

# Special Education Planning Team

## Alameda Unified School District

Session #8

January 25, 2018

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# Overview of the Agenda

January 25, 2018

AUSD

- **Topic 1 (5 minutes)**
  - Our Charge
- **Topic 2 (15 minutes)**
  - Final Edits to Beliefs & Mission
- **Topic 3: Work Groups (90 minutes):**
  - Chapter 1 & 2 Review & Final Edits
  - Begin Writing for:
    - Chapter 3 Support Systems
    - Chapter 4 Leadership and Communication
    - Chapter 5 Monitoring & Compliance
  - Gallery Walk (Reflections & Input)
- **Topic 4 (10 minutes)**
  - Focus Group Update
  - Summary Talking Points

# Our Norms

Begin and end on time

Step up; Step back (contribution)

Listen to understand

Actively engage in discussion and activities

Respect alternative perspectives

Understand that consensus is often necessary



# Setting our Destination Postcard



# World Class Program Model

## 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.





# Final Edits to Beliefs Statements!

## Highest Ranked Gallery Walk (Reflections & Input) Belief Statements:

1. We believe that all students should thrive by being given access to appropriate and evidence-based curriculum that educates the whole child...intellectually, socially, and emotionally. (8)
2. We believe teachers should be provided with training and curriculum that enables their students to achieve their full learning potential. (7)
3. We believe children with special needs have included and valued in the school community. (4)



# Reach Consensus on 1- 2 More Belief Statements:

1. We believe all students need support of different types, in different forms, at different times (Universal Design for Learning - UDL). (2)
2. We believe funding shall also be focused on ensuring knowledge of and implementation of best practices while supporting continuing education for parents, teachers, and staff. (2)
3. We believe students with special needs are a valued part of our community and have the right to feel safe and free from discrimination. (2)
4. We believe in inclusion and evidence-based curriculum. (2)

## **Vocabulary to be included:**

5. Recruit and retain qualified staff (2)

# Reach Consensus on *Draft* Mission Statement

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



# Chapter 1 and 2

## *Review & Final Edits*

(20 minutes)

Work Group #1:

Intervention & Student Identification:

Work Group #2:

Service Delivery Model:



# Let's Keep Writing!

Strategic Plan - An outline that defines the structure of the special education program.

Service Priorities: 3 Work Groups (2 of 3)

1. Student Identification
2. Educational Program Delivery
- 3. Support Systems/Systems of Support**
- 4. Leadership & Communication**
- 5. Monitoring & Compliance**

# Strategic Plan Components

1. Service Priorities: Areas that are essential to a high quality program reflecting: Ownership, High Expectations, Intervention Systems, Inclusion/Collaborative Teaching, Organization/Professional Development
2. Goal: Desired measurable, observable, and demonstrable results that realize the mission
3. Strategies: Largely stated initiatives through which the mission and goals are to be achieved
4. Action Steps: Explicit plan of action to fulfill the intent of the strategy.



# Strategic Plan Work Groups

All Groups need the following participants:

1. Parent
2. Teachers (Gen. Ed. & Sp. Ed.)
3. Specialist
4. Administrator



Group 1: Systems of Support

Group 2: Leadership & Communication

Group 3: Monitoring & Compliance

# Chapter 3 - Systems of Support Big Ideas

What supports would be necessary to ensure Chapters 1 and 2 are successful? **Think about:**

- Resources (resource guide, curriculum, software, technology)?
- Staffing (paraeducators, Related Services, Co-Teaching, other)?
- Collaboration structures?
- Environmental factors (room set, location, including furniture)?
- Administrative approaches (e.g role of principal in IEP process, MTSS process?)
- Parents as partners? Community as partners?
- SELPA?

# Systems of Support

## Goal Ideas and *Examples*:

- A responsive and flexible system of supports will provide the foundation for the Strategic Plan
- A responsive system of support will be provided for both special education and general education students
- All students will be provided a foundation of supports, both academic and behavioral
- Provide policies, procedures, and protocols to ensure that struggling learners meet academic and/or behavioral expectations through a flexible system of support to ensure the Strategic Plan is in place



# Chapter 4 - Leadership & Communication

## Big Ideas

What leadership and communication structures would be necessary to ensure Chapters 1 & 2 are successful?

### **Think About:**

- Leadership role to make plan a reality?
- Communication about the Strategic Plan?
- Communication about the overall Sp. Ed. Program?
- Role of Website?
- Role of Community Advisory Committee (CAC)?
- Two-way communication plan for parents?
- Parent feedback system?
- Parent involvement/engagement opportunities?
- Internal communication structure with General Ed. staff?

# Leadership and Communication

## Goal Ideas and *Examples*:

- The Special Education Department will provide responsive, student-centered leadership and timely communication
- Create a well-informed school community with high levels of trust, respect and collaboration between and among parents, teachers and staff.
- Inclusive, shared leadership will promote excellent communication across all stakeholder groups
- Implement effective communication strategies across the district to build relationship, foster collaboration and maintain a laser-like focus on student need

# Chapter 5 - Monitoring & Compliance

## Big Ideas

What supports would be necessary to ensure the Strategic Plan is implemented successfully? **Think About:**

- Fiscal Efficiency
- Staffing Efficiency
- Success Criteria (what data will we look at to measure our success, Steering Committee results?)
- Program self-review
- State Requirements (CASEMIS)
- Progress Reporting System
- Compliant IEP protocol
- Annual Community Survey (e.g. survey, focus groups)
- Student Feedback (e.g. survey, focus groups)

# Monitoring and Compliance

## Goal Ideas and *Examples*:

- Utilize a monitoring system that holds all stakeholders accountable for implementing the Strategic Plan.
- Establish an accountability and compliance process that ensures fidelity to the Strategic Plan
- Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards for: Office of Administrative Hearing due process requests or California Dept. of Education compliance complaints

# Three Work Groups

Activity: Three Groups

1. Review Big Ideas for your Chapter

2. Chart:

Goal

Key strategies

Action Steps



# Work Group Debrief/Reflection

Activity: Group Debrief/Gallery Walk

- Suggest any changes or additions
- Highlight Challenges
- Next steps for the Chapter







# Talking Points

- Key statements that summarize the meetings
- Simple and easy to understand by all stakeholders
- Should not exceed **five** points

# Planning Team Meeting Dates

- ~~March 30~~
- ~~April 27~~
- ~~May 25~~
- ~~August 31~~
- ~~September 28~~
- ~~October 24~~ - Board Presentation/Update
- ~~October 26~~
- ~~November 30~~
- January 25 (~~January Focus Groups~~)
- February 22 (Focus Group feedback)

# What's Next

Planning Team Session #9:  
February 22, 2018

Topics:

- Focus Group Input
- Strategic Plan Writing:
  - Finalize Chapter 3, 4 & 5
  - Review entire document
  - Discuss Board Presentation (volunteers/date)

