

SCHOOL STAFF AND RESOURCES - SPECIAL EDUCATION**Special Education Programs & Special Education Schools**

Special Day Programs serve pupils whose nature or severity of disability may preclude participation in a general education program for a majority of the school day.

Resource Specialist Programs provide instructional services for individuals with exceptional needs in general education schools. Resource specialist students are assigned to their general education classroom for a majority of the school day and receive services from the resource specialist teacher either directly in a collaborative basis with the general education classroom teacher or a Learning Center Model.

Designated Instruction and Services are provided to special education students who require assistance in a particular area, such as language, speech, audiology, mobility, adaptive physical education, vision, counseling, etc. to enable students to access the educational program. Student/teacher ratios vary by type of service, except for language, speech, and hearing which generally does not exceed a caseload of 55 students.

Assistant Principal, Special Education Centers

Large enrollment schools or schools serving low incidence groups may be allocated one assistant principal, or other designated position, per school based on available resources and school priorities.

Assistant Principal, Elementary Instructional Specialist (APEIS)

The Assistant Principal, Elementary Instructional Specialist (APEIS) supports collaborative general and special education instructional programs and assists in meeting special education compliance obligations such as: developing and implementing the Individualized Education Program (IEP) process; Modified Consent Decree (MCD) outcome data collection, monitoring and corrective actions; supporting appropriate instruction and services; and facilitating parent involvement for students with disabilities. Additionally, the APEIS works to ensure that programs/services are provided in the least restrictive environment.

Special Education Norm Table Guide

These do not include Related Services and their required teacher ratios.

<u>Acronym</u>	<u>Name</u>	<u>Teacher Norm for Students Up to 8 Years Old</u>	<u>Teacher Norm for Students 9 Years Old & Above</u>	<u>Notes</u>
AUT	Autism	6	6	
CBI	Community Based Instruction	14	14	
DHH	Deaf/Hard of Hearing	6-8	8-10	
ED	Emotional Disturbance	8	8	
EE	Early Education	10	N/A	
IDEC	Intensive Diagnostic Educational Centers	10	10	Class sessions are half day (in elementary schools) and four periods (in middle schools).
IDM	Intellectual Disability-Moderate	12 or 14*	12 or 14*	
IDS	Intellectual Disability-Severe	12	12	
LILC	Low Incidence Learning Center	8	8	
MD	Multiple Disabilities	6	8	
MDS	Multiple Disability-Severe	10	10	
PAL	Preschool for All	10	-	
PCC	Preschool Collaborative Classroom	10	-	Also 1 GE Teacher, only at EECs.
PCC/ETK	Expanded Transitional Kindergarten	8	-	Total class norms at 24 with 8 SWD and 16 GE children. Also receives 1 GE Teacher. To replace PCC program at non-EEC locations.
PSC	Preschool Collaborative	8	-	
PSM	Preschool Moderate	10	-	Expected to be phased out in Fiscal Year 2016-17.
RSP	Resource Specialist Program	24-28	24-28	
SLD	Specific Learning Disability	12	12	
VI	Visually Impairment	8	10	
Special Education Centers		10	10	

Note: APH (Speech or Language Impairment Aphasia) programs have been closed or converted from K-12 (only a few Pre-K schools have the program for Fiscal Year 2017-18: Garden Grove EI, Haynes EI, President EI, Serrania EI, and Van Deene EI).

*12 if a 4 year age span

Clerical Support

The District shall ensure that schools continue to receive resources dedicated to clerical support to meet special education, Section 504, Hughes Bill, and *Chanda Smith* Consent Decree compliance and operational needs. These resources will be allocated as follows: 79 hours per pay period of clerical time for (a) elementary schools with enrollment below 500; (b) middle schools with enrollment below 1,000; and senior high schools with enrollment below: 1,700. One full-time office assistant will be allocated for (a) elementary schools with enrollment of 500 and above; (b) middle schools with enrollment of 1,000 and above; and (c) senior high schools with enrollment of 1,700 and above. These allocations are included in the clerical norm tables.

Program 12817 (\$85 per student with active IEP)

Program 12817 is a resource allocated to schools to support Special Education compliance (MEM-6511.0). The allocation is provided as a supplement to the school budget to be used in conjunction with all available resources at a school site. Funds support substitute coverage for special education and general education teachers to attend IEP team meetings and may be used to manage and organize clerical activities for special education compliance. These funds cannot be used in place of the mandated requirement to assign clerical time for Modified Consent Decree compliance (Ref 5640.2).

The allocation for 2017-18 is \$85 per student with an active IEP. The first allocation is distributed during Budget Development. A second allocation takes place after norm day. Additional requests may be granted based on school needs (i.e. addition of students with IEPs) by submitting a Budget Adjustment Request.

Instructional Material

To purchase equipment or instructional materials/supplies to support students with disabilities in core or alternate curriculum programs:

Centrally Purchased Curriculum/Instructional Materials for Students with Disabilities

The Division of Special Education purchases the Unique Learning System and Oxford Picture Dictionary curriculum and materials for use in alternate curriculum programs. In addition, the Division purchases assessments that support progress monitoring of students on the alternate curriculum. Schools generally receive these materials after the teacher attends the required training(s), which are announced in District memoranda and the Alternate Curriculum e-Newsletter.

From time to time, the Division of Special Education also purchases supplemental K-12 instructional materials in the areas of literacy, numeracy, behavior, social skills/social communication, and transition skills that are specifically selected to benefit students with disabilities in core/general education programs. Implementation of these programs is a school site decision, unless required by the District.

Schools would receive these materials after the teacher attends the required training(s), which are announced in District memoranda and the K-12 Instruction Snapshot e-Newsletter.

Supplemental Instructional Materials – Students with Disabilities (General Education Curriculum or Alternate Curriculum)

Students with disabilities are included in the District-wide and school-site achievement goals identified in the Single Plan for Student Achievement (SPSA). These goals target the academic, behavioral, and social emotional needs of all students. Therefore, schools may decide to select instructional programs and materials aligned to their goals, and then target supplemental instructional materials purchases for at-risk learners and students with disabilities as part of its SPSA activities, including any funds needed to train teachers in the programs or materials. Schools would use site-based funds allocated for those purposes (e.g., Title I, Title III, TSP, SIG, etc.). As of July 2015, the Division of Special Education no longer provides schools with Program 12544 funds for students who attend special day classes for the majority of the school day. Alternate Curriculum and/or Supplemental Core Curriculum and Instructional materials will be purchased centrally and distributed to schools (refer to MEM-6511.0). See the Budget and Program Handbook for suggested goals and activities that target the needs of students with disabilities.

For general supplies (such as paper, ink, markers, or construction paper), schools should utilize funds from the General Fund School Program (program 13027). Please refer any questions regarding the general fund allocation in program 13027 to your school fiscal specialist.

Classroom Management

The Division of Special Education uses student data in Welligent and Classroom Management to determine allocations for schools. Schools are expected to ensure that student and staff information in Welligent and Classroom Management is up-to-date and correct. Schools should refer to REF-6325.0, "Annual Reporting of SEAC Data and Program Support Assignments Using the Welligent Integrated system for District-operated and Charter-operated Schools", July 2014,¹ for requirements and procedures.

Transition Teachers

Transition teachers serve District high schools and middle schools. At the middle school level, the teachers facilitate transition assessment to 13 year olds to assist them in identifying their strengths and interests and facilitate lessons on career awareness and the transition to high school. At the high school level, transition teachers support ITP compliance, provide transition instruction and assessment, make connections or referrals to outside agencies, assist students with post-secondary planning, and run supported work programs amongst other duties. Transition teachers also facilitate job development, placement and follow up services for student workers in the supported work programs: Direct Hire Preparation, Workability, and the Transition Partnership Program.

According to IDEA (Individuals with Disabilities Education Act), transition services means a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult

¹ Current as of 4/18/16. School is responsible to verify that reference noted is current policy.

education, adult services, independent living, or community participation. Transition services is based on the individual student's needs, taking into account the student's preferences and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Inclusion Facilitators

Inclusion Facilitators provide itinerant support to students with severe disabilities placed full time in general education classes, but are not considered Designated Instruction and Services (DIS) providers. The students served by this support are students who typically require extensive curricular accommodations and/or modifications, behavioral interventions, or assistance with social skills in order to participate in the standards-based instructional program. The caseload for Inclusion Facilitators is determined by student IEP identification of the need for support and the area a facilitator is assigned.