

**Alameda Unified School District
Special Education Strategic Planning Team**

The Team Members' Aspirations for Special Education

Session 1: March 30, 2017

- Use evidence-based practice
- Make Sense
 - Be logical and Equitable
 - It's hard work and it needs to make sense
 - Because it's hard work, systems need to make sense
 - If it doesn't make sense you can't do it
- Prepare student to be productive contributors to their families, professions, and community
- Achieve maximum academic, emotional, and social success
- Figure out how this task force will leverage the statewide Multi-tiered System of Support (MTSS) vision/goals/tools
- How will this task force be tied into AUSD Local Control and Accountability Plan (LCAP) process
- Big and more focused picture - hope is to have a program that helps students become more independent and a part of the community
- Share specific program ideas
- Support for the classroom environment for inclusion to be positive
- Improve overall program and provide education for students at all levels in a clear systematic way
- Provide an even playing field for our students with low and high incidence disabilities in an inclusive and accepting environment for all students
- Program development in helping students with special needs gain Activities for Daily Living (ADLs) skills ; both functional and independence skills
- More training for para-educators
- I want AUSD to have MTSS

- I want AUSD to be a model district for inclusion and MTSS
- Provide excellent learning experiences and student supports
- Equity
- Have staffing models that support MTSS to establish real collaboration and change
- More Options for kids and type of placements
- Demystify the SPED process
- Streamline the process for parents
- Help parents and advocates for kids so they can be successful
- More training for General Education teachers because they are first point of contact
- Consistent educational benefits and expectations across and between school throughout
- Functional trusting teams of adults working to do what is best for kids
- Potential for really moving towards a model of inclusivity and help children reach their maximum potential
- A system that supports students in a meaningful way
- A communication structure that helps people feel like they are not in the dark regarding how we are supporting their children
- This is about all students - not a silo - support for all
- Management of student support
- Equity