



Special Education Strategic Plan Progress Report

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Special Education Team

February 23, 2021

Goals for Tonight

- 1) Review the components of the Special Education Strategic Plan and how Special Education Plan (SEP) is related.
- 2) Share Special Education (SpEd) Department progress and next steps.

History Of Our Work

The team engaged in 10 sessions, more than 20 hours, to create this Strategic Plan. Their complete passion and dedication to this work and the students of Alameda Unified School District are greatly appreciated.



Strategic Plan and SEP: Similarities and Differences

Strategic Plan

Development: By steering committee w/ oversight for implementation

Stakeholder Involvement: Oversee implementation; make recommendations; guide priorities

Timelines: Established by Strategic Plan

Special Education Plan

Development: By staff for purposes of compliance to meet APM measures



Stakeholder Involvement: Awareness; share perspectives that may be informing to staff

Timelines: Prescribed by CDE

What is the *Strategic Plan for Special Education*?

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. Our current work in CCEIS and SEP can inform the work in the Strategic Plan and help prioritize next steps.

The 5 Priorities are:

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



SEP and the Strategic Plan Align

Priority #1

Intervention & Identification	GOAL: All students will access articulated systemic intervention system that provides multiple tiers of universal, targeted, and effective support that is communicated clearly to staff and families.
Progress	MTSS Systems Initiated: <ul style="list-style-type: none">• COST Team and Student Study Team Procedures• Fewer categories identified Disproportionate• Disproportionality decreased from 40 students in 19/20 to 10 students in 20/21: Criteria MET
SEP Must Do Steps:	<ul style="list-style-type: none">• Pre-referral processes supported by specialists• Address discipline and suspension for IEP• Develop assessment protocols that further ensure culturally responsive assessments• Complete a qualitative audit with staff and parents regarding experiences in the referral and assessment process

Priority #2

Service Delivery Model	GOAL: Provide a continuum of services that develop the whole child using research-based approaches, informed by outcomes that maximize inclusion in the general education classroom; supports include meeting student needs for identified direct and indirect services.
Progress	<ul style="list-style-type: none">• Addition of 3 new programs across the district to support a stronger continuum.• Developed descriptions of each class and locations to allow students to stay at one site the duration of their elementary years.• ELA from Orange to Yellow CDE Dashboard• OG Trained Education Specialists and (some) General Education Teachers• Purchase of Curricular and Intervention Materials for IEP Learners• Universal Design for Learning PD as part of district foundational elements• ABA Practices and Purchase of Curriculum for M/S Students• Pre-School SEL Curriculum and development of Continuum
Must Do Steps	<ul style="list-style-type: none">• Site Based Plans based on Data and Root Cause Analysis• Site Teams continuous effort thru “Lead Data” analysis• Further general education opportunities for IEP Learners• Further review of root causes for Mathematics• ABA Practices further developed

Priority #3

Systems of Support	GOAL: An articulated and consistent system of support is available equitably across the district to ensure the Strategic Plan for Special Education is successful.
Progress	<ul style="list-style-type: none">● Special Education SEP Teams being initiated● ILTs permit general education/ special education collaboration● 3 meetings for the Steering Committee scheduled during 19/20● Principal Training● 19/20 focused on leadership for Inclusive Practices
Next Steps	<ul style="list-style-type: none">● Re-engage the Steering Committee, adding new members through recruitment.● Involve the Steering Committee in a review and revision of the plan as needed, with a lens on equity and cultural responsiveness.

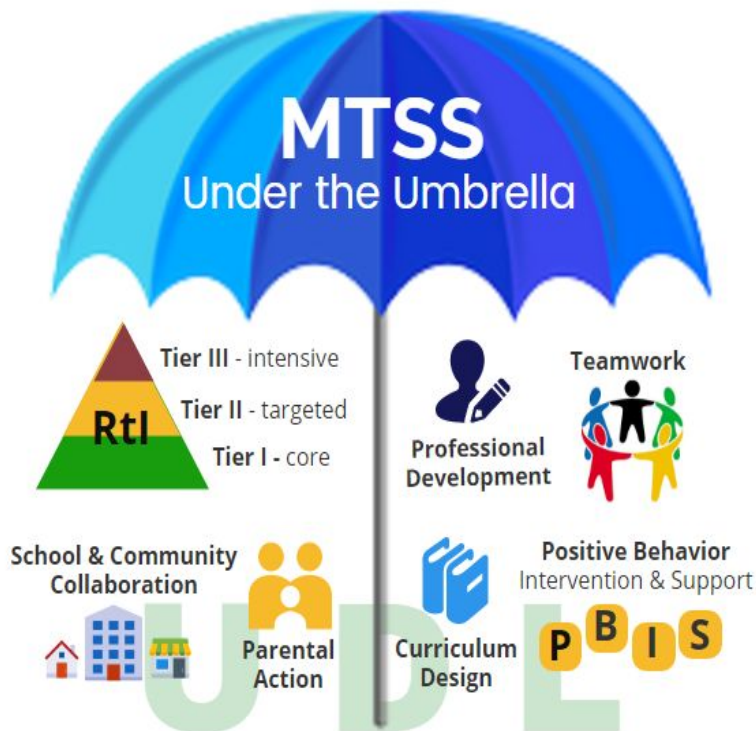
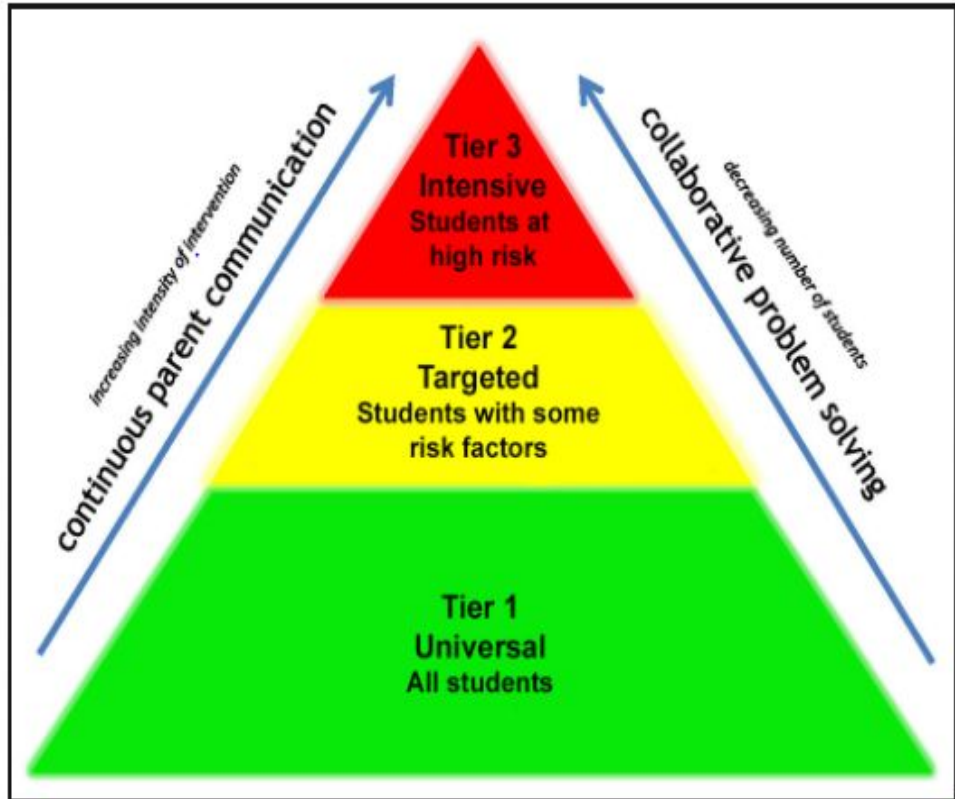
Priority #4

Leadership and Communication	GOAL: Create a welcoming and well-informed school community with high levels of trust, respect, and collaboration between and among parents, teachers, and staff.
Progress	<ul style="list-style-type: none">● Parent Square w/ regular communications● Parent Education (2x per mo)● Reinitiate Parent Resource Network (PRN) efforts● Staff Weekly Updates● Staff Web Page w/ Guidance Documents● Regular Job Alike meetings w/ staff and departments● Monthly meetings w/ ASPED● 3 Steering Committee meetings w/ invitation to review of SEP Data in in Fall
Next Steps	<ul style="list-style-type: none">● Enhance Parent Resource Network efforts in collaboration w/ PTA● Survey to Families regarding experience in AUSD Special Education programs● Further development and promotion of Alternative Dispute Resolution efforts● Encourage ADR prior to to build relationships and understanding● Reinitiate Steering Committee efforts

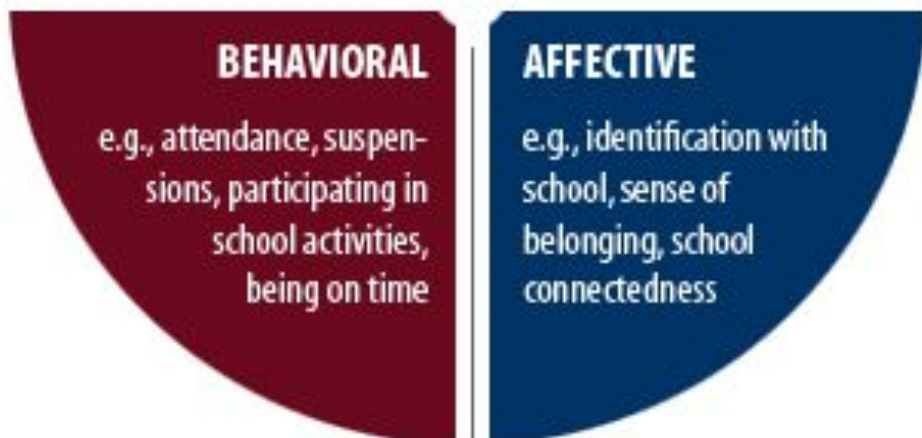
Priority #5

Monitoring and Compliance	GOAL: Establish an accountability and compliance process that ensures fidelity to the Strategic Plan which must be included and prioritized in the multi-year LCAP planning process.
Progress	Addition of a district Compliance Coordinator 3 Steering Committees scheduled 19/20 before interruption Site leaders job description and emphasis on inclusive practices became an emphasis Fall 20 CCEIS and SEP emphasis
Must Do Steps	Implement SEP/ CCEIS Work with steering committee to edit plan w/ cultural lens Set priorities within the plan Engage in a collaborative decision making cycle

Multi-Tiered Systems of Support - District Wide Overall Focus



Bringing the Pieces Together – Positive Behavior Intervention Supports



Positive Behavior Intervention Supports

- **Universal Tier**

- GOAL: To increase the number of pro-social behavioral interactions and increase instruction time

- **Secondary Tier**

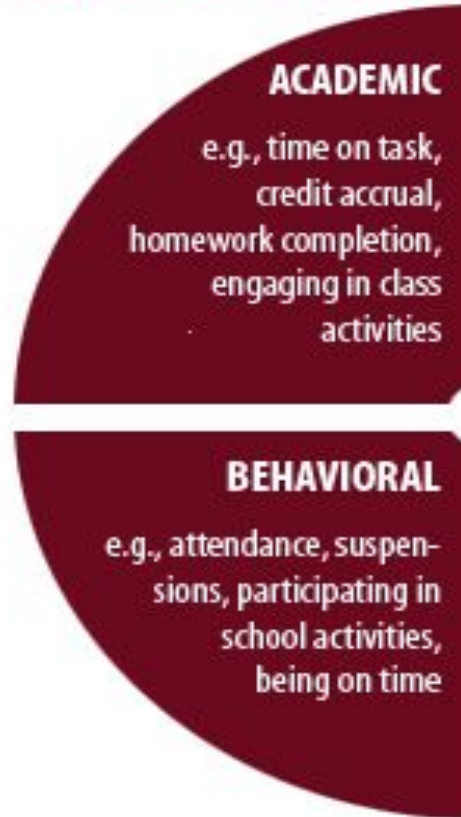
- GOAL: To determine function and increase capacity to meet student/adult behavioral support needs.

- **Tertiary Tier**

- GOAL: To provide supports that will reduce the intensity and severity of behavioral needs.

Focus on Student Engagement

Observable Engagement

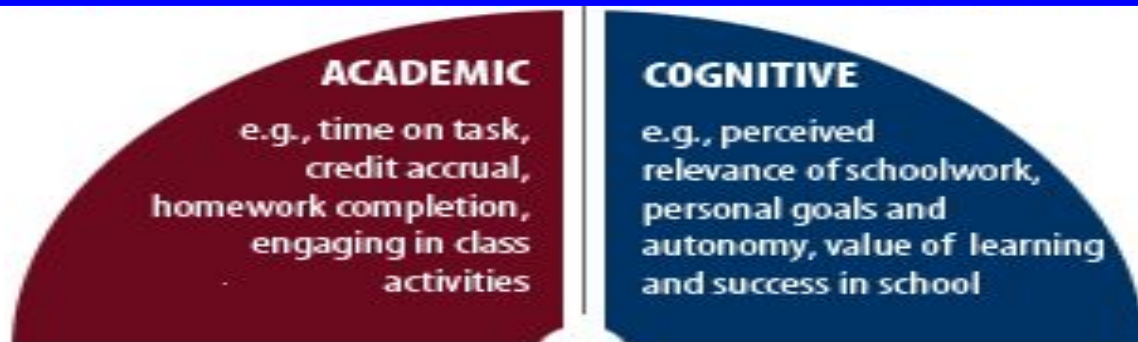


Internal Engagement

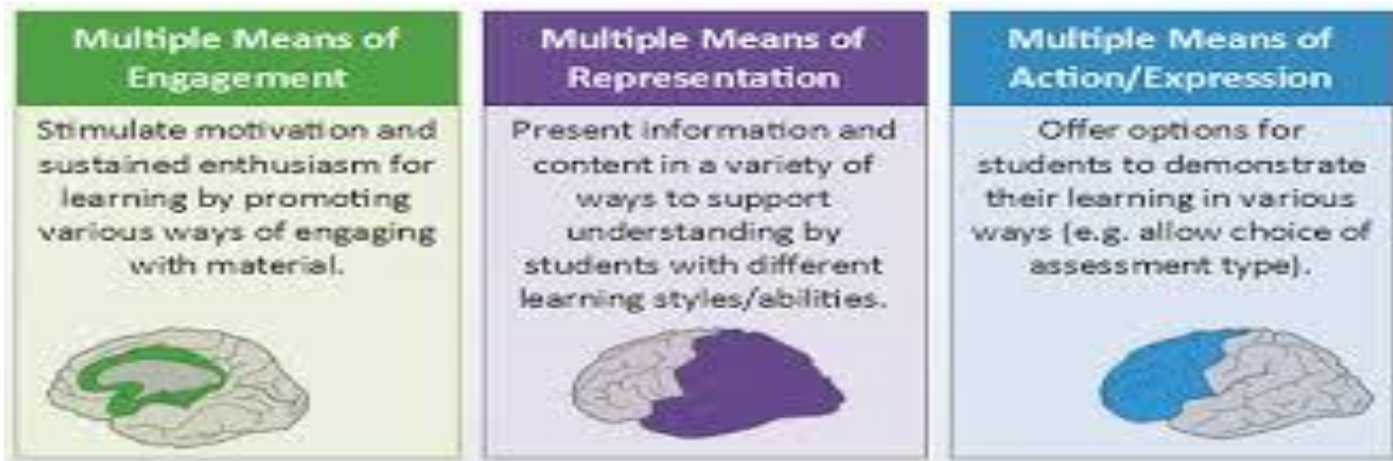


Student Engagement is the extent to which students are actively involved in learning activities.

Bringing the Pieces Together – Universal Design for Learning



Universal Design For Learning



Bringing the Pieces Together - Student Discourse

Talk Routines For Discourse

- Talk routines provide students with multiple opportunities to practice new terms and concepts in order to “own” content/academic concepts and deepen thinking and understanding.

In addition:

- They offer differentiation and promote student learning in diverse classrooms.
- They create a communicative, relaxed atmosphere where students practice speaking about and can internalize the content being taught.
- English Language Learners and students with disabilities are more likely to participate in class if given structured language and structured opportunities.
- English only students also benefit from and need support with academic language; all students get to know one another which is essential.

Internal Engagement

COGNITIVE

e.g., perceived relevance of schoolwork, personal goals and autonomy, value of learning and success in school

AFFECTIVE

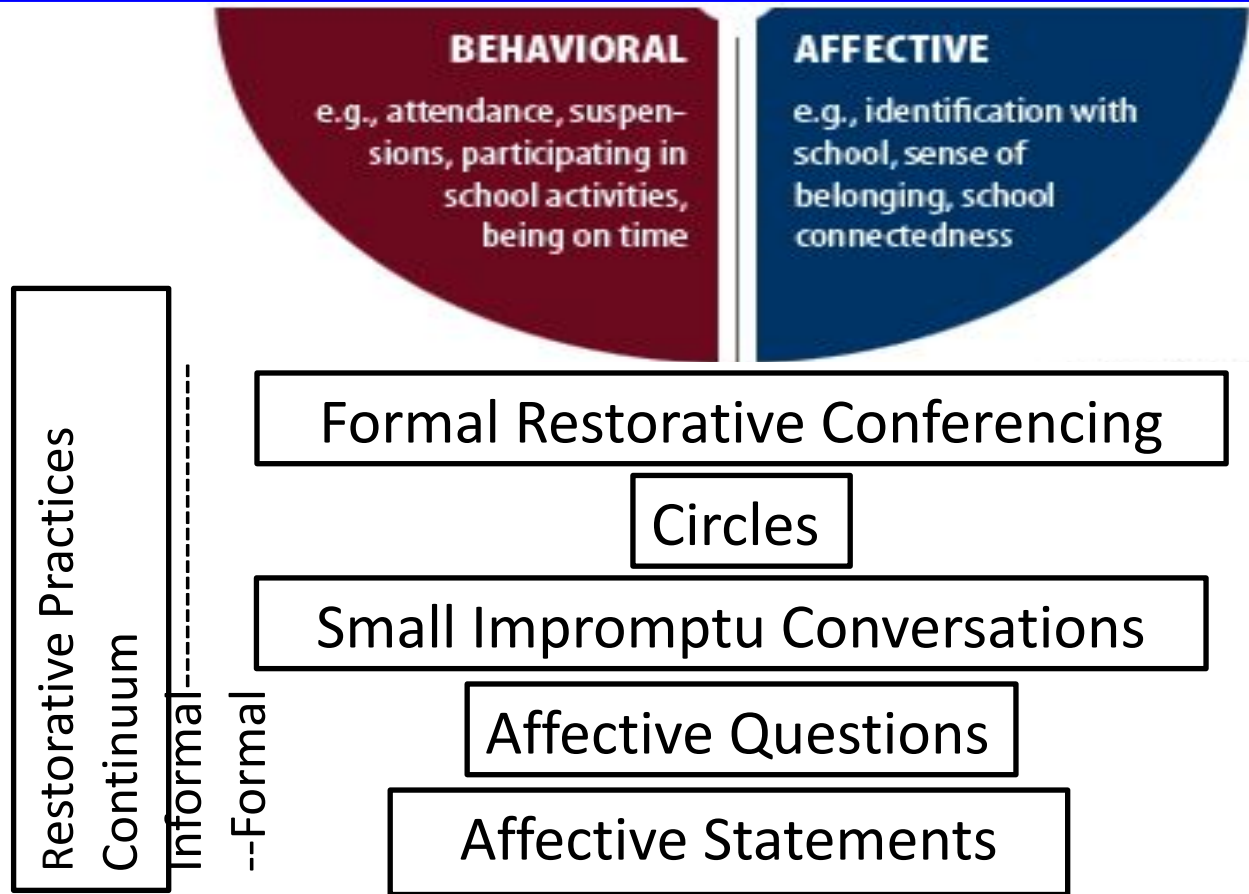
e.g., identification with school, sense of belonging, school connectedness

Bringing the Pieces Together – Anti Bias Work With Facing History



- Gain a better understanding of Facing History and Ourselves and our approach to teaching and learning
- Examine the history of the American Eugenics Movement
- Explore how the social construct of race has heavily shaped schooling in the U.S. and how the legacies of this history impact us today

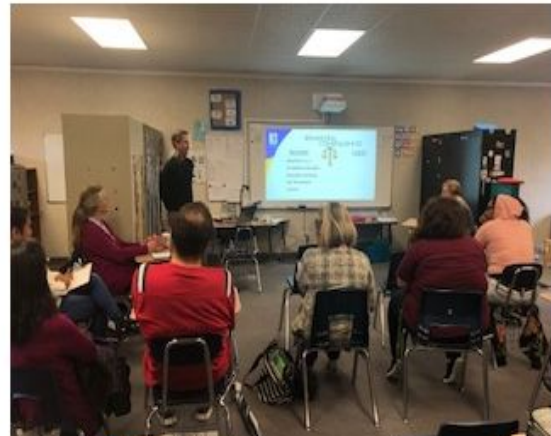
Bringing the Pieces Together – Restorative Practices



Our restorative practices framework is a relationship building, strength-based, and solution-focused approach. The aim is to develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Further Implementation and Training

- Applied Behaviour Analysis (ABA) Training and Coaching
- Curriculum and Instruction/Intervention
- Early Learning
- Collaborative Teaching



Systems To Do This Work

1. **Lead from the middle:** District staff work with Site Administrators, Education Specialists, General Education teachers representatives, and Related Services staff at the school site level to analyze data, engage in root cause analysis, and develop site specific action plans.
2. **Ongoing support:** District staff meet with site staff on action plan progress and the provision of guidance and resources as needed.
3. **Lead data:** Reviewed at regular intervals per the site plan using data dashboards (e.g. attendance, grades, achievement, LRE data, suspension/discipline, eligibility)

Continued Work on the SPED Strategic Plan

- Re-engage the Steering Committee, adding new members through recruitment.
- Involve the Steering Committee in a review and revision of the plan as needed, with a lens on equity and cultural responsiveness.
- Review the progress of the action steps in the current plan. (In progress)
- Invite community to participate as Steering Committee to develop a new ***AUSD Strategic Plan for Special Education.*** (Invitation sent on 2/10/21)
- Meeting #1 for 2020-21 will be on 3/24/21, 6:00-7:30 pm.

Special Education Strategic Plan Progress Report

Board Discussion

Meet the Special Education District Team

- Pam Kazee, Director
- Mary Busby, Secondary Coordinator
- Dr. Betty Lin, PreK to Elementary Coordinator
- Jill Hunter, PreK to Elementary Program Manager
- Gabe Welcher, Out-of-District Placements and Paraprofessional Program Manager
- Teachers on Special Assignment:
 - Stefanie Cox
 - Chandini Stanley
 - Julie Venuto



Things to Consider

- 1) The data and information includes “highlighted” information only. It is not comprehensive.
- 2) We have much more data and will complete ‘data dives’ with district and school-based staff.
- 3) We hope to bring context to information shared.
- 4) The majority of districts in the state have SEP elements to address.

Things to Consider, cont...

- 5) Please reach out to ask questions and gather information before coming to conclusions.
- 6) We are sharing our challenges in an effort to show that we are aware of our relative strengths and areas of growth.
- 7) We wish to work in partnership with stakeholders.
- 8) The team is committed to systems change efforts to address challenge areas. Systems change is a process over time.

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Identification and Intervention: Must Do Steps

- Focus on consistency of COST team supports by specialists across sites.
- Address of discipline and suspension for IEP learners
- Increase mental health supports and behavioral in early elementary
- Improve protocols that further ensure culturally responsive assessments and complete qualitative audit

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Service Delivery Model: Must Do Steps for SEP

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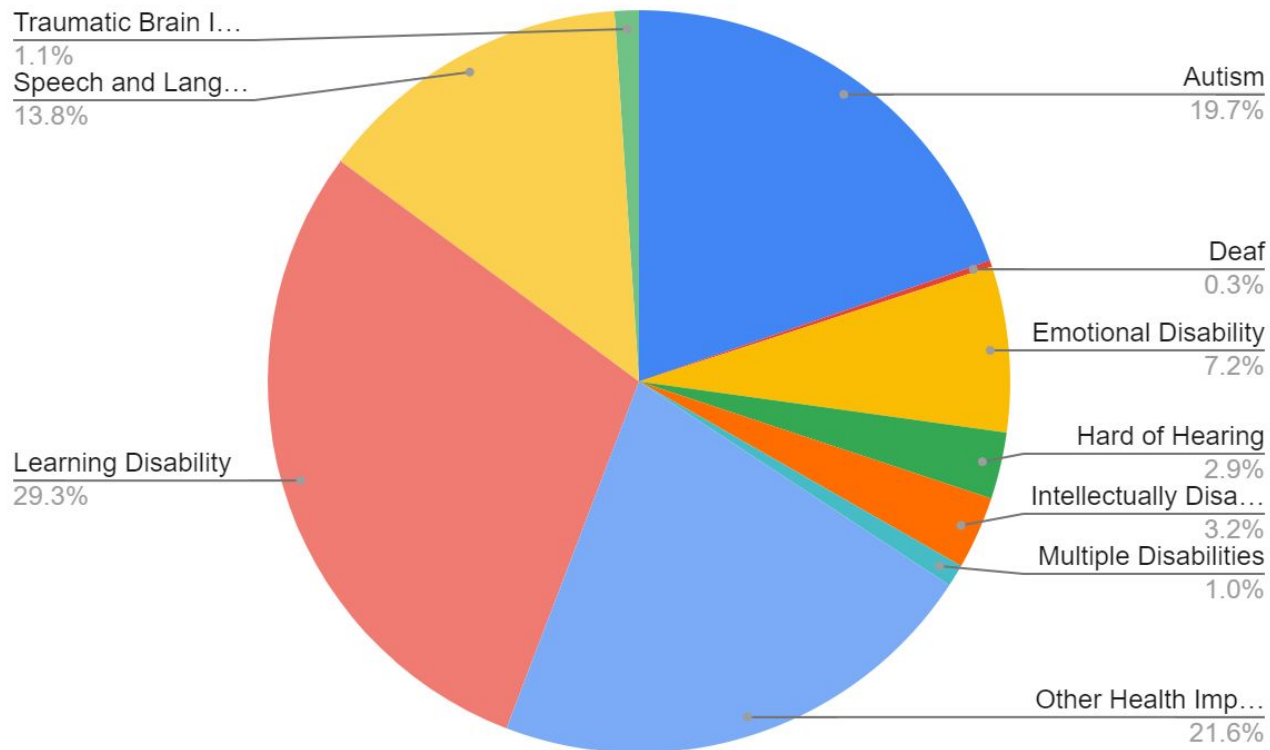
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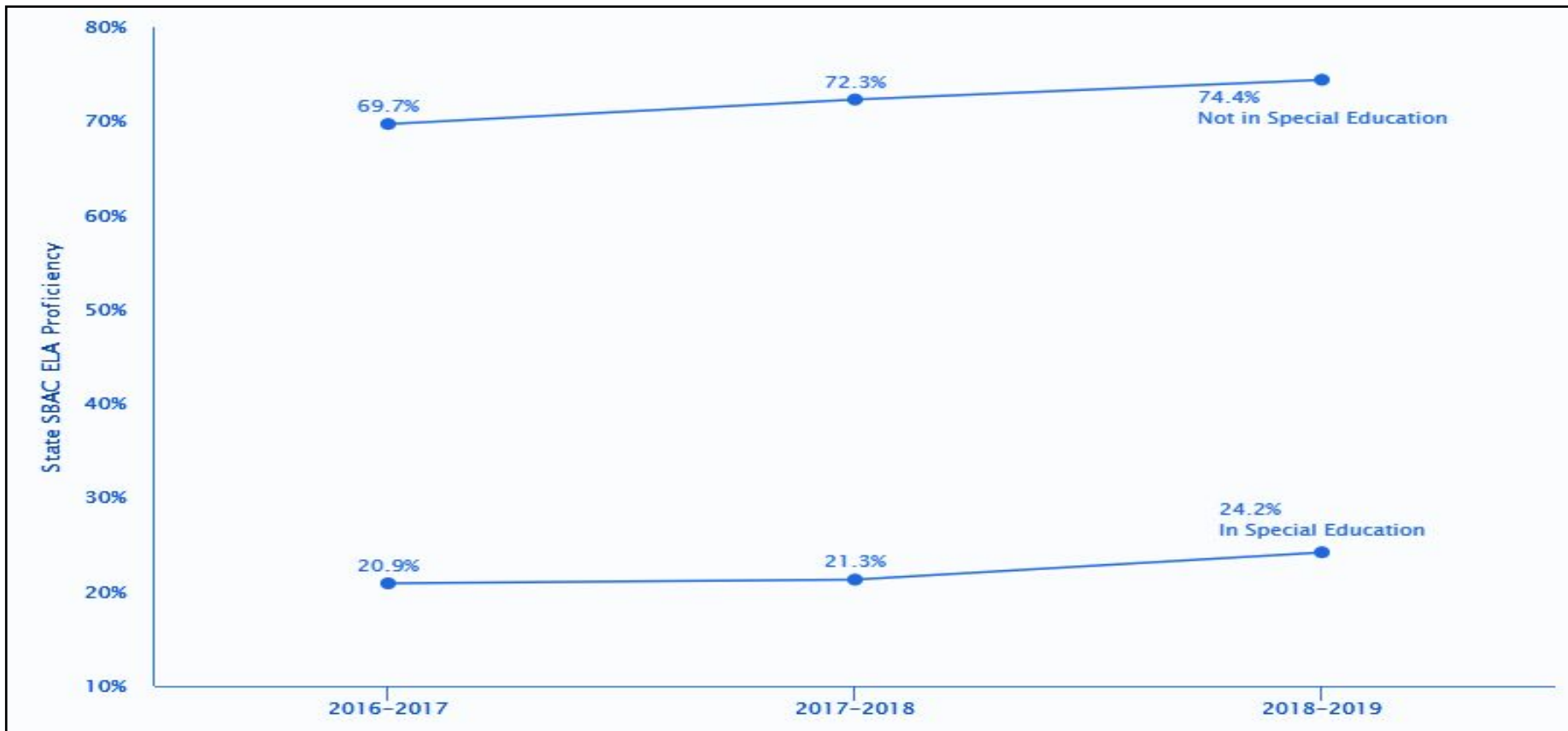
Progress Related to Special Education Compliance

- Met criteria for the Comprehensive Review in Fall 2019 by convening 40 IEP meetings and 8 Professional Development sessions for Teachers.
- Reconvened 40 IEP meeting in Fall 2019 and 10 in Fall 2020 to meet criteria for Disproportionality (i.e., adding elements to ensure equity for learners such as EL supports, positive behaviour supports).
- Trained Principals to monitor the SEIS dashboard.
- Systems of monitoring and supports for staff to hold IEP meeting and complete initial evaluations on time.

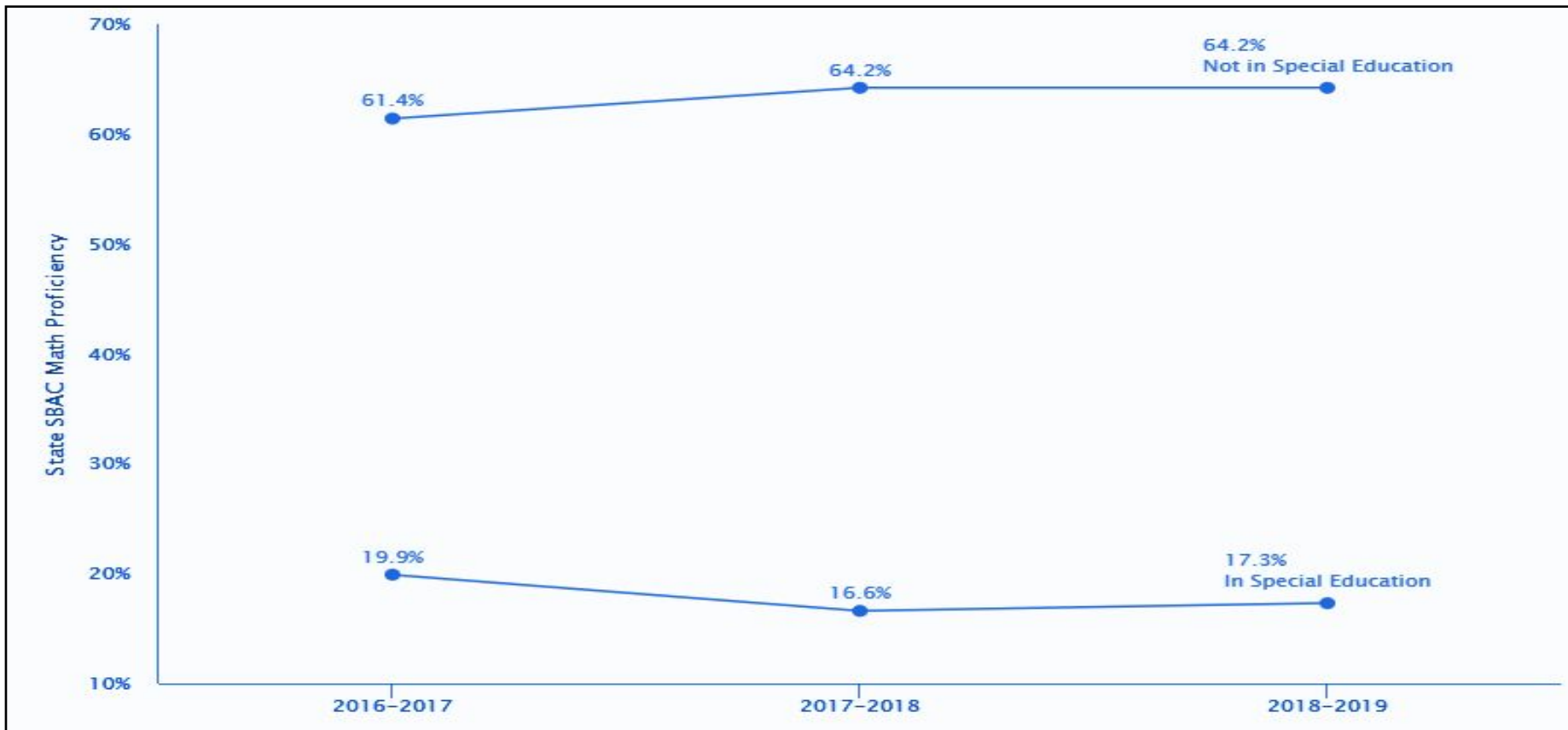
AUSD Eligibilities: 11.5% of AUSD Student Population



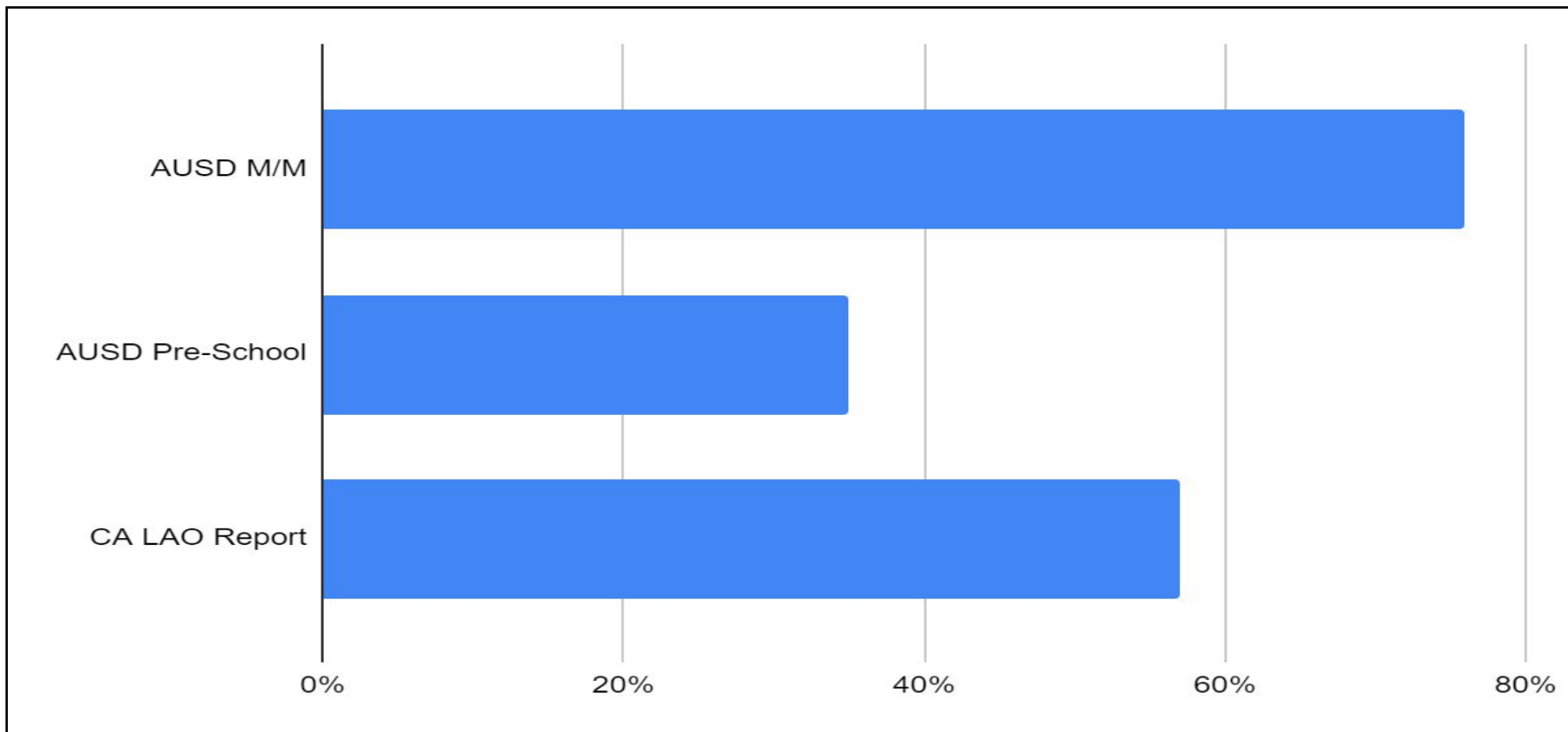
SBAC ELA Proficiency in SpEd v Not in SpEd



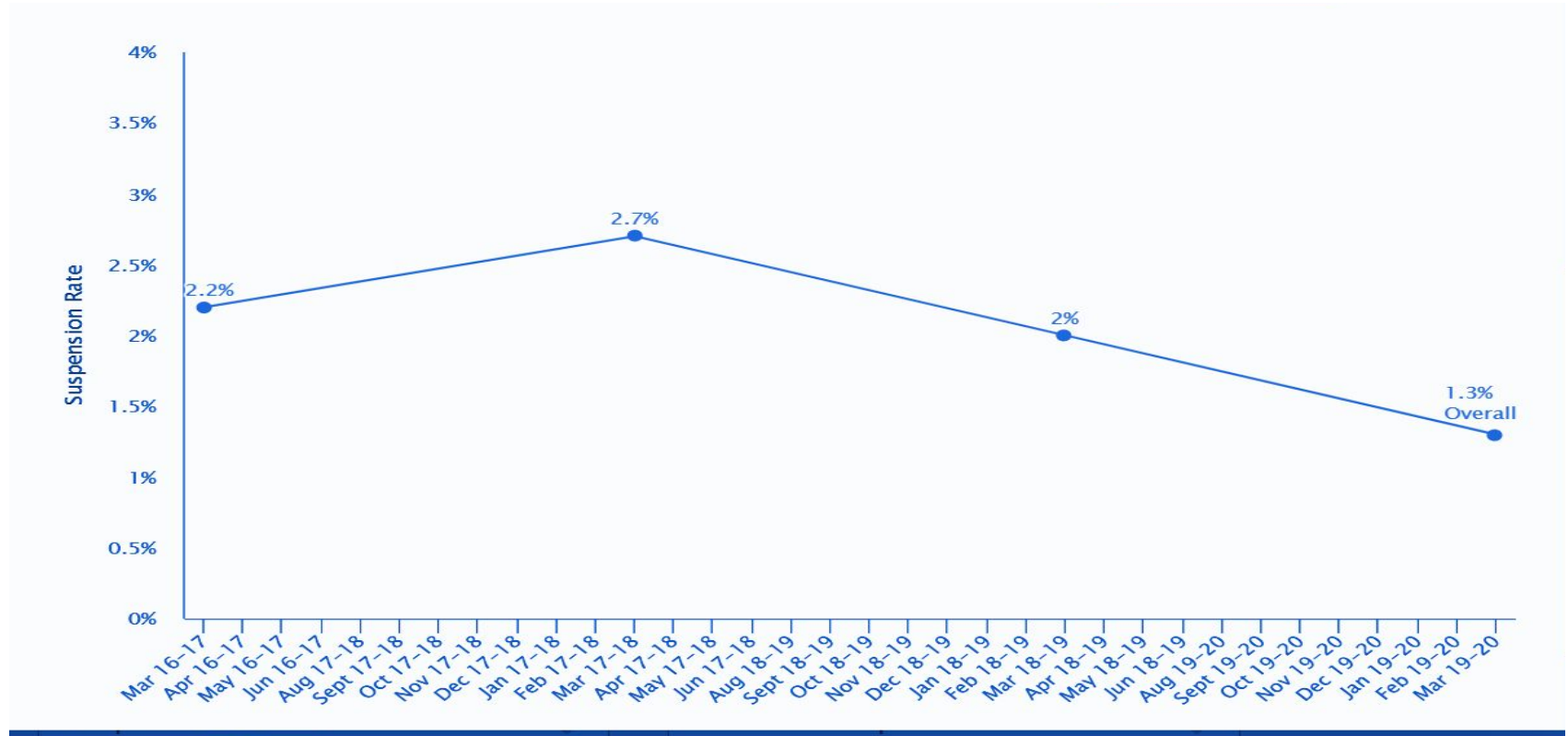
SBAC Math Proficiency in SpEd v Not in SpEd



Percentage of Time IEP Learners are Included in GenEd

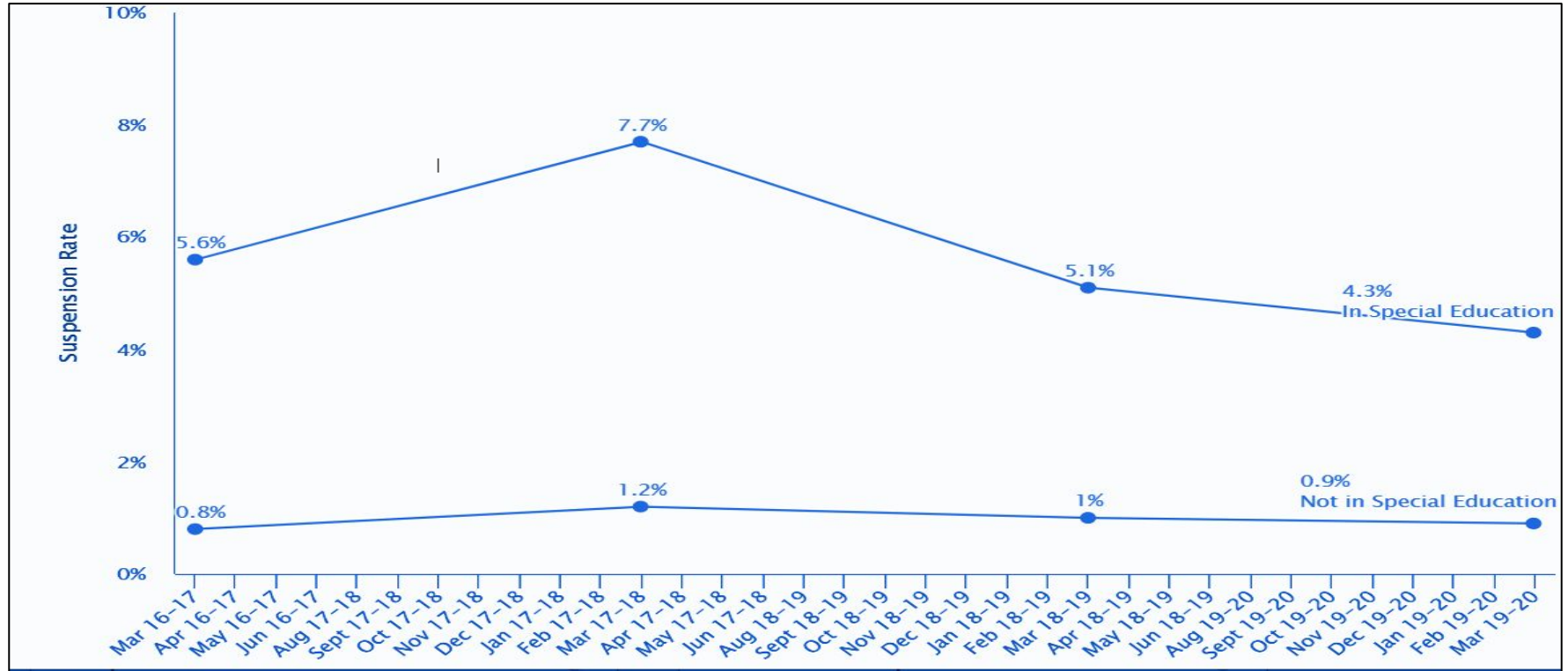


Suspension Rate Alameda Unified March 2017 - March 2020

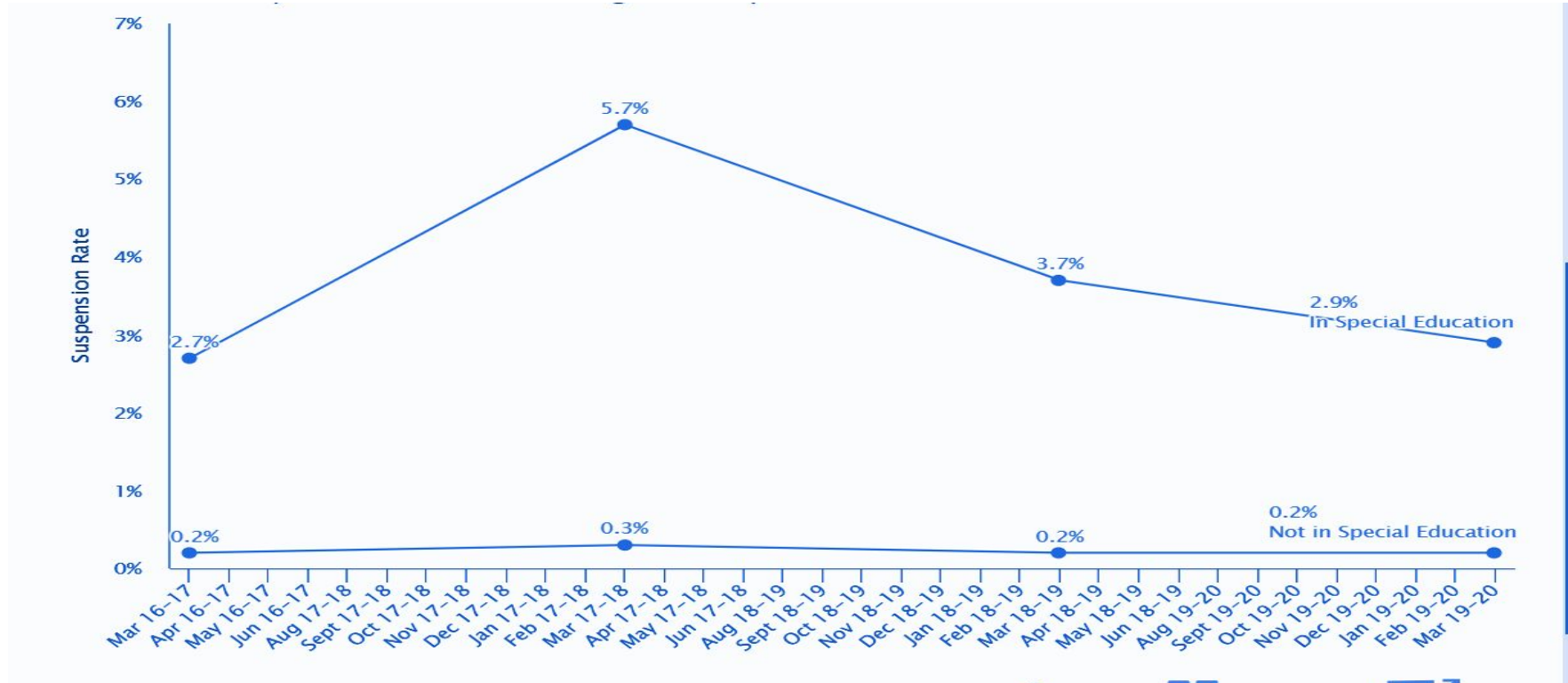


Suspensions for Students with IEPs

Compared to their General Education Peers

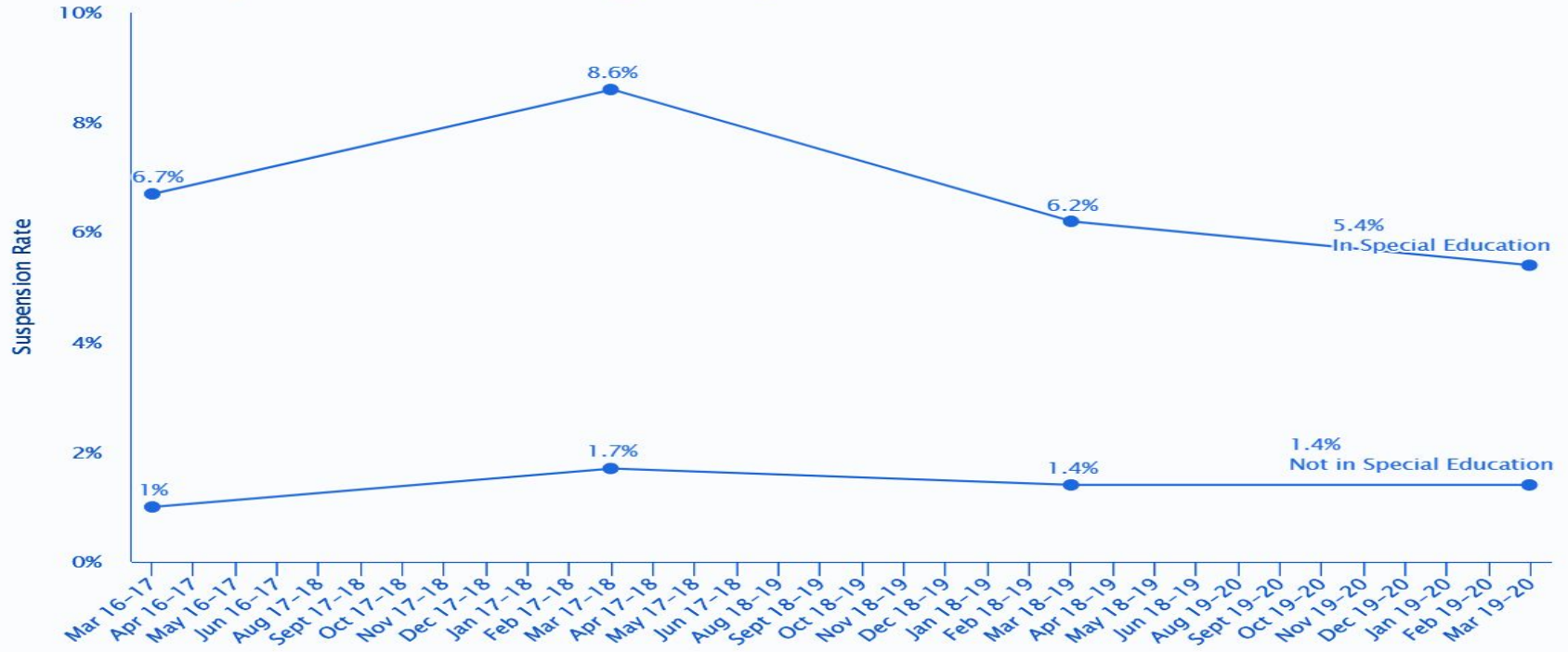


Suspensions in Elementary for Students with IEPs



Our focus on suspension of elementary IEP learners must continue.

Suspensions in Secondary for Students with IEPs



Although secondary IEP trends are stable, we must work to decrease.

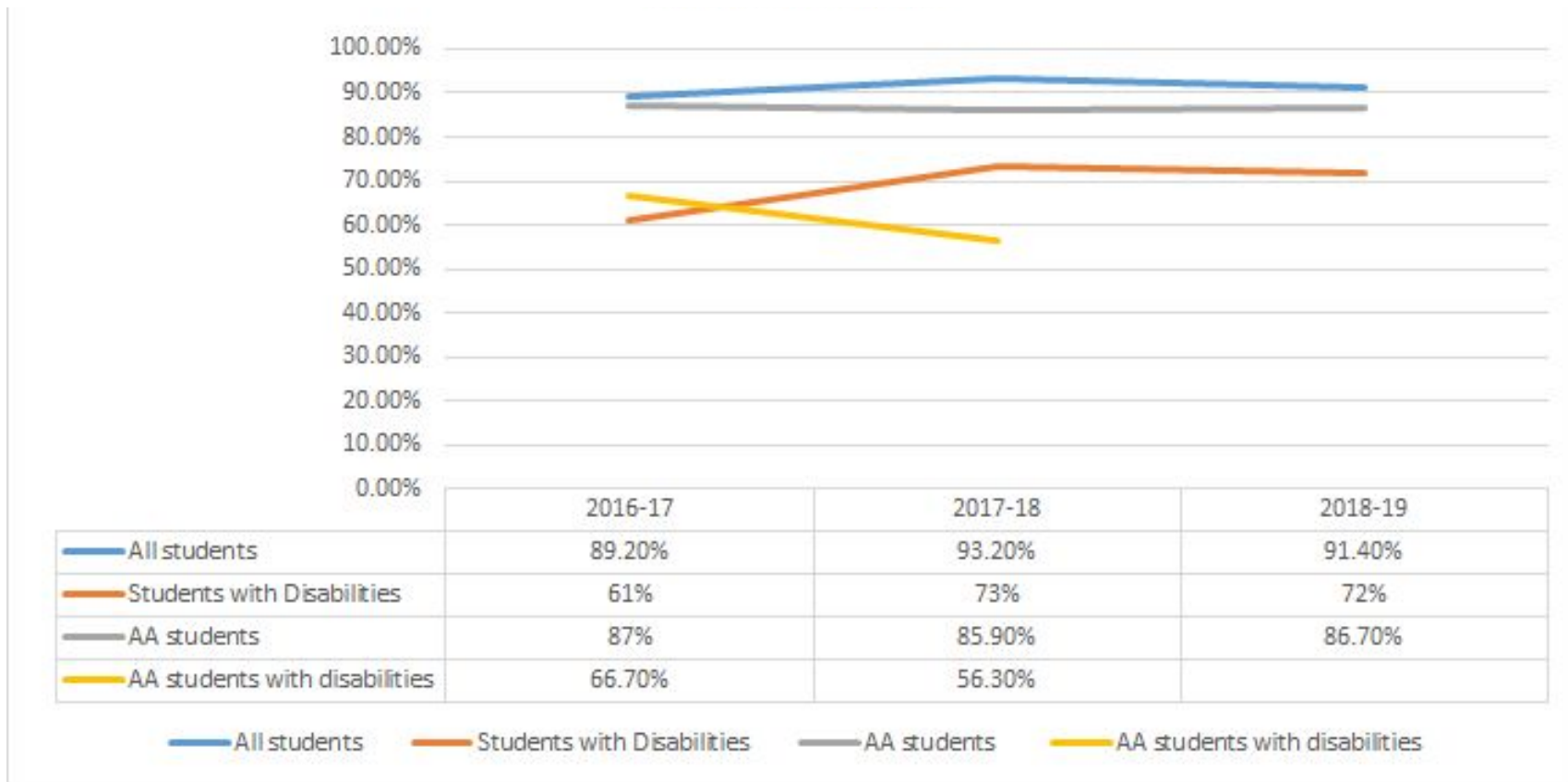
Chronic Absence

Percent of Students Absent 18 days or More of the School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	1,491	1,432	291	20.3%
Alameda Unified	9,702	9,564	851	8.9%

Note: Last reliable data is from 2018-2019

Graduation Rate



Qualitative Data: Focus Groups and Interviews

Focus groups held 7/20 by Neutral Consultant:

- 7 Ed Specialists of various grade levels
- 12 General Education Teachers of various grade levels
- 2 Parent Groups for CCEIS

Staff 1:1 Interviews held 7/20 by Neutral Consultant:

- 4 district administrators
- 2 school psychologists
- 3 Teaching and Learning administrators

Qualitative Data Related to Intervention & Identification

Key Summary Statements by Consultant:

- 1) Teachers need further training in de-escalating situations and implementing Restorative Practices.
- 2) Administrator discipline needs to be more consistent.
- 3) There is a need to train general and special education teachers in supporting students who can benefit from positive behavior supports.

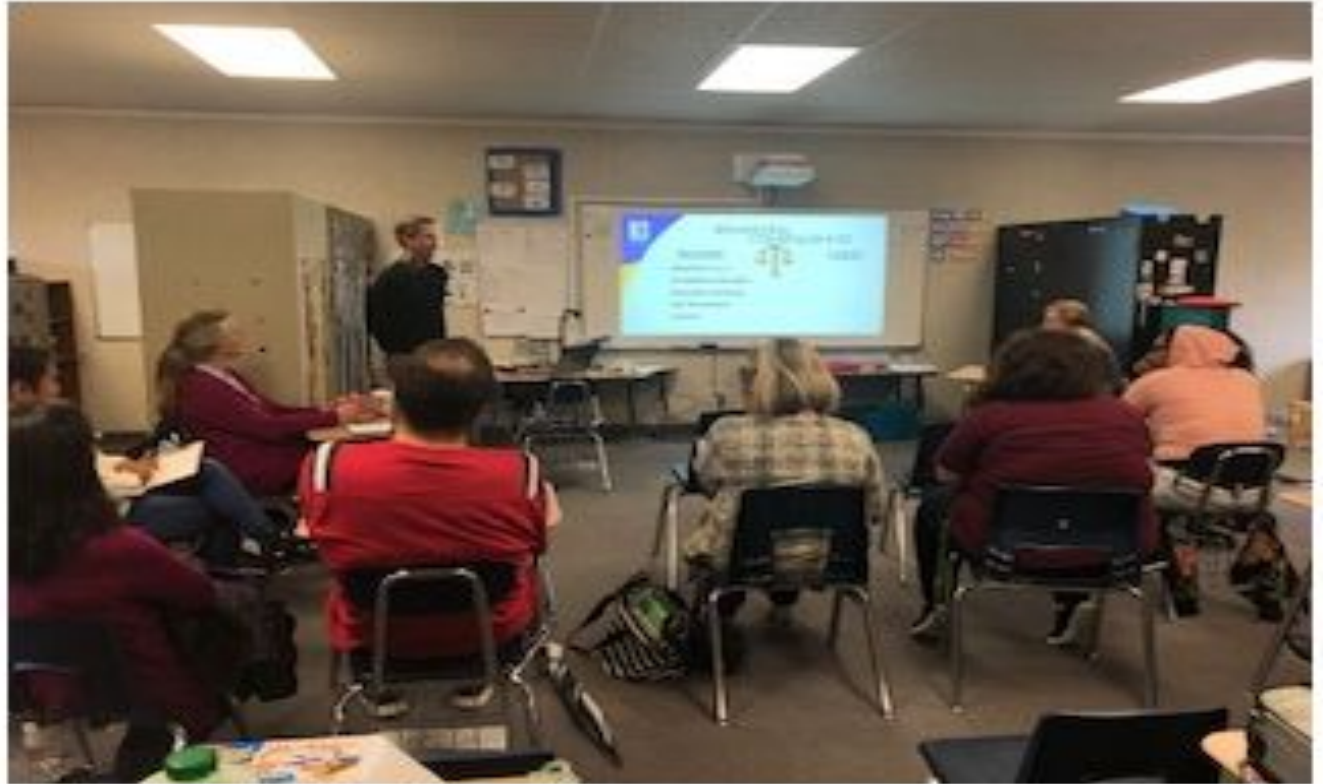
Qualitative Data Related to Service Delivery Model

Key Summary Statements by Consultant:

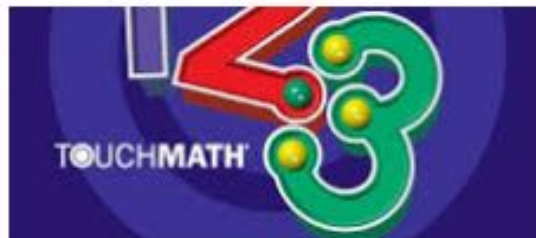
- 1) To retain students in the district, the district needs to develop trust with parents.
- 2) Master schedules must be built to ensure access to tier 1 universal instruction
- 3) Programs within the district need to be further developed and enriched.
- 4) To support inclusion of special education students in general education, there is a need for further training of special education and general education teachers.
- 5) There needs to be more time for teacher collaboration and co-teaching.
- 6) Some (general education) teachers are not comfortable teaching students w/ disabilities and need further training, including the provision of accommodations and modifications.

Applied Behaviour Analysis (ABA) Training and Coaching

Jeremy Leaf
shares the
benefits of ABA
with parents.



Curriculum and Instruction/Intervention Materials



Third Edition
TRANSMATH[®]



Research- Based Curriculum and Instructional/ Intervention Materials

Early Learning



Pre-Schoolers engaged in imaginative play and Speech/Language.

Collaborative Teaching



A Co-Teacher pair from AHS trains AUSD Co-Teachers

Must Do Steps for Strategic Plan

- Re-engage the Steering Committee, adding new members through recruitment.
- Involve the Steering Committee in a review and revision of the plan as needed, with a lens on equity and cultural responsiveness.

What is the Current Work Regarding the *AUSD Strategic Plan*?

- Review the progress of the action steps in the current plan. (In progress)
- Invite community to participate as Steering Committee to develop a new ***AUSD Strategic Plan for Special Education***. (Invitation sent on 2/10/21)
- #1 Meeting of 2020-21 will be on 3/24/21, 6:00-7:30 pm.

Duties of the Steering Committee: Process

- Attend quarterly meetings
- Read the materials provided as preparation for the meetings
- Collaborate in whole and small group discussions
- Participate in activities designed to gain feedback: surveys, note taking forms, etc.
- Sign as a contributor to the plan pending the participation in meetings and collaboration in feedback

Duties of the Steering Committee: Content

- Review the progress of the current Strategic Plan for Special Education
- Determine the categories or 'buckets' of work
- Determine action steps related to the categories of work
- Comply with CDE and USDOE guidelines for best practices and laws in creation of plans
- Prioritize work accounting for CDE compliance
- Meet at quarterly intervals to progress monitor the plan
- Provide feedback: acknowledgements, commendations, questions, suggestions, and resources

Working Assumptions of the Steering Committee

- The Steering Committee will work concurrently with regular school compliance activities:
 - Special Education Plan (SEP)
 - Data Identified Non-Compliance (DINC)
- The Steering Committee will use data to help prioritize district direction.
- Prioritization of the work and focus will be made through a consultative model

Parent Resource Network (PRN)

- We wish to revitalize our PRN effort.
- The Department is seeking 1 to 2 parent liaisons from each school.
- Parent liaisons would serve as representatives to PTAs in order to share needs of students with disabilities and families at their school, including Parent Education needs.
- The PRN Liaisons would agree to provide parent to parent support, after training, when parents wish to speak with other parents.
- Parent liaisons will have opportunities to learn and receive guidance for own students while helping others.

That's What It Is... Now What?

There are 12 respondents to the invitation: 4 staff and 8 parents

We hope **parents** will consider joining this important team. Parent voice is key in developing a responsive plan. Much has changed since 2017. Our work in developing a *Comprehensive Coordinated Early Intervening Services Plan* relied heavily upon parent participation. We hope parents will have a similar interest in this committee as well. The invitation is open!

Likewise, we hope to have **board members** consider signing on to the steering committee to work side-by-side with staff and parent/guardians in prioritizing the work in the strategic plan for special education. We need community partnership to move forward!

Reference: Collaborative Decision Making Cycle

Understand: Anyone involved in the discussion leading to the decision should do their best to understand the constraints and the goals of the decision. It is on the Director to clearly communicate those, but other participants should make sure they understand them and ask questions or clarifications if needed. This first phase should seek **clarity**

Discuss: Once constraints and goals have been understood, people should be invited to discuss options and possibilities as openly and broadly as possible. This phase is likely to include an initial **brainstorming** activity to generate ideas. Once those ideas are generated, they should be narrowed down to the most likely and preferably ranked by all participants and ultimately the Director. It is important to also add a **challenge** activity in which people can openly challenge the initial assumptions or the existing ranking to make sure that nothing is being missed in the discussion.

Note that the goal of this phase **is not** to have everyone agree. The goal is to surface all possible relevant aspects so the decision is made with as much information as possible.

Decide: Final district team decisions are then informed as guided by the discussion and feedback of members.

Resources

- [AUSD Strategic Plan for Special Education](#)
- [Invitation to Strategic Plan for Special Education Steering Committee](#)
- [Interest to Participate in the Steering Committee](#)