



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date : September 20, 2018

Subject : Special Education Audit Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division : Academic Office/Special Education Department

Recommendation : To provide an update on progress towards implementing the recommendations of the Council of Great City Schools' Special Education Audit from May 2017.

Background/Rationale : The district engaged the Council of Great City Schools (CGCS) to conduct an Audit of the Special Education services provided to students during the 2016-2017 school year. The CGCS presented its finding at a public Board Meeting in May, 2017. The report made ten broad recommendations for the district to consider for implementation. The purpose of this presentation is to provide a status report on the implementation activities that have taken place to date.

Financial Considerations : None

LCAP Goal(s): College, Career and Life Ready Graduates; Family and Community Empowerment

Documents Attached:
None

Estimated Time of Presentation : 20 minutes
Submitted by: Dr. Iris Taylor, Chief Academic Officer Becky Bryant, Director, Special Education Department/SELPA
Approved by: Jorge A. Aguilar, Superintendent

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The high school sub elements are:

- Graduation Rate On Track Status tell us which students are on track to graduate criteria.
- Grade Level Status Growth tells us which students are making growth towards meeting grade level criteria
- A-G On Track Status Grades 9-12 - tell us which students are on track to meet CA requirements
- 5th Year Graduation Rate
- Percent of Time in Least Restrictive Environment tell us how much time students are spending in less restrictive environments

The Special Education Operations sub elements are:

- Percentage of Students Receiving Special Education tells us how many students are receiving special education services
- Disproportionately Identified as Emotional Disturbance tells us how many students are being over identified as having an Emotional Disturbance
- Social Emotional Well Being Students receiving special education reporting a bullying incident and have a developed safety plan with no recurrence of reports of bullying
- Percentage of IEPs that are Currently Late are due by one or more days of legal timeline
- Students Attending School of Residence or School of Choice Students are able to attend school of residence or school of choice and services are available there to provide for their individualized learning needs

These indicators, as well additional related indicators will provide real time data for District and school site staff to monitor frequently and will inform instructional and organizational shifts needed to improve the outcomes for students with disabilities.

V. Major Initiatives:

The Council of the Greater City Schools (CGCS) review report includes ten key recommendations and provides related actions for the district to consider. The district utilizes the Theory of Action framework to assess existing practices and policies related to each recommendation and develop draft plans. Using the Theory of Action allowed each recommendation to be analyzed in a standardized way which includes the following considerations:

1. In understandable terms, what is the question(s) that each sequenced recommendation is asking that we find answer(s) to; what are sample indicators
- 2.

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- Developed tracking system for generation for referrals for special education services with follow-up and notifications via email to team members, site administrators and parents to insure important timelines are met and meetings held on time
- Developed standard work processes for initial referrals, annual IEPs and triennials
- Developed sub elements specific to special education as part of the Performance and Targeted Action Index as noted previously
- Provided professional learning session to all site administrators on August 2, 2018 regarding eligibility, implementation, monitoring and accountability for special education services on their site; ongoing professional learning scheduled at monthly Principals' meetings throughout 2018-2019
- Provided professional learning to School Psychologists on legal requirements of assessments for students who are EL on August 20, 2018
- Provided Professional learning for Language, Speech and Hearing Specialists on assessments for students who are EL scheduled for Novvid110(6(e)3(s)aL)5()2(v)9.9(ari9ks)a

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- Anti-bullying addressed through various initiatives to build positive school climate; this includes a focus on Social Emotional Learning using evidence-based curriculum and SEL integration into core content areas; Sites use social skills and character building curricula or frameworks such as Leader in Me, Second Step, Stop and Think, Too Good for Violence, etc.; in addition, several sites are engaged in implementing PBIS and Restorative Practices

Recommendation 4 Interoffice Collaboration. With a representative group of principals, the AASs [Instructional Assistant Superintendents], the deputy superintendent and the chief academic officer, discuss the optimum configuration for principals to communicate with each other and central office leadership. Follow up based on these discussions.

- Formed a Special Education workgroup
- Reorganization of principal meeting space for more time to share best practice and communicate with central office staff on operational issues
- Developed feedback process for each Principals' meeting
- Convened process calendar work team to clearly communicate the ongoing calendar deadlines from various departments
- Transactional items to be removed from Instructional Area Superintendents (IAS) and shifted to central office staff
- Reorganized special education staff and other staff aligns with IAS structure; e.g. Special Education Supervisors, Program Specialists, Psychologists, Behavior Intervention Specialists and School Social Workers

Recommendation 5 Special Education and Support Services Organization. Consider organization proposal to more effectively support students with disabilities as well as all students with respect to social/emotional learning and physical/mental health concerns.

- Reorganized special education staff and other staff to align with IAS structure; e.g. Special Education Supervisors, Program Specialists, Psychologists, Behavior Intervention Specialists and School Social Workers

- Implemented new ERMHS evaluation process during 2017

- Developed standard work processes for Social Emotional Learning (SEL) and Behavior Intervention Specialists (BIS) and School Social Workers (SSW)

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grade 10-12 students who are currently credit deficient, and parent notification of students who are off-track in 12th grade to graduate on time; data disaggregated by race/ethnicity, special education services and EL status

- Professional Learning to Student Support Services staff for new work processes and system shifts delivered in August and September, 2018
- Assigned two Special Education Supervisors to evaluate the continuum of ERMHS services currently being offered, evaluate effectiveness and to develop an implementation plan for needed changes which include services, staffing and resources to do so

Recommendation 6 School-Based Special Education Personnel. Ensure that personnel who support students with IEPs are employed in sufficient numbers, and are available to meet student needs

- Established Recruitment Advisory Committee to staff hard-to-fill positions such as Language, Speech and Hearing Specialists, Occupational Therapists and para-professionals
- Current contract language adopted regarding maximum class size for all special day classes and for Special Education Support Teachers that participate in teaching partnerships; ratios for loading classes with students with IEPs and students without IEPs
- Hired two additional Special Education Supervisor positions
- Hired two additional School Psychologist prior to end of 18-19 school year
- Hired one additional Program Specialist for 18-19

Recommendation 7 Compliance Support and Access to Information Consider actions to improve compliance and access to student special education records (e.g. procedure manual, SCUSD/SCTA Collective Bargaining Agreement, webpage, dispute resolution, special education records).

- Appendix Dn SCTA Contract dissolved December, 2017 replaced with updated language
- Procedures for providing substitutes have been formalized to insure attendance at IEP meetings for general and special education teacher
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- ” Develop related indicators and a process for gathering data on stakeholder satisfaction with the services of the special education department, including a schedule of communication to families regarding special education updates and the implementation of the audit recommendations
- ” Continue to refine the communication protocol with Instructional Assistant Superintendents to assist sites in providing quality services to their students with disabilities
- ” Construct a plan for the development and gradual implementation of Learning Support Centers to return students to their home schools
- ” Continue to collaborate on culture and climate initiatives on **SE** Bullying prevention, and Restorative Practices