

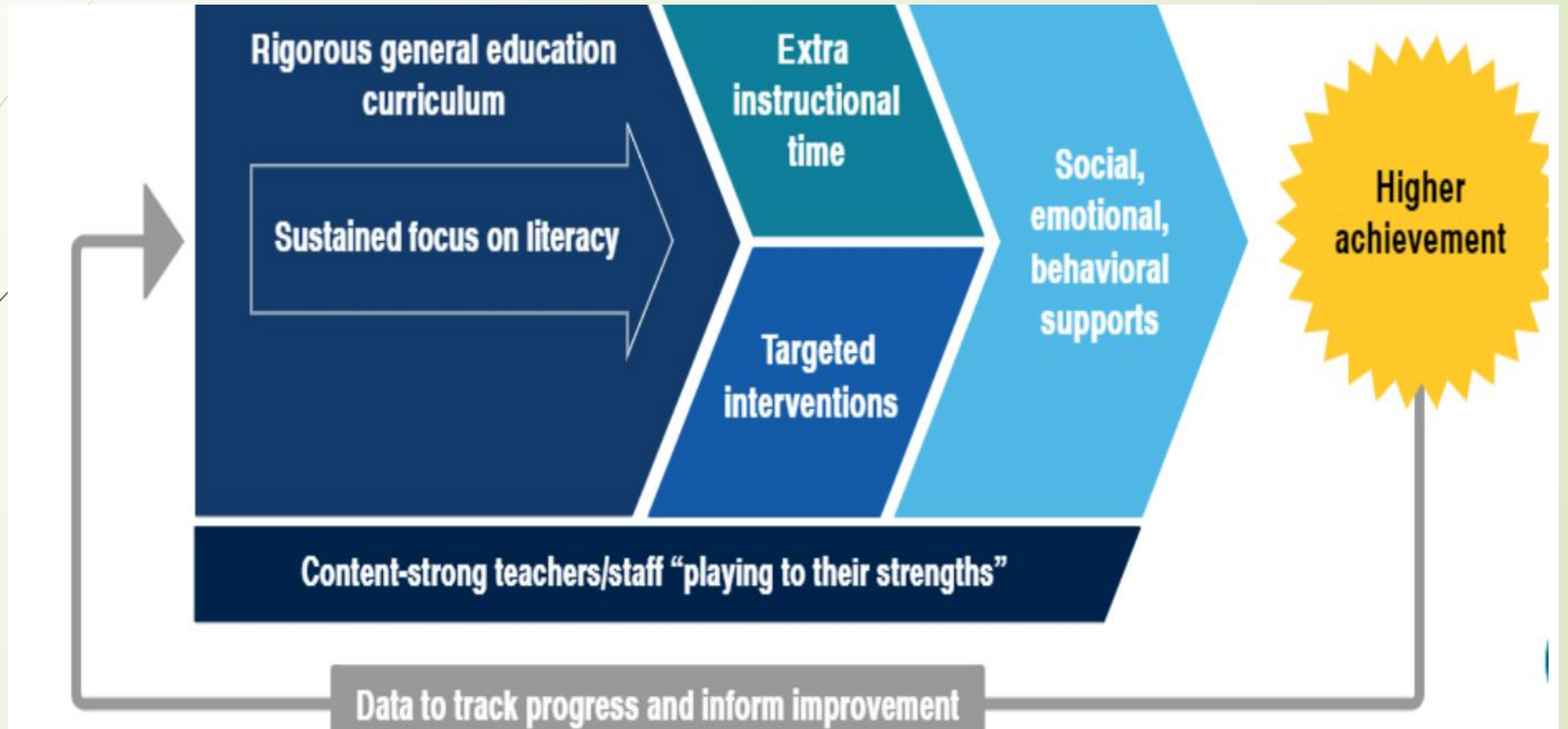


Special Education Program

SVUSD Action Plan

2023-2025

Need to focus on General Education



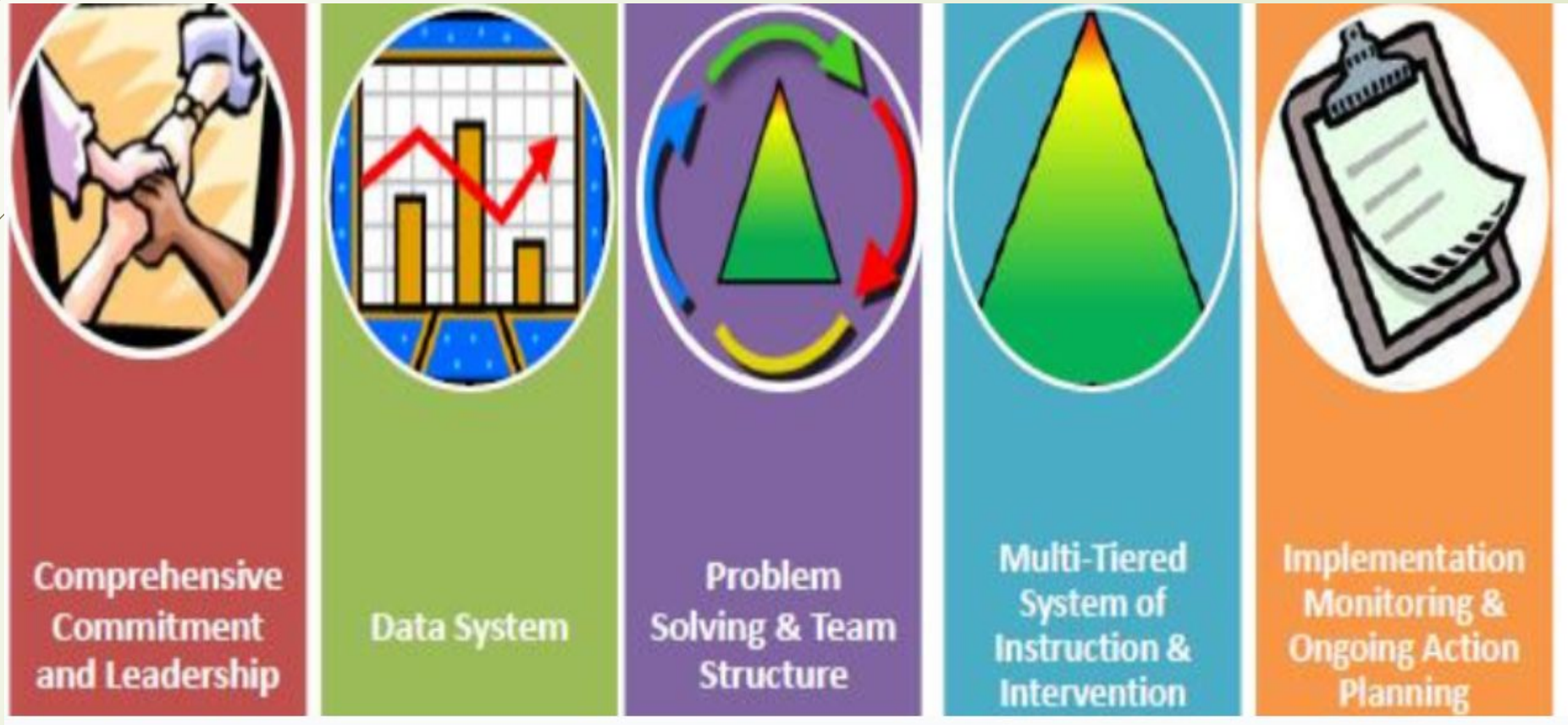


7 Practices

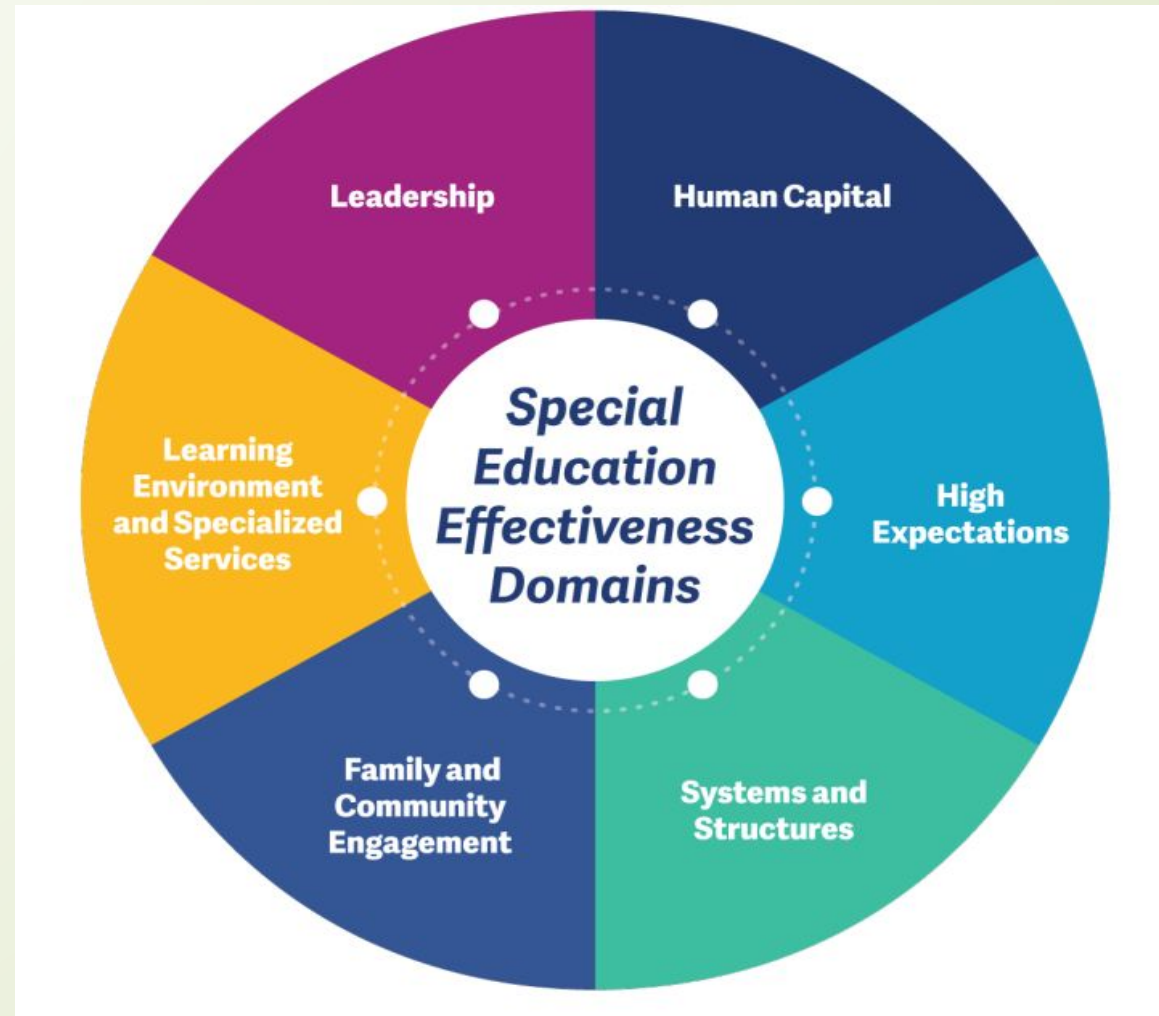
7 Best Practices:

- Provide rigorous general education curriculum and instruction
- Coordinated and sustained focus on reading
- Extra time to learn
- Targeted interventions
- Content-strong teachers to provide interventions and support
- Social-emotional and behavioral supports
- Data to track progress and inform improvement

Improve our MTSS Framework implementation



Effective Special Education Program Domains





Resources



- This report was developed based on recommendations from:
- Special Education Study Report- authored by Maureen Burness (10/2023)
- District Management Journal (Fall 2023, volume 33)
- Policy Analysis for California Education (PACE) 2020 package of 13 reports with faculty from UC Berkeley, UCLA, USC and Stanford
- CDE- System of Support Special Education Content Leads
- Meller, J., Howie, A., Keedy- Merk, M., and Scott, M. PCG's Special Education Effectiveness Framework, Policy Paper, Public Consulting Group.



Short-Term Actions

- Support a culture where “all kids are our kids”
- Analyze the number of students fully included and IEP goal progress
- Analyze 22-23 Compliance & Improvement Monitoring Process Data and monitor implementation of improvement plan (Disproportionality in Speech & Language Impairment, Hispanic Students Disciplined Less than 10 days in school, Non-Public School Placement of White students)
- Analyze referral process, including Student Study Team (SST) and Coordination Of Services Team (COST) processes
- Analyze performance and progress for dually identified students (special education and English learner)
- Standardize roles and processes of SST and COST teams across the district
- Establish clear roles and responsibilities of district special education staff and site administrators
- Review contract language related to time for professional development
- Review staff assignments and responsibilities (e.g. counselors, school psychologists, instructional assistants, et. al) that support special education students
- Recommend policies to Board of trustees for adoption (e.g. instruction, reclassification, graduation, etc.) to provide clear guidance for implementation



Short-Term Actions

- Recruit highly qualified special education staff and provide onboarding to ensure appropriate and high quality programs and supports
- Provide training on “Special Education 101”, IEPs, and accommodations and modifications for general education teachers
- Provide training for specialized programs such as autism, dyslexia, speech/language
- Provide Universal Design for Learning (UDL) training for all teachers
- Address issue of electives for students with disabilities
- Address IEP compliance issues (timelines, translation, developing goals, establishing present levels of performance, etc)
- Provide professional development for special education instructional assistants
- Provide parent support classes
- Implement iTAPP data platform to address “warning” notifications
- Provide a positive, supportive culture of support to staff
- Provide general education and special education teachers time to collaborate about student needs and progress



Long-Term Actions

- Implement District Management Journal's meta-analysis 7 best practices in general education setting
- Fully implement Positive Behavior Interventions and Support (PBIS)
- Ensure professional development training for general education includes special education staff, when appropriate
- Develop a full continuum of services for special education students, including alternatives to NPS placement
- Create structures for teachers (general and special education) to plan for inclusion/co-teaching
- Implement Dyslexia Screener
- Implement diploma pathways
- Establish a Special Education Rethink Committee to address a comprehensive special education program plan
- Continually update Special Education Handbook
- Develop response plans when progress is not achieved



Long-Term Actions



- Establish special education professional learning communities across district schools
- Review and supplement special education curriculum
- Engage student voice and conduct listening sessions
- Ensure training and communication are culturally relevant and is provided in the home language
- Continue to recruit and retain special education staff
- Provide comprehensive onboarding for new staff
- Continue to foster culture of “all students are our students”
- Continue partnership with Sonoma SELPA, System of Support Special education Content Leads, and other organizations

Timeline and Resources

- The timeframe for short-term actions will be December 2023- September 2024
- The timeframe for long-term actions will be from September 2024- March 2025
- The short-term timeframe will allow us to implement urgent items and plan for implementation for the 24-25 school year. The long-term timeframe will allow for implementation, monitoring and the ability to make adjustments and include concrete actions in our LCAP and SPSA plans.



Why?

- We want all our students to succeed
- All students are “our” students

