

# ***Special Education Program Administration***

## ***Leadership***

Many leadership skills are generic to all levels and types of educational leadership. However, there are unique aspects of special education leadership that will enhance a district's ability to provide appropriate programs and services for students with disabilities.

1. A working knowledge of the federal and state laws governing the provision of special education services for students with disabilities
2. Strong interpersonal skills to develop positive relationships with all special education staff, parents and other agencies
3. The effective use of problem solving strategies:
  - Identifying the issues
  - Defining the problem
  - Outlining potential options for solutions
  - Selecting and implementing the solution
  - Evaluating the outcomes
4. A vision for special education that accepts and encourages change and views challenges with optimism
5. A collaborative relationship with general education administrators that emphasizes their ownership of special education students

## ***Effective Use of Resources***

1. Define the resources (FTE) needed to provide direct and indirect special education services
2. Establish caseload and class size configurations using statewide guidelines identified in Education Code or by entities with substantial experience in special education
3. Create effective policies and procedures to reduce the use of high cost support services such as one-to-one instructional aides
4. Develop alternative programs to avoid costly nonpublic school or nonpublic agency costs
5. Maximize caseloads and class sizes
6. Regionalize services to reduce travel time and transportation costs
7. Establish criteria for extended school year
8. Establish entrance and exit criteria

### ***Program Delivery***

1. Make data-driven decisions using the CASEMIS information and statewide testing results to develop programs and services that offer continuity in bridging the gap between special education and general education
2. Ensure that students have a full range of services in the least restrictive environment
3. Provide staff development to maximize student learning
4. Build programs and services around data-driven decisions regarding emerging disability areas such as autism and refocusing disability programming from declining areas

### ***Interdepartmental Communication***

1. Collaborate with human resources, transportation and finance to ensure that resources, staffing and practices are consistent throughout the district
2. Establish an effective budget monitoring and review system that includes district stakeholders
3. Educate stakeholders on issues related to special education programming and requirements