

# SPECIAL EDUCATION REPORT

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# REVIEW OF PURPOSE



- Work with staff, visit sites, and review special education programs
- Assist staff with program implementation, fiscal and compliance issues, and providing a continuum of services
- Provide recommendations for next steps

# STAKEHOLDERS MEETINGS



- Special Education District Office Staff
- Special Education Parent Group (May 22, 2019)
- Saugus Teachers Association (STA)
- California School Employees Association (CSEA)
- Mild/Moderate, Mod/Severe Teachers
- RSP Teachers
- Special Ed Classified Staff (paraprofessionals, assistants, etc.)
- Psychologists, OT staff, Speech & Language Pathologists, Behaviorists
- SELPA Team
- Cabinet (specifically Business and HR)
- Site administrators (May 8, 2019)

# IDENTIFIED CHALLENGES TO DATE



- Identification of student behaviors in general education classroom
- Interventions for students and support for teachers in general education classroom
- Efficient use of para-educators for students in special education
- Intervention structures/systems for addressing student social-emotional needs and for addressing student academic needs
- Amount of District Office support available to sites
- Appropriate and efficient use of mental health staff to support all students' needs
- Counseling support provided for general education and special education students
- Number of special education assessment requests for general education students

# IDENTIFIED CHALLENGES TO DATE



- Staffing protocols – implementation of building blocks
- Program placement on campuses
- Annual encroachment on general fund (approximately \$1 M annually)
- Medi-Cal billing structures and staffing
- TIDES and RAP program structure

# RECOMMENDATIONS: MENTAL HEALTH FOCUS



- **Create a district-wide multiple tiered system of support (MTSS) for social-emotional learning:**
  - Three levels :
    - Tier 1 - Universal strategies (85% of students need/respond)
    - Tier 2 - Select strategies (10% of students need/respond)
    - Tier 3 - Targeted strategies (5% of student need/respond)
- **Creation of a Behavior Team:**
  - Tier 1 (Universal strategies) emphasis of interventions
  - Provides assessments for additional aide support requests
  - Reviews fading plans and all behavior recommendations
  - Provide training to all staff
  - Triage severe behavior situations
- **Team members:**
  - Lead Expert (psychologist, behaviorist, LCSW, special ed teacher, etc.)
  - 2-3 para educators trained in assessing and addressing student behaviors
  - Licensed Clinical Social Worker (LCSW)

# RECOMMENDATIONS: MENTAL HEALTH FOCUS



- **General Education Counseling Support**
  - Currently staffing 7 counselors
  - Create counseling groups based on site needs
  - Focus on student behaviors to address positive interactions and anti-bullying
  - Support trauma informed classroom / school-wide practices
- **Training in Trauma-Informed classroom practices and Behavior Intervention strategies**
  - General education teacher and administrator training
  - Special education teacher extension training
  - Para-educator training
- **Create an LCSW position for Skyblue Mesa and Cedar creek**
  - Special education IEP support
  - Social-emotional support

# RECOMMENDATIONS: PROGRAM PLACEMENT & STRUCTURE



- RAP Program
  - Continue with movement of RAP program to create three locations
    - Pre-school
    - Two TK-6 programs
- TIDES Program
  - Increase classes within program
  - Move program to new campus
  - Beach Cities or LCSW
  - Staff with SUSD employees only
- Review current staffing for each campus to ensure maximum use of specialized staff



# RECOMMENDATIONS: STAFFING



- District Office Support Team
  - **Increase 1 Program Specialist**
    - Support RAP and Pre-school
    - Current ½ time AP & ½ time RAP at Emblem moves to full time AP position
  - **½ time District Office Nurse position**
    - Support Medi-Cal billing
    - Support assessments for employees (TB); staff training
    - Support annual vision / hearing screenings
  - **SEIS Technician**
    - Provide regular review, data entry, and training for special education information
  - **Create a Student Services Coordinator**
    - Supervise Medi-Cal Billing
    - Provide anti-bullying and counseling support
    - Supervise parent liaisons and engagement activities
    - Attendance reviews, SART, SARB

# RECOMMENDATIONS: STAFFING



- **Para-Educators**
  - **Review use of Non-Public Agency supports**
  - **Review matriculations of students for support services received**
    - 6<sup>th</sup> grade student support services reviewed & redistributed
  - **Review current para-educator positions**
    - 13 retiring
    - 30 vacancies: 19 at 6.5 hours and 11 at 3.75 hours (filled by substitutes or left vacant, if no subs available)
    - 195 of 6.5 hours employees
    - 50 of 3.75 hours employees
  - **Review current student classroom assignments and current scheduling practices to ensure maximizing para-educator usage**
    - Eliminate/reduce duplication of work (i.e., health care physical assistants, special ed instructional assistant, lunch coverage aides, etc.)

# RECOMMENDATIONS: FUTURE PRESENTATION



- Curriculum & Instruction Needs
  - Special education
  - General education
- Assessment & Accountability
- Family Engagement Support
- Early Learning Support
- SST Practices and Academic MTSS
- Specific Program Needs
  - RSP
  - Mild/Moderate
  - Mod/Severe
  - Speech & Language Supports
- Professional Development



Questions