

Special Education Strategic Plan Implementation Steering Committee Update And Next Steps

March 26, 2019

Victoria Forrester, Director

Our Charge

Define a service delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.



Special Education Strategic Plan

Alameda Unified School District

SPECIAL EDUCATION

Strategic Plan

The AUSD Strategic Plan for Special Education outlines the priorities, goals, strategies, and action steps that will promote a high quality, responsive support system for all students with special needs.



The **Strategic Plan** is designed to identify key services and supports that must be in place to ensure that all students with special needs have the highest quality, fiscally responsible academic and behavioral programs in the least restrictive, most inclusive environment possible. The Strategic Plan is organized around five priorities that compose the backbone of a highly effective special education program. A detailed Special Education Program Guide will be developed to provide guidance to staff on program implementation including policies, procedures, and program evaluation.

Program Priorities

- 1 **Intervention and Identification**
- 2 **Service Delivery Model**
- 3 **Systems of Support**
- 4 **Leadership and Communication**
- 5 **Monitoring and Compliance**

Special Education Program Mission

We declare the mission of the Special Education Program in Alameda Unified School District, in partnership with families and the community, is to *support, prepare, and empower* our diverse learners in a least restrictive, most inclusive environment that is **safe, culturally responsive, and academically rigorous** and that is taught and supported by *highly trained* professionals so that all students can participate meaningfully and excel as contributing members of our community.

Mission Statement

We declare the mission of the Special Education Program in Alameda Unified School District, in partnership with families and the community, is to *support, prepare, and empower* our diverse learners in a least restrictive, most inclusive environment that is **safe, culturally responsive, and academically rigorous**, and that is taught and supported by *highly trained* professionals so that each student can participate meaningfully and excel as contributing members of our community.

Special Education Program Beliefs

With passion and conviction, we declare:

1. All students will thrive by being given access to appropriate and evidence-based curriculum that educates the whole child - intellectually, socially, and emotionally.
2. Children with special needs have the right to be included and valued in our school communities and to be free from discrimination.
3. Teachers will be provided with training and curriculum that are evidence-based and which enable students to achieve their full learning potential.
4. The District will support continuing education for teachers, support staff, administrators, and parents in the areas of inclusion and research-based practices.

Program Priorities

- Intervention and Identification
- Service Delivery Model
- Systems of Support
- Leadership and Communication
- Monitoring and Compliance

The Steering Committee is responsible for monitoring and giving feedback to the district on the progress and implementation of the Strategic Plan.

Steering Committee Membership

Staff:

- Kai Dwyer
- Matthew Giles
- Kari Sachs
- Kelsey Ahern
- Stefanie Cox
- Betty Lin

Community/Parents:

- Andrea Doherty
- Sarah Tayler
- Danielle Poole
- Christine Strena
- Elizabeth Tran
- Juan Valdez
- Emily Lau
- Charles Wu
- Ekow Archer

Committee Meeting Dates

- Wednesday, January 16th from 6:00-7:30 PM
- Wednesday, March 27th from 6:00-7:30 PM
- Wednesday, May 15th from 6:00-7:30 PM

Steering Committee Planning

Year 1 - 2018/2019	Evidence	By Whom	By When	Estimated Cost	Status/Comments
INTERVENTION AND IDENTIFICATION					
S1: Fully Develop and implement a multi-tiered academic & behavioral system of support					
AS1: Identify and ensure use of research-based core instructional strategies implemented with fidelity.	Best practices list, expectations for use of strategies, data collection from walk-throughs	Teaching and Learning and Sped district staff	Summer 2019	Cost of trainings: \$25,000	
AS2: Create and implement a research-based system to address the social-emotional needs of students, implement PBIS with fidelity.	School sites to provide written plan of their system; PBIS lead verification checklist submitted	Site PBIS teams	Jun-19	No Cost to the District	
AS5: Clearly define and implement SST at elementary and secondary levels	District provided procedures, review of random SST's	District Coordinator, site principals	Jun-19	No Cost to the District	
AS7: Identify and ensure use of research-based Tier 1 supports and interventions	Document array of support options, expectations for use, data collection from walk-throughs	District and site staff	Jun-19	No Cost to the District	
S2: Infuse supports and embed services in Tier 1, 2, and 3 programs					
AS1: Analyze effective models and develop plan based upon analysis	Report of analysis and written recommendation for next steps	Specialist Subcommittee	Summer 2019		

+ ≡ 5 yr Overview ▾ **1** Year 1 Detail 18_19 ▾ Year 2 Detail 19_20 ▾ Year 3 20_21 ▾ Year 4 2021-2022 ▾ Year ◀ ▶

Special Education Update

Continue the work of implementing the
Strategic Plan for Special Education

Staffing

- Staffing continues to be a struggle across California and the nation. The teacher/staff shortage is affecting Special Education more directly and intensely.
- Behavioral Technician: The job description is finished and is in the hands of Human Resources. It is a shared belief that we need a higher level of training for our most intense students.
- We continue to hire for our vacancies for para educators. Five paras were hired and on boarded this month.
- Teacher positions, speech positions, the director's position, and coordinator's position are posted now with interviews beginning next week.

Facilities

- Regular meetings with the Maintenance and Facilities Department to prioritize updating of moderate to severe classrooms:
- Updates include:
 - Installation of white light bulbs which simulate natural light in our Moderate/Severe classrooms
 - Individual work stations in every classroom. Many are on order now

Facilities (cont.)

- Carpeting or large area rugs
- Defined spaces for confidential IEP meetings will be identified on each campus and given priority use
- Sensory and quiet spaces
- Proximity to bathrooms
- Space for speech, OT, and APE

Communication

- The Special Education department continues to communicate progress on the implementation of the Strategic Plan to parents and the community.
- We will continue to report to the Board of Education on progress across all of our classrooms.
- Program descriptions have been sent to parents and families. They will also be posted on the District website.
- The Director has completed the community Road Show for the Strategic Plan. All of these areas for growth are addressed in the Strategic Plan and will be detailed each year by the Steering Committee.
- Community input circles will begin in May, 2019.
- Parent advisory formed with ASPED (will meet quarterly to discuss staffing, facilities, class moves, inclusion, and progress towards implementation of the strategic plan).

Purpose of Comprehensive Review

- To examine the policies, procedures, and practices of the lowest performing Local Educational Agencies (LEAs) as measured by their performance on State Performance Plan Indicators (Indicators) and other non-indicator measures.
- To gain information related to the LEA's performance on the Indicators.
- To work with a LEA and its Special Education Local Plan Area (SELPA) staff to improve performance and results for students with disabilities.

Process of Comprehensive Review



Inclusion

- Training for Principals
 - 2016-17: How to be an LEA and the IEP process
 - 2017-18: Creating a schedule for inclusion
 - 2018-19: Implementing the strategic plan
 - 2019-20: Comprehensive review, corrective actions, and ability awareness
- 2018-2021: All teachers (Special Education and General Education) will receive Universal Design for Learning training over the next two years.
- 2019-20: Individual school audits around inclusion for all students using the MTSS rubric.

Autism Technical Assistance Project (ATAP) Practices

- AUSD is partnering with the Diagnostic Center of Northern California to support students with autism to be successfully included in the general education classroom. In this way they can access the general education curriculum and meet their IEP goals.
- General Ed. and SpEd staff are benefiting from hands-on coaching and technical assistance at no cost to the District.
- Evidence Based Practices (EBP) for autism are in alignment with the state-wide initiative known as CAPTAIN (California Autism Partnership and Information Network).

ATAP (cont.)

- General education students have also benefited from these opportunities because their teachers are using these practices with the whole class to increase student engagement.
- This work is being integrated with the PBIS and Equity Initiative at Otis Elementary School.
- Principles of Implementation Science are being applied to ensure fidelity and sustainable outcomes and look at scaling up the work across the district.

Questions?