



**DRAFT**

**PRIORITIES for Special Education  
in the Santa Barbara School Districts**

**May 24, 2010**

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## **Draft Priorities Plan for Special Education in the Santa Barbara School Districts**

*The draft Priorities Plan for Special Education is a follow-up to an independent special education review conducted by the Fiscal Crisis and Management Assistance Team (FCMAT) on behalf of the Santa Barbara School Districts. The process conducted to complete this draft plan involved the convening of a Special Education Stakeholder Workgroup to review, consolidate, prioritize, identify responsible persons, and establish timelines for implementation of the FCMAT recommendations (Attachment One). Furthermore, three different community forums were held to gather input on special education concerns and ideas for restructuring special education. Based on input from these forums and other written/verbal input from constituents, the Stakeholder Workgroup broke into subgroups to focus on four priority areas: communication, training, programs, and organization.*

### **Board-approved Mission Statement**

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The mission of the Santa Barbara School Districts is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

### **Board-approved Core Beliefs and Commitments**

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- We believe that the achievement of the districts' mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community.
- We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement.
- We will effectively and transparently manage our financial and human resources to support our educational goals.
- We will maintain safe and orderly school environments for all students and employees.
- We will promote a culture of mutual trust and respect among students, parents, staff, and community members.
- We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.

### **Board-approved Vision Statement for Students with Disabilities (5-11-10)**

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The Santa Barbara School District's vision is that students with disabilities will reach their full potential as members of society. The District embraces parents/guardians as collaborative partners in a process that promotes trust and respect. Each student shall be treated as a unique individual and shall receive a free and appropriate inclusive education through the use of best practices based on scientific research.

**ACTION PLANNING FOR SPECIAL EDUCATION – SANTA BARBARA SCHOOL DISTRICTS  
GOAL 1: IMPROVE COMMUNICATION AND INFORMATION STRUCTURES**

**Objective:** Implement systematic communication structures to support administrators, teachers, support staff, and parents of special education students

**Desired Result:** Improved communication among district office, site staff, parents, and community on behalf of children with disabilities

<b>Action Required</b>	<b>Target Audience</b>	<b>Responsible Entity</b>	<b>Resources Needed</b>	<b>Revised Target Date</b>	<b>Evaluation Indicators</b>
Rebuild the special education section of the district website to include links to stakeholder groups and agencies. (FCMAT #s 21, 39, 45, 62, 68, 105)	All staff Students and families Community members	SPED administrators  ADMIN Services – Communication Dept.	Additional hours from Webmaster  \$3,000	June 2010/ Ongoing updates for webpage	<ul style="list-style-type: none"> <li>Model special education webpage</li> </ul>
Enhance Special Education Information System (SEIS) to allow district and school site tracking of CASEMIS errors and determinations for compliance areas. (FCMAT #s 66b, 67)	Principals Assistant Principals Counselors SPED certificated staff	SELPA-SEIS SPED administrators SPED clerical staff	Training for site administration  Augment SEIS to track CASEMIS errors  Laptop and printer at each site to support electronic IEP input - \$29,656	March 2010/ Completed  Ongoing SEIS training  In progress	<ul style="list-style-type: none"> <li>Training sign-in sheets</li> <li>Compliance tracking queries</li> <li>Monthly record of queries accessed</li> <li>Reduction in CASEMIS errors and determinations for compliance areas</li> </ul>
Create a resource library for parents and staff use at each school site and utilize resource parent role. (FCMAT #s 3, 17, 20)	School administrators SPED teachers Instructional assistants SPED parents	SPED administrators with assistance from community liaisons	Professional resource materials - \$3,000 Cost of Resource Parent(s) - \$23,356	September 2010 Resource Parent hired	<ul style="list-style-type: none"> <li>Reference materials available on each site</li> <li>Check-out system/ access log of usage</li> </ul>
Systematically lay out elements of communication (modes, channels, control, elements, who talks to whom).  How will communication flow and what content? (FCMAT #s 3, 5, 10, 23, 24, 33, 39, 65b, 66a, 67, 76)	Two way communication between district, staff, parents, and community members	SPED administrators  When applicable, site administrators  SPED certificated staff	Use of existing resources (such as: email; teleparent; staff news; press releases; inter-district mail, E- news, newsletters, Op Ed pieces, etc.)	June 2010/ In progress  Bi-annual	<ul style="list-style-type: none"> <li>Evidence of hard copies</li> <li>Results of satisfaction survey completed by staff and parents</li> </ul>
Select and implement systematic program(s) to accomplish a centralized communication system for customer services and conflict management. (FCMAT #s 23, 32, 34, 44, 52)	SPED parents School administrators SPED certificated staff	SPED administrators  Research/Evaluation Department	Set-up Configuration software User access fees  \$20,000	August 2010/ In progress	<ul style="list-style-type: none"> <li>Purchased, customized, installed, and tested</li> </ul>
Achieve meaningful outreach and communication to Spanish-speaking families. (FCMAT #s 40, 45, 62, 95a, 95b, 101)	Spanish-speaking families	SPED administrators  ADMIN Services – Communication Dept.	Translations - \$31,000 Quality Interpretation Personnel, equipment, and hardware - \$19,800	In progress  Bi-annual	<ul style="list-style-type: none"> <li>Purchased equipment</li> <li>Log of translations</li> <li>Results of satisfaction survey</li> </ul>

**ACTION PLANNING FOR SPECIAL EDUCATION – SANTA BARBARA SCHOOL DISTRICTS  
GOAL 2: IMPROVE PROFESSIONAL DEVELOPMENT AND TRAINING**

**Objective:** Provide sustained training/support opportunities for administrators, certificated special education staff, classified special education staff and parents of special education students in the identified need areas.

**Desired Result:** Improved professional development and training infrastructure that supports the districts’ mission statements, core beliefs, and student achievement

<b>Action Required</b>	<b>Target Audience</b>	<b>Responsible Entity</b>	<b>Resources Needed</b>	<b>Revised Target Date</b>	<b>Evaluation Indicators</b>
Survey stakeholders as to most pressing training needs. (FCMAT #s 57, 94)	School administrators SPED classified staff SPED certificated staff SPED parents	SPED administrators Personnel	Email Website Zoomerang surveys \$5,000	June 2010/ In progress	<ul style="list-style-type: none"> <li>• Tabulation of surveys</li> </ul>
Formulate a professional development plan based on results of a training needs survey. (FCMAT # 57)	School administrators SPED classified staff SPED certificated staff SPED parents	Executive Director Ed Services Dept. UCSB	Paper Possible consulting cost from UCSB	June 2010/ In progress	<ul style="list-style-type: none"> <li>• Completion of a professional development plan</li> </ul>
Identify available training and support opportunities such as: school site; district-level; local/outlying SELPAs; county office; other public agencies; on-line courses; network sites, etc. (FCMAT #s 26a, 41, 75)	School administrators SPED classified staff SPED certificated staff SPED parents	SPED administrators SELPA	\$75,000	Summer Project	<ul style="list-style-type: none"> <li>• Published calendar of available training and support opportunities</li> </ul>
Calendar and provide training/support opportunities, with consideration of Spanish-speaking families. (FCMAT #s 4a, 26a, 27, 28, 30, 31, 69, 96, 127b, 132b, 152b, 153)	School administrators SPED classified staff SPED certificated staff SPED parents	SPED administrators SELPA	Cost of training: speaker fees; registration; mileage; substitutes; materials; etc. - \$10,000	March 2010/ Ongoing	<ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• On-line tracking</li> <li>• Certifications</li> <li>• Tally of evaluations</li> </ul>
Provide job-alike meetings, department meetings, assistance from program specialists, email communication, observations, visitations, walk-throughs, SELPA event advisor. (FCMAT #s 58, 59, 71, 72)	SPED certificated staff	SPED administrators School administrators SELPA	Substitutes Extra curricular hours	Completed/ Ongoing	<ul style="list-style-type: none"> <li>• Published calendar</li> <li>• Tracking sheet or events and activities</li> </ul>
Ensure that appropriate materials are available to implement training knowledge. (FCMAT #s 112, 127b)	SPED certificated staff	Executive Director	Materials /equipment to implement training modules - \$10,000	Ongoing	<ul style="list-style-type: none"> <li>• List of purchases</li> </ul>
Develop and implement a training module for instructional assistants. (FCMAT #s 143, 144)	Instructional assistants SPED teachers	SPED administrators Personnel	Purchase of existing online training modules Substitute costs - \$15,000	Completed on-line training  Ongoing	<ul style="list-style-type: none"> <li>• Completed module</li> <li>• Evidence of completed training</li> </ul>

**ACTION PLANNING FOR SPECIAL EDUCATION – SANTA BARBARA SCHOOL DISTRICTS  
GOAL 3: EFFECTIVE PROGRAMS/SERVICES**

**Objective:** Develop a full continuum and alignment of programs, service options, and instructional strategies for students with disabilities

**Desired Result:** Improved programs/services to ensure the educational success of students with disabilities

<b>Action Required</b>	<b>Target Audience</b>	<b>Responsible Entity</b>	<b>Resources Needed</b>	<b>Revised Target Date</b>	<b>Evaluation Indicators</b>
Identify programs/services/instructional strategies currently available in the district. (FCMAT # 152a)	SPED certificated staff Instructional assistants SPED students	SPED administrators		Feb. 2010/ Completed	<ul style="list-style-type: none"> <li>List of current district-provided programs/ services/instructional strategies</li> </ul>
Identify appropriate supports needed for current programs/services/instructional strategies (e.g., materials, training, etc.) (FCMAT # 112, 152a)	SPED teachers SPED students	SPED administrators SPED teachers Principals	<ul style="list-style-type: none"> <li>Supplemental curriculum - \$30,000</li> <li>Updated assessment kits/ protocols-\$52,000</li> <li>Vehicle for community training, field trips, APE - \$70,000</li> </ul>	In progress	<ul style="list-style-type: none"> <li>List of appropriate supports needed</li> <li>Purchases and delivery</li> </ul>
Identify programs/services/instructional strategies that can be accessed through the SELPA, county office, or other public agencies. (FCMAT #s 123, 152a)	SPED certificated staff Instructional assistants SPED students	SPED administrators		Completed	<ul style="list-style-type: none"> <li>List of programs/ services/instructional strategies accessible through other agencies</li> </ul>
Identify other programs/services/ instructional strategies needed but not available. (FCMAT #s 123, 124, 151, 152a)	SPED certificated staff Instructional assistants SPED students Parents	SPED administrators	<p>\$45,000 set-up costs for new autism class</p> <p>Cost TBD – identify other programs, etc.</p> <p>Cost analysis – district occupational therapist &amp; assistive technology</p>	<p>Class opened</p> <p>June 2010</p> <p>OT &amp; AT analysis - Summer</p>	<ul style="list-style-type: none"> <li>Survey to stakeholders</li> <li>Identified list of other programs/services/ instructional strategies needed but not available</li> </ul>
Identify specialized programming needed for students who may require more intensive services. (FCMAT #s 25, 120, 123, 124)	SPED teachers SPED students	SPED administrators SELPA	<ul style="list-style-type: none"> <li>Solo License - \$32,524</li> <li>Specialized materials (e.g. Inspiration/ Kidspiration - \$11,500</li> </ul>	<p>Purchased</p> <p>In progress</p>	<ul style="list-style-type: none"> <li>List of specialized programming needed</li> <li>Purchased items</li> </ul>
Continue with a Program/Services subcommittee to help facilitate the implementation of the action items listed above.	SPED certificated staff Instructional assistants SPED students	SPED directors Program specialists  Program/Services subcommittee	Cost of operating new classes, programs/ services, instructional strategies and/or specialized programming (possibly shift or redeploy existing resources)	<p>Completed/</p> <p>Ongoing as needed</p>	<ul style="list-style-type: none"> <li>Subcommittee meeting dates</li> <li>Notes from meetings</li> </ul>

**ACTION PLANNING FOR SPECIAL EDUCATION – SANTA BARBARA SCHOOL DISTRICTS  
GOAL 4: EFFECTIVE ORGANIZATIONAL STRUCTURE**

**Objective:** Establish the structure for an effective and responsive system for management of special education programs

**Desired Result:** Clear, effective, and transparent organizational structure to support special education staff and the educational goals of children with disabilities

<b>Action Required</b>	<b>Target Audience</b>	<b>Responsible Entity</b>	<b>Resources Needed</b>	<b>Revised Target Date</b>	<b>Evaluation Indicators</b>
Develop an organizational chart to include the roles and responsibilities of SPED staff and chain of command. (FCMAT #s 7, 46, 47, 48, 53, 54, 63, 65a, 77)	All staff Parents Community members	Executive Director  ADMIN Services – Communication Dept.	Website Paper copies	Completed	<ul style="list-style-type: none"> <li>Completed chart distributed via email to all staff and posted on the webpage</li> </ul>
Define the roles and responsibilities of school site administrative staff. (FCMAT #s 12, 13, 14, 16, 18, 19, 65a, 65b, 67)	SPED certificated staff Instructional assistants SPED students	Executive Director Principals	Meetings	Completed	<ul style="list-style-type: none"> <li>Matrix of roles and responsibilities</li> <li>Monthly district information and monitoring meetings</li> </ul>
Define inter-department decision-making process regarding special education. (FCMAT #s 49, 63, 64, 85a, 86, 125, 131, 133, 135)	Education Services Fiscal Services Facilities/Operations Personnel Research/Evaluation Special Education	Executive Director in cooperation with relevant departments if applicable	Accounting technician to assist with SPED budget  Meetings	In progress	<ul style="list-style-type: none"> <li>Decision-making matrix</li> </ul>
Develop, publish, and distribute the following special education documents: district policies/procedures; teacher handbook; and, instructional aide handbook. (FCMAT #s 6, 10, 13, 23, 28, 32, 34, 66a, 66b, 67, 77, 86, 133, 139, 142, 145, 146a, 149a-c, 150)	School administrators SPED classified staff SPED certificated staff	Executive Director in cooperation with relevant departments is applicable  Principals as appropriate	Cost of printing - \$5,000  Cost of consultant	In progress	<ul style="list-style-type: none"> <li>Completed special education materials</li> <li>Mailing or email list of recipients for distribution of completed documents</li> </ul>
Set the improvement of special education staff morale as a priority. (FCMAT #s 70, 77, 78)	All SPED staff Parents Community members	SPED administrators	Surveys	Ongoing	<ul style="list-style-type: none"> <li>Approved board policy on non-retaliation</li> <li>Results of satisfaction survey completed by SPED staff</li> <li>Calendar of completed site visits by SPED admin.</li> </ul>