

**Santa Monica-Malibu Unified School District  
Board of Education Meeting  
ADDENDUM TO THE AGENDA**

**February 4, 2010**

<b>MAJOR ITEMS</b>
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<b>DISCUSSION ITEMS</b>
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<b>INFORMATION ITEMS</b>
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- I.03 SMMUSD Responses to the Recommendations from the Independent Review of Special Education  
**ADD:** Agenda item (*pp. 2-10 of this addendum*)

SW

TO: BOARD OF EDUCATION

INFORMATION

02/04/10

FROM: TIM CUNEO / CHIUNG-SALLY CHOU

**ADDENDUM**

RE: SMMUSD RESPONSES TO THE RECOMMENDATIONS FROM THE  
INDEPENDENT REVIEW OF SPECIAL EDUCATION

INFORMATION ITEM NO. I.03

Attached is a progress update for recommendations from the Independent Review of the Special Education Department and Programs by Lou Barber and Associates.

Because the Special Education Working Group's recommendations incorporate these and other items that are the focus of the Special Ed. Department, this update will be the last to address just the Lou Barber report.

**Santa Monica-Malibu Unified School District**  
**Responses to the Independent Review of Special Education Recommendations**

Recommendations	Comments	Progress and Evidence
1. Option of initiating a special education preschool in the Malibu area	School year 2007-08, due to lack of trained teachers, the program was not implemented.	<ul style="list-style-type: none"> <li>• A special education preschool was established at Pt. Dume for the students in the Malibu area; the program is continuing for school year 2008-09 and 09-10.</li> <li>• Cabrillo ES has also developed a new Intensive Services (IS) classroom and an occupational therapy (OT) Clinic has been established.</li> </ul>
Recommendations	Comments	Progress and Evidence
2. Development and implementation of curriculum content that is robust and strong enough to support the success of students with disabilities (E/LA and Math)	Chief Academic Officer, Educational Services staff have included special education staff and teachers in District curricular development and professional training efforts.	<ul style="list-style-type: none"> <li>• Special Education Department is now part of the Educational Services Department under the supervision of the Chief Academic Officer.</li> <li>• District team worked with teachers to develop the mathematics curriculum maps for the secondary schools in Algebra I, Geometry, and Algebra II which also included the Essentials curriculum that supports many of the special education students in 2007-08 leading to the adoption of the Mathematics textbooks.</li> <li>• Special Education teachers participated in the curriculum development of Algebra I, Geometry, and Algebra II as well as the adoption process for all mathematics textbooks in 2007-08.</li> <li>• Math textbook adoption took place and textbooks have been purchased by individual schools and delivered for school year 2008-09. Books were ordered for every student in the schools.</li> <li>• Professional development in the use of the new math textbooks took place in late August 2008 and continues each year.</li> <li>• Principals have been receiving professional development activities in mathematics instruction during 2007-08 school year and continued through 2008-09 and will continue through current school year in effective supervision and support of mathematics instruction. This is a three-year process. SY 2009-10 is year 3 of this effort.</li> <li>• Special education teachers have received on-going professional development in academic programs such as frontloading, differentiation of curriculum, lesson link, academic conferences, cognitive guided instruction, model drawing and other strategies in addition to what has been offered by Educational Services.</li> <li>• The District has adopted English/Language Arts textbook for middle schools and is working on the adoption of the English/Language Arts textbooks for elementary and core literature books for high schools. The effort will include the development of a high school English/Language Arts curriculum guide and maps. Special Education teachers are part of the curriculum review and adoption committee.</li> <li>• Lesson Link Teams are comprised of both general education and special education teachers. There is also a Special Education Lesson Link Team. Current school year's effort is to build school capacity by developing an instructional leadership team (ILT) at each school site.</li> <li>• Special Education and general education teachers have jointly attended SMARTBoard Educators Academy (SEA) for the last three years and are part of the SMARTBoard user group seminars and practices. Additional SMARTBoards have been purchased at various school sites as resources become available. There is an annual SEA training during the month of August for new and experienced users.</li> </ul>

Recommendations	Comments	Progress and Evidence
<p>3. Expand the use of Rtl for students showing signs of academic failure; development of a comprehensive plan towards implementation of Rtl including professional development, policy and procedure development with timeline for implementation.</p>	<p>Chief Academic Officer, Educational Services staff, site administrators and staff shall participate in professional development/training activities in Rtl via different avenues. An effort will be placed in developing and implementation of a comprehensive plan for intensive intervention.</p>	<ul style="list-style-type: none"> <li>• Response to Instruction and Intervention (Rtl<sup>2</sup>) is the California State Department's approach to response to intervention. It has become the focus for the schools this year to continue to identify students who need intervention early in their school careers and provide necessary instruction.</li> <li>• Three District staff attended in November 2008 the Rtl training sponsored by the California School Psychologist Association and the Association of California School Administrators.</li> <li>• There is one school currently planning and implementing Rtl Other schools have also begun studying and reviewing current practices to include Rtl as part of the intervention process.</li> <li>• The District is currently providing training to site administrators in the California State Department of Education's efforts in Response to Instruction and Intervention (Rtl<sup>2</sup>)</li> <li>• The District team has made presentations to and working with the principals as part of the development of the Response to Instruction and Intervention process. Community information sharing will also take place.</li> <li>• Schools continue to implement intervention strategies as part of their commitment as documented in their Single Plan for Student Achievement.</li> <li>• Schools are using their categorical and equity funds to implement intervention services to students during the school year by hiring reading specialists, instructional assistants, purchasing supplemental materials and programs, and providing professional development activities.</li> <li>• The District once again has provided \$240,000 for schools to implement literacy intervention programs and services using reading specialists in small group and individualized settings.</li> <li>• John Adams Middle School is implementing Read 180 for special education students as well as student with the greatest need of literacy intervention.</li> <li>• Will Rogers and Edison have been working with Read 180 serving 4<sup>th</sup> and 5<sup>th</sup> grade students. Rogers is researching intervention programs for grades 2 and 3. Edison offers Spanish language/literacy program during the summer.</li> <li>• Other schools are also considering using Read 180 as part of their intervention strategies.</li> <li>• District offers intensive intervention summer school (IISS) programs at elementary, middle and high schools and extended school year (ESY) programs for special education students.</li> <li>• Both Edison and Rogers are using Achieve3000, KidBiz program as their Tier I intervention for the entire school.</li> <li>• The Boys and Girls Club of Santa Monica has opened its new site at John Adams MS working collaboratively with the school district and is providing services to students who need after school care and homework help.</li> </ul>

Recommendations	Comments	Progress and Evidence
4. Holding regular meetings with the Superintendents' Committee with the Tri-Cities SELPA to examine the effectiveness of SELPA.	Superintendent or Chief Academic Officer will be attending the Superintendents' Committee with the SELPA. Discussion will center around the effectiveness of the Tri-Cities SELPA	<ul style="list-style-type: none"> <li>• Superintendent has been meeting with the SELPA superintendents on a regular basis to develop stronger collaboration.</li> <li>• The Superintendent and/or the Chief Academic Officer will participate in the SELPA Superintendents' Committee meetings once they are calendared.</li> </ul>
Recommendations	Comments	Progress and Evidence
5. Working with the other two districts moving to a stronger collaborative role and the allocation of funds.	Superintendent, Chief Academic Officer, Chief Financial Officer, Special Education Services Director will work together with the SELPA in the collaboration and allocation of funds.	<ul style="list-style-type: none"> <li>• A Fall Forum jointly planned and sponsored by the District and the PTA Special Education Committee included parents from the Tri-Cities SELPA. The Fall Forum was held on Saturday, November 15, 2008 with over 100 parents and staff attending. A spring forum to discuss transitions was held on Saturday, May 2, 2009.</li> <li>• Another Fall Forum was held to give parents strategies to work with their children at home in reading and writing, mathematics, and positive behavior on October 24, 2009.</li> <li>• Keynote speakers from the CSU Center for the Advancement of Reading provided great insights into reading research and strategies to help students learn how to read.</li> <li>• SELPA districts were invited to attend these forums.</li> <li>• Fall forum, parent handbook and PRN activities were discussed with SELPA partners at fall CAC (Community Advisory Committee) meeting. At their request, copies of training manuals, presentation notes and the parent handbook were provided to Culver City and Beverly Hills.</li> </ul>
Recommendations	Comments	Progress and Evidence
6. Providing appropriate grade level textbooks and instructional materials to SDC, RSP and Home/Hospital students	School site administrators, Educational Services staff, and Special Education Services Director will ensure that ALL students have access to instructional materials.	<ul style="list-style-type: none"> <li>• Each year, as textbooks and instructional materials are ordered, the needs of all students are considered when purchasing these materials. Site administration surveys the teachers to ensure that all classrooms have the necessary textbooks and instructional materials to support the students.</li> <li>• All students will have standards aligned textbooks and instructional materials (accountability of this is also required by the Williams legislation).</li> <li>• Each year, District coordinators work with special education teachers to ensure that materials are purchased and made available to all teachers.</li> <li>• All new supplemental textbooks for special education classrooms must be reviewed through the district's instructional materials review process before they are adopted and purchased.</li> </ul>
Recommendations	Comments	Progress and Evidence
7. Reviewing of non-public school costs over a three-year trend	Chief Financial Officer/Fiscal Services staff and Special Education Services Director have been reviewing cost of NPS regularly.	<ul style="list-style-type: none"> <li>• The review of non-public school (NPS) costs has been completed and reported to the Board of Education.</li> <li>• Special education and fiscal services staff continue to review expenditures each year; all expenditures for NPA and NPS are prior approved by the Board of Education before payments are made.</li> <li>• It has been documented that non-public school and agency costs have decreased significantly in the last three years. The District is continuously recruiting for in-house staff to be interviewed and selected.</li> <li>• The district has hired many DIS staff including OT, PT, and SLP to provide the necessary</li> </ul>

		<p>services to our students.</p> <ul style="list-style-type: none"> <li>As part of the Special Education Program Task Force, members of the district staff will be visiting other programs in both public schools and NPS to gather information and begin the process to develop new programs in the district. A new Director of Special Education has been hired and one of her goals for the year is to review district services and identify programs for implementation.</li> </ul>
Recommendations	Comments	Progress and Evidence
8. Scheduling regular meetings between Business Services and Special Education Services to review income and expenditures; holding mid-year budget reviews	Chief Financial Officer/Fiscal Services staff and Special Education Services Director have been meeting regularly to review income and expenditures.	<ul style="list-style-type: none"> <li>Meetings are and will be held quarterly between the two offices to review income and expenditures.</li> <li>The Director of Special Education, the Chief Academic Officer will work with the Chief Financial Officer to ensure that resources are available for special education program services.</li> <li>Senior Cabinet meets regularly to review budgetary needs for all program and services.</li> <li>All departments follow the District's budget development calendar.</li> </ul>
Recommendations	Comments	Progress and Evidence
9. Review staffing levels for all positions; contracts for speech and language services for internal capacity building	Assistant Superintendent of Human Resources and Special Education Services Director have been working collaboratively to recruit special education personnel. The District will only contract out if there is a shortage of service providers in the district.	<ul style="list-style-type: none"> <li>Both offices work together to identify vacancies and hire qualified staff. The instructional assistant positions have been delineated based on program services to ensure appropriate services to students in meeting IEP goals and objectives.</li> <li>Training to district and school staff to build capacity will continue and District will use outside consultants for critical needs only.</li> <li>Training of staff has dramatically increased over the past two years and as a result, the District's use of outside consultants has continued to decline.</li> <li>There were no open positions in speech services for 07-08, and currently open positions are being staffed by non-public agency staff until permanent staff can be employed. However, lots of efforts have been made since spring 2008 to hire district staff for DIS.</li> <li>The district is fully staffed with DIS personnel except for two more SLPs. NPA's are being utilized to provide the services that the district is unable at this point.</li> </ul>
Recommendations	Comments	Progress and Evidence
10. Examining staffing levels for preschool programs, offering a split shift to accommodate more students	Assistant Superintendent of Human Resources, Special Education Services Director and Child Development Services Director will continue to examine the feasibility of this model.	<ul style="list-style-type: none"> <li>A split session was implemented during the 07-08 school year, and will be considered again, if warranted. Bussing issues and time for home visits were and continue to be factors in offering a split shift day.</li> <li>Special education staff have been reviewing preschool needs and continue to seek locations to implement more programs once students are identified.</li> <li>District established a developmental kindergarten program for 2009-10 in collaboration with the SELPA.</li> </ul>
Recommendations	Comments	Progress and Evidence
11. Development of a cost containment plan – staffing levels	Assistant Superintendent of Human Resources, Special Education Services Director and Chief Financial Officer/Fiscal Services staff have been working on a cost containment plan to ensure staffing is appropriate.	<ul style="list-style-type: none"> <li>The various offices have been working collaboratively to reexamine staffing levels for special education.</li> <li>Long-time vacancies that did not affect services have been eliminated.</li> <li>As program services grow and student needs identified, additional and appropriate staff are hired.</li> <li>Staff patterns have been examined for 2009-10 school year based student needs.</li> <li>The Special Education Department and the Human Resources Department meet regularly to assess staffing needs based on enrollment in individual school sites.</li> </ul>

Recommendations	Comments	Progress and Evidence
12. Dissemination of written materials to IEP teams to ensure protocols are followed in the delivery of related services such as occupational therapy and adapted PE	Special Education Services Director and consultants will provide professional development activities to site administrators in the IEP process to ensure protocols are followed in all service delivery.	<ul style="list-style-type: none"> <li>• The District has completed the Special Education Procedural Manual which includes all aspects of the protocol for special education IEP and program services.</li> <li>• Training for administrators has taken place already this year for principals in the development and implementation of IEPs and other related areas to ensure that eligible services written into the IEPs are delivered.</li> <li>• Certificated management personnel were trained on the most updated IDEA and IEP.</li> <li>• IEP feedback form has been gathered and analyzed for 2008-09 and the parents and staff have indicated increasingly positive interactions at these meetings.</li> <li>• The Special Education Department is providing a mandatory 3-hour training for all special education teachers and DIS providers in the 2009-2010 year.</li> <li>• The Special Education Department is offering to provide school site at staff meetings training on special education services in the 2009-2010 school year. Several schools have scheduled these trainings.</li> <li>• The District has purchased laptops and LCD projectors for each school site to ensure openness and effective planning for student IEPs.</li> </ul>
Recommendations	Comments	Progress and Evidence
13. Reviewing prospective interdistrict attendance agreements and review EC Section 48204(b)(3) regarding provisions for denying transfers	Special Education Services Director and Student Support Services Director have worked together to ensure adherence of permit policies.	<ul style="list-style-type: none"> <li>• The District is working collaboratively with the Office for Civil Rights to ensure that the District adhere to federal law regarding permit processes</li> <li>• Districts are not permitted to deny permits based upon the number of services or on the cost of these services.</li> </ul>
Recommendations	Comments	Progress and Evidence
14. Incorporating in the budget development process, a review of all existing resources	Chief Financial Officer/Fiscal staff and Special Education Services Director have been working in the budget development process to review all existing resources to support special education students.	<ul style="list-style-type: none"> <li>• Budget development in the District is conducted based on an established calendar and include a review of past expenditures with the involvement of the Financial Oversight Committee (FOC) and other stakeholders.</li> <li>• The process begins in the fall after the current year budget has been approved by the Board of Education.</li> <li>• Special Education Department budget, like all other department budgets, is reviewed each year for allocation and expenditures in order to prepare for the following year.</li> <li>• The Board of Education takes an active role in the development and approval of the District budget.</li> </ul>
Recommendations	Comments	Progress and Evidence
15. Providing information to parents regarding all services provided to students	Superintendent, Chief Academic Officer, Special Education Services Director, and Pupil Services Director will ensure that parents are aware of all services that are provided to the students by providing a Parent Handbook and posted on the website.	<ul style="list-style-type: none"> <li>• As part of the comprehensive plan development, all services are defined for parents and included in the Special Education Parent Handbook.</li> <li>• A jointly crafted Parent Handbook by the Special Education District Advisory Committee (SEDAC) and District staff has been completed has been published in English and Spanish.</li> <li>• The Parent Handbook was introduced to the parents during the Fall Forum and made available on the District's website.</li> <li>• Parent Handbook is also available on the front page of District Website and is available to parents at all school sites.</li> <li>• The Special Education Parent Handbook has been revised to be aligned with the District's</li> </ul>

		<p>efforts to revise its board policies.</p> <ul style="list-style-type: none"> <li>• Staff have been making presentations at SEDAC meeting.</li> <li>• PTA Council Special Education Committee has been planning additional training sessions for parents.</li> </ul>
Recommendations	Comments	Progress and Evidence
16. Reviewing practices to ensure Medi-Cal LEA and MAA billing opportunities are maximized	Special Education Services Director and consultant have continued to provide training to site administrators regarding MAA billing opportunities.	<ul style="list-style-type: none"> <li>• Principals, other site administrators and all special education staff were trained annually in the billing process.</li> <li>• Necessary documentation for reimbursement is submitted yearly.</li> <li>• District will continue to conduct annual training for proper reporting each fall.</li> <li>• District will continue to make every effort to insure that reimbursements are maximized.</li> </ul>
Recommendations	Comments	Progress and Evidence
17. Addressing the issue of positive attitudes towards students with disabilities; providing training to personnel in creating a supportive environment for students	Superintendent, Chief Academic Officer and Special Education Services Director will provide training in customer service	<ul style="list-style-type: none"> <li>• As part of the professional development effort, the District provides customer service training for District and school site personnel.</li> <li>• The Parents Resource Network (PRN) training as begun with five pilot schools to provide support to parents and students. Another six schools were added to this year's implementation.</li> <li>• District engaged the Claros Group to facilitate the process of creating a supportive environment for students and parents.</li> <li>• All elementary schools are part of the Safe Schools-Cool Tools Program.</li> <li>• Library purchases demonstrate increase in books/materials related to this issue.</li> <li>• Recommendations from the Working Group, appointed by the Superintendent, have been reviewed and assessed for implementation.</li> </ul>
Recommendations	Comments	Progress and Evidence
18. Training of staff in respect and civility towards the parents; establishing a positive and professional working environment	Chief Academic Officer, Educational Services staff will identify trainers to provide training in professional learning communities	<ul style="list-style-type: none"> <li>• As part of the professional development effort, the District will provide customer service training for District and school site personnel.</li> <li>• Claros Group's work focused on facilitating the development of a positive and professional working environment.</li> <li>• District will be reviewing a civility policy for Board adoption.</li> <li>• The Superintendent has begun implementing the "Communications Audit" recommendations to provide the District with the baseline data on our communication system and process. District will take action to improve its communication system.</li> <li>• The Special Education Departments IEP training includes a section on interactions with parents emphasizing respect and full participation.</li> <li>• IEP feedback form solicits parent input on their experiences at IEP meetings.</li> </ul>
Recommendations	Comments	Progress and Evidence
19. Integrating special education services in the total educational system; working with site administrators to ensure inclusiveness	Chief Academic Officer, Special Education Services Director, Site Administrators will continue to have professional development activities in special educational related areas	<ul style="list-style-type: none"> <li>• Special Education Services Department is now part of the Educational Services Department and meets monthly with other Educational Services Department administrative staff to plan joint activities to ensure integration of special education services.</li> <li>• During principals meetings 2008-09 and 2009-2010, training on the areas of special education and inclusiveness were and continue to be provided to discuss least restrictive environment issues.</li> <li>• Additional updates will be provided to principals and SE DAC members regularly.</li> </ul>



Recommendations	Comments	Progress and Evidence
20. Reviewing Personnel Commission practices to ensure timely hiring of staff to service students; including teachers in the selection process for instructional assistants	Superintendent, Assistant Superintendent of Human Resources and the Director of Classified Personnel will work together to ensure proper procedure takes place	<ul style="list-style-type: none"> <li>The Assistant Superintendent of Human Resources has been working with the Director of Classified Personnel and the Personnel Commission on a regular basis to ensure the timely hiring of the instructional assistants to serve the students.</li> </ul>
Recommendations	Comments	Progress and Evidence
21. Reviewing incentives to recruit and hire qualified special education staff	Superintendent, Assistant Superintendent of Human Resources, Chief Financial Officer will reexamine the notion of incentives to hire qualified special education staff	<ul style="list-style-type: none"> <li>The Assistant Superintendent of Human Resources will work with the Personnel Commission regarding compensation for classified staff.</li> <li>A reclassification study has been completed and discussions have taken place regarding salary placements of some special education staff. This will take place during the annual negotiation process.</li> <li>The Assistant Superintendent has been working with both unions to ensure the hiring of qualified special education staff.</li> <li>All open positions are advertised as the need arises.</li> </ul>
Recommendations	Comments	Progress and Evidence
22. Conducting a needs assessment of district staff in the areas of professional development; including training of parents and assistants; using internal expertise	Chief Academic Officer, Educational Services staff, and Special Education Services Director will conduct needs assessment	<ul style="list-style-type: none"> <li>Each year, the Educational Services Department and the Special Education Department conduct a needs assessment for all teachers and principals regarding their perceived needs for professional development.</li> <li>School sites, via requests by the principals, receive training based on their needs.</li> <li>The Special Education Department team and the PTA Special Education Committee will work together to make sure that training will be conducted with parents and instructional assistants.</li> <li>Special Education Department offers regular training to instructional assistants and aides.</li> <li>District staff attend job fairs and advertise in professional journals to increase the District's opportunities for hiring qualified staff.</li> <li>Assistant Principals and House Principals meet once a month with District staff for professional development activities.</li> <li>Advisors and Counselors meet four times a year to receive professional development activities provided by both internal and external expertise.</li> <li>The Special Education Department is providing extensive staff training in the 2009-2010 school year on special education law, IEP development, assessment, transition services, data collection and behavior supports.</li> </ul>
Recommendations	Comments	Progress and Evidence
23. Including in the staff development the content areas of Rtl and alternative dispute resolution	Chief Academic Officer, Educational Services staff will contract expertise in these areas of identified needs.	<ul style="list-style-type: none"> <li>District staff have and will continue to attend trainings in Rtl and alternative dispute resolution strategies.</li> <li>In the meantime, the Los Angeles County Bar Association's Dispute Resolution Center has been contacted to provide the training for the District if and when the needs arise.</li> <li>The District continues to seek outside agency in assisting with alternative dispute resolution.</li> </ul>

Recommendations	Comments	Progress and Evidence
24. Distribution of information regarding the Local Plan, policies and procedures; access to the plan, policies and procedures, and compliance requirements; training of administrators and staff in the implementation of these plans and policies.	Special Education Services Director will provide the District staff with the SELPA's Local Plan to ensure familiarity and compliance with the requirements.	<ul style="list-style-type: none"> <li>As part of the professional development effort, all administrative staff are trained in the implementation of the policies and procedures and compliance included in the SELPA Local Plan.</li> <li>Special Education teachers have received regular trainings each year regarding policies and procedures, and will continue to receive this information in monthly job-alike meetings.</li> <li>District staff have been trained in IEP and Section 504 plan development</li> <li>A new District Section 504 Handbook is being developed. The Student Success Team (SST) forms are being revised to include more information to support the students.</li> <li>Parents will receive information regarding the plan, policies and procedures.</li> </ul>
Recommendations	Comments	Progress and Evidence
25. Reducing the confidentiality clause in the settlement agreements; communicating to staff the specific services that are to be provided via the agreements; Incorporating these additional services into student's IEP or attached as an appendix to the IEP.	Superintendent, Chief Academic Officer and Special Education Services Director make sure that settlement agreements do not contain confidentiality clauses; and incorporating services into the IEP when they are appropriate and from state approved NPAs and NPSS.	<ul style="list-style-type: none"> <li>Confidentiality clauses are no longer part of the settlement agreements.</li> <li>Staff have been informing parents regarding the elimination of confidentiality clauses in the agreements; however, not all services that were requested by parents can be incorporated into the IEPs.</li> <li>District will work with parents to inform them in the use of the state approved NPAs and NPSS before any agreement can be established to incorporate services into the IEPs from existing settlement agreements.</li> <li>Schools are informed of all services included in the settlement agreements. Coordinators are responsible in the monitoring of the implementation of these services.</li> <li>The new Director of Special Education Department is committed to making IEP decisions only in the context of IEP team meetings rather than through settlement agreements.</li> </ul>
Recommendations	Comments	Progress and Evidence
26. Decentralizing the authority to address special education issues; empowering the site staff to resolve issues that arise during the course of IEP meeting; training on alternative dispute resolution, and building program capacity	Superintendent, Chief Academic Officer, Special Education Services Director, Site Administrators will work collaboratively to ensure authority to address special education issues is decentralized.	<ul style="list-style-type: none"> <li>Site administrators have asked and received additional training in order to ensure that they have an up-to-date and thorough understanding of special education issues. These trainings will occur on an on-going basis.</li> <li>Training will be provided to site administrators throughout the school year to ensure that they have enough knowledge to be responsible for appropriate IEPs and their timely implementation.</li> <li>Board of Education has authorized resources towards the purchase of one laptop computer and one LCD projector at school sites to better facilitate the IEP process.</li> <li>The new Director of Special Education Department is committed to making IEP decisions only in the context of IEP team meetings so that the site based team and parents will be fully involved in all decision making regarding IEP services.</li> </ul>
Recommendations	Comments	Progress and Evidence
27. Creating a culture of transparency and openness in dealing with all stakeholders	Superintendent will work with the senior leadership team as well as the whole staff to ensure a culture of transparency and openness.	<ul style="list-style-type: none"> <li>The Superintendent, the senior leadership and the Director of Special Education have an open door policy.</li> <li>Leadership of the District will work with all the staff to ensure transparency and openness in working with all stakeholders</li> <li>District leadership team members have been participating in meetings with parents and other stakeholders.</li> </ul>