

**San Francisco Unified School District  
Special Education  
Program Integration and Compliance  
End of Year Summary 1999-2000**

**Organizational Changes**

The Program Integration and Compliance Office was set up in the fall of 1999 to monitor compliance, special education services, and the implementation of "the Plan" (Establishing an Inclusive Educational System in SFUSD). The Plan highlighted several organizational changes that would need to occur in order to move towards establishing an inclusive educational system and also in getting SFUSD in compliance with state and federal laws and regulations. The organizational shifts that have been accomplished this year are highlighted below:

- A new Associate Superintendent position (of Student Support Services) was established to coordinate the services of the Bilingual, Special Education, Gifted and Talented, Pupil Services, School Health Services and the State and Federal Funded Projects Departments.
- Special Education program consultants have been reassigned to Instructional Support and Operations (four to Elementary, two to Middle, two to High) and report directly to the Assistant and Associate Superintendents in IS&O.
- Two full time positions were reassigned to Curriculum Improvement and Professional Development to plan and implement professional development activities and to align general and special education professional development activities.
- The Special Education Placement Office has moved in with the Educational Placement Center at 555 Franklin St. to allow for all student placements to be directed through one office.
- Special Education Preschool Services and the Intake Center have been reassigned to the Child Development Program to allow for the integration of general and special education students at this level.
- Two Special Education Program Directors will report directly to the Associate Superintendents of Instructional Support and Operations, at each level, next year to further align general and special education.
- In addition, the Special Education Extended School Year program was placed under the supervision of the district Summer/Evening School Department.

### **Additional Staffing**

A major issue that was found in the 1998 Coordinated Compliance Review (CCR) was the lack of qualified personnel. Across the board, SFUSD was found to be out of compliance in providing qualified staff to implement the Individualized Education Program (IEP). An additional \$2.8 million was secured for this budget year to hire the additional staff necessary to meet current services requirements. In addition, the RSP caseload was adjusted from 1:28 to 1:18 to allow for student growth throughout the year. Additional staff this year includes:

- Increase of 17.7 teaching positions to meet service requirements including 7.8 Fte Resource Specialists, 4.0 SDC teachers and 5.9 Inclusion Support Teachers.
- Increase of 6.0 Fte psychologists to meet current service requirements. Most psychologists are now assigned to no more than three schools allowing them to be on site the equivalent of one full day per week to assist with the SST process, interventions and modifications, as well as testing and IEP meeting requirements.
- Increase of 10 Fte Speech and Language Therapists
- Increase of 2.0 Fte Occupational Therapists
- Increase of 1.0 FTE Vision/Orientation and Mobility teacher  
(Due to the above increases in district staff, there has been a reduction in the need for contracted external services).

In addition to the above staffing increases, all elementary special education positions were filled at the start of the school year. This office and Human Resources held quarterly retreats to address the staffing concerns raised in the CCR. In addition, our office accompanied representatives from Human Resources to at least three different recruitment fairs to recruit special education teachers for the upcoming school year (2000-01).

### **Professional Development and Support**

A significant emphasis was placed on professional development this year. For a comprehensive listing of professional development activities please see attachment, however, the highlights in this area are:

- A four part professional development series on IDEA, IEP process and adapting and modifying the core curriculum was offered across the city on four different dates in which 415 participants attended. Most importantly, a manual has been created on adapting and modifying the core curriculum that will be disseminated to all teachers in the fall 2000.
- Two sessions on how to complete the IEP document were offered with over two hundred participants in attendance.
- Approximately 600 special education paraprofessionals received training this year on effective practices and working as part of a team.

- All 77 elementary principals received professional development on disability awareness through their regularly scheduled principals meeting in April. In addition, all new principals were provided professional development on the content and maintenance of the brown pupil services folder for students receiving special education services.
- Inclusive Educational Practices- Twelve schools in the first inclusive cohort were able to send teams of general and special educators to a two-day institute on inclusive educational practices in August 1999 and 2000. In addition, all twelve schools received additional professional development on inclusive practices in March.
- Elementary, Middle, and High Schools across the district received professional development on the Student Success Team (SST) process and best practices. Twelve elementary schools have successfully piloted the SST Tool this year and the SST Tool is ready to be rolled out on a larger scale across the district.

### Voluntary Corrective Action Plan (VCAP)

SFUSD and the California Department of Education entered into a Voluntary Corrective Action Plan (VCAP) in October 1999 after several months of negotiations and work on our part! This plan was developed to address all areas of outstanding systemic compliance identified in the current CCR, the latest FEDCAP and individual complaints. Two outstanding noncompliance issues identified were overdue IEPs and overdue reevaluations. The following highlights some of our progress in these areas:

- In December 1999 SFUSD had 13% overdue reevaluations. As of June 2000, we have been able to reduce overdue reevaluations to 4% while the state average is 7% for overdue reevaluations.
- In December 1999 SFUSD had 25% of IEPs that were more than a year overdue. As of June 2000, we have been able to reduce the percentage of IEPs that were more than a year overdue down to 18%.
- A major effort to address services for Special Education / English Language Learner (ELL) students was undertaken. Of the 1694 Special Education / ELL students, 81% (1371) were administered the Language and Literacy Assessment Rubric (LALAR).
- Increased efforts were made to ensure that all Special Education students, for whom it is appropriate, take the state Standardize Testing and Reporting Program (STAR). Results of this effort will be available in late August.
- A huge data clean up has been underway all year to provide accurate information on students who are receiving special education services. Between August and December of 2000, a major focus will be on dropping students from the database who are no longer receiving services to further clean up the database.
- Monthly data summaries have been sent to each school site that indicates the due dates of IEPs and reevaluations for all students receiving special education services. This has assisted principals and administrators in monitoring compliance for their

particular site. Additional substitute and teacher release time have been made available to sites to support the scheduling of IEP meetings.

- This year, for the first year in many years, all students are receiving speech and language services.

### Communication and Articulation

In our effort to redesign general and special education into a unified and inclusive system, communication, collaboration, and articulation become critical elements for success. The Program Integration and Compliance Department spent many hours working to build bridges where none occurred previously or if there were bridges they were shaky ones at best! While relationships with stakeholders will need to continue to be nurtured a significant foundation has been created:

- Two Town Hall meetings at Open Gate (formerly known as The Center) were conducted with Support for Families of Children with Disabilities in the beginning and the end of this year. In attendance were Superintendent Linda Davis, parents, caregivers, advocacy agencies and other representatives from SFUSD. The focus of the Town Hall meetings was to inform the community on the direction and status of the implementation of the "Plan" as well as our efforts towards achieving compliance.
- An ombudsperson was named this year to assist with increasing the communication and articulation to the community at large. This person has scheduled three additional forums this year with advocacy groups and legal representatives to continue to build bridges.
- Bimonthly meetings took place with the Associate Superintendents of Operations to facilitate the alignment of general and special education. The two special education program directors for elementary and secondary attended and participated in all principal meetings for the first time this year.
- Monthly meetings of the six Department Heads and the Associate Superintendent of Student Support Services were held to explore historical problems of miscommunication between departments and to develop more integrated and efficient methods of serving all students.
- Quarterly retreats were held with Human Resources to address staffing issues.
- Significant work has occurred in the area of nonpublic schools and agencies: we have been working with McAuley Day Treatment to transition students back to SFUSD. In addition, there has been closer monitoring of our students who are attending nonpublic schools and the contracts we have with NPS.
- Major efforts have been made this year to assign Related Service Providers to specific geographical areas of the City, thus decreasing travel time between schools and allowing more on-site service time to students.

### Program Development

- SFUSD was awarded a \$294,000 grant from the Walton Family Foundation for three years to develop a Special Education Teacher Leader program, providing support and coaching to the inclusive cohort sites as well as new special education teachers. Each year, for three years, the grant will fund twenty teacher leaders. In addition, the grant will fund release time for the sites to participate in professional development activities utilizing the teacher leaders. This grant will significantly increase our ability to impact quality program development across the district.
- Twelve cohort sites for inclusive education were supported this year financially and with increased staffing to build quality programs on site to meet the needs of diverse learners.
- Work has been underway all year in preparation for setting up model classrooms for children with autism at Yick Wo and Fairmount. Yick Wo will be set up for the fall 2000 and Fairmount for December 2000. These classrooms will be able to address the intensive needs of a growing special education population.
- Revised job descriptions have been created for special education teachers and service providers to reflect inclusive service delivery models.

### Other

- The development of a special education Internet website has been up and running since December and can be accessed easily by parents, caregivers, staff, etc.

**It is imperative to state that the above accomplishments are a significant step towards achieving compliance and quality instructional programs, however, this is clearly an ongoing effort and we have just begun. More importantly is the fact that special education itself can not achieve compliance without working closely with the general education system. Nor has special education services been able to achieve the above accomplishments without the commitment, perseverance, patience, and hard work from our Superintendent, Associate Superintendents, administrators, principals, teachers, support staff, parents, caregivers, and service providers. This is truly a team effort.**

**NOTE:** This summary is not intended to be an exhaustive list of all our accomplishments and efforts to date; it is merely a summary of highlights. For a comprehensive look at this year 11 binders of information are available that document our efforts for this crucial first year.

**SFUSD**  
**Professional Development 1999-2000 School Year**

<b>IEP Training</b>	Dates	Audience
Overview of Special Education law and referral and assessment procedures	10/14 11/9 11/22 12/9	Open to all teachers, parents Mostly special education teachers attended
IEP Process and legal compliance	10/21 11/16 11/29 12/9	Same as above
Aligning IEP goals with district standards	1/24 2/3 2/24 3/6	Same as above
Adapting core curriculum for students with disabilities	1/31 2/10 3/2 3/13	Same as above
IEP Nuts and Bolts Detailed explanation of each section of IEP including attachments	1/20 3/8	Same as above Middle school special ed. teachers
IDEA, IEP and parent rights Sample IEP Student profiles	3/25	ELL teachers
LALAR-Language and Literacy Assessment Rubric	10/26	Psychologists/language specialists
<b>Surrogate Parent Training</b>		
Surrogate Parent Orientation and Training	12/6 Group Training  2/24 Group Training  Individual Training scheduled as needed	Parents, community advocates

<b>Teacher Leader Training</b>		
Special Education Teacher Leader Training: Walton Grant Standards Protocols/math/science Assessment Adaptations/modification School/community resources Behavior management	Nov: Dec. Jan. Feb. March:  April:	Selected Teacher Leaders who will then share information at school sites, provide additional training

<b>Inclusive Education</b>		
The Inclusive Classroom: Meeting the need of diverse learners	3/11	Teachers /parents at Tenderloin, Harvey Milk, Sunset, Ulloa, West portal, ER Taylor, Fairmont
Teaching and Learning in Inclusive Classrooms	3/11	Galileo High School and teacher from other schools
Inclusive Educational Practices: Ability Awareness	4/5	Elementary school principals
Inclusion Task Force Monthly meetings  Peer Tutoring Ability Awareness Roles and Responsibilities Community Based instruction	10/27 1/26 3/22 5/10	Inclusion Teachers and parents
<b>Autism</b>		
Pathways to Play Principles of sensory integration and intervention strategies for children with autism spectrum disorders	4/1	Special Education teachers and service providers
Bryna Siegel, Autism overview and strategic planning	4/27 5/15	Program Directors, Program Consultants, PIC staff, and parents
TEACCH structured teaching method for children with autism	1/00 6/00	Special education teachers and paraprofessionals

<b>SST Process</b>		
Formal training in addition to school sites visits:		
IBM SST tool Middle School	July/ August	11 school sites
Collaboration with School Health	10/2	Middle schools
SAP/SST expectations	11/2	Middle school principals
Collaboration with Pupil Services	12/2	Middle school principals/assistants
Presentation to school psychologists	1/4	Psychologists
Training for middle school teams	3/4	Middle school teams
School health training	3/18	7 high schools
Safe/Healthy schools initiative	4/8	10 elementary schools
<b>DIS</b>	Monthly in service	DIS staff
<b>Psychologists</b>	Monthly in service	psychologists

<b>Behavior Modifications</b>		
	1/26	Middle school special education

Behavior Plans Consistent with IDEA Mandates SFUSD and CSPD Region L	Sept. 30, 1999	Full day training for psychologists, administrators, counselors, social workers, mental health personnel Presented by Diana Browning -Wright
<b>Piat Training</b>		
Middle school	2/23	Middle school special ed. teachers
<b>SI Community Based Instruction</b>		
Middle school	3/16	Middle school special education teachers
<b>Community Mental Health System</b>		
Middle school	3/29	Middle school special education teachers
<b>Sp. Ed. Overview</b>		
Service delivery, forms, assessment tools	12/17	Therapy unit
Adapting assignments, behavior, learning styles, student populations	11/9	Substitute teachers