

**Santa Barbara Unified School District
Action Plan for Special Education**

Task	2011 % Complete	2014 % Complete	Evidence of Completion
Goal No. 1: Improve Communication and Information Structures	92.9 %	98%	
Action No. 1: Rebuild the special education section of the districts' website to include links to stakeholder groups and agencies in accordance with adopted board policies and administrative regulations.	94.0 %	98%	
FCMAT 21: Develop a <i>Frequently Asked Questions and Answers</i> section on the special education web page to assist parents with common questions.	100.0 %	100.0 %	<ul style="list-style-type: none"> <i>Frequently Asked Questions and Answers</i> document has been posted on District website and in eNEWS.
FCMAT 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.	85.0 %	95%	<ul style="list-style-type: none"> Special education information has been updated on District website and in eNEWS. An information item from the Special Education Department will be posted on eNEWS two times per month. Coordinator of administrative services and communications is updated by executive director on a regular basis. Public information officer was provided with handbook "Getting to know Special Ed: The general educator's Essential Guide" with specific information passages highlighted on a question/answer format. This has been included on 4 occasions into the eNews and will continue to be included. Public information officer provided with information about special events/activities (e.g. Special Olympics) for eNews updates Outreach Awareness Consultant will provide weekly articles to public Information Officer to include eNews.
FCMAT 45: Revise the special education section of the districts' website to ensure it achieves meaningful communication and outreach to Spanish-speaking families. Include current information about special education, with highlights in Spanish.	85.0 %	95%	<ul style="list-style-type: none"> Information is listed on District website in English and the majority of that information is also in Spanish. Additional information is in the process of being translated into Spanish. 2013-2014 parent training handouts to be uploaded to website in Spanish and English Outreach Awareness Consultant will provide weekly articles to public information Officer to be translated and posted on the website.
FCMAT 68: Develop a comprehensive web page for special education that provides parents and community members with a user-friendly resource.	100.0 %	100.0 %	<ul style="list-style-type: none"> Parent information, services, and local and state resources are posted on District website in accordance with adopted board policies and administrative regulations.

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FCMAT 105: Include the mission statement and philosophy on the districts' website and in a special education procedural manual so that all teachers, parents, and community members are aware of the focus for special education.	100.0 %	100.0 %	<ul style="list-style-type: none"> Vision statement for special education is posted on District website. District mission statement was acknowledged by stakeholder workgroup as an umbrella that includes special education.
Action No. 2: Enhance special education information system (SEIS) to allow districts' and school site tracking of California special education management information system (CASEMIS) errors and determinations for compliance areas.	100.0%	100.0%	
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> SEIS has been fully implemented with built-in CASEMIS "error check" and "IEP affirm and attest" processes. All relative staff members have been trained on SEIS. A help desk and on-line manual are available. In February 2010, the District participated in a special education self review (SESR) process to include 4 phases: (1) review of policies and procedures; (2) review of student files and records; (3) provision of in-services based on review findings; and, (4) six-month follow-up random record review was conducted in Spring 2011 to validate ongoing compliance. Systemic and student corrective actions were identified and addressed. A major focus area of the SESR included parent data surveys and parent input meetings. Multiple professional development sessions were held and a number of procedures were implemented as part of the SESR process to ensure compliance. Memo was sent to all certificated special education staff regarding SESR review compliance targets. Compliance targets were reviewed at department and administrative meetings. In October 2010, the District received a letter from California Department of Education (CDE) indicating that all requirements in implementing mandated federal and state laws were met for phases 1 – 3. The District just completed corrective action for phase 4 (random record review). As the secondary district was at risk for having disproportionate representation in some selected areas, we have been determined eligible to receive a State Performance Plan Facilitated Review Grant. The District will receive technical assistance from CDE for the next three years to make sure we do not become disproportionate. This will provide extensive assistance to remain compliant.

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FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff including principals.	100%	100%	<ul style="list-style-type: none"> The SEIS manual and special education local plan (SELPA) procedural handbook include operating guidelines and are available to staff. <i>Handbook on Special Education for Instructional Assistants</i> has been completed, is posted on District intranet, and was distributed. <i>Special Education Guide for Certificated Staff</i> has been completed, is posted on the District intranet, and was distributed. Special education department chairs received an overview of the <i>Special Education Guide for Certificated Staff</i> from District staff. Training was provided to pertinent school staff including instructional assistants on the <i>Handbook on Special Education for Instructional Assistants</i>. Principals were provided copies of both the certificated and classified procedural handbooks. Executive director makes monthly reports at administrative meetings, as well as disseminates information at regularly scheduled special education manager and support staff meetings. New policies and procedures are consistently reviewed by the executive director and special education directors at job-alike meetings for staff.
Action No. 3: Create a resource library for parents and staff use at each school site and utilize resource parent role.	95.0 %	99%	
Note: Creating a resource library was not identified as a FCMAT recommendation; however, the Communications subcommittee of the Stakeholders' Workgroup identified this as a priority.		100%	<ul style="list-style-type: none"> Materials are in the process of being ordered through American Recovery and Reinvestment Act (AARA) funds and will be available at the District Special Education Office for check-out. Parent Resource Center was created at district office during the 12-13 school year. Materials (e.g. books, videos) were donated by XXX and additional materials were ordered during the 13-14 school year to expand the range of topics covered. art-time staff was hired to maintain regular hours of operation Flyers for Parent Resource Center were created and have been distributed to parents and school sites. Child care available in the PRC during all parent training events.

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FCMAT 3: Explore available options for updating parents regarding special education issues through e-mail, telephone contact, parent meetings etc.	85%	95%	<ul style="list-style-type: none"> Executive director provides monthly updates regarding the Special Education department at board meetings. District Special Education Parent Advisory Committee (DSEPAC) was formed and met monthly during 2010-11 school year. Principals provided names of parent representatives who served as the contact person for each site they are representing. Representative District staff attended monthly SSEPAC meetings. SSEPAC leadership provided regular updates at board meetings in 2010-11, and will continue to meet in 2011-12 and provide updates to the board. SSEPAC members are provided e-mail updates about relevant issues. SSEPAC parent representatives are tasked with sharing the information received at the meetings with their administrators and other special education parents at their sites. An information item from the Special Education Department will be posted on eNEWS two times per month. A broader mechanism for communicating with the majority of special education parents is being considered. <ul style="list-style-type: none"> Recently hired part-time Coordinator Student/Community Relations for the Parent Resource Center. (as noted above) Recently hired a bilingual secretary in special education Department Teleparent messages sent on a monthly basis in English and Spanish for notification of parent training events Posters advertising parent events posted on school sites in English and Spanish Flyers advertising parent events are distributed monthly in English and Spanish to parents, and key to community members.
FCMAT 17: Provide a parent contact person responsible for connecting parents and educators at each school site.	100.0 %	100.0 %	<ul style="list-style-type: none"> Parent representatives on SSEPAC serve as the contact person for each site they are representing. Refer to FCMAT 3 above.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Conference room at the District Office has been made available for parent meetings. Representative District staff attended the Special Education Advisory Committee (SSEPAC) meetings when invited during the 2010-11 school year.
Action No. 4: Systematically lay out elements of communication (modes, channels, control, elements, who talks to whom).	92.2 %	97%	

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FCMAT 3: Explore available options for updating parents regarding special education issues through e-mail, telephone contact, parent meetings etc.	85.0 %	95%	<ul style="list-style-type: none"> • Refer to FCMAT 3 on page 4. • Recently hired part-time Coordinator Student/Community Relations for the Parent Resource Center. (as noted above) • Recently hired a bilingual secretary in special education Department • Teleparent messages sent on a monthly basis in English and Spanish for notification of parent training events • Posters advertising parent events posted on school sites in English and Spanish • Flyers advertising parent events are distributed monthly in English and Spanish to parents, and key to community members.
FCMAT 5: Ensure that parents receive timely and consistent responses from the district on all special education matters.	80.0 %	90%	<ul style="list-style-type: none"> • District has staffed positions for one executive director, two directors (elementary and secondary), and three program specialists. Staff members are available by grade level and specialty areas. This management team meets regularly with the executive director to ensure consistent and coordinated communication. • District staff members are available to answer questions from parents on a daily basis. • Parent calls are logged by staff answering the phone. • Refer to FCMAT 52 on page 9 as operating guidelines are to return all calls and e-mails within 24 hours even if an answer is not readily available. • Parent representatives are provided updated information at each SSEPAC meeting and have been asked to share this information at their respective sites. • Upon request, District updates have been provided at SSEPAC meetings. • Staff development day held on August 19, 2010, provided certificated special education staff with intensive professional development on <i>"Building and Maintaining Effective Relationships with Parents."</i> • Parent concern forms reviewed at each parent training event and available for parents to complete with child-specific questions; a Special Education Director responds to each individual concern.

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FCMAT 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.	80.0 %	95%	<ul style="list-style-type: none"> Relative strategies have been provided in the <i>Special Education Guide for Certificated Staff</i>. Staff development day held on August 19, 2010, provided certificated special education staff with intensive professional development on <i>"Building and Maintaining Effective Relationships with Parents."</i> Provision of ongoing professional development in these areas for teachers is documented on the 2010-11 Special Education Professional Development Plan. Special education students and families are provided the same school discipline guidelines as all students. Further specification and individualization may be reflected in the student's behavior support or behavior intervention plans. Refer to FCMAT 12 on page 25. Special Education Directors meet regularly with parents and staff to facilitate amicable solutions between staff and parents Parent concern forms (as noted above in FCMAT 5). Parent training events provided in 12-13 and 13-14 have focused on increasing parent knowledge of the IEP process, specifically the role of the parent. Assistant Superintendent of Special Education meetings with SSEPAC leadership.
FCMAT 24: Develop a regular schedule for special education district office staff to meet that includes time to review questions from sites and parents.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 3 on page 4. Executive director meets with each special education director weekly, who in turn, meets weekly with their respective program specialist(s). Executive director meets with both special education directors together biweekly. Executive director meets with special education directors and program specialists biweekly.
FCMAT 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.	85.0 %	95%	<ul style="list-style-type: none"> On a regular basis, the executive director updates the coordinator of administrative services and communication director (public information officer). Public information officer was provided with handbook "Getting to Know Special Ed: The general educator's Essential Guide". (see page 1 FCMAT #39)

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FCMAT 65b: Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents.	100.0 %	100.0 %	<ul style="list-style-type: none"> Roles and responsibilities were outlined in a single document, <i>Primary Roles and Responsibilities for Special Personnel</i>. This document was provided to numerous entities for review and input, to include but not limited to District special education certificated staff, principals, psychologists, nurses, speech pathologists, as well as certificated and classified associations. Roles and responsibilities document has been posted on District website and emailed to special education school site staff. Refer to FCMAT 12 on page 25.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 67 on page 3.
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 67 on page 3.
FCMAT 76: Provide teachers with a forum to exchange ideas and suggestions with the new special education leadership.	100.0 %	100.0 %	<ul style="list-style-type: none"> Professional development day for all special education certificated staff was conducted in August 19, 2010 and another is scheduled August 23, 2011. Executive director and directors meet monthly with department chairs, speech therapists, and psychologists. Executive director meets monthly with the lead nurse and may meet with other nurses as needed. Secondary and elementary directors meet monthly with adaptive physical education teachers, deaf and hard of hearing teachers, and vision specialists. Program specialists are available to teachers to provide assistance and exchange information. At regularly scheduled District management and leadership team meetings, the executive director has been on the agenda to provide to consistent and coordinated special education information and updates with principals taking this back to their school sites.
Action No. 5: Select and implement systematic program(s) to accomplish a centralized communication system for customer services and conflict management.	90.0 %	96%	

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Note: Contracting with an outside vendor for a centralized communication system was not identified as a FCMAT recommendation; however, the Communications subcommittee of the Stakeholders' Workgroup identified this as a priority.		100%	<ul style="list-style-type: none"> Different outside vendors were researched by District staff and it was determined that the cost and time intensity for District employees outweighed the possible outcome. Executive director has individual weekly meetings with the directors of elementary and secondary schools who provide updates related to any identified conflict management. In the <i>Primary Roles and Responsibilities for Special Personnel</i>, specific job duties have been outlined to support centralized communication efforts Assistant Superintendent meets weekly with Special Education managers as a group and individually.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Executive director coordinates resolution meetings and/or mediations with input from the District superintendent and associate superintendent. Executive director reviews with special education directors of elementary and secondary schools relevant components of settlement agreements to enable implementation of action items. As appropriate this information is shared with the respective program specialist. Site staff members work in coordination with the executive director, special education directors of elementary and secondary schools, and/or program specialists to implement resulting agreements.
FCMAT 34: Research the feasibility of instituting an alternative dispute resolution (ADR) process and implement an ADR program as deemed appropriate by the districts.	100.0 %	100.0 %	<ul style="list-style-type: none"> Instead of creating a separate ADR process, the District utilizes the existing SELPA ADR process.
FCMAT 44: Document and ask parents about their needs and provide timely responses, both verbally and in writing.	80.0 %	90%	<ul style="list-style-type: none"> Refer to FCMAT 5 on page 5. Refer to FCMAT 52 on page 9. Parent concern forms reviewed at each parent training event and available for parents to complete with child-specific questions; a Special Education Director responds to each individual concern.

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FCMAT 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.	80.0 %	90%	<ul style="list-style-type: none"> The goal of returning calls within 24 hours has been established and also incorporated into the <i>Special Education Guide for Certificated Staff</i>. If the appropriate person is not immediately available, then a secretary will make contact to let the person know when a call-back or response will be received. These contacts are logged. A new phone system has facilitated improved access to the District Special Education Department. Two key secretarial positions are filled. Bilingual staff secretary hired recently in Special Ed Department Special education secretarial staff take messages and email staff regarding parent phone calls Special education admin staff set-up out of office recordings for phone and email with alternate contact information, as needed.
Action No. 6: Achieve meaningful outreach and communication to Spanish-speaking families.	86.3 %	96%	
FCMAT 40: Require the special education department to coordinate trainings for parents who do not speak English with the districts' English language advisory committee (DELAC).	80.0 %	100%	<ul style="list-style-type: none"> District trainings/presentations were provided to parent representatives at the monthly SSEPAC held in 2011-12 with an interpreter present at all presentations along with all agenda materials and minutes provided in Spanish. A special education translator/interpreter position was created and person was hired. DELAC has targeted issues to focus on which are not specific to special education. Monthly parent training events are conducted in English with Spanish translation Special education department staff presents annually at DELAC meeting (12-13 and 13-14). In April 2014 Special education department staff presenting information at Padres Unidos meeting.
FCMAT 45: Revise the special education section of the districts' website to ensure it achieves meaningful communication and outreach to Spanish-speaking families. Include current information about special education, with highlights in Spanish.	85.0 %	95%	<ul style="list-style-type: none"> Refer to FCMAT 45 on page 1. 2013-2014 parent training handouts to be uploaded to website in Spanish and English Outreach Awareness Consultant will provide weekly articles to public information Officer to be translated and posted on the website.
FCMAT 95a: Provide interpreters and child care at meetings to encourage participation.	100.0 %	100.0 %	<ul style="list-style-type: none"> District provides interpreters at meetings as needed. District does not currently offer child care services at meetings.

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FCMAT 101: Seek assistance from Hispanic advocates to facilitate communication.	80.0 %	90%	<ul style="list-style-type: none"> The goal for SSEPAC is to have a diverse ethnic representation in its membership. In 2010-11 the composition of the membership was 11 white, 5 Hispanic, 2 Native American, 1 African American, and 1 Korean. The role of SSEPAC parent representatives is to be the conduit/contact for their respective school site. All SSEPAC agenda materials and minutes have been provided in Spanish. Flyers for parent events distributed to Padres Unidos and DELAC president to increase communication with Latino families.
Goal No. 2: Improve Professional Development and Training	93.1 %	99%	
Action No. 1: Survey stakeholders as to most pressing training needs.	100.0 %	100.0 %	
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> A 2010-11 Special Education Professional Development Plan was developed using results from: (a) Survey Monkey distributed to administrators and all certificated special education staff; (b) SESR findings; (c) state and federal laws and requirements; and, (d) school site requests. "Professional Development for Special Education Staff for 2010-11 and 2011-12" was presented to the board on June 6, 2011 and is available upon request.
Action No. 2: Formulate a professional development plan based on results of a training needs survey.	100.0 %	100.0 %	
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 57 above.
Action No. 3: 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.	90.0 %	100%	

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FCMAT 26a: Develop with the SELPA a streamlined process for referrals to regionalized programs.	80.0 %	100%	<ul style="list-style-type: none"> SELPA procedural handbook contains clear and concise process for referrals to regionalized programs. Regional services exist for students with ED; however, criteria for acceptance into program are difficult and are in the process of being clarified and modified, as the funding model for mental health services has been significantly changed. District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic With revision of Mental Health funding processes, IEP teams make decisions about mental health services at the IEP meeting and then submit related paperwork afterwards. No referral required prior to receiving services. Mental health referral processes reviewed during 13-14 school year at department chair and school psychologist meetings and is scheduled to be reviewed at elementary and secondary principal meetings.
FCMAT 75: Explore options through the county office of education or SELPA to provide training and support to special education teachers.	100.0 %	100.0 %	<ul style="list-style-type: none"> Available professional development opportunities have been identified through SELPA. Identified training was included in 2010-11 Special Education Professional Development Plan and areas identified as high priority will be continued in 2011-12.
Action No. 4: Calendar and provide training/support opportunities, with consideration of Spanish-speaking families.	96.4 %	100%	
FCMAT 4a: Provide training for principals on disability awareness and cultural diversity to ensure that families of students with disabilities feel welcome on the campus.	100.0 %	100.0 %	<ul style="list-style-type: none"> All school sites conducted a <i>"Disability Awareness Day"</i> in spring 2010. Principals have been provided training on cultural diversity which included disability awareness. At District leadership team meetings, the executive director and the director of student services have discussed disability awareness and the requirement for scheduling those activities at each site. A "welcome banner" written in many languages has been designed and made for each school site.

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FCMAT 26a: Develop with the SELPA a streamlined process for referrals to regionalized programs.	80.0 %	100%	<ul style="list-style-type: none"> Refer to 26 on page 11. District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic With revision of Mental Health funding processes, IEP teams make decisions about mental health services at the IEP meeting and then submit related paperwork afterwards. No referral required prior to receiving services. Mental health referral processes reviewed during 13-14 school year at department chair and school psychologist meetings and is scheduled to be reviewed at elementary and secondary principal meetings.
FCMAT 27: Conduct legal staff meetings prior to an individualized education program (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 districts' office staff needs to attend, reduce delays in resolving issues and empower IEP teams.	90.0 %	100%	<ul style="list-style-type: none"> Coordinated discussions and/or meetings with appropriate District administrators are available prior to IEP meetings upon staff or parent request when additional resources are in question. Several sections of the <i>Special Education Guide for Certificated Staff</i> include sections on (a) running effective IEP meetings, (b) collaborative IEP meeting map, and (c) improving communication during IEP meetings. <i>Primary Roles and Responsibilities for Special Personnel</i> outlines administrative support roles related to resolving issues as follows: (a) special education directors provide guidance and support to school sites in the areas of compliance with state and federal law and district procedures, and (b) executive director manages all litigation including due process, mediation, and resolution meetings required by federal law; develops and maintains alternative dispute resolution models; and, investigates and resolves formal complaints for students with disabilities. Consult with attorneys prior to IEP meetings in order to decrease attorney attendance at IEP meetings. District Special Education Department collaborates with other district departments to resolve potential litigious cases. District Special Education team collaborate to resolve litigious cases.
FCMAT 28: Develop a process so that the special education management staff are available to attend IEP meetings to assist in resolving complex issues when needed.	90.0%	100%	<ul style="list-style-type: none"> Three program specialists were assigned to either elementary or secondary schools. As listed in <i>Primary Roles and Responsibilities for Special Personnel</i>, one of their job duties is to provide support to site teams in preparation for and during difficult IEP meetings. Special education directors are also available to attend IEP meetings to assist in resolving complex issues when needed. School site administrators and/or designees have been notified through verbal and written correspondence to discuss, schedule, and prepare for complex IEP meetings with the special education directors ahead of time to ensure their participation and attendance at those meetings. Assistant Superintendent for Special Education assists and attends high profile IEPs when attorneys are in attendance. Program Facilitators assist and attend high profile IEPs. BCBA assists and attends high profile IEPs.

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FCMAT 30: Train staff that regularly attends IEP meetings, including special education teachers, designated instruction and services (DIS) staff and site administrators, in methodology for effective IEP team meetings, such as the upcoming training on collaborative IEPs	100.0 %	100.0 %	<ul style="list-style-type: none"> Selected District staff and site designees attended 2-day training by Nick Martin on facilitating collaborative IEPs. Professional development for corrective action on IEP management was provided for special education teachers, DIS staff, and administrators in May 2010. Professional development on <i>"Best Practices and Legal Issues"</i> and <i>"Developing Legally Compliant IEPs"</i> was held for special education certificated staff on August 19, 2010. Refer to the 2010-11 Special Education Plan Professional Development which lists the training provided. Additional legal training was held on April 7 & 8, 2011 with each special education job-alike group as well as site administrators to enhance knowledge base and assist with resolving IEP issues. Executive director and special education directors provided updates on selected legal issues at monthly job-alike meetings. Executive director provided regular legal updates at management and leadership meetings.
FCMAT 31: Train IEP administrators and administrator designees in legal requirements of special education so they can effectively chair IEP team meetings.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 30 above.
FCMAT 69: Provide training and support to all site principals regarding special education procedures and the IEP process.	100.0 %	100.0 %	<ul style="list-style-type: none"> Site principals attended training with a special education attorney, as well as two additional sessions with executive director. Site principals receive pertinent information as well as question/answer time from executive director at administrative meetings. Refer to FCMAT 30 above.
FCMAT 127b: Provide the opportunity for training and support for specific skill areas.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to the 2010-11 Special Education Professional Development Plan which lists the training provided. Speech Pathologists to receive specialized training regarding articulation treatment in collaboration with SELPA. School Psychologists to receive Cognitive Behavior Therapy training Summer 2014 (June and August) in collaboration with SELPA. 2-4 additional professional learning opportunities provided monthly for newly hired School Psychologists
FCMAT 132b: Ensure that staffs are appropriately trained for the specific assignment for each school year.	100.0 %	100.0 %	<ul style="list-style-type: none"> Credential audit was conducted to confirm certification levels matching to student assignment needs. Corrective actions were taken as a result of audit. Affected staff members were transferred or enrolled in coursework as appropriate.

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FCMAT 152b: Provide the necessary staff training to ensure successful implementation of scientifically based curriculum and strategies to be used with students with disabilities.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to the 2010-11 Special Education Professional Development Plan which lists the training provided.
FCMAT 153: Train special education teachers regarding the core curriculum areas measured in state and district-level tests.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to the 2010-11 Special Education Professional Development Plan which lists the training provided.
Action No. 5: Provide job-alike meetings, department meetings, assistance from program specialists, email communication, observations, visitations, walk-throughs, SELPA event advisor.	87.5 %	96%	
FCMAT 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.	75.0 %	90%	<ul style="list-style-type: none"> Special education teachers and administrators have received written joint memorandums from the superintendent and executive director requiring them to have a general education teacher of the student attend the entire IEP meeting. Executive director and special education directors are working with department chairs to facilitate general education teacher participation. Principals provide time for general and special education staff to meet during time allocated for professional learning communities (PLC). Refer to FCMAT 12 on page 25. PLC meetings held at least 2x monthly (as often as weekly) with collaboration between general and special education teachers 4 Junior HS sites have had 4 release days per year 12-13 and 13-14 school year where general and special education teachers have met to discuss implementation of common core and other site needs.
FCMAT 59: Establish job-alike meetings for special education staff.	100.0 %	100.0 %	<ul style="list-style-type: none"> Executive director has initiated and holds monthly job-alike meetings for directors, program specialists, and related service providers. Schedules of all meetings are sent to staff prior to the school year starting, and are available for review.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	75.0 %	90%	<ul style="list-style-type: none"> Principals provide time for general and special education staff to meet during time allocated for PLCs. Professional Development Day was held for all special education certificated staff on August 19, 2010. Another Professional Development Day is scheduled on August 23, 2011 for certificated special educators and will focus on inclusion of special education students in general education classes, as well as how to modify the curriculum when necessary to meet standards. Refer to FCMAT 12 on page 25. 8/20/2013 – Professional development training included all certificated staff district-wide Inclusion Committee has representative members from both general and special education departments across all grade levels, administration, classified personnel and parents.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Executive director has initiated and holds monthly job-alike meetings for directors, program specialists, and related service providers.
Action No. 6: Ensure that appropriate materials are available to implement training knowledge.	95.0 %	100%	
FCMAT 112: Ensure that all special education teachers have the appropriate materials to implement the trainings.	90.0 %	100%	<ul style="list-style-type: none"> Teachers utilizing scientifically based curriculum (e.g., Read 180) have received professional development and appropriate materials. Staff members who received Lindamood Bell professional development were provided kits and materials to implement the program in their classrooms. ARRA funds have been targeted to provide the materials needed to implement the training staff has received. Lindamood Bell materials were purchased using the ARRA funds during the 11-12 school year. Renewed software for online curriculum for moderate to severe program and emotionally disturbed programs Purchased materials, technology, and equipment for the emotionally disturbed programs.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 127b: Provide the opportunity for training and support for specific skill areas.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 127b on page 13. Speech Pathologists to receive specialized training regarding articulation treatment in collaboration with SELPA. School Psychologists to receive Cognitive Behavior Therapy training Summer 2014 (June and August) in collaboration with SELPA. 2-4 additional professional learning opportunities provided monthly for newly hired School Psychologists.
Action No. 7: Develop and implement a training module for instructional assistants.	82.5 %	95%	
FCMAT 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.	80.0 %	90%	<ul style="list-style-type: none"> <i>Handbook on Special Education for Instructional Assistants</i> has been completed, is posted on District intranet, and distributed. Training has been provided for current instructional assistants using the handbook. Professional development in the management of student behavior was provided for all instructional assistants by program specialists prior to the onset of the last school year. This year, prior to the opening of school on August 24, 2011, behavior specialists have been hired to provide instruction in many aspects of behavior management. Program specialists are planning on providing an orientation of the classified procedural handbook for new instructional assistants. All new instructional assistants will receive instruction and certification in first aid and cardio pulmonary resuscitation (CPR). Program specialists will monitor instructional aides in classroom practice to make sure behavior management techniques are being implemented appropriately and with fidelity. New training protocol implemented in December 2013 where IA's attend 3 days of training before starting their assignments. Training consists of CPI, behavior management, review of the IA handbook and training of data collection.
FCMAT 144: Design a sequence of staff development activities for all instructional aides. Provide adequate release time for instructional aides to access this training.	85.0 %	100%	<ul style="list-style-type: none"> Instructional assistants were given release time to attend professional development activities. Professional development module for newly hired instructional assistants is being developed. Refer to Special Education Professional Development Plan for 2010-11 for past activities. Select SELPA level professional development activities have been prioritized and will be scheduled SELPA staff. During the 13-14 school year, monthly IA trainings began during the month of October with initial focus on data collection methodologies.
Goal No. 3: Provide Effective Programs and Services	88.4 %	98%	

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
Action No. 1: Identify programs/services/instructional strategies currently available in the districts.	100.0 %	100.0 %	
No FCMAT #: Identify programs/services/instructional strategies currently available in the districts.	100.0 %	100.0 %	<ul style="list-style-type: none"> As part of the Programs and Services subcommittee, a comprehensive matrix of available programs/services/instructional strategies was developed, distributed, and posted on District website.
Action No. 2: Identify appropriate supports needed for current programs/services/instructional strategies.	82.5.%	95%	
FCMAT 112: Ensure that all special education teachers have the appropriate materials to implement the trainings.	90.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 112 on page 15. ARRA funds have been targeted to provide additional materials needed to implement professional development activities. Lindamood Bell materials were purchased using the ARRA funds during the 11-12 school year. Renewed software for online curriculum for moderate to severe program and emotionally disturbed programs Purchased materials, technology, and equipment for the emotionally disturbed programs.
FCMAT 152a: Identify the scientifically based curriculum and strategies to be used with students with disabilities.	75.0 %	90%	<ul style="list-style-type: none"> Currently, special education teachers are utilizing a variety of scientifically based curriculum, including Read 180, Touch Math, Envision Math, Lindamood Bell, and Edmark. Executive director is working with Lindamood Bell to schedule extensive training for District for a cadre of elementary and secondary certificated special education staff. ARRA funds are targeted to purchase additional curriculum. During the 11-12 school year, at least 1 special education teacher from each school site complete the Lindamood Bell training. Special Education teachers participate in school site trainings on scientifically based curriculum and strategies.
Action No. 3: Identify programs, services, and instructional strategies that can be accessed through the SELPA, county office, or other public agencies.	77.5 %	95%	

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> Programs available regionally through the SELPA are posted on District website. Regional services exist for students with ED; however, criteria for acceptance into program are difficult and are in the process of being clarified and modified. The funding model for mental health services has significantly changed. Regional ED classes are being revamped by SELPA and Mental Health Committee for the 2011-12 school year and may include a 4-hour per day therapist in each class. SELPA does not currently provide an autism class. As such, District opened a K-2 class for children with autism in December 2009. This class will need to be expanded, as some students will age out and move on next year. An inclusive preschool program opened at the beginning of the last school year and is available regionally. The Programs and Services subcommittee (from the FCMAT stakeholder workgroup) continued to meet and has made suggestions for expanding services for students with ED and/or behavioral challenges. Executive director is a member of the SELPA committee to design and implement new programs and funding model given the complete restructuring of mental health. District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic Program facilitator meets with SELPA behavior specialist at least 2x per month to discuss CTE programs Mental health referral processes updated within SELPA and district, as previously noted Special Education Directors meet with SELPA director monthly.
FCMAT 152a: Identify the scientifically based curriculum and strategies to be used with students with disabilities.	75.0 %	90%	<ul style="list-style-type: none"> Refer to FCMAT 152a on page 17. During the 11-12 school year, at least 1 special education teacher from each school site complete the Lindamood Bell training. Special Education teachers participate in school site trainings on scientifically based curriculum and strategies.
Action No. 4: Identify other programs, services, and instructional strategies needed but not available.	83.8 %	98%	

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Action Plan for Special Education**

Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 123 on page 18. Additional hours of SELPA behavior specialist were funded by MediCal. Supplemental hours of nonpublic agency (NPA) behavior specialist were funded by MediCal. District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic Program facilitator meets with SELPA behavior specialist at least 2x per month to discuss CTE programs Mental health referral processes updated within SELPA and district, as previously noted Special Education Directors meet with SELPA director monthly.
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 123 on page 18. SSEPAC was formed and meets monthly during the school year, at which a continuum of services is discussed. Executive director is participating on a SELPA committee with Department of Mental Health to maintain and improve services to eligible students as well as restructure the delivery of services pursuant changes in the law related to funding. Special education administration staff collaborates with HR staff to ensure that all students meeting the Autism eligibility criteria work with a teacher meeting qualifications. Students with mental health needs (regardless of eligibility) have a range of mental health service options to meet unique needs including (but not limited to) DIS counseling provided by the school psychologist, intensive mental health supports and “wrap” services supporting the student/family unit. Students with autism are served in programs as determined by the IEP team. ABA class at Cleveland Elementary.
FCMAT 151: Ensure that special education students have access to standards-based curriculum aligned with the core curriculum for their grade level.	100.0 %	100.0 %	<ul style="list-style-type: none"> All special education students have access to the core curriculum, along with supplemental materials. Appropriate materials have been ordered and distributed to all schools. Professional Development will be provided for all special education certificated staff on August 23, 2011 regarding modifying the core curriculum to meet the needs of special education students.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 152a: Identify the scientifically based curriculum and strategies to be used with students with disabilities.	75.0 %	90%	<ul style="list-style-type: none"> Refer to FCMAT 152a on page 17. ARRA funds have been targeted to purchase scientifically based curriculum for the severely disabled, which is based on grade level standards. During the 11-12 school year, at least 1 special education teacher from each school site complete the Lindamood Bell training. Special Education teachers participate in school site trainings on scientifically based curriculum and strategies.
Action No. 5: Identify specialized programming needed for students who may require more intensive services.	86.7 %	100%	
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Special circumstance instructional assistance procedures were established and are being implemented. Principals were provided an overview of the procedures at a District administrative meeting. Procedures were emailed to all special education teachers and certificated special education support staff. Directors and program specialists have provided guidance and training on utilizing the procedures.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> • Refer to FCMAT 123 on page 18. • Refer to FCMAT 124 on page 19. • District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic • Program facilitator meets with SELPA behavior specialist at least 2x per month to discuss CTE programs • Mental health referral processes updated within SELPA and district, as previously noted • Special Education Directors meet with SELPA director monthly. • Special education administration staff collaborates with HR staff to ensure that all students meeting the Autism eligibility criteria work with a teacher meeting qualifications. • Students with mental health needs (regardless of eligibility) have a range of mental health service options to meet unique needs including (but not limited to) DIS counseling provided by the school psychologist, intensive mental health supports and “wrap” services supporting the student/family unit. • Students with autism are served in programs as determined by the IEP team. • ABA class at Cleveland Elementary.
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> • Refer to FCMAT 123 on page 18. • District now operates an ED/CTE class at each level so previously noted difficulties with accessing regional programs is no longer problematic • Program facilitator meets with SELPA behavior specialist at least 2x per month to discuss CTE programs • Mental health referral processes updated within SELPA and district, as previously noted • Special Education Directors meet with SELPA director monthly.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	80.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 124 on page 19. Special education administration staff collaborates with HR staff to ensure that all students meeting the Autism eligibility criteria work with a teacher meeting qualifications. Students with mental health needs (regardless of eligibility) have a range of mental health service options to meet unique needs including (but not limited to) DIS counseling provided by the school psychologist, intensive mental health supports and “wrap” services supporting the student/family unit. Students with autism are served in programs as determined by the IEP team. ABA class at Cleveland Elementary.
Action No. 6: Continue with a program and services subcommittee to help facilitate the implementation of the action items listed above.	100.0 %	100.0 %	
No FCMAT #: Continue with a program and services subcommittee to help facilitate the implementation of the action items listed above.	100.0 %	100.0 %	<ul style="list-style-type: none"> Programs and Services subcommittee met five times from November 2009 through May 2010. This school year, the subcommittee met four times, on 10/9/10, 11/10/10, 1/18/11 and 3/21/11.
Goal No. 4: Provide Effective Organizational Structure	90.6 %	98%	
Action No. 1: Develop an organizational chart to include the roles and responsibilities of special education department (SPED) staff and chain of command.	95.0 %	100%	
FCMAT 7: Define the roles and responsibilities of instructional aides and communicate with parents so there is a clear understanding of expectations.	100.0 %	100.0 %	<ul style="list-style-type: none"> <i>Handbook on Special Education for Instructional Assistants</i> has been completed, is posted on District intranet, and was distributed. Training was provided to pertinent school staff including instructional assistants on the <i>Handbook on Special Education for Instructional Assistants</i>. Program Specialists will follow up with newly hired instructional assistants to review the handbook and procedures.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Executive director level position was created, staffed, and as of July 2011 upgraded to assistant superintendent. Job descriptions are posted on District website which includes special education and health service operations. Assistant superintendent (executive director) reports to the associate superintendent for programmatic issues and to superintendent for legal/fiscal issues.
FCMAT 47: Assign management of the day-to-day special education operations to a position (elementary or secondary) that reports directly to the executive director.	100.0 %	100.0 %	<ul style="list-style-type: none"> Two director level positions (elementary and secondary) were created and staffed. Both positions report to the assistant superintendent (executive director). Job descriptions are posted on District website.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Three program specialist positions (elementary, junior high, and high school) were created and staffed. Job descriptions are posted on District website. Program specialists meet regularly with the assistant superintendent (executive director) and/or their assigned directors to ensure effective departmental communication.
FCMAT 53: Move the supervision of Section 504 back to the director of student services for at least two years.	100.0 %	100.0 %	<ul style="list-style-type: none"> Recommendation was implemented. As of July 1, 2011, Section 504 will be under the supervision of the director of student services.
FCMAT 54: Move the supervision of home hospital back to educational services.	100.0 %	100.0 %	<ul style="list-style-type: none"> Recommendation was implemented. As of the beginning of the new school year, August 25, 2011, home/hospital will be under the supervision of the alternative education principal.
FCMAT 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.	90.0 %	100%	<ul style="list-style-type: none"> As this area is a shared responsibility with school sites, principals have and will continue to receive information at their administrative meetings. As issues arise, these are discussed at cabinet and shared at District administrative meetings or via email. When the need has arisen due to corrective action, joint memorandums have been sent out to site administrators and staff from the superintendent and assistant superintendent (executive director). Special Education Department Organization Chart Description of Responsibilities for Special Education District Management.
FCMAT 65a: Define the roles and responsibilities of principals and districts' special education administration.	90.0 %	100%	<ul style="list-style-type: none"> As issues arise, roles and responsibilities are clarified in cabinet discussions. They are further explained at administrative meetings or by email. Refer to <i>Primary Roles and Responsibilities for Special Personnel</i>. Organization chart updated to reflect changes for the 13-14 school year Roles/Responsibilities chart updated to reflect changes for the 13-14 school year

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 77: Develop strategies to ensure that the environment in special education is open and transparent to minimize the fear of retaliation that currently exists.	75.0 %	100%	<ul style="list-style-type: none"> The subject of retaliation is included in existing board policies; however, the FCMAT stakeholder workgroup suggested that a small group revisit retaliation and make recommendations to be presented to the board for consideration. Several meetings were held; staff recommends adding Education Code language from 56046 to existing Board Policy 1312.3. This will be addressed in an upcoming board meeting. Assistant superintendent (executive director) is open to meetings to discuss issues as needed and communicates regularly with union leadership. Staff members are encouraged to communicate with their respective administrators in a respectful manner regarding any concerns they may have. <ul style="list-style-type: none"> Department chair and job-alike meetings for itinerant staff (e.g. SLP's, Nurses, School Psychologists) include regular and ongoing opportunity for feedback and input 1:1 meetings between staff and Special Education administrative staff are available as requested to discuss individual needs/questions.
Action No. 2: Define the roles and responsibilities of school site administrative staff.	92.2 %	99%	

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
<p>FCMAT 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.</p>	<p>90.0 %</p>	<p>100%</p>	<ul style="list-style-type: none"> • In November 2011, the action plan was sent to principals with a memorandum from the associate superintendent and executive director listing the FCMAT recommendations that would involve direct participation from principals and they were asked to assist in implementing those specific FCMAT recommendations. • As this is shared responsibility with school sites, the executive director has provided principals with ongoing information at District administrative meetings during the 2010-2011 school year. • Assistant Superintendent does site visits and classroom walk throughs • Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ol style="list-style-type: none"> 1. Site's needs in order to implement Inclusion 2. How to develop a school site Inclusion Plan • Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. • Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. • Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> ▪ Inclusion training with Dr. Wendy Murawski ▪ Facilitating IEP meetings with The Little's ▪ Child Find awareness training conducted by AALRR • Program Facilitators provide 1:1 support to special education staff, as requested by principals to address individual needs.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 13: Develop a clear, welcoming parent involvement policy, and publish and post it in an obvious location in each school site in the districts.	90.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 12 on page 25. Assistant Superintendent does site visits and classroom walk throughs Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ol style="list-style-type: none"> Site's needs in order to implement Inclusion How to develop a school site Inclusion Plan Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> Inclusion training with Dr. Wendy Murawski Facilitating IEP meetings with The Little's Child Find awareness training conducted by AALRR Program Facilitators provide 1:1 support to special education staff, as requested by principals to address individual needs.
FCMAT 14: Display welcome signs in various languages.	100%	100 %	<ul style="list-style-type: none"> Welcome signs were designed and completed by the coordinator of administrative services and communications. They were delivered to each school site for posting.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 16: Organize the school so that each special education child is known well by six people.	90.0 %	100%	<ul style="list-style-type: none"> • Refer to FCMAT 12 on page 25. • Assistant Superintendent does site visits and classroom walk throughs • Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ul style="list-style-type: none"> 5. Site's needs in order to implement Inclusion 6. How to develop a school site Inclusion Plan • Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. • Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. • Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> ▪ Inclusion training with Dr. Wendy Murawski ▪ Facilitating IEP meetings with The Little's ▪ Child Find awareness training conducted by AALRR • Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 18: Post a school map to help visitors find their way around the school buildings.	90.0 %	100%	<ul style="list-style-type: none"> • Refer to FCMAT 12 on page 25. • Assistant Superintendent does site visits and classroom walk throughs • Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ul style="list-style-type: none"> 7. Site's needs in order to implement Inclusion 8. How to develop a school site Inclusion Plan • Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. • Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. • Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> ▪ Inclusion training with Dr. Wendy Murawski ▪ Facilitating IEP meetings with The Little's ▪ Child Find awareness training conducted by AALRR • Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 19: Arrange children's work and photographs in the main hallways. Be sure to include special education and general education students together.	90.0 %	95%	<ul style="list-style-type: none"> • Refer to FCMAT 12 on page 25. • Assistant Superintendent does site visits and classroom walk throughs • Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ul style="list-style-type: none"> 9. Site's needs in order to implement Inclusion 10. How to develop a school site Inclusion Plan • Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. • Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. • Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> ▪ Inclusion training with Dr. Wendy Murawski ▪ Facilitating IEP meetings with The Little's ▪ Child Find awareness training conducted by AALRR • Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs.
FCMAT 65a: Define the roles and responsibilities of principals and districts' special education administration.	90.0 %	100%	<ul style="list-style-type: none"> • As issues arise, they are discussed at cabinet and shared at administrative meetings or via email. • Refer to FCMAT 65a on page 23 <ul style="list-style-type: none"> • Organization chart updated to reflect changes for the 13-14 school year • Roles/Responsibilities chart updated to reflect changes for the 13-14 school year

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 65b: Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents.	90.0 %	100%	<ul style="list-style-type: none"> Refer to 65b on page 7. Refer to FCMAT 12 above on page 25. Assistant Superintendent does site visits and classroom walk throughs Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ul style="list-style-type: none"> 11. Site's needs in order to implement Inclusion 12. How to develop a school site Inclusion Plan Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> Inclusion training with Dr. Wendy Murawski Facilitating IEP meetings with The Little's Child Find awareness training conducted by AALRR <p>Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs.</p>
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 67 on page 3.
Action No. 3: Define and coordinate inter-departmental decision-making processes and plans regarding special education.	96.7 %	100%	
FCMAT 49: Create a systematic supervision plan for special education. During the implementation phase, have the executive director report directly to the superintendent.	100.0 %	100.0 %	<ul style="list-style-type: none"> Assistant superintendent (executive director) reports to the associate superintendent for programmatic issues and to the superintendent for legal/fiscal issues.
FCMAT 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.	90.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 63 on page 23. Special Education Department Organization Chart Description of Responsibilities for Special Education District Management.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Interdepartmental communication between personnel, finance, educational services, facilities, and administrative communications has been streamlined as decisions are made collaboratively regarding special education in weekly cabinet meetings. Assistant superintendent (executive director) collaborates weekly with all directors in educational services division meetings. Assistant superintendent (executive director) meets regularly with several department heads in small group meetings or individually to address issues as needed.
FCMAT 85a: Establish open lines of communication between personnel, special education and the business office. Task the business office with providing data and reports to the superintendent and cabinet.	80%	100%	<ul style="list-style-type: none"> Assistant superintendent (executive director) meets regularly with the directors from personnel and finance to discuss and resolve issues. An account technician II has been hired to facilitate financial special education matters. Business, personnel, and special education managers need to collaborate to develop some clarifying procedures. Assistant Sup of Special Ed, Special Ed Directors and Assistant Sup of business office meet weekly for inter-department collaboration. Daily collaboration/consultation between Special Ed administrative staff and Human Resources department. Accounting Technician II's office now located in Special Education Department. Regular and ongoing communication between Special Ed administrative staff, accounting, ITS and facilities departments. During 13-14 school year, facilitated acquisition of Assistive Technology tools for students in collaboration with purchasing and accounting departments. Collaborated with IT department to implement mobile device management system to increase ease of APP management for student iPads.
FCMAT 86: Develop a process that includes the special education executive directors' 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Position control process was updated for instructional assistants: <i>"Staffing Ratio for Classified Employees."</i> Position control process was updated for all positions: <i>"Authorization to Recruit."</i> New position control software (QSS) was tested and implemented July 2011. Authorization is needed by assistant superintendent (executive director) for the addition of any new positions.
FCMAT 125: Assign primary oversight responsibility for the staffing and assignment of special education teachers and aides to the special education department leadership.	100.0 %	100.0 %	<ul style="list-style-type: none"> Assistant superintendent (executive director) and special education directors evaluate the staffing needs and assignment of all special education staff. Position control process was updated for instructional assistants: <i>"Staffing Ratio for Classified Employees."</i>

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 131: Send an annual notice of assignment to aides and teachers to establish a communication link among the department, principals and special education staff.	100.0 %	100.0 %	<ul style="list-style-type: none"> Position control process was updated for instructional assistants: <i>"Notice of Intent to Return."</i>
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Assignment of all instructional aides was closely examined and tracked to determine needs for the new school year. Procedures and close communication between departments resulted in approximately 98% of all aides being assigned to students and special education classrooms prior to the opening of school. This process is being followed this school year as well. Position control process was updated for instructional assistants: <i>"Staffing Ratio for Classified Employees."</i> Position control process was updated for instructional assistants: <i>"Notice of Intent to Return."</i>
FCMAT 135: Streamline the hiring process to facilitate ongoing hiring of special education aides.	100.0 %	100.0 %	<ul style="list-style-type: none"> Based on the vacancies identified between the special education and human resources departments, interviews were set up in a timely manner, and aides were selected and hired prior to the opening of school. Position control process was updated for instructional assistants: <i>"Staffing Ratio for Classified Employees."</i> Position control process was updated for instructional assistants: <i>"Notice of Intent to Return."</i>
Action No. 4: Develop, publish, and distribute the following special education documents: districts' policies and procedures, teacher handbook, and instructional aide handbook.	94.0 %	100%	
FCMAT 6: Establish special education department procedures on effective communication strategies for 1:1 aides and parents.	100.0 %	100%	<ul style="list-style-type: none"> <i>Handbook on Special Education for Instructional Assistants</i> has been completed, is posted on District intranet, and was distributed. The handbook includes a section on effective communication along with numerous strategies in this area.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
<p>FCMAT 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.</p>	50.0 %	95%	<ul style="list-style-type: none"> • Refer to FCMAT 10 on page 6. • Refer to FCMAT 12 on page 23. • Special Education Directors meet regularly with parents and staff to facilitate amicable solutions between staff and parents Parent concern forms (as noted above in FCMAT 5). • Parent training events provided in 12-13 and 13-14 have focused on increasing parent knowledge of the IEP process, specifically the role of the parent. • Assistant Superintendent of Special Education meetings with SSEPAC leadership. • Assistant Superintendent does site visits and classroom walk throughs • Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ol style="list-style-type: none"> 1. Site's needs in order to implement Inclusion 2. How to develop a school site Inclusion Plan • Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. • Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. • Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> ▪ Inclusion training with Dr. Wendy Murawski ▪ Facilitating IEP meetings with The Little's ▪ Child Find awareness training conducted by AALRR • Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs. • Program Facilitators will meet with site Administrator to provide one-on-one training on the behavior support procedures for students with an IEP or 504 plan. • Developed behavior support procedures for students with an IEP or 504 plan. • BCBA provided training for parents. • 50% previous rating appears to be an error <ul style="list-style-type: none"> ▪ FCMAT 10 on page 6 = 80% ▪ FCMAT 12 on page 25 = 90%

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 13: Develop a clear, welcoming parent involvement policy, and publish and post it in an obvious location in each school site in the districts.	90.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 12 on page 23. Assistant Superintendent does site visits and classroom walk throughs Inclusion Consultant and Special Education Director meet with site Administrator to discuss the following: <ul style="list-style-type: none"> 13. Site's needs in order to implement Inclusion 14. How to develop a school site Inclusion Plan Superintendent met with each elementary, junior high and high school principal to discuss supports needed to support implementations of programs at each unique site. Special Ed leadership work collaboratively with principals on an ongoing basis to address site specific or student specific needs. Trainings for principals over the past 2 school years have included: <ul style="list-style-type: none"> Inclusion training with Dr. Wendy Murawski Facilitating IEP meetings with The Little's Child Find awareness training conducted by AALRR Program Facilitators provide 1:1 support to special education. staff, as requested by principals to address individual needs.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> This recommendation has been studied and determined that new email addresses or phone numbers were not needed. Staff positions, phones numbers, and emails are listed on District website. The District received consistent feedback to discontinue the resource parent position.
FCMAT 28: Develop a process so that the special education management staff are available to attend IEP meetings to assist in resolving complex issues when needed.	90.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 28 on page 12. Assistant Superintendent for Special Education assists and attends high profile IEPs when attorneys are in attendance. Program Facilitators assist and attend high profile IEPs. BCBA assists and attends high profile IEPs.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 32 on page 8.
FCMAT 34: Research the feasibility of instituting an ADR process and implement an ADR program as deemed appropriate by the districts.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 34 on page 8.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 67 on page 3.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 66b on page 2.
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 67 on page 3.
FCMAT 77: Develop strategies to ensure that the environment in special education is open and transparent to minimize the fear of retaliation that currently exists.	75.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 77 on page 24. Department chair and job-alike meetings for itinerant staff (e.g. SLP's, Nurses, School Psychologists) include regular and ongoing opportunity for feedback and input 1:1 meetings between staff and Special Education administrative staff are available as requested to discuss individual needs/questions.
FCMAT 86: Develop a process that includes the special education executive directors' 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 86 on page 31.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> Refer to FCMAT 133 on page 32.
FCMAT 139: Develop a transfer policy that enables aides to be aware of open positions at their current school site.	100.0 %	100.0 %	<ul style="list-style-type: none"> A contractual transfer policy is in place. Instructional assistants may submit a transfer request and will be notified when an opening becomes available.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
FCMAT 142: Develop an aide handbook that would include best practices for aides including: how to handle behavioral and health issues, suggestions on modification and 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 and confidentiality and expectations regarding aide/parent interactions.	100.0 %	100.0 %	<ul style="list-style-type: none"> • <i>Handbook on Special Education for Instructional Assistants</i> has been completed, is posted on District intranet, and distributed. • <i>Special circumstance instructional assistance</i> procedures are in place and are monitored by District special education directors and program specialists as appropriate.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> • Refer to FCMAT 142 above.
FCMAT 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 aides or significant health/behavioral difficulties.	100.0 %	100.0 %	<ul style="list-style-type: none"> • Each spring, District special education administrators, program specialists, and data specialists track instructional assistants' assignments to schools/classrooms and 1:1 aides to students, upon reviewing their IEPs. • Human resources send out an <i>"Intent to Return"</i> letter each spring to determine the vacancies for the following year. • Special education managers meet with human resources managers to compare findings, and formulate one joint list of vacancies for the upcoming year. • Directors, program specialists, and data management specialist conducted a thorough audit of all instructional assistants starting in May of 2009 in order to determine the needs at each site for the coming year. Instructional assistants were transferred to other positions and sites according to these identified needs. This practice has continued.
FCMAT 149a: Develop policies, and if necessary board policies, that clearly define special education aides as being districts' aides and not specific site aides.	100.0 %	100.0 %	<ul style="list-style-type: none"> • Refer to FCMAT 142 above.
FCMAT 149b: These policies should include the roles and responsibilities of the site administrator and the special education department.	75.0 %	100%	<ul style="list-style-type: none"> • Refer to FCMAT 142 above.
FCMAT 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.	100.0 %	100.0 %	<ul style="list-style-type: none"> • This recommendation was studied and it was decided to utilize the SELPA procedures.

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Task	2011 % Complete	2014 % Complete	Evidence of Completion
Action No. 5: Set the improvement of special education staff morale as a priority.	75.0 %	93%	
FCMAT 70: Set the improvement of special education staff morale as a priority for the new special education administration and the districts.	75.0 %	90%	<ul style="list-style-type: none"> This is continuously in progress and is being accomplished through extensive communication (e.g., job-alikes, site visitations, individual and group meetings on specific problematic issues as needed).
FCMAT 77: Develop strategies to ensure that the environment in special education is open and transparent to minimize the fear of retaliation that currently exists.	75.0 %	100%	<ul style="list-style-type: none"> Refer to FCMAT 77 on page 24. Department chair and job-alike meetings for itinerant staff (e.g. SLP's, Nurses, School Psychologists) include regular and ongoing opportunity for feedback and input 1:1 meetings between staff and Special Education administrative staff are available as requested to discuss individual needs/questions.
FCMAT 78: Evaluate special education staff morale annually.	75.0 %	90%	<ul style="list-style-type: none"> This is continuously in progress and is being accomplished through extensive communication (e.g., job-alikes, site visitations, individual and group meetings on specific problematic issues as needed). School climate survey with section for special education staff was conducted at end of school year. At the close of the 13-14 school year the district will conduct a survey of all stakeholders.