

SPECIALIZED SERVICES
FROM REACTIVE TO *PROACTIVE*
& AN UPDATE ON CORRECTIVE ACTION PLANS

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HIGHLY REGULATED



COMPLAINT INVESTIGATIONS

- Office of Special Education Policy & Dispute Resolution (SPDR) – subdivision of DOE
- Allege that a public or private education agency has violated the requirements of State and/or Federal statute and/or regulation for the provision of special education and related services within one year prior to the date the complaint is filed;
- Anyone may file, however, not all complaints result in CAPs
 - Investigation may commence, if deemed necessary
 - Education agency provided an opportunity to respond and may attempt to resolve the issues prior to the issuance of an investigation report
- If noncompliance is found, a corrective action plan will be developed

CORRECTIVE ACTION PLAN

- Detailed report
 - Setting forth issues addressed;
 - Sections of the NJAC at issue;
 - Findings of Fact;
 - Conclusions;
 - CAP Directives / Documentation Needed / Due Dates

WHERE ARE WE NOW?



- Since July 2019, **23 CAPs** have been **closed**
 - *5 are subject to monitoring to ensure that compensatory services, where owed, are provided*
- **Only 2 CAPs remain open**, (1 is pending DOE review)

WHERE DO WE/DID WE NEED IMPROVEMENT?

- I&RS ---> Referral Procedures (Identification, Evaluations, Eligibility/Non-eligibility);
- Procedural Safeguards (Notices, Participation, Meetings);
- Evaluation Timelines;
- Annual Reviews & Reevaluation Timelines;
- Implementation of IEPs (BIPs, Extraordinary Services, Transportation, Teacher Staffing, Start dates);
- Coordination with Transportation;
- Student Record Access & Privacy Laws;
- Native Language; and
- Transfer Students

WHAT'S BEEN DONE?

- Staff & Provider trainings;
 - Annual Reviews;
 - Reevaluations;
 - Written Notice to Parents;
 - Discipline of Students with Disabilities;
 - SMART Goal drafting;
 - Compensatory education;
- Improve interdepartmental relationships;
- Enforce contracts w/ vendors/providers – promote accountability;
- Improve relationships w/ parents via timely communication;
- Improve processes / create workflows (extraordinary services requests, OOD requests, documentation for compensatory services);
- Improve relationships with community partners;
- *Acknowledge concerns, address issues, adjust accordingly*

UNIVERSE OF PROGRAMS FOR 2019-20SY

- 37 Inclusion Classes;
- 55 Resource Classes;
- 30 Learning and/or Language Disabilities Classes;
- 20 Autism Classes;
- 8 Behavioral Disabilities Classes;
- 13 Cognitive Mild Classes;
- 8 Multiple Disabilities Classes;
- 5 Preschool Disabled Classes;
- **Total Population ~ 2,623**
- **Current Compliance Rate: 83%**
 - **Target Goal: 90%**
 - **Goal is always 100%**

WHAT'S NEXT FOR SPECIALIZED SERVICES?



Developing and restructuring programs and determining placements is logistically challenging, so please note that these are not concrete as some additional changes may be made in the coming weeks/months

TENTATIVE PROGRAM ADDITIONS/ EXPANSIONS/IMPROVEMENTS

- Continued expansion - Autism programs (including rising 10th grade class(es));
- Behavioral Disabilities programs (including rising 9th-10th grade class);
- Cognitive Impairments / Life Skills programs;
- Learning and/or Language Disabilities programs;
- Multiple Disabilities programs;
- OCR/ICR

STRATEGIES FOR CHANGE

- Shift from a damage control, reactive mindset to a proactive programming mindset to ensure achievement of all specialized services students
 - Continuity of programs within buildings and across the district;
 - Expansion of programs for greater in-district service provision;
 - Collaborative resolution of parent concerns;
- Continued trainings / sharing knowledge / promoting independence;
- Continued collaboration with the CST, Administrators, & staff to obtain input;
- Promotion of NJTSS model & launch of EdPlan Identify & Intervene / Early Warning Software;
- Updated partnerships & service agreements;
- Program supports that include: support of BCBA; Behavior Techs; Psychologists; & Interventionists;
- Continued good work of the schools and building Principals that are supporting our special needs population

ADDITIONAL GOALS &/OR HIGHLIGHTS

- Retention of interventionists;
- Allocation of resources;
- Feedback sessions with teachers to be scheduled & reconvening “Fishbone” group;
- Participation in Strategic Planning sessions;
- Current estimated costs spent in OOD placements: ~\$34M
 - 756 students in OOD (138 Gen Ed & 546 Special Ed)
- Projected conservation that can feed back into programs and supports internally ~
 - MD/ LLD – \$6,079,772.40 @ average tuition \$58,459.35 excl. extraordinary services;
 - Autism – \$3,911,569.20 @ average tuition \$118,532.40 excl. extraordinary services;
 - BD - \$705,475.80 @ average tuition \$50,837.36 excl. extraordinary services;
 - For a total estimate of \$10,696,817.40 that likely would’ve gone out to OOD’s due to a lack of programming over the next two (2) years



**THANK YOU!
COMMENTS/SUGGESTIONS ARE
WELCOMED**

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