

Strategic Plan Parent Forum October 11, 2021

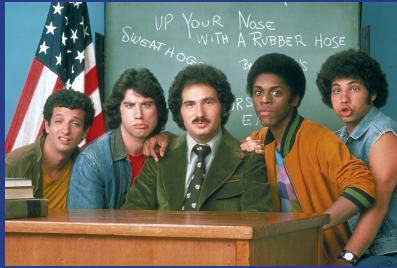


Agenda



11-010699

1. Introductions
2. School Site Updates
3. Strategic Plan Overview
4. District Updates → LCAP, ELO
 - a. NCCSE updates
5. Looking Ahead



Welcome!

In the chat box, share your favorite “school themed” movie or TV show?



Introductions and Site Updates:

Please share how things are going at your site and at least one “a-ha” or wondering that came up in your site meeting in preparation for today.

Strategic Plan Updates

The purpose of the Strategic Plan is to define the structure of programs for students with disabilities in order that they may access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement.

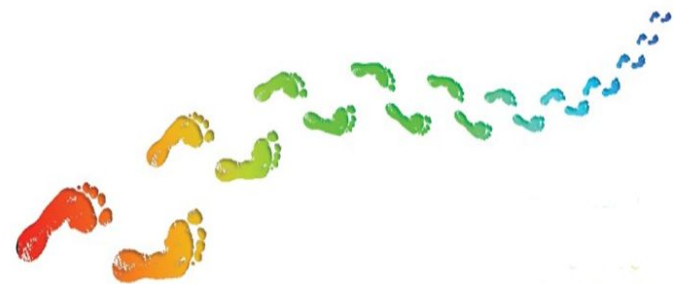


The **Strategic Plan** is organized around **six priorities** that compose the backbone of a highly effective special education program and is aligned to the District's overarching **Local Control & Accountability Plan (LCAP)**.

Six Priorities:

- 1. Transitions: College/Career and Post-Secondary**
- 2. Communication**
- 3. Curriculum/Instruction and Programs**
- 4. Professional Development and Staffing**
- 5. Inclusion: Meaningful Student Involvement**
- 6. Accountability/Oversight**

Goal #1: Transitions



Goal:

The District will provide appropriate resources to support transition planning and implementation for each and every student with an IEP in order to facilitate effective transitions, from entry to the district through graduation or a completion of a certificate, with a focus on services, goals, and post-school objectives.

Action Steps:

1. Develop ITP's
2. Digital Transition Portfolio
3. Build work skills
4. Career inventories
5. College & Career Fair to include vocational options
6. Community partnerships
7. Increase Ed Specialists knowledge of post-secondary options

Progress:

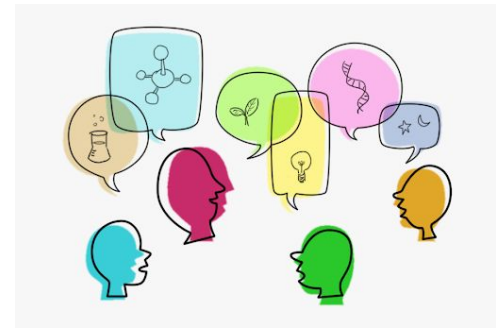
Middle School

- ★ Four year plans (including a-g, CTE) are discussed in MS advisory at some sites
- ★ Focus on “smooth” 6th → 7th and 8th → 9th transitions

High School

- ★ ITP - focus on college plans and careers
- ★ Supported employment & partnerships
- ★ Career exploration tools
 - [Workability & TPP](#)
 - Vocational Developers
- ★ Counselors increased support

Goal #2: Communication



Goal:

In order to facilitate trust and collaboration among all stakeholders, the District will develop a transparent, consistent and comprehensive system of communication.

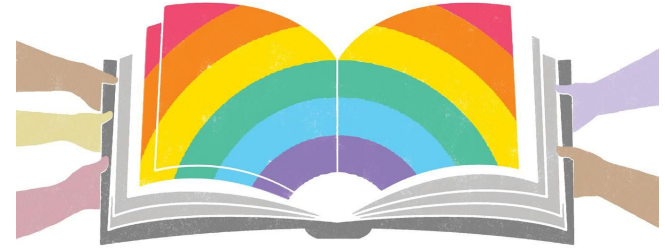
Action Steps:

1. [Special Education Parent Handbook](#) available digitally
2. Updated school websites
3. Consistent sharing of information about school events and activities
4. Partner with NCCSE for Parent trainings
5. Provide families with resources for outside agencies and schools specific to post-secondary opportunities

Progress:

- ★ Consistent, effective messages from various groups and sites
- ★ Aeries progress reports & other tech supported means of communication are helpful to families
- ★ Case managers communicate regularly via email and phone
- ★ Important as an element of the Transitions process
- ★ [Special Education Website and Newsletters](#)
- ★ [Superintendent Newsletters](#)
- ★ Coast website - coming soon!

Goal #3: Curriculum & Instruction



Goal:

Programs within the district will develop and implement specific, evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post-secondary education, employment, and independent living skills.) The District will allocate the necessary resources and provide staffing to support the delivery of each service, on an ongoing basis. Services across the district will be strategically evaluated for utility and localization of equitable resources as related to student needs and stakeholder involvement.

Action Steps:

1. Develop Modified Frameworks
2. Supplemental materials for core content areas
3. Offer a range of electives
4. Academic Support class with consistent curriculum
5. Embedded provision of post-secondary information within IEP
6. Multi-Tiered Systems of Support
7. Qualified behavioral and mental health professionals

Progress:

- ★ Modified Framework Committee (Science, Health)
- ★ Co-teaching
- ★ Students enrolled in all college prep courses
- ★ Academic support classes + Targeted Interventions
- ★ Encourage students to use electives to explore future career options
- ★ District MTSS practices
- ★ Seaside support staff

Goal #4: Professional Development & Staffing



Goal:

The district will adopt a professional development plan utilizing evidence-based practices to prepare and support all staff so they are able to provide IEPs and services to meet students' individual needs, and will allocate the necessary resources and staffing to provide support in fulfilling students' IEP needs.

Action Steps:

1. Staff input into relevant PD
2. Training for Instructional Assistants
3. PLC at schools focused on best practices
4. Examine part time v. full time IAs
5. Explore other options for evidence based programs for SWD's

Progress:

- ★ Spring 2021 Teacher Survey
- ★ Support from Program Supervisors, District & NCCSE are all effective
- ★ Focus on co-teaching best practices
- ★ PLC Collaboration with different departments and related services
- ★ Staffing updates

Goal #5: Inclusion & Meaningful Student Involvement



Goal:

Each site will cultivate and ensure the creation of a culture/school environment that prioritizes and ensures meaningful inclusion opportunities, and emphasizes access, support and participation through mainstreaming and reverse mainstreaming as well as classroom and extracurricular opportunities for all students in the district.

Action Steps:

1. Each site will promote accessible extra curricular activities for all students
2. District will establish a continuum of support for inclusive teaching practices
3. IEP teams discuss access opportunities for electives and activities
4. Ability awareness education and activities at each school site

Progress:

- ★ Peer buddies and other programs at all sites
- ★ Professional Development for staff
- ★ Co-Teaching is facilitating increased inclusion → “*Special Education students are general education students first*”
- ★ HS: Co-teaching allows students to take college prep courses - support available including aides, academic support classes, etc

Goal #6: Oversight and Accountability



Goal:

Establish a data system to evaluate identified areas of the strategic plan.

Action Step

1. Advisory forum:
 - a. Review & monitor Strategic Plan
 - b. Newsletter (3x annually)
 - c. Forum for sharing issues within the district
 - d. Parent Handbook

Progress:

- ★ Multiple avenues including:
 - LCAP
 - WASC (high schools)
 - Evaluation processes
 - SPPF
 - NCCSE
- ★ [SPPF information posted on district website](#)
- ★ Program supervisors as resources
- ★ [Parent Handbook](#)

Looking Ahead



Feedback from the 2020-2021 SPPF Participants:

- ★ How can we create more inclusive extra-curricular opportunities?
- ★ Continue to optimize the co-teaching model and also recruit co-teaching teams for lasting partnerships
- ★ Addressing learning loss in a variety of ways
- ★ Continue to expand supports for behavior and social emotional needs
- ★ Meaningful inclusion will continue to be a priority
- ★ Increase transition supports at all grade levels
 - Academic Support
- ★ Continue to collaborate with all departments
- ★ Use SPPF information to inform the LCAP and other planning documents (SPSA, WASC, etc)

Homework:

Before our January meeting, Site teams should meet and review your site's progress on the goals. Identify one or two actions for collaboration.

- Example #1: *Parent rep will write a short summary of SPPF meetings for the school newsletter.*
- Example #2: *Parent will attend School Site Council or other meeting and share about SPPF.*

District Updates

LCAP 2021-2024

Three year plan, reviewed annually:

- Specific goals aligned to state priorities
- Measurable actions and services, with associated budgets
- Highlights needs of specific, targeted students
- Approval required by board & county

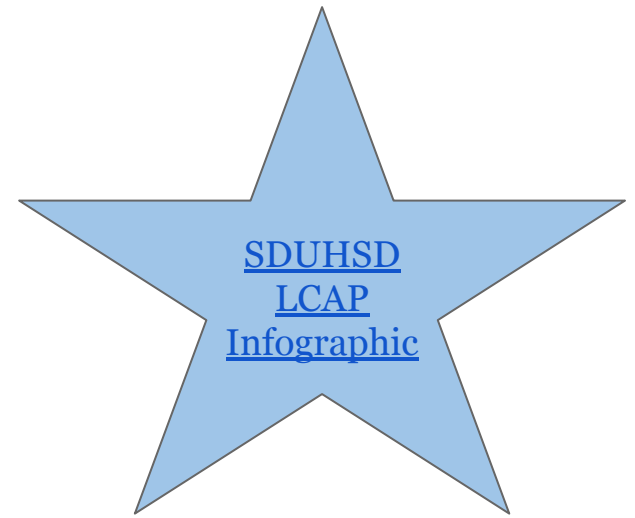
Requires the involvement of stakeholders including:

- Community & parents
 - Specific requirements for participation of parents of English Learners and Students with Disabilities
- Teachers, staff, and students



LCAP 2021-2024 Goals

1. Equity and Access
2. Teaching and Learning
3. Student Mental Health, Wellness and Engagement
4. Staff Wellness and Support



Learning Loss Support



★ Expanded Learning Opportunities (ELO) Grant

State Grant to implement a learning recovery program for at least the students included in one or more at risk sub-groups (English Learner, Special Education, low income, foster, at risk of not graduating,)

★ Elementary and Secondary School Emergency Relief (ESSER) III

Funds from the federal American Rescue Plan (ARP) provided to states and local education agencies (LEAs) to support students and implement current public health requirements in schools.

Learning Loss Support



More info to come on SpEd specific funds coming...

★ Learning Recovery Plan Grant

AB130 allocated funds to SELPAs to support local educational agencies in providing “learning recovery support.” Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

★ Alternative Dispute Resolution Grant

AB130 allocated one-time funds to SELPAs to support local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner

NCCSE

SDUHSD is part of the NCCSE Special Education Local Plan Area (SELPA). NCCSE supports fourteen North County School Districts, their students, staff and parents with resources, administrative guidance and training for parents and staff.

To learn more about the upcoming trainings for parents of students with disabilities, visit their [website](#) and click on the “Families” tab.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Augmentative & Alternative Communication (AAC) Basic Implementation Strategies → October 14, 2021 (In person OR online)

Accessibility Tools Available on Google Chrome
(Workshop for Families) → October 26, 2021

The Self & Match System: Systematic Use of Self-Monitoring as a Behavioral Intervention: Intro to the Home Setting → November 10, 2021

Using Prompting Effectively → December 15, 2021



Optimistic Close

In the chat or shout it out:

Share something you're looking forward to this week.





Thank you!

Future Meeting Dates:

- ★ January 24, 2022 @ 9:00 am
- ★ March 7, 2022 @ 9:00 am
- ★ May 23, 2022 @ 9:00 am