

Special Education Strategic Plan Outline

I. <u>Provide Effective Organizational Structure</u>	Pg. 1-2
1. Develop district-wide policies and procedures for Crisis Prevention Intervention (CPI) certification that includes timelines for trainings and renewals, recommended staff, tracking, etc.	Pg. 1
<i>(Sunny Kim, Behavior Specialist)</i>	
2. To provide a protocol to track Assistive Technology (AT) recommended at an Individualized Educational Program (IEP).....	Pg. 1
<i>(Debbie Grant, Program Facilitator)</i>	
3. To create processes for CTE classes related to annual operating budgets, ordering and weekly outings for consistency across programs/school sites.	Pg. 1
<i>(Lauren Meier, Program Facilitator)</i>	
4. To modify system of ordering and maintaining school psychologist and academic protocols.	Pg. 2
<i>(Lauren Meier, Program Facilitator)</i>	
5. Develop a rubric and protocol for grading Individualized Educational Program (IEP) documents and objectively assist special education teachers and site administrators in writing and implementing legally defensible Individualized Educational Program's (IEPs).	Pg. 2
<i>(Michael Stieren, Program Facilitator)</i>	
6. Utilize the evaluation process for staff as a tool to assist in skill development and capacity building.	Pg. 2
<i>(Kirsten Escobedo, Director)</i>	
7. Clarify roles and responsibilities for the different staff that provide support to the regional Center for Therapeutic Education (CTE) programs.	Pg. 2
<i>(John Schettler, Director)</i>	
II. <u>Provide Effective Programs and Services</u>	Pg. 3-6
1. Develop a master plan for the development and implementation of preschool special education services in the district.	Pg. 3
<i>(Sunny Kim, Behavior Specialist)</i>	
2. The Speech Improvement Class (SIC) will be piloted in at least 2 schools for the 2014-2015 school year.	Pg. 3
<i>(Debbie Grant, Program Facilitator)</i>	
3. Develop SBUSD assessment report outline to be used by all SBUSD school psychologist.	Pg. 3
<i>(Lauren Meier, Program Facilitator)</i>	

4.	Develop common templates for manifestation determination assessments to be used by all SBUSD psychologists.	Pg. 3
	(Lauren Meier, Program Facilitator)	
5.	Evaluate current and develop new Extended School Year programs to meet the needs of students with disabilities.	Pg. 4
	(Michael Stieren, Program Facilitator)	
6.	Implement the districts transition from the singular job classification of Instructional Assistant to the multi-tiered job family of Paraeducator.	Pg. 4
	(Michael Stieren, Program Facilitator)	
7.	Analyze current service delivery model of specialized programs and develop plan for improvement.	Pg. 4
	(Kirsten Escobedo, Director)	
8.	Coordinate regular job-alike meetings for mod/severe special education teachers.	Pg. 5
	(John Schettler, Director)	
9.	District special education administration will collaborate with agency providers such as TCRC, SBCC, regarding transition to post-secondary programs.	Pg. 5
	(John Schettler, Director)	
10.	Identify facilities to place district operated Emotionally Disturbed (ED) programs.	Pg. 5
	(Facilities)	
11.	Identify a facility in the community to relocate the Parent Resource Center (PRC).	Pg. 5
	(Facilities)	
12.	Establish facility to hold Individualized Educational Program (IEP) meetings for students with mental health services on their Individualized Educational Program's (IEPs).	Pg. 6
	(Facilities)	
13.	Secure Center for Therapeutic Education (CTE) and Therapeutic Learning Center (TLC) programs classrooms that contain computer equipment, TVs, and other equipment.	Pg. 6
	(Facilities)	
III.	<u>Professional Learning</u>	Pg. 7-11
1.	Provide professional learning to certificated special education staff in how to address challenging behaviors and develop Functionally Equivalent Replacement Behavior (FERB) goals.	Pg. 7
	(Sunny Kim, Behavior Specialist)	
2.	To increase knowledge of Assistive Technology (AT) and how its implementation can increase student's access to curriculum.	Pg. 7
	(Debbie Grant, Program Facilitator)	

3. To create an inventory of all of the Assistive Technology (AT) tools in the school district. Pg. 7
(Debbie Grant, Program Facilitator)
4. Facilitate the procedures for teachers requesting, trialing, and purchasing apps for iPads as Assistive Technology (AT). Pg. 8
(Debbie Grant, Program Facilitator)
5. To place a Lending Library on the district website and in the Parent Resource Center (PRC) to provide all students with the Assistive Technology (AT) tools they need to trial prior to purchase. ... Pg. 8
(Debbie Grant, Program Facilitator)
6. To build an Assistive Technology (AT) committee to represent the needs of administrators, teachers, Speech and Language Pathologists (SLP's), and Occupational Therapists (OT's). Pg. 8
(Debbie Grant, Program Facilitator)
7. Develop annual training schedule for school psychologists as a part of 15 additional calendar days. Pg. 9
(Lauren Meier, Program Facilitator)
8. Develop ongoing training activities to support first year or new school psychologists. Pg. 9
(Lauren Meier, Program Facilitator)
9. To develop and implement a series of professional learning sessions for all certificated staff, classified staff, and parents. Pg. 9
(Michael Stieren, Program Facilitator)
10. Develop a comprehensive professional learning seminar and competency exam for all Paraeducator II candidates. Pg. 10
(Michael Stieren, Program Facilitator)
11. Provide small group or one-on-one (1:1) support to first year teachers on Individualized Educational Program (IEP) writing and case management. Pg. 10
(Michael Stieren, Program Facilitator)
12. Provide ongoing professional learning for certificated special education staff on a monthly basis. Pg. 11
(Kirsten Escobedo, Director)
13. Provide ongoing professional learning for certificated special education staff regarding the Smarter Balanced Assessment Consortium (SBAC). Pg. 11
(John Schettler, Director)

IV. Communication and Information Structures..... Pg. 12-14

1. Develop and implement a fading plan template for district staff to use to fade one-on-one (1:1) Paraeducator support for students on an individualized basis. Pg. 12
(Sunny Kim, Behavior Specialist)
2. To increase Communication with the Speech and Language Pathologists (SLP's). Pg. 12
(Debbie Grant, Program Facilitator)
3. To increase Communication with the Occupational Therapists (OT's). Pg. 12
(Debbie Grant, Program Facilitator)
4. Streamline referral processes for mental health services and CTE/District ED Programs. Pg. 13
(Lauren Meier, Program Facilitator)
5. Increase ease and accessibility of all referral processes and district forms. Pg. 13
(Lauren Meier, Program Facilitator)
6. Develop and distribute three new health protocols and procedures. ... Pg. 13
(Michael Stieren, Program Facilitator)
7. Participate in monthly SSEPAC meetings. Pg. 14
(Kirsten Escobedo, Director)
8. Hold regular meetings with Special Education Local Plan Area (SELPA) director and other community agencies (such as Tri Counties Regional Center (TCRC)) to discuss procedures, policies, and programs. Pg. 14
(John Schettler, Director)