

FCMAT

TASK	PERCENTAGE
Goal No. 1: Improve Communication and Information Structures	
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.	
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%
FCMAT 68: Develop a comprehensive web page for special education that provides parents and community members with a user-friendly resource.	100%
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%
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.	
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%
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff including principals.	100%
Action No. 3: Create a resource library for parents and staff use at each school site and utilize resource parent role.	
FCMAT 17: Provide a parent contact person responsible for connecting parents and educators at each school site.	100%
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%
Action No. 4: Systematically lay out elements of communication (modes, channels, control, elements, who talks to whom).	
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%
FCMAT 65b: Develop a plan to effectively communicate those roles and responsibilities to the school site staff and parents.	100%

FCMAT

TASK	PERCENTAGE
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%
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100%
FCMAT 76: Provide teachers with a forum to exchange ideas and suggestions with the new special education leadership.	100%
Action No. 5: Select and implement systematic program(s) to accomplish a centralized communication system for customer services and conflict management.	
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%
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%
Action No. 6: Achieve meaningful outreach and communication to Spanish-speaking families.	
FCMAT 95a: Provide interpreters and child care at meetings to encourage participation.	100%
Goal No. 2: Improve Professional Development and Training	
Action No. 1: Survey stakeholders as to most pressing training needs.	
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%
Action No. 2: Formulate a professional development plan based on results of a training needs survey.	
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%
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.	
FCMAT 75: Explore options through the county office of education or SELPA to provide training and support to special education teachers.	100%

FCMAT

TASK	PERCENTAGE
Action No. 4: Calendar and provide training/support opportunities, with consideration of Spanish-speaking families.	
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%
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%
FCMAT 31: Train IEP administrators and administrator designees in legal requirements of special education so they can effectively chair IEP team meetings.	100%
FCMAT 69: Provide training and support to all site principals regarding special education procedures and the IEP process.	100%
FCMAT 127b: Provide the opportunity for training and support for specific skill areas.	100%
FCMAT 132b: Ensure that staffs are appropriately trained for the specific assignment for each school year.	100%
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%
FCMAT 153: Train special education teachers regarding the core curriculum areas measured in state and district-level tests.	100%
Action No. 5: Provide job-alike meetings, department meetings, assistance from program specialists, email communication, observations, visitations, walk-throughs, SELPA event advisor.	
FCMAT 59: Establish job-alike meetings for special education staff.	100%
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%
FCMAT 127b: Provide the opportunity for training and support for specific skill areas.	100%
Goal No. 3: Provide Effective Programs and Services	
Action No. 1: Identify programs/services/instructional strategies currently available in the districts.	
No FCMAT #: Identify programs/services/instructional strategies currently available in the districts.	100%

FCMAT

TASK	PERCENTAGE
Action No. 4: Identify other programs, services, and instructional strategies needed but not available.	
FCMAT 151: Ensure that special education students have access to standards-based curriculum aligned with the core curriculum for their grade level.	100%
Action No. 5: Identify specialized programming needed for students who may require more intensive services.	
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%
Action No. 6: Continue with a program and services subcommittee to help facilitate the implementation of the action items listed above.	
No FCMAT #: Continue with a program and services subcommittee to help facilitate the implementation of the action items listed above.	100%
Goal No. 4: Provide Effective Organizational Structure	
Action No. 1: Develop an organizational chart to include the roles and responsibilities of special education department (SPED) staff and chain of command.	
FCMAT 7: Define the roles and responsibilities of instructional aides and communicate with parents so there is a clear understanding of expectations.	100%
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%
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%
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%
FCMAT 53: Move the supervision of Section 504 back to the director of student services for at least two years.	100%
FCMAT 54: Move the supervision of home hospital back to educational services.	100%
Action No. 2: Define the roles and responsibilities of school site administrative staff.	
FCMAT 14: Display welcome signs in various languages.	100%

FCMAT

TASK	PERCENTAGE
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100%
Action No. 3: Define and coordinate inter-departmental decision-making processes and plans regarding special education.	
FCMAT 49: Create a systematic supervision plan for special education. During the implementation phase, have the executive director report directly to the superintendent.	100%
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%
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%
FCMAT 125: Assign primary oversight responsibility for the staffing and assignment of special education teachers and aides to the special education department leadership.	100%
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%
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%
FCMAT 135: Streamline the hiring process to facilitate ongoing hiring of special education aides.	100%
Action No. 4: Develop, publish, and distribute the following special education documents: districts' policies and procedures, teacher handbook, and instructional aide handbook.	
FCMAT 6: Establish special education department procedures on effective communication strategies for 1:1 aides and parents.	100%
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%
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%
FCMAT 34: Research the feasibility of instituting an ADR process and implement an ADR program as deemed appropriate by the districts.	100%
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%

FCMAT

TASK	PERCENTAGE
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%
FCMAT 67: Establish operating guidelines that provide direction and support to administrative staff and are communicated to all staff, including principals.	100%
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%
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%
FCMAT 139: Develop a transfer policy that enables aides to be aware of open positions at their current school site.	100%
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%
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%
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%
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%
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%



