

FISCAL CRISIS MANAGEMENT ASSISTANCE TEAM (FCMAT) RECOMMENDATIONS by CATEGORY

Category #	Category	
1	Advisory Group	(Subgroup 2)
2	Communication and/or Information/Resources	(Subgroup 1)
3	Disability Awareness	(Subgroup 3)
4	Due Process (includes alternative dispute resolution)	(Subgroup 2)
5	Evaluation	(Subgroup 3)
6	Fiscal	(Subgroup 2)
7	Individualized Education Program (IEP)	(Subgroup 5)
8	Instructional Assistants	(Subgroup 4)
9	Interagency (includes other public agencies as well as county office of education)	
10	No Action (required at this time)	
11	Organizational/Supervision	(Subgroup 4)
12	Programs	(Subgroup 5)
13	School Board	(Subgroup 2)
14	Staffing (includes human resources)	(Subgroup 4)
15	Student Study Team (SST)/Response to Intervention (Rtl)	(Subgroup 5)
16	Training (includes professional/staff development)	(Subgroup 3)

A priority: Needs to be implemented immediately – in the 2009-2010 school year

B priority: Important, but due to costs, staffing, and other constraints, needs to be implemented in the 2010-2011 school year

C priority: Important, but will require multiple years to implement

D priority: Duplicate – needs to be consolidated and in which area

E priority: Not a priority at this time

FCMAT RECOMMENDATIONS – ADVISORY GROUP CATEGORY 1

Recommendation	Priority	Input – Suggestions
35. Establish a district-sponsored advisory group coordinated by the Executive Director of Special Education using guidelines approved by the Governing Board <i>(also listed in school board category)</i> .	A	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.	A	District-sponsored advisory models
37. Ensure that the advisory board has a balanced representation of disabilities, age/grades of students, and ethnicities.	A	
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.	A	
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.	A	
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"> • Parents • Special Education district office administrators • Special Education service providers • General Education teachers • Site administrators 	A	Department mission

Note: This category is OK as is – no duplication.

FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES CATEGORY 2

Recommendation	Priority	Input – Suggestions
1. Develop repeated contacts and interactions with parents to improve trust and communication skills.	A	Home/School Communication
2. Consider the following actions to promote trust and improve communication: <ul style="list-style-type: none"> • Accept parents as they are • Share information and resources • Follow through on promised actions • Discuss objectives openly • Prepare for meetings for parents 	A	Working Partnership
3. Explore available options for updating parents regarding special education issues through e-mail, telephone contact, parent meetings etc.	A	Home/School Communication
5. Ensure that parents receive timely and consistent responses from the districts on all special education matters.	A	Home/School Communication
9. Strive to convey at least three consistent themes to families: <ul style="list-style-type: none"> • The desire to develop a working partnership with families • The crucial nature of family input regarding children’s educational progress • The importance of working together to identify mutually advantageous solutions to problems. 	A	Working Partnership
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.	A	Home/School Communication
11. Encourage parents to visit school sites regularly and talk with the principals and teacher regarding their child’s education setting.	A	Working Partnership
13. Develop a clear, welcoming parent involvement policy, and publish and post it in an obvious location in each school site in the districts.	A	Working Partnership
14. Display welcome signs in various languages.	A	Working Partnership

FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES CATEGORY 2

Recommendation	Priority	Input – Suggestions
15. Ensure that the school office is friendly and open.	A	Working Partnership
17. Provide a parent contact person responsible for connecting parents and educators at each school site.	A	Home/School Communication
18. Post a school map to help visitors find their way around the school buildings.	A	Working Partnership
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.		
21. Develop a Frequently Asked Questions and Answers section on the special education Web page to assist parents with common questions.	B	Web Support
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.	C	Non-biased Support Personnel
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.	A	Home/School Communication
24. Develop a regular schedule for special education district office staff to meet that includes time to review questions from sites and parents.	A	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 (<i>also listed under training category</i>).	C	Non-biased Support Personnel
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.	C	Non-biased Support Personnel
42. Invite parents to visit their child’s classroom.	A	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.	A	Working Partnership
45. Revise the special education section of the districts’ Web site to ensure it achieves meaningful communication and outreach to Spanish-speaking families	B	Web Support

FCMAT RECOMMENDATIONS – COMMUNICATION AND INFORMATION/RESOURCES CATEGORY 2

Recommendation	Priority	Input – Suggestions
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.	A	Home/School Communication
62. Update the districts' Web site to include current information about special education, with highlights in Spanish.	B	Web Support
65a. Define the roles and responsibilities of principals and district special education administration (<i>also listed under organizational/supervision category</i>). 65b. Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents.	A	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. 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 (<i>also listed under evaluation category</i>).	A	Staff Support
67. Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	A	Staff Support
68. Develop a comprehensive Web page for special education that provides parents and community members with a user-friendly resource.	A B	Staff Support Web Support
99. Strive to convey at least three consistent themes to families: <ul style="list-style-type: none"> • The desire to develop working partnerships with families • The crucial nature of family input into their child's educational progress • The importance of working together to identify mutually advantageous solutions to problems 	A	Working Partnership
100. Develop effective two-way communication. Parents and teachers 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, thus avoiding misunderstandings and helping parents understand how to reinforce learning and school instruction in the home.	A	Home/School Communication
101. Seek assistance from Hispanic advocates to facilitate communication.	C A	Non-biased Support Personnel Working Partnership

FCMAT RECOMMENDATIONS – DISABILITY AWARENESS CATEGORY 3

Recommendation	Priority	Input – Suggestions
4a. Provide training for principals on disability awareness and cultural diversity to	A/D	Move to Category 2 (Communication)
4b. Ensure that families of students with disabilities feel welcome on the campus <i>(also listed under training category).</i>	D	Move to Category 16 (Training)
4c. Annually monitor success in this area through parent input sessions, surveys or other appropriate methods <i>(also listed under evaluation category).</i>	D	Move to Category 5 (Evaluation)
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.	A/D	Move to Category 16, #31 (Training)
16. Organize the school so that each special education child is known well by six people.	A/D	Move to Category 2 (Communication)
19. Arrange children’s work and photographs in the main hallways. Be sure to include special education and general education students together.	A/D	Move to Category 2 (Communication)
77. Develop strategies to ensure that the environment in special education is open and transparent to minimize the fear of retaliation that currently exists.	A/D	Move to Category 11 (Organization/Supervision)

Note: Absorb this category into other categories.

FCMAT RECOMMENDATIONS – DUE PROCESS CATEGORY 4

Recommendation	Priority	Input – Suggestions
29a. Provide a district attorney for an IEP team meeting only after all other avenues have been deemed ineffective <i>(also listed under IEP category)</i> .	A	Consolidation to Category 7 (IEP)
29b. The districts' attorney would be involved in due process hearings and unusual CDE complaints.	A	Avoid attorney/litigation
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.	A	
34. Research the feasibility of instituting an ADR process and implement an ADR program as deemed appropriate by the districts.	A	Some cost up front, long range saving

FCMAT RECOMMENDATIONS – EVALUATION CATEGORY 5

Recommendation	Priority	Input – Suggestions
4a. Provide training for principals on disability awareness and cultural diversity	A/D	Move to Category 2 (Communication)
4b. Ensure that families of students with disabilities feel welcome on the campus <i>(also listed under disability awareness and training categories)</i> .	D	Move to Category 16 (Training)
4c. Annually monitor success in this area through parent input sessions, surveys or other appropriate methods.	D	Move to Category 5 (Evaluation)
44. Document and ask parents about their needs and provide timely responses, both verbally and in writing.	A/D	Move to Category 2 (Communication)
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 <i>(also listed under communication and information/resources category)</i> .	A/D	Move to Category 2 (Communication) or Category 11 (Organizational/Supervision)
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.	A	
78. Evaluate special education staff morale annually.	A	
114. Evaluate the effectiveness of current Response to Intervention strategies that impact the identification rate for special education <i>(also listed under SST/RtI category)</i> .	C	

FCMAT RECOMMENDATIONS – FISCAL CATEGORY 6

Recommendation	Priority	Input – Suggestions
74. Complete a district review of facilities, equipment and supplies available to the special education staff and make recommendations for improvement.	A	Inventory
82. Use a personnel request form that is routed for appropriate approval signatures prior to hiring taking place <i>(also listed under staffing category)</i> .	A	Consider under Category 14 (Staffing) Already in process
83. Review signature requirements on all HR/Payroll forms and streamline the process where possible <i>(also listed under staffing category)</i> .	A	Consider under Category 14 (Staffing) Already in process
84. Use a position control system that guards against hiring FTE outside of budget constraints <i>(also listed under staffing category)</i> .		Currently being done
85a. Establish open lines of communication between personnel, special education and the business office <i>(also listed under organizational/supervision category)</i> . 85b. Task the Business Office with providing data and reports to the Superintendent and Cabinet.	A	Consider under Category 11 (Organizational/Supervision) – Create e-mail communication – staff internal, category, department
87. Collaboratively develop special education budgets for the 2009-10 school year among the business office, special education department and site administrators.	A/B	Printing out -e- already available
88. Utilize procedures developed by the Superintendent and Superintendent's cabinet to ensure that these funds are used to meet district-wide goals.	A	Site administrator collaborative, need clarification on recommendation
89. Ensure proficiency with the new special education administration in monitoring and updating the special education budget.	A	Attach \$\$ to priorities
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.	A	
91. Ensure that monthly communication occurs with the Superintendent and cabinet regarding the budgetary status of the program.	A	Communication!
92. Ensure that the new special education administration receives training on Standardized Account Code Structures (SACS) codes.	A	Easy!

FCMAT RECOMMENDATIONS – INDIVIDUALIZED EDUCATION PROGRAM (IEP) CATEGORY 7

Recommendation	Priority	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.		<ul style="list-style-type: none"> • Should be occurring with case manager and parent • With communication best practices • Cannot have a pre-meeting without parents • Cannot prioritize until clarification on policies and procedures defined.
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.	A	Need procedures
29a. Provide a district attorney for an IEP team meeting only after all other avenues have been deemed ineffective. 29b. The districts’ attorney would be involved in due process hearings and unusual CDE complaints (<i>also listed under due process category</i>).	A	Need procedures
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 (<i>also listed under training category</i>).	A/D	Duplicate – Move to Category 16 (Training)
31. Train IEP administrators and administrator designees in legal requirements of special education so they can effectively chair IEP team meetings (<i>also listed under training category</i>).	A/D	Duplicate – Move to Category 16 (Training)
69. Provide training and support to all site principals regarding special education procedures and the IEP process (<i>also listed under training category</i>).	A/D	Duplicate – Move to Category 16 (Training)

FCMAT RECOMMENDATIONS – INSTRUCTIONAL ASSISTANTS CATEGORY 8

Recommendation	Priority	Input – Suggestions
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.	A	Mission and Philosophy
6. Establish special education department procedures on effective communication strategies for 1:1 aides and parents.	A	Parent Communication
7. Define the roles and responsibilities of instructional aides and communicate with parents so there is a clear understanding of expectations.	A	Parent Communication
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
129. Review the needs of students as they transition from elementary to secondary to make sure that the instructional aide supports follow the student.	A	Hiring Instructional Assistants Staffing Instructional Assistants
131. Send an annual notice of assignment to aides and teachers to establish a communication link among the department, principals and special education staff <i>(also listed under staffing category)</i> .	B	Staffing Instructional Assistants
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
135. Streamline the hiring process to facilitate ongoing hiring of special education aides <i>(also listed under staffing category)</i> .	A	

Note: Phrases in bold font indicate top priority.

FCMAT RECOMMENDATIONS – INSTRUCTIONAL ASSISTANTS CATEGORY 8

Recommendation	Priority	Input – Suggestions
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
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 <i>(also listed under staffing category)</i> .	A	Hiring Instructional Assistants
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 <i>(also listed under staffing category)</i> .	A	Staffing Instructional Assistants
139. Develop a transfer policy that enables aides to be aware of open positions at their current school site <i>(also listed under staffing category)</i> .	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 <i>(also listed under staffing category)</i> .	A	Policies and Procedures
142. Develop an aide handbook that would include best practices for aides including: <ul style="list-style-type: none"> • How to handle behavioral and health issues • Suggestions on modification/accommodations • Information regarding IEPs, goals, and behavior plans • Disability awareness • Suggestions on how to work in collaboration with the general education classrooms as well as in the special education classroom • Confidentiality and expectations regarding aide/parent interactions 	A	Policies and Procedures

Note: Phrases in bold font indicate top priority.

FCMAT RECOMMENDATIONS – INSTRUCTIONAL ASSISTANTS CATEGORY 8

Recommendation	Priority	Input – Suggestions
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 <i>(also listed under training category)</i> .	A	Training
144. Design a sequence of staff development activities for all instructional aides. Provide adequate release time for instructional aides to access this training <i>(also listed under training category)</i> .	A	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.	A	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.	A	Staffing Instructional Assistants
146b. Make all assignment changes before end of the school year.	A	Staffing Instructional Assistants
147. Review all aide positions once a process for decision-making is developed.	A	Policies and Procedures
148. Ensure that all new positions follow the decision-making process.	A	Policies and Procedures
149a. Develop policies, and if necessary board policies, that clearly define special education aides as being district aides and not specific site aides <i>(also listed under school board category)</i> .	A	Policies and Procedures
149b. These policies should include the roles and responsibilities of the site administrator and the special education department, and the transfer policy for special education aides.	A	Policies and Procedures

Note: Phrases in bold font indicate top priority.

FCMAT RECOMMENDATIONS – INTERAGENCY CATEGORY 9

Recommendation	Priority	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.		
26a. Develop with the SELPA a streamlined process for referrals to regionalized programs. 26b. 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 (<i>also listed under training category</i>).		
97. Connect with community organizations that serve low-income families to arrange geographically convenient meeting places and/or transportation to parent meetings.		
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.		

FCMAT RECOMMENDATIONS – NO ACTION CATEGORY 10

Recommendation	Priority	Input – Suggestions
<p>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.</p>		
<p>80. Wait until the report to the SELPA from the consultant is received and reviewed before considering assuming the operation of additional regional programs.</p>		
<p>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.</p>		
<p>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.</p>		

FCMAT RECOMMENDATIONS – ORGANIZATIONAL/SUPERVISION CATEGORY 11

Recommendation	Priority	Input – Suggestions
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.	A	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.	A	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.	A	Organizational
49. Create a systematic supervision plan for special education. During the implementation phase, have the Executive Director report directly to the Superintendent.	A	Chain of Command
53. Move the supervision of Section 504 back to the Director of Student Services for at least two years.	A	Chain of Command
54. Move the supervision of home hospital back to Educational Services.	A	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.	A	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.	A	Move from Category 11 (Organizational/Supervision)
65a. Define the roles and responsibilities of principals and district special education administration.	A	Chain of Command
65b. Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents (<i>also listed under communication and information/resources category</i>).	A	Move from Category 11 (Organizational/Supervision)
70. Set the improvement of special education staff morale as a priority for the new special education administration and the districts.	A	Staff Morale
85a. Establish open lines of communication between personnel, special education and the business office.	A	Communications with Staff
85b. Task the Business Office with providing data and reports to the Superintendent and Cabinet (<i>also listed under fiscal category</i>).	A	Move from Category 11 (Organizational/Supervision)
125. Assign primary oversight responsibility for the staffing and assignment of special education teachers and aides to the special education department leadership.	A	Organizational

Note: Phrase in bold font indicates top priority.

FCMAT RECOMMENDATIONS – PROGRAMS CATEGORY 12

Recommendation	Priority	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.	A	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 emotional disturbance and autism.	A	Include personnel completing specific jobs
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.	A	Collapse into Category 11, #120
124. Use a strategic planning process with all stakeholders, including parents, to develop a full range of specialized services for the emotionally disturbed and autistic populations.	A	Collapse into Category 11, #120
151. Ensure that special education students have access to standards-based curriculum aligned with the core curriculum for their grade level.	A	Continue training with general education and special education in professional learning communities (PLC)
152a. Identify the scientifically based curriculum and strategies to be used with students with disabilities, and 152b. Provide the necessary staff training to ensure successful implementation (<i>also listed under training category</i>).	A	Collapse into Category 11, #151

FCMAT RECOMMENDATIONS – SCHOOL BOARD CATEGORY 13

Recommendation	Priority	Input – Suggestions
35. Establish a district-sponsored advisory group coordinated by the Executive Director of Special Education using guidelines approved by the Governing Board <i>(also listed in advisory group category)</i> .	A	
50. Schedule regular reports to the board by the Superintendent on the progress of the reorganization and action plan for special education.	A	Advisory Committee propose schedule as per Category 1, #36 (advisory) Progress of reorganization: *Spec Ed Rep *Superintendent
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.	A	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.	A	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.	E	Use existing staff to implement – parents, community
104. Present the mission and philosophy statements to the school board for approval.	A	
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 the transfer policy for special education aides <i>(also listed in instructional assistant category)</i> .	A A	Develop policy – instructional assistant, staff – Move to Category 8 (Instructional Assistants) Special Education Department and Personnel

FCMAT RECOMMENDATIONS – STAFFING CATEGORY 14

Recommendation	Priority	Input – Suggestions
51. Begin recruiting for new special education leadership positions in the early spring to secure the best candidates for these positions.	B	Already done
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 (<i>also listed under instructional aide category</i>).	A	Move to Category 8 (Instructional Assistants) (Hiring) – already in process
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 (<i>also listed under instructional aide category</i>).	A	Move to Category 8 (Instructional Assistants) Already in process
82. Use a personnel request form that is routed for appropriate approval signatures prior to hiring taking place (<i>also listed under fiscal category</i>).	A	Already in process per staff
83. Review signature requirements on all HR/Payroll forms and streamline the process where possible (<i>also listed under fiscal category</i>).	A	Already in process per staff
84. Use a position control system that guards against hiring FTE outside of budget constraints (<i>also listed under fiscal category</i>).	A	Transfer to Category 6 (Fiscal)
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 (<i>also listed under instructional aide category</i>).	A	Move to Category 8 (Instructional Assistants) Already in process per staff
95. Provide interpreters and child care at meetings to encourage participation.	A	Need better interpreters who can interpret correctly
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.	A	Already in process per staff

FCMAT RECOMMENDATIONS – STAFFING CATEGORY 14

Recommendation	Priority	Input – Suggestions
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.	A	Accountability in Staffing
117. Develop a plan to monitor the class size, caseload and numbers of instructional aides assigned to provide services.	A	
118. Create and implement staffing formulas for all program options and services that align with the standards of practice, legal and contractual agreements.	A	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.	A	Nurses
121. Reduce the psychologist FTE by 3.0-5.0 for a savings of \$255,444-425,740.	E	Psychologists
122. Give individual school sites the option to purchase additional psychologist services from school site funds.	E	Psychologists
126. Provide transparency with staffing formulas to ensure that stakeholders have: <ul style="list-style-type: none"> • A common understanding of the rationale for staffing decisions • The opportunity for site principals to provide input on programming needs 	A	Move from Staffing
127a. Align staffing assignments with appropriate credentials and skills, and	A	Accountability in Staffing
127b. provide the opportunity for training and support for specific skill areas (<i>also listed under training category</i>).	A	Training
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 (<i>also listed under fiscal category</i>).	A/D	Move to Category 6 (Fiscal)
131. Send an annual notice of assignment to aides and teachers to establish a communication link among the department, principals and special education staff (<i>also listed under instructional aide category</i>).	A	Move to Category 8 (Instructional Assistants)
132a. Monitor assignments to ensure that staff are appropriately certified	A	Accountability in Staffing
132b. and trained for the specific assignment for each school year (<i>also listed under training category</i>).	A	Training

Note: Phrases in bold font indicate top priority.

FCMAT RECOMMENDATIONS – STAFFING CATEGORY 14

Recommendation	Priority	Input – Suggestions
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 <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
135. Streamline the hiring process to facilitate ongoing hiring of special education aides <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
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 <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
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 <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
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 <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
139. Develop a transfer policy that enables aides to be aware of open positions at their current school site <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
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 <i>(also listed under instructional aide category)</i> .	A	Move to Category 8 (Instructional Assistants)
141. Maintain minimum levels of staffing to appropriately meet the students' needs while remaining in compliance with any contract or statutory requirements.	A	Move to Category 8 (Instructional Assistants)

FCMAT RECOMMENDATIONS – STUDENT STUDY TEAM (SST)/RESPONSE to INTERVENTION (RtI) CATEGORY 15

Recommendation	Priority	Input – Suggestions
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.	A	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.	A	SST & RtI need to be very well defined
109. Include in the district-wide SST process a consistent method of documenting: <ul style="list-style-type: none"> • The levels of RTI operating at the school • The specific data collected through RTI • The criteria for referring for a special education assessment 	A	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"> • The numbers of students discussed at SSTs • The number of students assessed for special education • The number of students who were assessed and found eligible for special education 	A	SST & RtI 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.	A	
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 (<i>also listed under training category</i>).	A	
114. Evaluate the effectiveness of current Response to Intervention strategies that impact the identification rate for special education (<i>also listed under evaluation category</i>).	A	

Note: Collapse Category 15

FCMAT RECOMMENDATIONS – TRAINING CATEGORY 16

Recommendation	Priority	Input – Suggestions
4a. Provide training for principals on disability awareness and cultural diversity	A/D	Move to Category 2 (Communication)
4b. Ensure that families of students with disabilities feel welcome on the campus <i>(also listed under disability awareness category)</i> .	D	Move to Category 16 (Training)
4b. Annually monitor success in this area through parent input sessions, surveys or other appropriate methods. Evaluation <i>(also listed under evaluation category)</i> .	D	Move to Category 5 (Evaluation)
26a. Develop with the SELPA a streamlined process for referrals to regionalized programs <i>(also listed under interagency category)</i> .	D	Already addressed in Category 9 (Interagency)
26b. 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.	A	
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 <i>(also listed under IEP category)</i> .	A	Ongoing
31. Train IEP administrators and administrator designees in legal requirements of special education so they can effectively chair IEP team meetings <i>(also listed under IEP category)</i> .	A	Same as Category 16, #69 (Training)
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 <i>(also listed under communication and information/resources category)</i> .	A	Include Category 3, #12 (Disability Awareness)
40. Require the special education department to coordinate trainings for parents who do not speak English with the District English Language Advisory Committee (DELAC).	A	
41. Contact the PTI to schedule local trainings.	A	Change PTI to parent organizations – needs clarification

FCMAT RECOMMENDATIONS – TRAINING CATEGORY 16

Recommendation	Priority	Input – Suggestions
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.	A	Ongoing
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.	A	Same as Category 16, #71 (Training)
59. Establish job-alike meetings for special education staff.	A	Same as Category 16, #72 (Training)
69. Provide training and support to all site principals regarding special education procedures and the IEP process (<i>also listed under IEP category</i>).	A	Same as Category 16, #31 (Training)
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.	A	Same as Category 16, #58 (Training)
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.	A	Same as Category 16, #59 (Training)
75. Explore options through the county office of education or SELPA to provide training and support to special education teachers.	A/D	Combine Category 16 (Training) #s 75, 127b, 132b, 152b
76. Provide teachers with a forum to exchange ideas and suggestions with the new special education leadership.	A	
94. Assess the training needs of staff with regard to working with low-income families.	A	Move to Category 16, #57 (Training)

FCMAT RECOMMENDATIONS – TRAINING CATEGORY 16

Recommendation	Priority	Input – Suggestions
96. Provide training to teachers on strategies for working with low-income families.	A	Align with Category 16, #57 (Training)
98. Provide education to staff and families that encourages understanding and celebration of diverse family forms, culture and ethnicities.	A	Tolerance Training?
112. Ensure that all special education teachers have the appropriate materials to implement the trainings.	A	
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 (<i>also listed under SST/Rtl category</i>).	C	Encourage representation on SELPA Rtl ad hoc committee
127a. Align staffing assignments with appropriate credentials and skills (<i>also listed under staffing category</i>), and 127b. provide the opportunity for training and support for specific skill areas.	A/D	Move to Category 14 (Staffing) Combine Category 16 (Training) #s 75, 127b, 132b, 152b
132a. Monitor assignments to ensure that staff are appropriately certified (<i>also listed under staffing category</i>), and 132b. trained for the specific assignment for each school year.	A/D	Move to Category 14 (Staffing) Combine Category 16 (Training) #s 75, 127b, 132b, 152b
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.	A/D	Combine #s 143 & 144 Move to Category 8 (Instructional Assistants)
144. Design a sequence of staff development activities for all instructional aides. Provide adequate release time for instructional aides to access this training (<i>also listed under instructional aide category</i>).	AD	Combine #s 143 & 144 Move to Category 8 (Instructional Assistants)
152a. Identify the scientifically based curriculum and strategies to be used with students with disabilities (<i>also listed under program category</i>), and 152b. provide the necessary staff training to ensure successful implementation.	A/D A	Move to Category 12 (Programs) Combine Category 16 (Training) #s 75, 127b, 132b, 152b
153. Train special education teachers regarding the core curriculum areas measured in state and district-level tests.	A	Move to Category 12 (Programs)