

Overview of the Agenda

February 22, 2018

AUSD

- **Topic 1:** Our Charge & Norms (5 minutes)
- **Topic 2:** (80 minutes)
 - Gallery Walk (Reflections & Input)
 - Focus Group Update
 - Continue Writing:
 - Chapter 3 Systems of Support
 - Chapter 4 Leadership and Communication
 - Chapter 5 Monitoring & Compliance
- **Topic 3:** Final Edits: Beliefs & Mission (10 minutes)
- **Topic 4:** Final Edits Chapters 1 & 2 (20 minutes)
- **Topic 5** Summary Talking Points (5 minutes)

With conviction and passion, we declare

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.



Belief Statements Final Edits (10 minutes)

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 the school communities and be free from discrimination.
3. Teachers will be provided with fully funded training and curriculum that is evidence-based which enable their students to achieve their full learning potential.
4. The District will fully fund and support continuing education for teachers, support staff, administrators and parents in the area of inclusion and research -based practices.



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?

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?

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)