



Special Education: Service Delivery Model

Board of Education Workshop
Special Education Team

April 7, 2022

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Structure of Board Workshop

1. We have structured each item for 30 minutes.
2. Board members can ask questions as we go through the different sections.
3. Each section will have a time for board members to read information and or look at the information more in depth.
4. Public comment can be made after each section.

Special Education District Team

- **Randhir Bains** - Senior Director
- **Julie Venuto** - Secondary Coordinator
- **Betty Lin** - PreK to Elementary Coordinator
- **Jill Hunter** - PreK to Elementary Program Manager
- **Gabriel Welcher** - Nonpublic School Placements & Private School Program Manager
- **Chandini Stanley** - Curriculum & Instruction, Assessment & Acceleration Program Manager
- Teachers on Special Assignment:

Stefanie Cox

Nicole Orlando

Julia Neff

Jeanne Rodriguez



Things to Consider

1. The data and information includes “highlighted” information only.
2. We have much more data and will complete ‘data dives’ with district and school-based staff.
3. We intend to bring context to information shared.
4. Please ask questions and gather information.
5. We will share our challenges in an effort to show that we are aware of our relative strengths and areas of growth.
6. We wish to work in partnership with stakeholders.
7. The team is committed to systems change efforts to address challenge areas. Systems change is a process over time.

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

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.



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.



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 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.

The [Special Education Strategic Plan](#) is linked on the District website.

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 Communications
5. Monitoring and Compliance

Service Delivery Model



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.

Strategy 1: Define and develop an AUSD continuum of services for all students.

Action Step 1: Define and develop program descriptions throughout the district that describe and communicate our coordinated continuum of services.

Action Step 2: Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.

Action Step 3: Develop elementary and secondary program rubrics to assist with student placement decisions.

Action Step 4: Standardize programs (i.e., Mild/Moderate, Mod./Severe, Autism) for eligibility, enrollment, and support across the district.

Action Step 5: Develop a monitoring process (i.e., rubrics, lists, etc.) to monitor service delivery models across all sites in AUSD including a monitoring system to ensure when a child receives services and for how long.

Action Step 6: Define and develop outcome-based measurement tools to monitor overall student success (i.e., annual growth, access to the core classes, electives, and diploma and certificate programs).

Strategy #2: Provide access to quality educational opportunities and services in the least restrictive environment for all identified students.

Action Step 1: Program students with IEPs in every master schedule FIRST to ensure access to core curriculum classes, including a guaranteed seat in general education for SDC students.

Action Step 2: Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.

Action Step 3: Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.

Action Step 4: Review all programs and classes to ensure they address IEP goals.

Action Step 5: Provide ability awareness training for peers of Special Education students that teaches respect for all and values differences.

Strategy 3: Develop an on-going research-based, sustainable staff professional development model that is responsive to student needs and utilizes Professional Learning Communities and collaboration between general education and special education staff that is based on data and includes coaching and feedback.

Action Step 1: Conduct a site-based needs assessment related to topics of professional development for all stakeholder groups (i.e., co-teaching and collaboration, behavior management, communication strategies, evidence-based practices, MTSS, and UDL).

Action Step 2: Create a comprehensive, fully funded professional development plan (that spans 3 - 5 years) based on the needs assessment results.

Action Step 3: Create a professional development calendar that reflects the needs of each stakeholder group (special and general education teachers, paraprofessionals, administrators, all specialists, and parents).

Action Step 4: Provide ongoing and consistent feedback and support regarding professional development tools and skills by using a consistent district coaching model across grade levels and content areas to ensure teacher competence and confidence.

Strategy 4: Utilize an ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP, and 504 goals, including behavior goals as the service delivery model is implemented.

Action Step 1: Develop and/or refine the use of pre and post assessments to inform service delivery programs.

Action Step 2: Provide professional development to all staff in the use of progress monitoring tools to support ways to respond to student's needs.

Action Step 3: Refine the use of all progress monitoring tools and formative assessments to make adjustments to instruction on an ongoing basis in the IEP.

Goal 2: 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.

Strategy 1	Strategy 2	Strategy 3	Strategy 4
6 Action items	5 Action items	4 Action items	3 Action items

Equity as a Foundation Rather Than an Add-On

Supporting English Learners, African-American students, and students with special needs through program design rather than sometimes disconnected interventions.

An optimal foundational program is most critical to those who are struggling.

GOAL 1



Consistent systems of support prioritize students needing a boost to access foundational program.

GOAL 2



The district's financial well being, as well as its ability to retain talent and communicate widely preserve our ability to serve students and families optimally.

GOAL 3

```
graph LR; G1((Goal 1  
Strong foundational  
program for all  
students)) --- FA11(Focus Area 1.1  
Students' daily learning  
experiences are characterized by  
engagement, multiple ways of  
learning, and student discourse); G1 --- FA12(Focus Area 1.2  
Student learning is driven by  
grade-level standards, and our  
families, staff, and students are  
clear about what students are  
expected to learn and the policies  
that support learning.); G1 --- FA13(Focus Area 1.3  
We focus on building relationships  
between families, students and staff  
to ensure schools are supportive,  
inclusive, and safe environments  
that maximize learning.);
```

Goal 1
**Strong foundational
program for all
students**

Focus Area 1.1

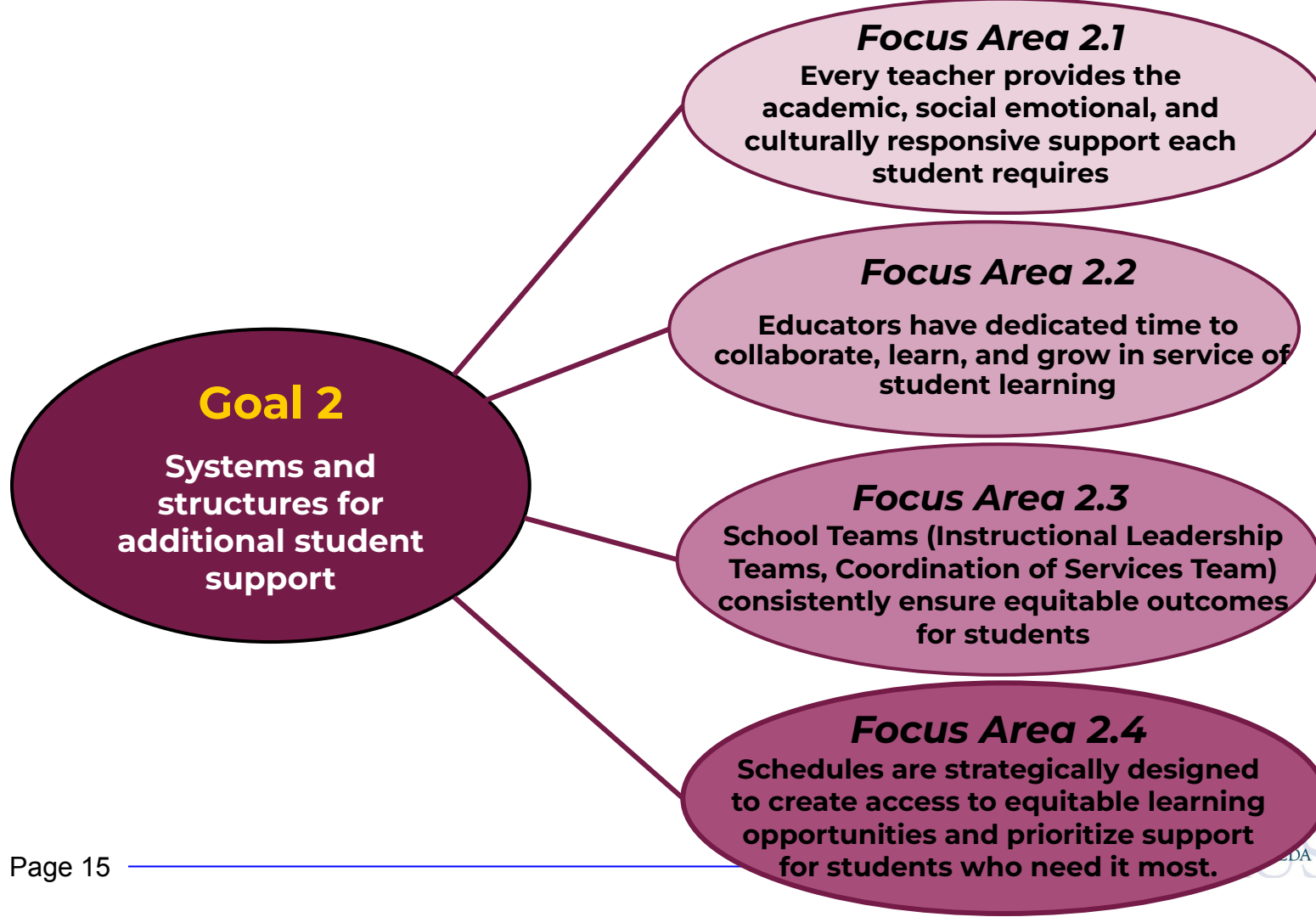
Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse

Focus Area 1.2

Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning.

Focus Area 1.3

We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.



Review

Read page 4 of the strategic plan:

The [Special Education Strategic Plan](#) is linked on the District website.

Please highlight actions that you see connected to the district's strategic plan.

Linking the SPED Strategic Plan to the Strategic Plan

District Goal 1:	<ul style="list-style-type: none">• Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse.• Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn.• We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.
Sp Ed Priority	Service Delivery Model
Actions	<ul style="list-style-type: none">• Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.• Develop elementary and secondary program rubrics to assist with student placement decisions.• Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.• Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.

Linking the SPED Strategic Plan to the Strategic Plan

District Goal 2:	<ul style="list-style-type: none">• Every teacher provides the academic, social emotional, and culturally responsive support each student needs.• Educators have dedicated time to collaborate, learn, and grow in service of student learning.• School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students.• Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.
Sp Ed Priority	Service Delivery Model
Actions	<ul style="list-style-type: none">• Develop an on-going research-based, sustainable staff professional development model that is responsive to student needs and utilizes Professional Learning Communities and collaboration between general education and special education staff that is based on data and includes coaching and feedback.• Program students with IEPs in every master schedule FIRST to ensure access to core curriculum classes, including a guaranteed seat in general education for SDC students.

Family Workshop Feedback - Strategic Plan

What would you like to have more information about?

- AUSD should consider hiring paraprofessionals and other staff who are native speakers of other languages, such as Spanish, to provide support for our students with disabilities.
- Expectations for inclusion should be clear for *everyone*, from teachers to administrators to district staff, and accountability practices should be in place.
- This work, these conversations about our students, should be done in partnership with one another. How can we be on the same side?

Of the information presented, what resonated with you?

- IEPs should be conducted in collaboration with families.
- Develop a rubric for placement considerations and share with families.

Family Workshop Feedback - Strategic Plan, *cont...*

What are three key takeaways from the presentation?

- Equity in our district includes students from many different ethnic groups.
- Actions towards achieving outcomes with the Strategic Plan should be time-bound.

Board Discussion

Goals for Tonight

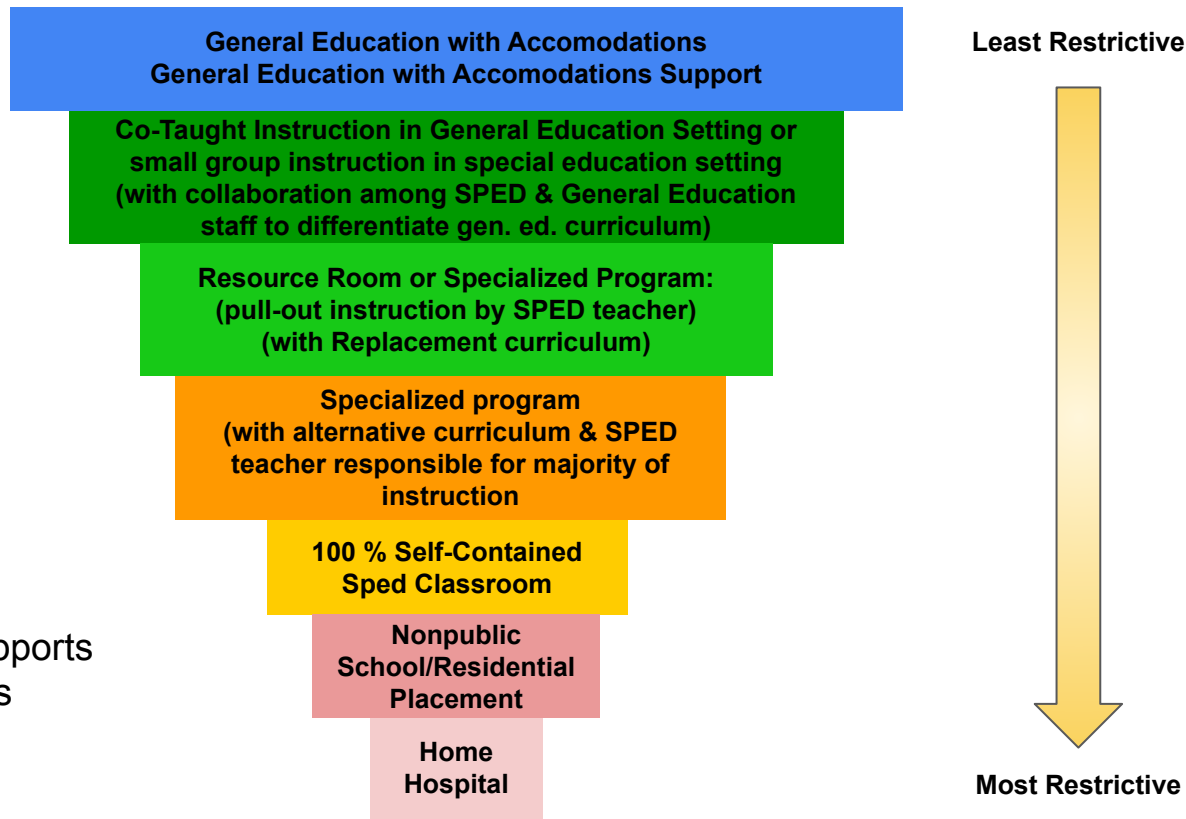
1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Least Restrictive Environment- LRE

IEP teams must consider the setting in which a child with a disability can receive an appropriate education designed to meet their educational needs. They should be served with their general education peers to the greatest extent possible.

Consider the following:

- Removing all supports
- Maintaining current supports
- Modify current supports
- Lessen supports
- Intensify supports



PROGRAMS/SERVICES

Service Links

CA Early Start Program

- Family Resource Center

Resource Centers (TK-5)

Deaf/Hard of Hearing Programs (0-12 grade)

BRIDGE Supports (6-12 grade)

EARLY AUTISM SUPPORTED INCLUSION (EASI) (1-5 grade)

Special Day Class

- Mild to Moderate SDC (PreK-5 grade)
- Foundations to School Success (K-2 grade)
- Counseling Enriched Program (3-12 grade)
- Practical Skills Class (6-8 grade)
- Functional Skills Class (9-12 grade)
- Moderate to Severe SDC (PreK-12 grade)
- Intensive Autism SDC (1-5 grade)

Adult Transition Programs

Online Courses

Home/Hospital Instruction

Non-Public School

Residential Placement

- [Preschool](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Adult Transition](#)

<https://docs.google.com/document/d/1546nbqPAeqvpon1eT44ChD5rWzONkdcSgk0VzoYv4PQ>

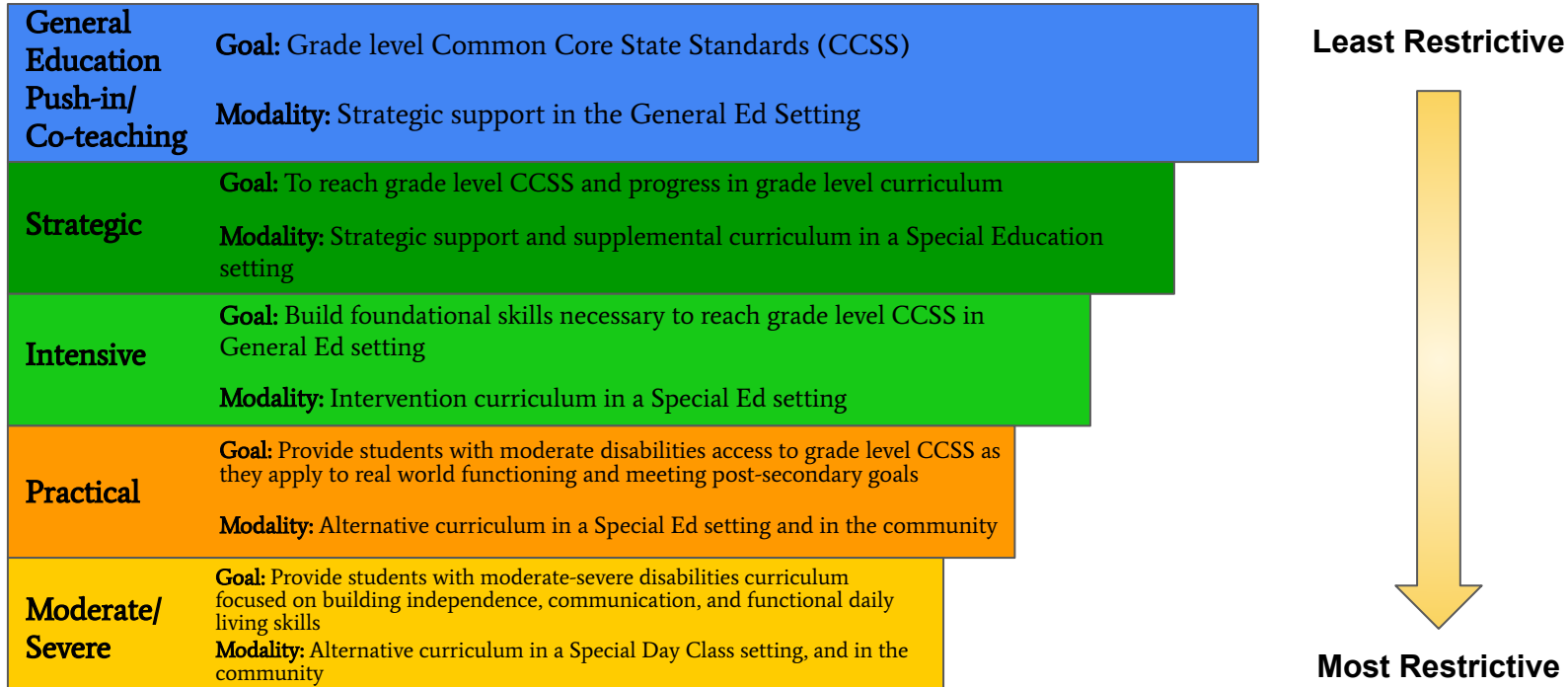
Least Restrictive



Most Restrictive

AUSD Continuum of Services

AUSD Levels of Special Education Intervention (determined for each instructional subject)



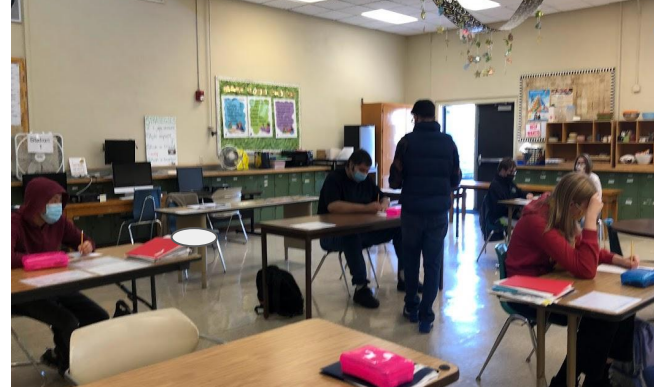
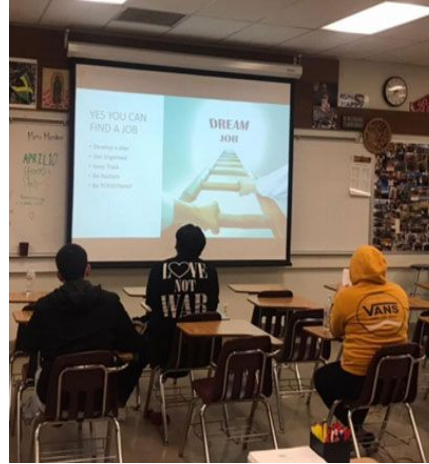
Early Learning



Elementary



Secondary

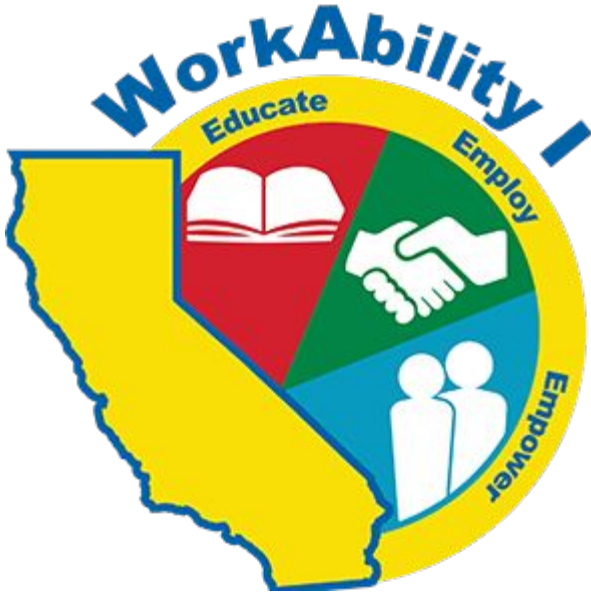


Collaborative Teaching



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

Adult Transition



Service Delivery Model, *cont...*

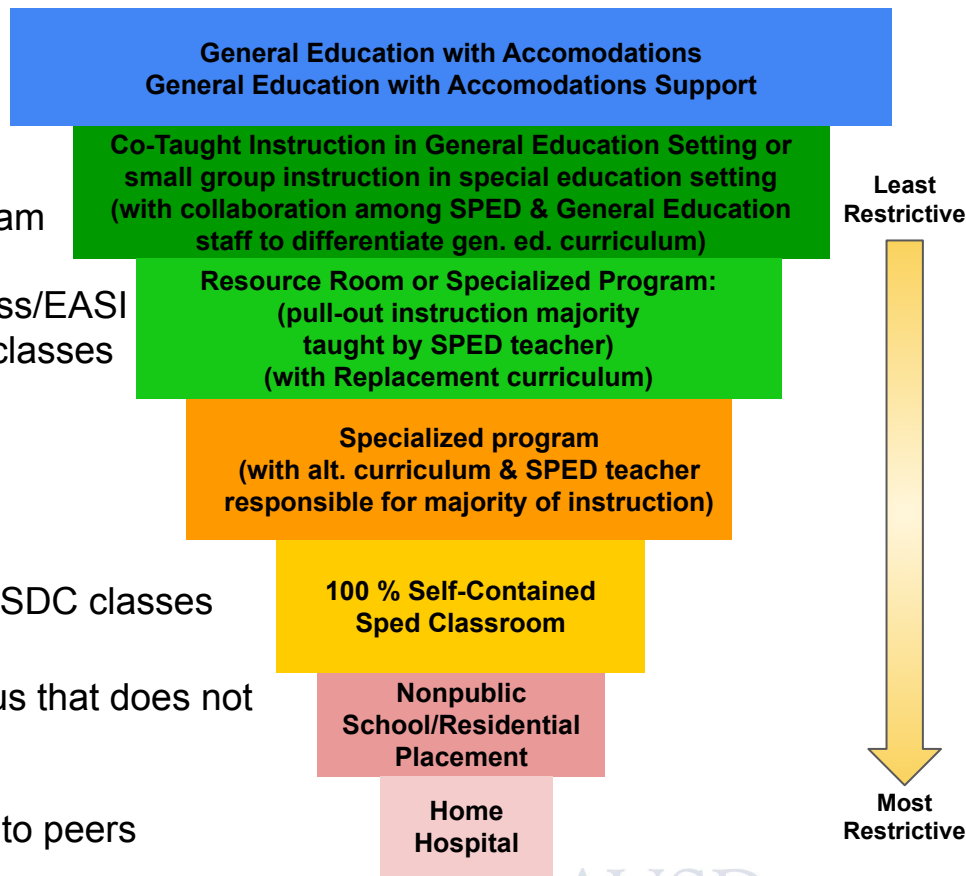
Choose one grade level and read the program descriptions:

- [Preschool](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Adult Transition](#)

Familiarize yourself with the continuum of services offered in AUSD. What are one or two things that stand out for you after looking at the program descriptions.

Least Restrictive Environment- LRE

- General Education with modifications and supports
- Co-Taught classes/Para support in the General Ed/Strategic classes/Bridge Program/CEC program
- Mild/Moderate Elementary SDC Foundations class/EASI program/CEC class/Intensive special education classes
- Mild/Moderate Elementary SDC/Foundations class/CEC class/Practical Program
- Moderate to Severe Autism and Non categorical SDC classes
- School or program on a non public school campus that does not have General Education programming
- Instruction delivered in the home with no access to peers



Our Programs: Grades TK-5

	Bay Farm	Earhart	Otis	Edison	Franklin	Love	Maya Lin	Paden	Ruby Bridges
Mild/Moderate	All school sites								
Early Autism Supported Inclusion (EASI)	-	-	-	-	-	-	1	-	-
Evidence Based Practice Inclusion Specialist (EBP)	-	-	1	-	-	-	-	-	-
Mild/Moderate K-2 SDC	-	-	-	-	-	-	1	1	-
Mild/Moderate 3-5 SDC	-	-	-	-	-	-	1	-	-
Mild/Moderate Foundation Class	-	-	1	-	-	-	-	-	-
Mild/Moderate Counseling Enriched Class 3-5	-	-	1	-	-	-	-	-	-
Moderate/Severe Autism K-2	-	1	-	1	-	-	-	-	-
Moderate/Severe Autism 3-5	-	1	-	1	-	-	-	-	-
Moderate/Severe Non-Categorized K-2 SDC	-	-	-	-	-	-	-	-	1
Moderate/Severe Non-Categorized K-2 SDC	-	-	-	-	-	-	-	-	1

Our Programs: Grades 6-8

	Lincoln MS	Wood MS	Encinal Jr. Jets
Mild/Moderate	All school sites		
Practical	1	-	-
Counseling Enriched Classroom (CEC)	1	-	-
Moderate/Severe Non-Categorized 6-8	-	2	-

Our Programs: Grades 9-Adulthood Class

	Alameda HS	ASTI	Encinal HS	Island HS
Mild/Moderate	All school sites			
Practical	1	-	-	-
Counseling Enriched Classroom (CEC)	1	-	1	-
Pathways (ICEC)	-	-	-	1
Moderate/Severe Non-Categorized 9-12	2	-	-	-
Adult Transition Practical	2	-	-	-
Adult Transition Moderate/Severe	1	-	-	-

Continuum of Standards Aligned Curriculum

ELA	Math
<ul style="list-style-type: none">• CCC (Center for the Collaborative Classroom)• Orton Gillingham• Lexia (Core5, PowerUp)• LLI Library• Making Connections• Quick Reads• Language Live!• Step Up to Writing• n2y	<ul style="list-style-type: none">• Eureka Math• Jump Math• Numbers World• Touch Math• Co-taught• Moby Max• Trans Math• Attainment Math (student, teacher)• n2y

Least Restrictive



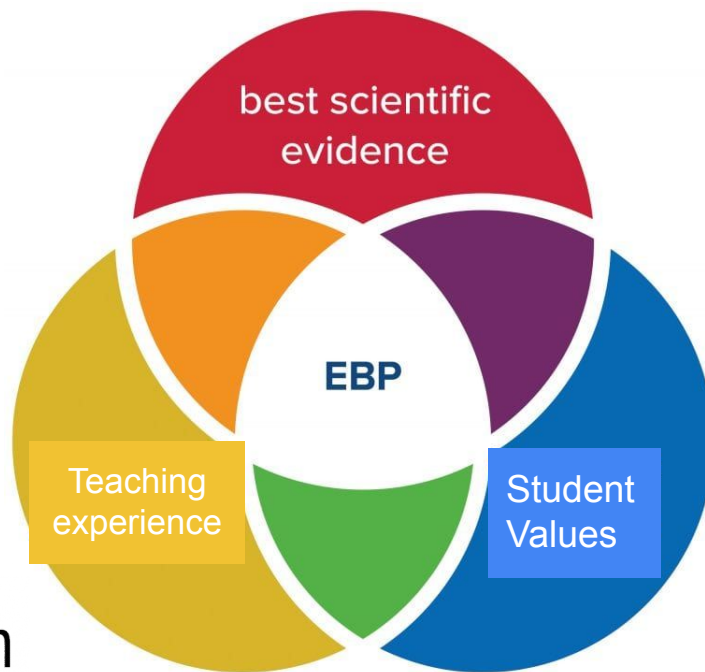
Most Restrictive

Certificate of Completion

Courses of study for Practical and Mod/Severe programs:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
<ul style="list-style-type: none">• Math• English / Language• Arts• Listening / Speaking	<ul style="list-style-type: none">• Grooming / Hygiene• Personal Safety• Life Skills	<ul style="list-style-type: none">• Social Behavior• Community Resources• Recreation and Leisure• Communication Skills	<ul style="list-style-type: none">• Career Exploration• Work Related Training• Future Living, Working

Evidence Based Practices



Autism Focused Intervention
Resources & Modules

Family Workshop Feedback - Learning Continuum

What would you like to have more information about?

- Add more information about the full continuum of services on the Special Education Website, or make it more visible and easy to find.
- More information would be appreciated regarding the types of curriculum used in each level of classroom instruction. Parents enjoy helping students with their work at night, but want to know the curriculum being used, and the best method to use to support.
- Add links on the Special Education website to the curriculum programs used in our programs.
- The colors used in graphs and visuals should be considered. There may be a stigma construed when red is used for more restrictive offerings.
- Request for district to send out survey to mod severe families (parent at elementary, students at high school level) whether they feel that they are at an appropriately-rigorous level of academics.
- Addition of a health curriculum for students with extensive needs.
- Examples of successful inclusion programming.

Family Workshop Feedback - Learning Continuum, *cont...*

Of the information presented, what resonated with you?

- So incredibly helpful to see the list of curriculums used. Also very helpful to see the tables of SPED programming at the various sites.
- Thank you for explaining the process.

What are three key takeaways from the presentation?

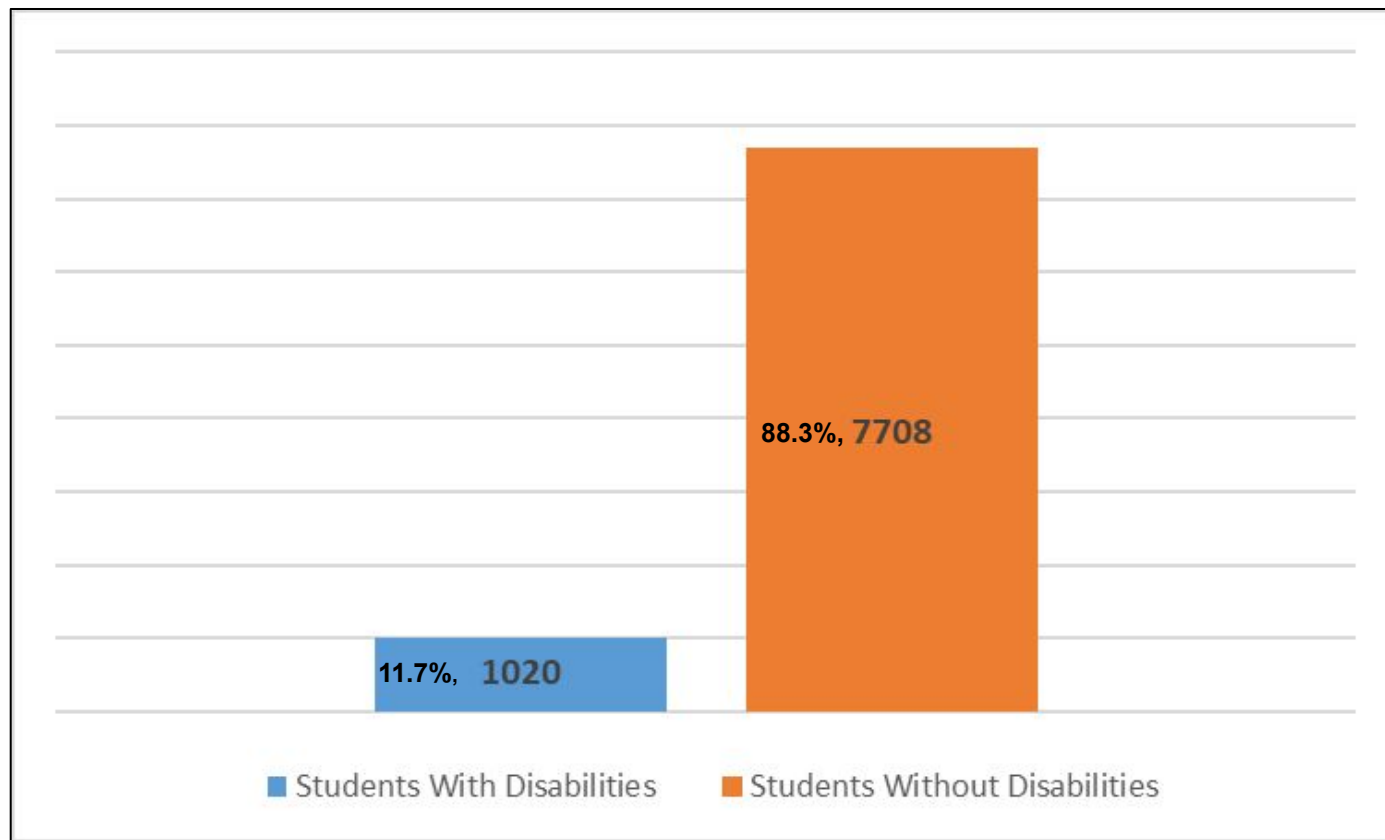
- Address the built in structures of segregation between SPED (specifically SDC) kids and Gen Ed kids.
- We need to be mindful how designing programming around LREs can inadvertently create stigma. Should the model be flipped? General education brought into SDC classrooms.
- Students with IEPs in general education programming can/do still require a lot of support. Is there appropriate support?

Board Discussion

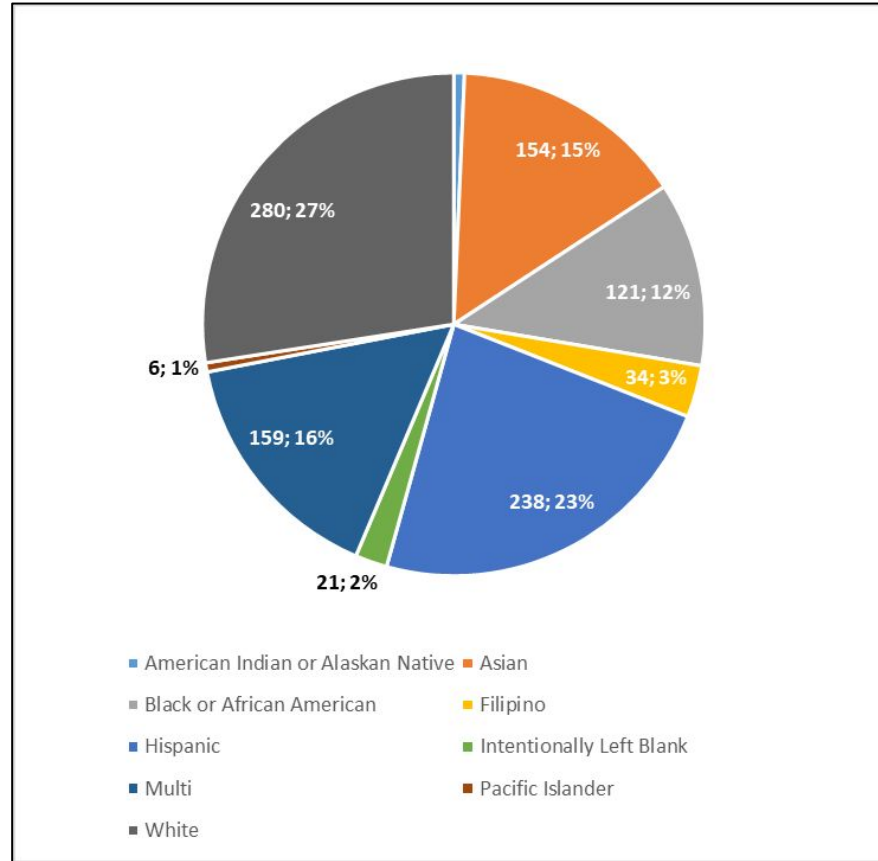
Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

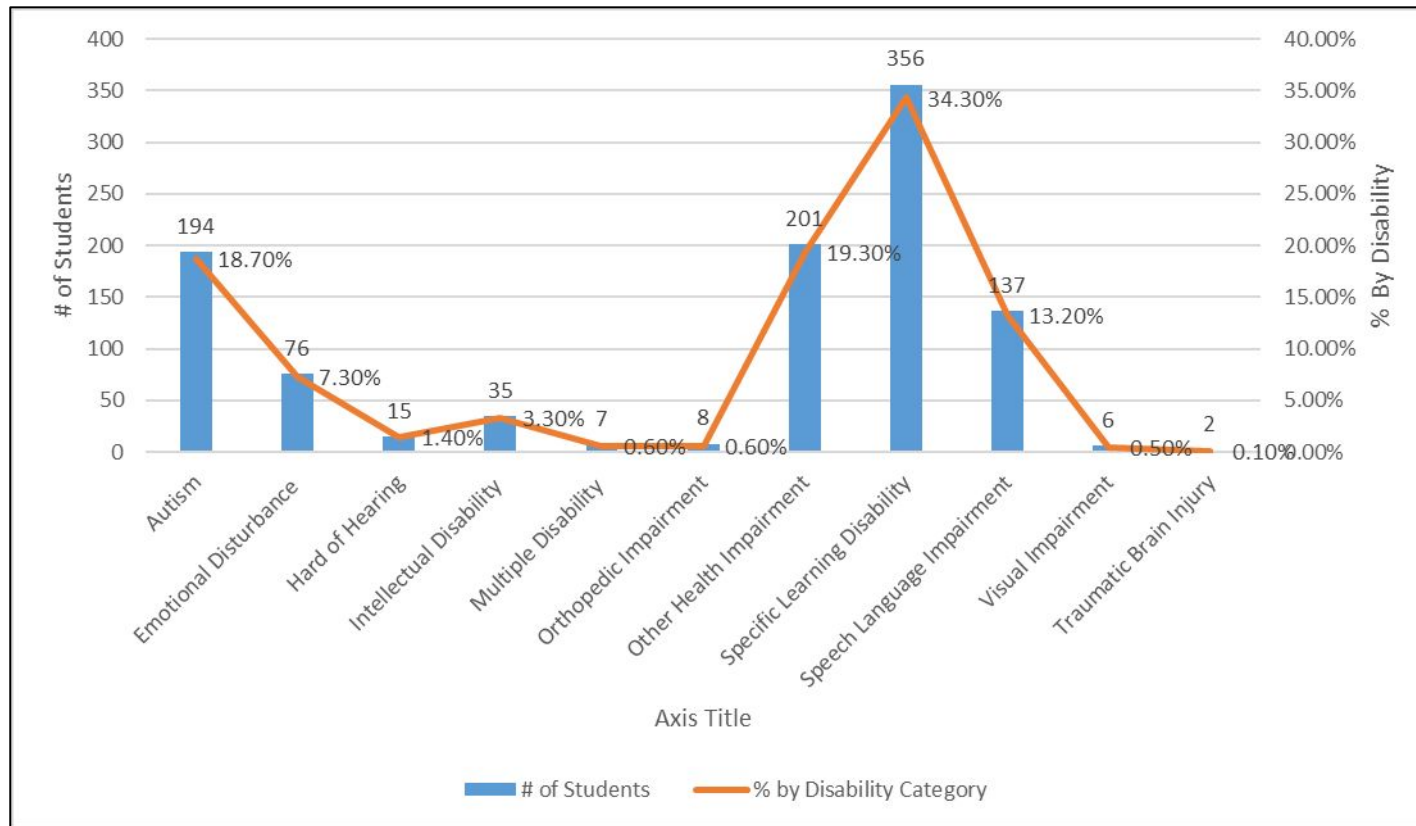
AUSD Special Education Eligibility



Percent of Special Education Students by Race/Ethnicity



Eligibility by Primary Disability Category

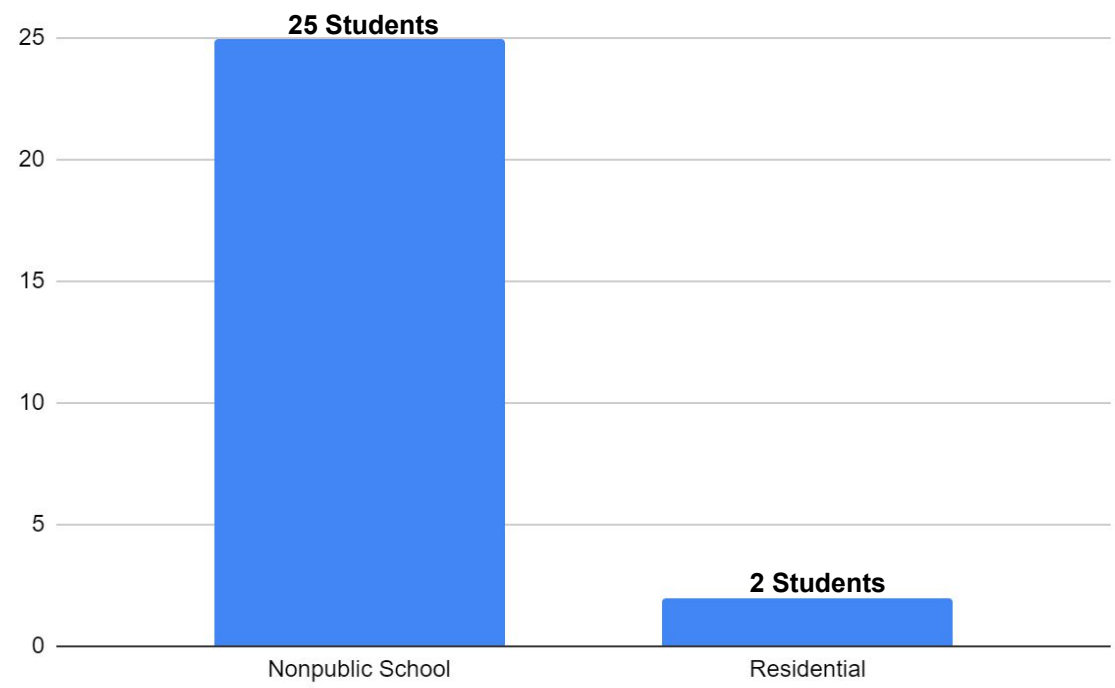


Special Education Enrollment by Grade Level

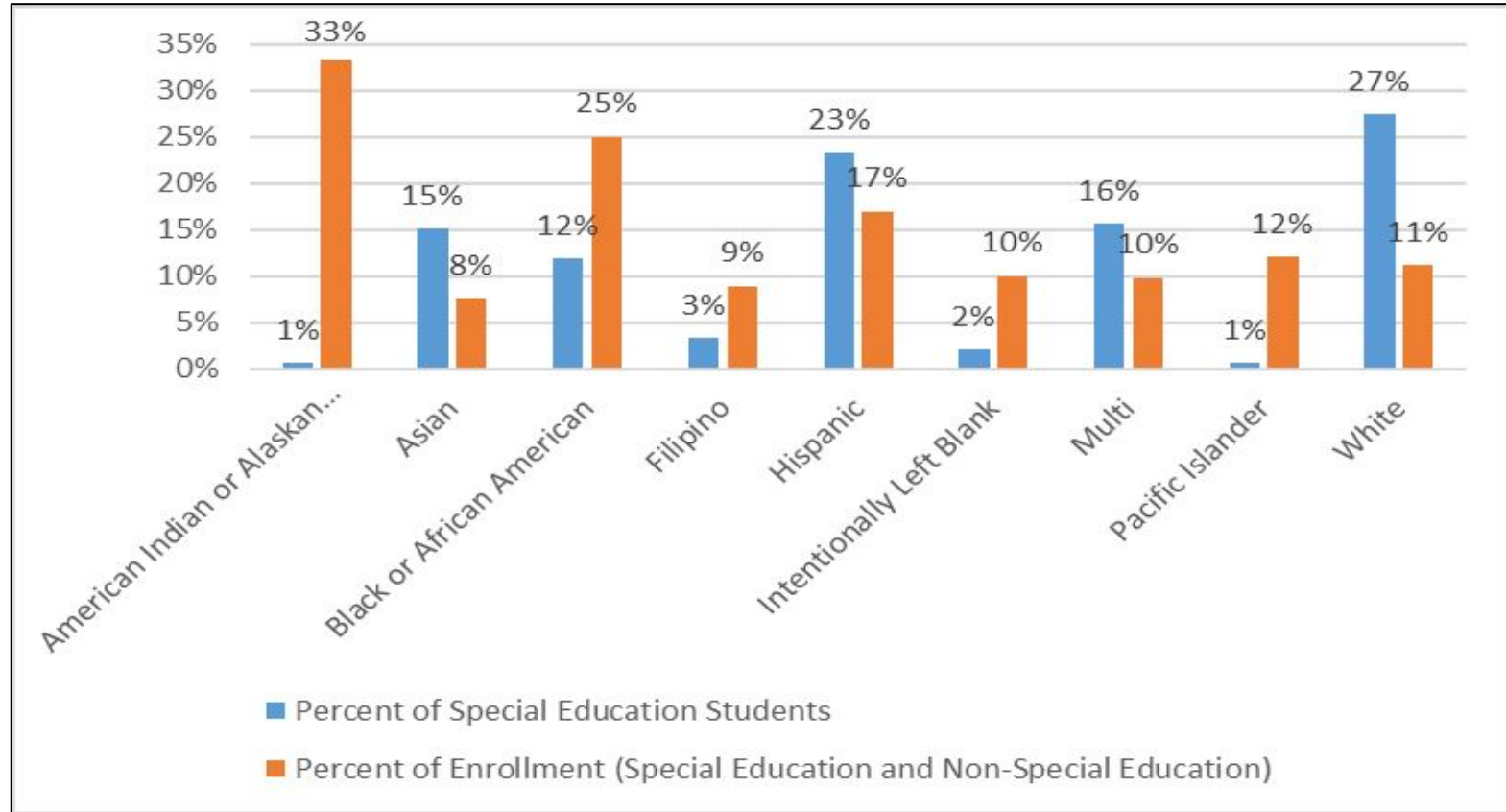
Grade Level	Numbers
TK	4
Kindergarten	53
1st	45
2nd	73
3rd	67
4th	100
5th	90
6th	73

Grade Level	Numbers
7th	69
8th	71
9th	87
10th	85
11th	72
12th	101
Adult Special Ed.	30
Total	1,020

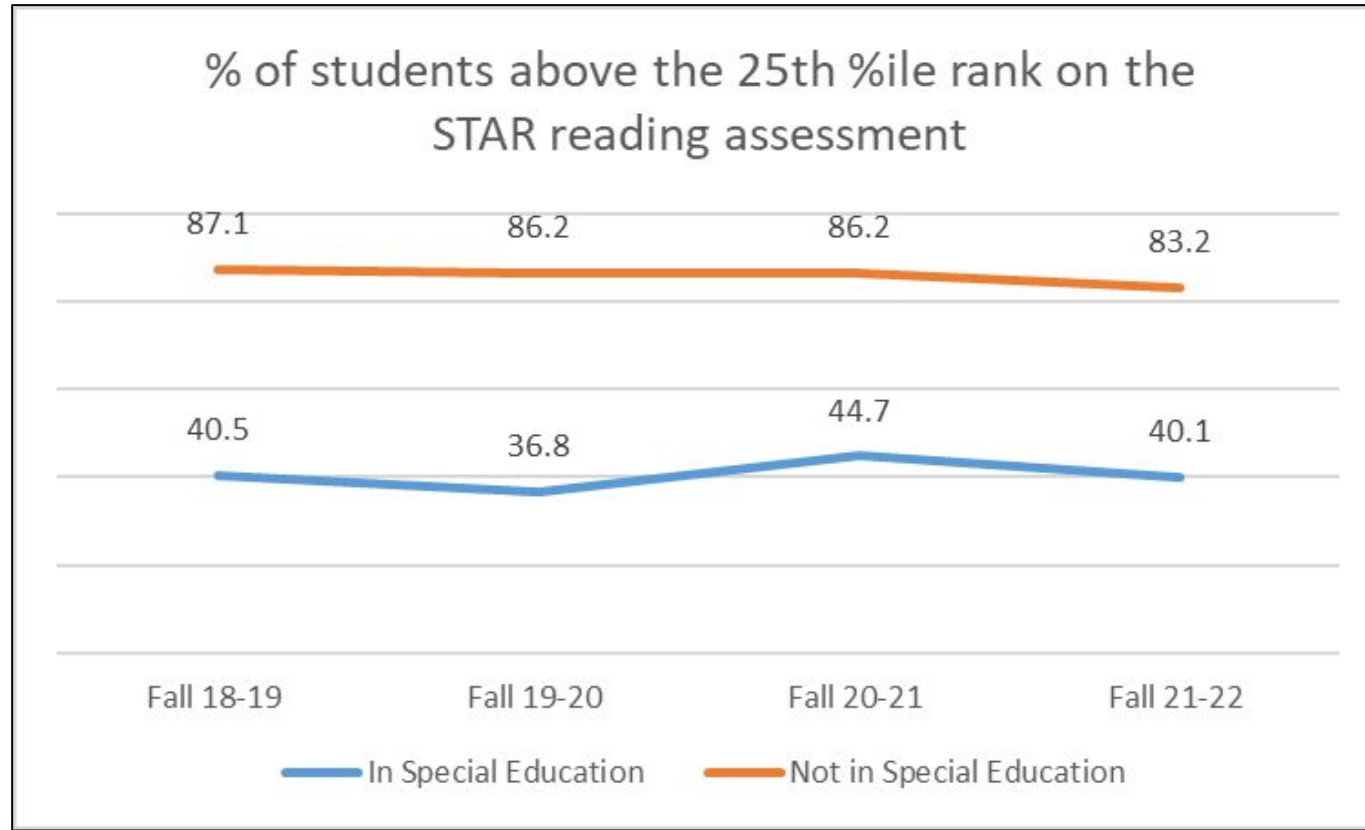
Nonpublic School: NPS vs Residential Placement



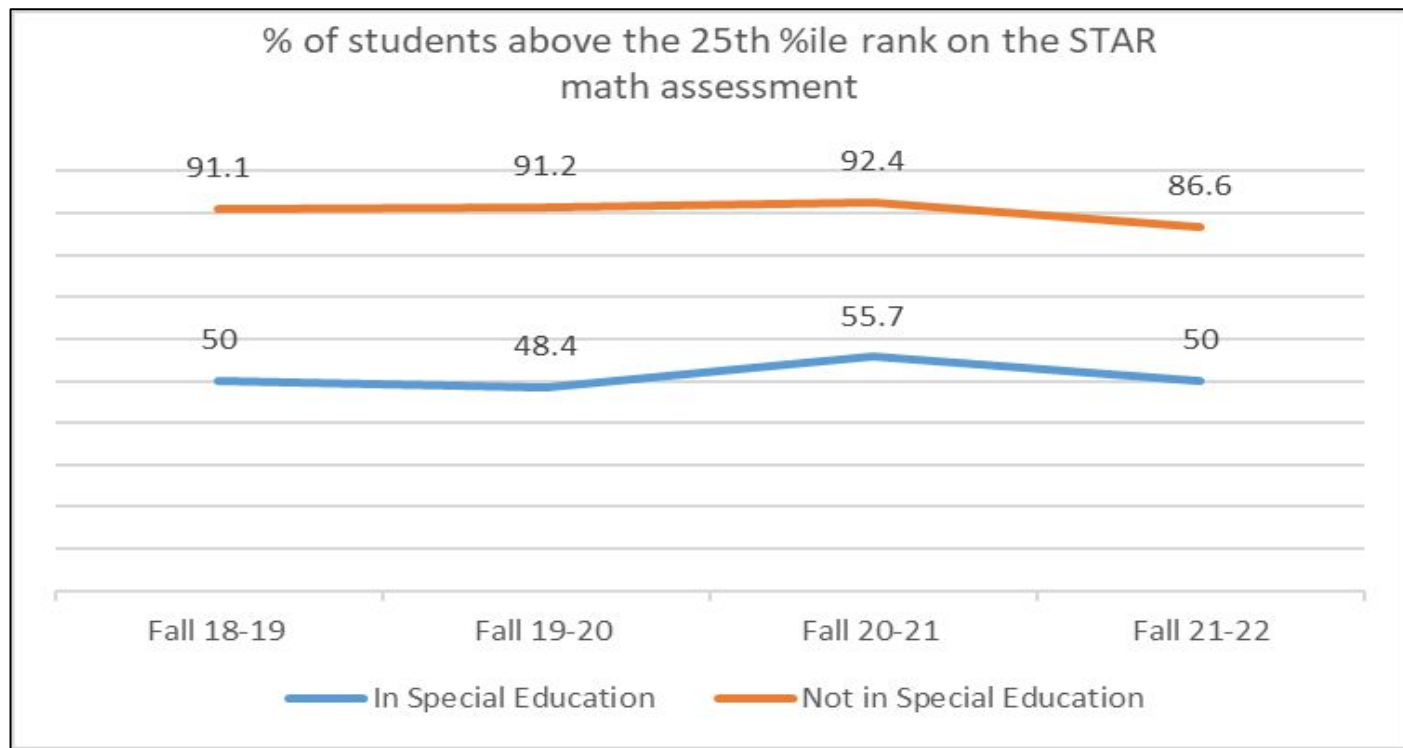
Special Education Student Comparison By Ethnicity



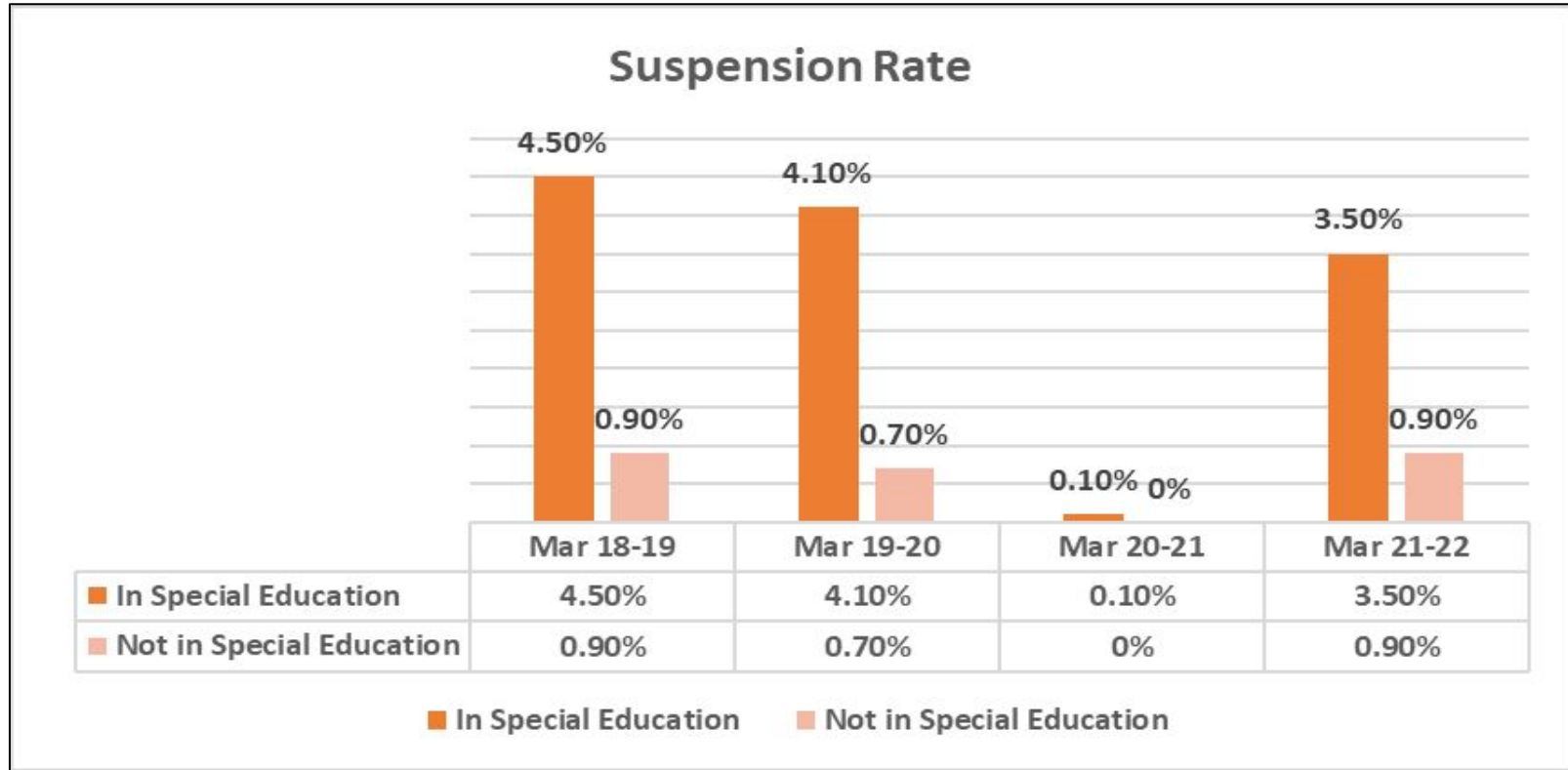
STAR Reading Proficiency in SpEd v Not in SpEd



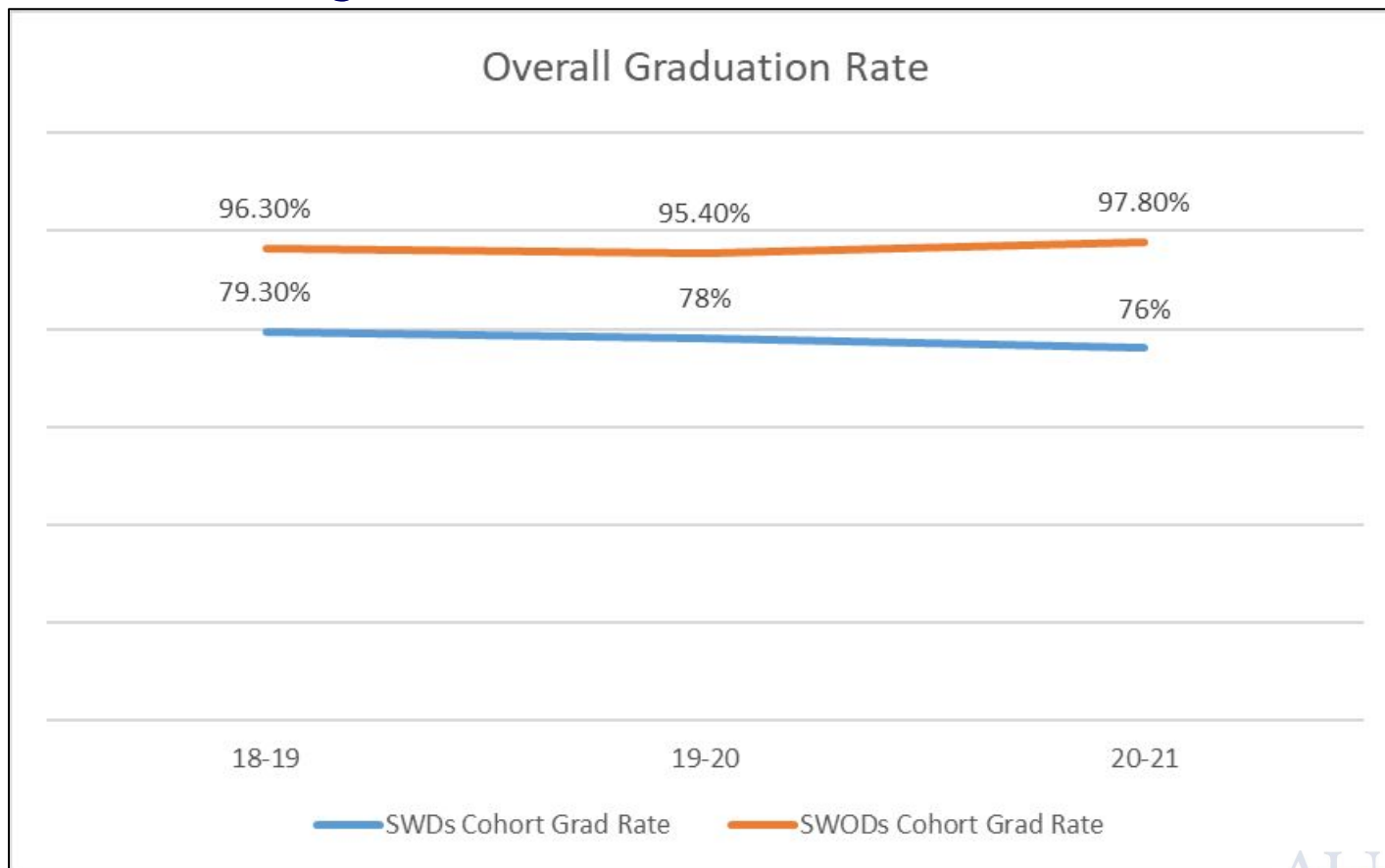
STAR Math Proficiency in SpEd v Not in SpEd



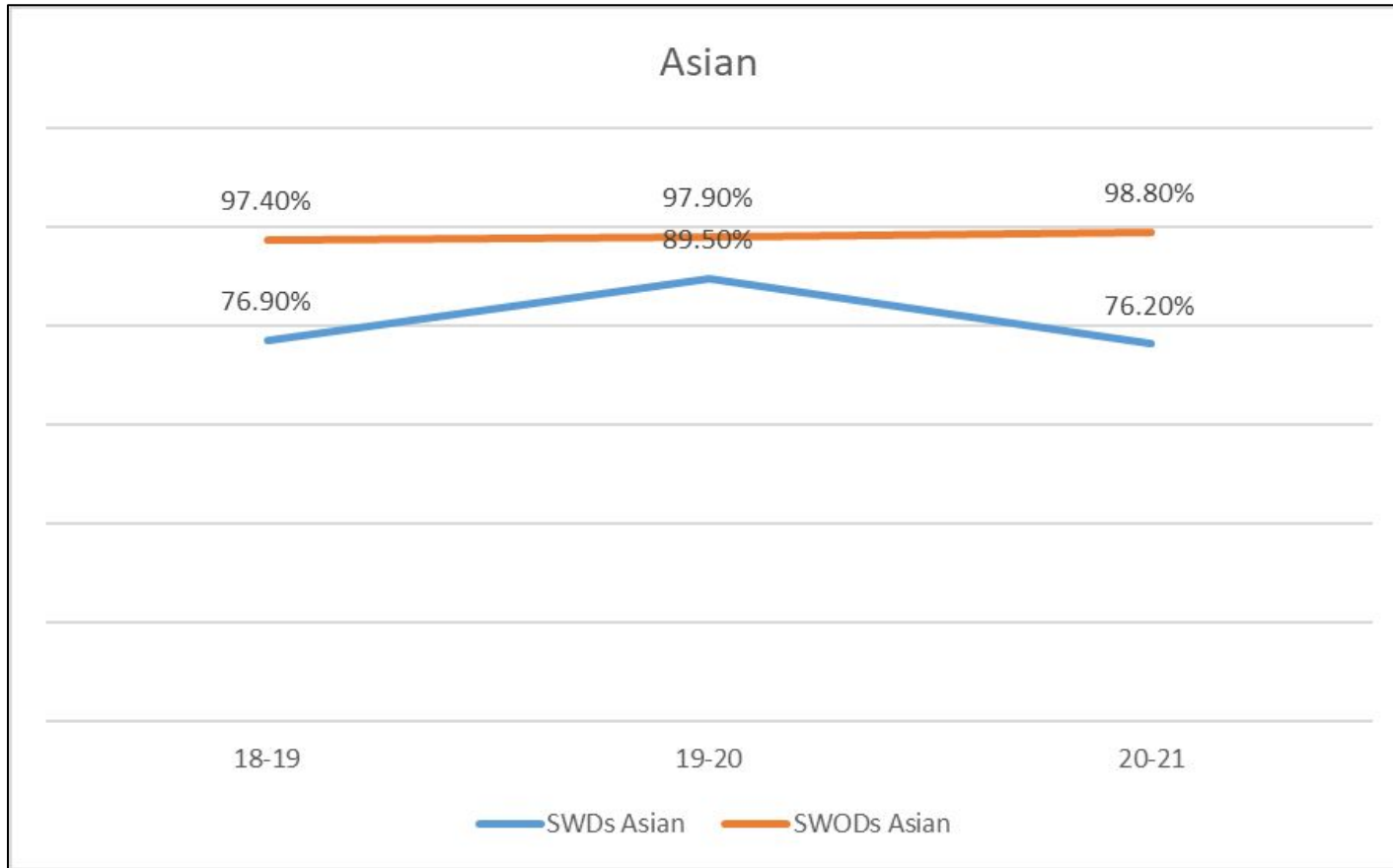
Number of Suspensions for Students with IEPs



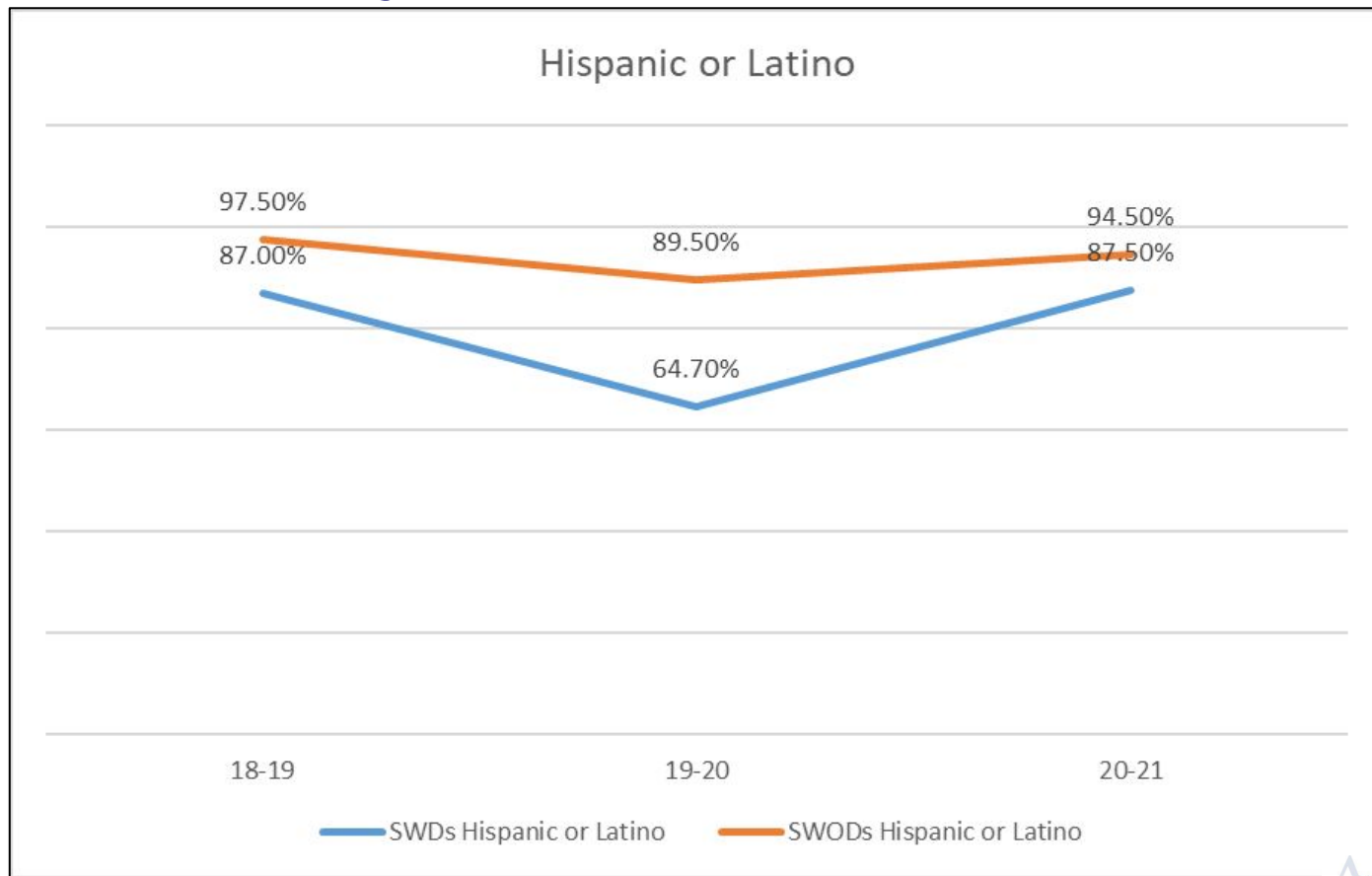
Five-Year Adjusted Cohort Graduation Rate



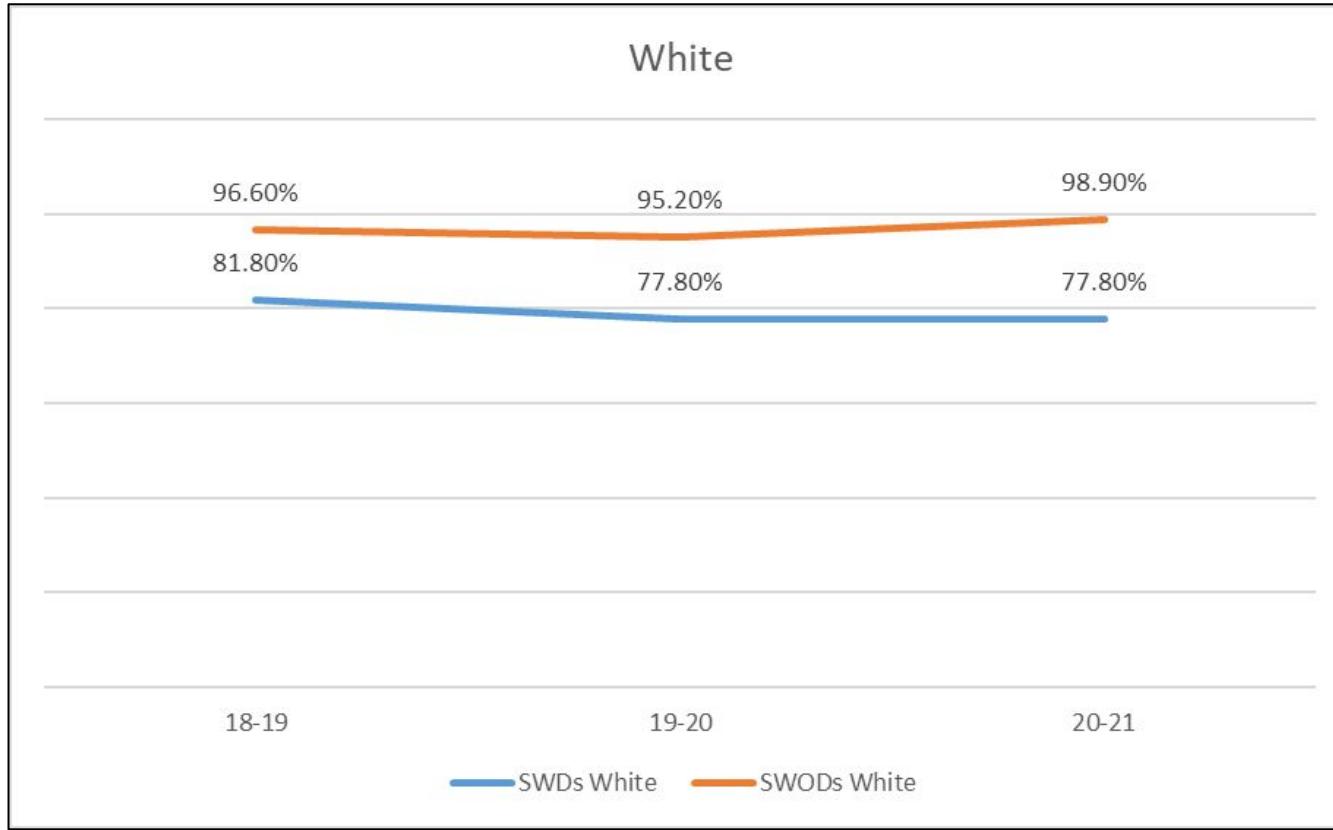
Five-Year Adjusted Cohort Graduation Rate



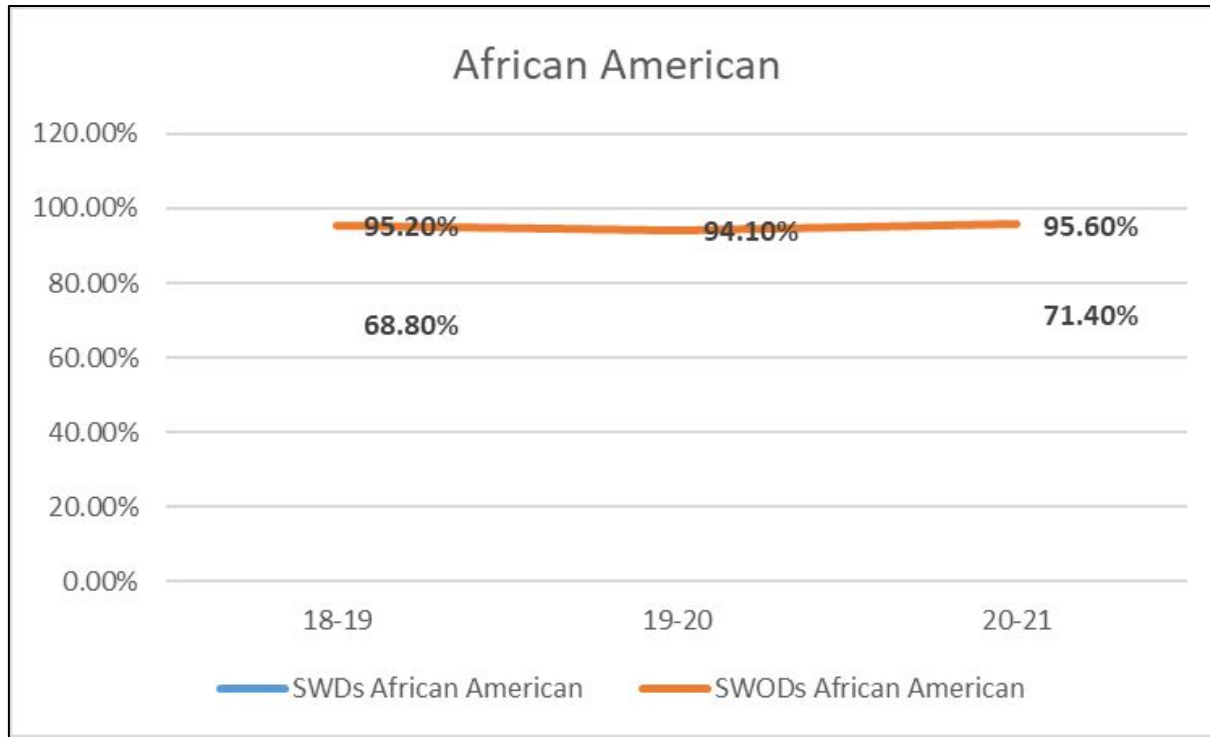
Five-Year Adjusted Cohort Graduation Rate



Five-Year Adjusted Cohort Graduation Rate



Five-Year Adjusted Cohort Graduation Rate



There weren't enough students in 19-20 to produce a grad rate score.

Certificate of Completion - Diploma: 5 Year Cohort

School Year	Cohort Students	Regular HS Diploma Graduates	Certificate of Completion	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
2018-19	82	65	9	79.30%	9	0	5
2019-20	82	64	10	78.00%	11	0	6
2020-21	104	79	11	76.00%	10	1	6

Family Workshop Feedback - Data

What would you like to have more information about?

- Percentages of enrollment districtwide included in graphs shown (% qualified though OHI, for example in comparison with State data set.)
- Perhaps growth to complement the % at proficient data.
- Intersectionality with other subpopulation data - eg EL and how/if language needs are addressed in goals, if appropriate.
- Clarify acronyms, labeling of graphs.

Family Workshop Feedback - Data, cont...

Of the information presented, what resonated with you?

- Pre-Post Assessment from page 4 of the Strategic Plan is an authentic way to measure growth
- Gaps in achievement - would like to track those year over year for a given cohort.
- Suspension % differences - extremely concerning and an action item for staff professional development;
- Equity aspects - over/under representation - very powerful data.
- Graduation/Certification slide - it was so calmly structured, it belies the implications - district's being punished for low graduation rate while supporting students, also need to highlight the success data.
- kudos on using google docs in this way - one of my preferred ways to collaborate.
- Depressing re: persistence of disparities between students in special ed and students in gen ed as well as disparities based on race and ethnicity
- Highlighting positives is so important.

Family Workshop Feedback - Data, *cont...*

What are three key takeaways from the presentation?

- Need to continue to look at data in new ways to measure progress.
- Professional development plans will need to include large amounts of time dedicated to the content from the SPED strategic plan and collaboration time between SPED service providers and Gen Ed teachers as articulated in the plan.
- We need longitudinal assessment tracking in addition to the calendar/year over year data.
- We need to link our students' progress to intervention onset.
- Certificates of completion vs diplomas - I hope the recommendations in this report are implemented soon statewide https://www.scoe.net/media/2tla0rk5/ca_alternative_pathways_workgroup_report.pdf
- I think the district can actually do a lot more to help students with Intellectual/Developmental Delays earn real HS diplomas even without alternate pathways as described in the report linked above.
- We need to think about how to share this data in a way that is very accessible to a wide range of stakeholders.

Data Think Time

Write down three questions about the data you would like to take a deep dive into.

Board Discussion

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Progress

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 Prior to Distance Learning	<ul style="list-style-type: none">• Addition of 4 new programs across the district to support a stronger continuum.• Changed locations of programs to have continuous programming• 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 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 of services

Progress, cont...

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 Since July 1, 2021	<ul style="list-style-type: none">● On-going Orton Gillingham training for Education Specialists● Behavioral training for moderate-severe special education teachers and individual students.● CPI trainings for classified, certificated, and administrative staff● Ongoing support, training and feedback to special education staff from teachers on special assignment.● Biweekly communication on best practices to all special education staff via divisional newsletter.● Assistive technology co-taught lessons at secondary level● The district's learning continuum was reviewed with staff to use during transition IEPs to make informed placement decisions.

Progress, cont...

- Continued staff trainings on social emotional learning.
- Professional development around co-teaching and the collaboration model in preschool.
- Monthly updates provided to the special education steering committee on the implementation of the special education strategic plan, and feedback from the committee on next steps.
- New Family Orientation meetings held on a monthly basis beginning February 2022 for all families going through the assessment process.
- Creation of a stronger continuum of services in preschool.

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 using data dashboards (e.g. attendance, grades, achievement, LRE data, suspension/discipline, eligibility)
4. **Collaboration:** Partner with special education parent community and site data teams to review and discuss data dashboards and provide input to next steps.

Next Steps for Service Delivery 2022-2023 SY

- Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.
- Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.
- Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.
- Develop elementary and secondary program rubrics to assist with student placement decisions.
- Develop an on-going research-based, sustainable staff professional development model that is responsive to student needs and utilizes Professional Learning Communities and collaboration between general education and special education staff that is based on data and includes coaching and feedback.
- Program students with IEPs in every master schedule FIRST to ensure access to core curriculum classes, including a guaranteed seat in general education for SDC students.

Family Workshop Feedback - Progress & Next Steps

What would you like to have more information about?

- Would like to see more concrete information and/or examples that specifically address how the district is maximizing inclusion as outlined on the Special Education Strategic Plan.
 - *Not knowing or seeing the progress in this area makes it hard to see the direction the district is heading or what still needs to be addressed.*
- Would like to see more specific Special Education updates provided directly to the board that directly correlate to progress on goal areas of the Special Education Strategic Plan.
- Would like to see the Special Education Strategic Plan to include progress updates with dates for all action plan items outlined in each goal area.
- Would like to see more attention placed on students who use alternative means of communication.
 - *Let's NOT perpetuate the culture of invisibility of student with disabilities.*
- Would like acknowledgement of the learning differences across all settings from faculty/staff to educating the students.
- Would like district-wide and site-based communication to be written through the lens of IEP learners and families. Current communication does not feel inclusive.

Family Workshop Feedback - Progress & Next Steps, cont...

Of the information presented, what resonated with you?

- The commitment AUSD has to all the areas outlined in the Special Education Strategic Plan.
- The hard work the district has already put forth to adhere to the goals and actions items outlined in The Strategic Plan.

What are three key takeaways from the presentation?

- The slides show that many of the issues and/or concerns are being addressed through the lens of the plan.

Special Education Strategic Plan Progress Report

Board Discussion