NDU's SPED Collective Retention Rubric

Domain	1 (Hinders Retention)	2 (The Basics)	3 (Helps Retention)
Workload	1) Lack of non-subjective formula/system for weighing the differing needs of students when making teaching and case management assignments	1) District adopted a workload policy without any special educator input	1) The district has developed, in collaboration with special educators, a detailed workload policy that addresses Specially Designed Instruction (including direct and indirect services), Inclusionary practices (including coteaching, supported instruction, and push-in services) and IEP Management (including coordination, management, progress monitoring, annual review, initial evaluation/ re- evaluation, functional behavior assessments and behavior intervention plans, and agency service coordination)
	2) Students are added to a caseload throughout the year without consideration to impact on workload	2) District administration allows teachers to ask questions about how their caseload was determined and to request an adjustment	2) Prior to making changes to an educators caseload, a review is held with special educator involvement to determine the best fit.
	3) Demands of the workload outweigh the ability to comply by the caseload's IEPs in violation of IDEA and compensatory minutes are not provided	3) When the workload outweighs the ability to comply with the caseload's IEP minutes, compensatory minutes are provided by the district in the summer, by a teacher who is not the case manager	3) District provides additional compensation if a caseload increases dramatically during the school year
	4) No language related to workload in the negotiated agreement	4) General/vague language related to workload in the negotiated agreement	4) Robust and specific language addressing workload in the negotiated agreement
Domain	**1 (Hinders Retention)**	**2 (The Basics)**	**3 (Helps Retention)**
Student and Staff Safety	1) No comprehensive emergency/crisis plan, lockdown procedures, or plan and procedures that are not consistently followed	1) District has an emergency/crisis plan and lockdown procedures, but it is not made accessible to all staff and training is infrequent or non-existent	1) District has an emergency/crisis plan and lockdown procedures that all staff are trained in
	2) No crisis intervention team or means of communication amongst crisis team members	2) A crisis intervention team exists but protocols are unclear and difficult to follow	2) A crisis intervention team exists, including specific protocols with highly trained members
	3) Lack of sufficient time for staff to plan and implement behavior intervention plans	3) Planning and implementing behavior intervention plans happens at the cost of teacher prep time or requires them to make sub plans	3) Planning and implementing time for behavior intervention plans is provided separately from prep time and if done outside of contracted hours provides compensation
	4) Lack of time for staff to debrief after a crisis occurs, No ability for staff to take a break when a student has been in crisis for a long period of time	4) Administrators are empathetic toward educators who work with violent students and take steps to support them when experiencing compassion fatigue	4) Administrators ensure that staff are able to take breaks when a student has been in crisis for a long period of time, are able to debrief after a crisis occurs, and are able to take paid leave after a crisis occurs.
	5) No language related to student and staff safety in the negotiated agreement	5) General/vague language related to student and staff safety in the negotiated agreement	5) Robust and specific language addressing safety in the negotiated agreement
	6) No one available to provide required services to students when crisis team member is unavailable due to crisis, so IEP minutes need to be made up	6) When a crisis team member is unable to meet with students, a sub is provided, and sub plans are expected to be prepared in advance	6) When a crisis team member is unable to meet with students, a consistent staff member, who is trained and familiar with the teacher and student needs, fills in so sub plans aren't necessary.
	7) Very few staff trained in de- escalation techniques, protective measures, and restrictive procedures	7) District follows restrictive procedure law and provides adequate training for limited staff in de-escalation techniques, protective procedures and restrictive procedures	7) District follows restrictive procedure law and provides adequate training for all staff in de-escalation techniques, protective procedures and restrictive procedures. District utilizes a comprehensive behavior management system for all students
	8) No notification to teachers if a student in their class or on their caseload has a history of demonstrating violent behavior	8) Notification to teachers if a student in their class or on their caseload has a history of demonstrating violent behaviors is minimal	8) District notifies educators of placement of students with a history violent behavior. They provide additional training, resources, and paraprofessional support.
	9) No protective gear available to staff who are repeatedly experiencing physical assault by students	9) Protective gear is provided to staff as necessary	9) All staff are trained in the use of, and have access to, protective gear.
	10) The District provides policies/procedures related to staff injuries, but communication is lacking on these policies. Admin do not stress the importance of reporting injuries, or sometimes even ask teachers not to report injuries.	10) The District provides policies/procedures and training related to staff injuries.	10) District is actively working with staff to lower the frequency and severity of staff injuries. District follows policies related to staff and student safety and ensures staff are aware of these policies, including the importance of documenting staff injuries
	11) If a staff is injured when managing a crisis with a student, they are pushed to stay at work or required to use unpaid leave if they need to be absent	11) If a staff is injured when managing a crisis with a student, they are granted sick leave	11) If a staff is injured when managing a crisis with a student, they are granted paid leave (outside of sick and/or personal leave).

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Paraprofessional Management	1) District pay and benefit package for paraprofessionals is not competitive, leading to high turnover rates	1) District provides a retention bonus for paraprofessionals annually	1) District provides a competitive pay and benefits package for paraprofessionals, which keeps up with the cost of living
	2) District does not provide a means for paraprofessional voice to be heard, no meet and confer or option to provide feedback on the classified personnel handbook	2) District provides meet and confer meetings with paraprofessionals yearly but little to no progress is made	2) District administration provide meet and confer meetings with paraprofessionals at least quarterly and take action based upon the received feedback
	3) District does not provide professional development to paraprofessionals	3) District expects special education teachers to provide professional development to paraprofessionals	3) District provides robust options for paid professional development for paraprofessionals without adding to the workload of special education teachers
	4) District expects special education teachers to manage the schedules and training of paraprofessionals without additional time, training, or compensation	4) District provides one staff member per building that is responsible for managing the schedule and training of paraprofessionals without reducing the rest of their workload	4) District provides one staff member per building that is responsible for managing the schedule and training of paraprofessionals and reduces their workload accordingly
	5) No professional evaluations of paraprofessionals are completed	5) The district expects special education teachers to complete professional evaluations of paraprofessionals annually	5) Administration is responsible for completing professional evaluations of paraprofessionals at least annually
	6) No language tied to paraprofessional management in the negotiated agreement	6) General/vague language related to paraprofessional management is in the negotiated agreement	6) Robust and specific language addressing paraprofessional management in the negotiated agreement

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Paperwork Requirements and Supports	1) No devoted due process time	1) Ability to ask for sub days for paperwork but "paperwork days" come at a cost (sub plans, etc.)	1) Designated due process time within the teacher duty day (outside of prep time)
	2) Special educators required to use their prep time to complete due process paperwork	2) Organized paid due process time on nights and weekends with coaching support	2) Compensation for attending IEP/evaluation meetings that occur outside the teacher duty day or during prep time
	3) No professional development or training regarding paperwork	3) Ongoing professional development related to due process requirements	3) Compensation for due process paperwork done at home
	4) Changing expectations for paperwork	4) Due process facilitators to answer paperwork questions	4) Having a due process coordinator who is not an administrator and with whom special educators can comfortably raise questions or concerns
	5) "Fear-based", punitive culture relating to due process compliance issues, Holding teachers accountable for other teachers' due process delays and/or errors	5) Progressive discipline is used to address compliance errors	5) Dedicated teams for initial assessments and reevaluations, Clerical support for scheduling IEP meetings and helping teachers track timelines
	6) No mentoring for special educators new to special education or the district	6) Mentor is provided but mentor is not trained in SPED or Due process.	6) Mentoring for special educators new to special education or the district is provided by an experienced educator with a background that aligns with the Mentee's position
	7) No language related to paperwork requirements and supports in the negotiated agreement	7) General/vague language related to paperwork requirements and supports in the negotiated agreement	7) Robust and specific language related to paperwork requirements and supports in the negotiated agreement