

Special Education Consultant Report

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Program

General Education



It is critical that all student are provided instruction, services and supports as they are needed through a multi-tiered system of supports.

- MTSS for academics and social/emotional learning, including behavior. Identify District supported intervention materials for use at all sites.
- Use the tiered approach to intervention with Tier 1 and Tier 2 reflecting general education support. Clearly define the support available at each Tier.
- Continue to implement Universal Design Learning

Program

General Education



- Provide assistance for behavior support in general education classes including assistance with classroom management and executive function skills.
- Ensure SST process and all recommendations are implemented with fidelity.
- Include MTSS data in referral for special education.

Program

Speech & Language



- Provide speech services based on student needs, not based on programmatic time blocks.
- Evaluate the frequency of services as well as the need for articulation goals at the secondary level.
- Reduce duplication of assessment and services in such areas as pragmatics, executive function, reading fluency and reading comprehension, especially at the secondary level.

Program

Psychologists



- Revise funding sources in the budget to accurately reflect the job duties of the psychologists.
- Review DIS Counselling to determine if ERICS is more appropriate.
- Make Psychologists at elementary schools a member of the behavior support team to assist students having difficulty w/Executive Function or behavioral skills.
- Develop student profiles based on assessment and share with both general and SpEd teachers, providing insight into what assessment results mean for instruction
- Eliminate general education crisis counseling by the psychologist at the HS.

Program

Mild/Moderate, Mod/Severe, Instructional Aide Support



- (M/M)Ensure that all M/M staff are comfortable with the CCSS, the Core Curriculum and strategies for supporting students as they access the curriculum.
- (M/M)Develop District Learning Center guidelines.
- (M/M)Investigate ways to increase involvement of typical peers with SpEd students.
- (M/M)Clearly define Specialized Academic Instruction.

Program

Mild/Moderate, Mod/Severe, Instructional Aide Support



- (M/S) Investigate ways to increase involvement with typical peers.
- (IAS) Follow the process for determining the need for support & target the specific time the student requires support
- (IAS) Include a fading goal for each student & monitor frequently.

Program



Non-Public, Administration, Change of Programs, Scheduling

- Regularly review all placements and a keep spreadsheet of current status. Immediately send any changes to the Accounting Department.
- Have fading/transition goals for each student.
- An administrative Designee must be in attendance at all meetings and must be someone authorized to commit District resources.
- Define the process for change of placements.
- Be sure that all program changes are based on assessment.

Program

Scheduling



- Schedule special education students first to ensure maximum financial benefit without impacting provision of services
- Elementary: Each grade level should schedule ELA and Math at the same time and allow for an intervention/extension block to give students maximum access to the Core Curriculum while still receiving instruction in areas of individual need. Special Ed staff can pull students out or push in support during the intervention blocks.

Program

Scheduling



- Elementary: Students requiring group Instructional Aide supports should be grouped together in 1 classroom (up to 3 or 4 per class).
- Secondary: Students requiring group Instructional Aide should be grouped together with same teacher during the same period at their grade level. If the student/s need support in other classes, the classes should be schedule consecutively if the same aide will be supporting them. If the aide will be shared across grade levels in the same subject area, the classes should be scheduled consecutively across grade levels.

Professional Development



- Design the District Calendar around providing for professional development on a regular basis.
- Train all staff in Universal Design Learning (UDL).
- Provide training for gen ed staff in working with mainstreamed students including behavior strategies, classroom management, student engagement, executive function, and differentiation.
- Ensure that all teachers are comfortable with CCSS and strategies accommodating student needs in the classroom as they access the Core Curriculum.

Professional Development



- Provide training to psychologists and counselors to ensure their comfort in providing strategies and developing behavior plans for general education students.
- Provide Admin training and support in supervision and evaluation of SpEd staff.
- Provide Administrators training in their role at IEP Meetings.

Staffing



- Develop a district staffing ratio for teachers and instructional assistants.
- Assign instructional aides to school sites, rather than individual classes, based on the staffing ratios and student needs.
- Regularly review caseloads for DIS providers.

Fiscal



- Because of implications for MOE and to more accurately measure SpEd costs, be sure that special education funds are not used for gen ed services.
- Consider all special education expenditures, regardless of resources used for tracking, to determine the overall cost of programs.
- Move the Program Specialist costs out of the Mental health budget.
- Revise funding sources to reflect the actual job duties of the psychologist.
- Explore the viability of accessing Medi-Cal Billing.

Thank you

