2009-10	Personnel Special Education Associations: Classified and Certificated	Accountability in Staffing
119. Increase the staffing level for nurses from 3.0 to 7.0 to align more closely with the state wide ratio of 1:2219.	2009-10	Executive Director	Have increased by 1.50 FTE positions
121. Reduce the psychologist FTE by 3.0-5.0 for a savings of \$255,444-425,740.	not a priority	Personnel Special Education Governing Board	Requires further analysis
122. Give individual school sites the option to purchase additional psychologist services from school site funds.	not a priority	Principals	Depends on outcome of #121
126. Provide transparency with staffing formulas to ensure that stakeholders have: <ul style="list-style-type: none"> <li>• A common understanding of the rationale for staffing decisions</li> <li>• The opportunity for site principals to provide input on programming needs</li> </ul>	2009-10	Personnel Special Education	
127a. Align staffing assignments with appropriate credentials and skills.	completed	Personnel	Accountability in Staffing
132a. Monitor assignments to ensure that staff are appropriately certified.	completed	Personnel	Accountability in Staffing

**FCMAT RECOMMENDATIONS – STUDENT STUDY TEAM (SST)/RESPONSE to INTERVENTION (Rtl)**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
107. Establish a district-wide student study team process at each school to reduce the likelihood that a student is treated differently at one school site than another.	2009-10	Education Services	District needs to develop a district-wide process where all schools, general education and special education work together
108. Train all sites on the SST process.	2009-10	Education Services	SST & Rtl need to be very well defined
109. Include in the district-wide <del>SST</del> Rtl process a consistent method of documenting: <ul style="list-style-type: none"> <li>• The levels of RTI operating at the school</li> <li>• The specific data collected through RTI</li> <li>• The criteria for referring for a special education assessment</li> </ul>	requires multiple years to implement	Education Services	District needs to include specific, clear, ongoing timelines when developing this process
110. Collect data from all sites to determine the effectiveness of the SST process. Data would include: <ul style="list-style-type: none"> <li>• The numbers of students discussed at SSTs</li> <li>• The number of students assessed for special education</li> <li>• The number of students who were assessed and found eligible for special education</li> </ul>	requires multiple years to implement	Education Services	SST & Rtl need to be very well defined
111. Include special education teachers in all RTI, strategy instruction and academic training provided to general education teachers as appropriate for their grade level and subject matter.	requires multiple years to implement	Education Services	
113. Train all psychologists on how to use RTI as part of the decision-making process for referral to special education, not as a substitute for the discrepancy model but to further demonstrate the eligibility for special education.	requires multiple years to implement	Education Services	Encourage representation on SELPA Rtl ad hoc committee
114. Evaluate the effectiveness of current Response to Intervention strategies that impact the identification rate for special education.	requires multiple years to implement	Education Services	

\*A district Rtl process and protocols (which emphasize timelines with ongoing assessment) need to be in place prior to addressing Category 15.

**FCMAT RECOMMENDATIONS – TRAINING**

<b>Recommendation</b>	<b>Timeline</b>	<b>Responsible Entity</b>	<b>Input/Suggestions</b>
4a. Provide training for principals on disability awareness and cultural diversity.	2009-10	Special Education	
30. Train staff that regularly attends IEP meetings, including special education teachers, DIS staff and site administrators, in methodology for effective IEP team meetings, such as the upcoming training on collaborative IEPs.	in progress ongoing	Special Education SELPA County Office	
12. Ensure that principals take a leadership role in ensuring all children are treated equally and fairly on their school campus, as they are required to do by federal and state statute. 31. Train IEP administrators and administrator designees in legal requirements of special education so they can effectively chair IEP team meetings. 69. Provide training and support to all site principals regarding special education procedures and the IEP process.	2009-10	Education Services Principals Special Education in cooperation with SELPA	
40. Require the special education department to coordinate trainings for parents who do not speak English with the District English Language Advisory Committee (DELAC).	2009-10	Special Education Education Services	
41. Contact the <del>PTI</del> <i>parent organizations and outside agencies</i> to schedule local trainings for staff and parents.	2009-2010	Special Education	
57. Formulate a staff development plan based on a needs assessment, with input from parents, teachers, principals, instructional assistants, and general education staff. Implement the plan for the 2009-10 school year. 94. Assess the training needs of staff to exchange ideas and suggestions with the new special education leadership. 96. Provide training to teachers on strategies for working with low-income families.	2009-10 ongoing	Special Education in collaboration with UCSB	
58. Provide opportunities for general and special education teachers to meet regularly regarding special education processes and develop effective communication strategies to assist children with exceptional needs. 71. Cultivate strong collegial support for special educators, with particular attention to the relationships with general education teachers. Accomplish this at the site on staff development days and at the district level at least two times per year.	2009-10	Principals	
59. Establish job-alike meetings for special education staff. 72. Hold job-alike meetings at least four times per year so special educators can connect with department colleagues to share ideas, celebrate successes and problem-solve complicated cases.	2009-10	Principals	
75. Explore options through the county office of education or SELPA to provide training and support to special education teachers. 127b. Provide the opportunity for training and support for specific skill areas. 132b. <i>Staff is appropriately</i> trained for the specific assignment for each school year. 152b. Provide the necessary staff training to ensure successful implementation ( <i>of scientifically based curriculum and strategies</i> ). 153. Train special education teachers regarding the core curriculum areas measured in state and district-level tests.	2009-10	Special Education Education Services in cooperation with University of CA at Santa Barbara	
76. Provide teachers with a forum to exchange ideas and suggestions with the new special education leadership.	2009-10	Principals/Designee	
98. Provide education to staff and families that encourages understanding and celebration of diverse family forms, culture and ethnicities.	2009-10	System-wide	Include respect and celebration in vision statement
112. Ensure that all special education teachers have the appropriate materials to implement the trainings.	2009-20	Principals/Designee Special Education	