

Special Education Action Plan

Spring 2018	<ul style="list-style-type: none"> ● Establish Special Education Steering Committee (SESC) ● “IEP at a glance” given to general education staff ● Develop master schedule of IEP meetings for 2018-19 ● Plan for 3 new elementary specialized programs (Autism Spectrum Disorder, behavior disorder, mild to moderate ID) <ul style="list-style-type: none"> ○ Identify which program will go to which school - by end of February ○ Identify and purchase needed equipment and curriculum ○ Hire staff for specialized programs ○ Identify and register for PD for specialized programs ● Identify students for 3 new specialized programs, and any students who might change schools from current Developmental ID class <ul style="list-style-type: none"> ○ Meet with parents & staff ○ Hold transition IEPs ● Formalize transitions <ul style="list-style-type: none"> ○ from grade to grade ○ from level to level (preschool, elementary, junior high, high school) ○ High School Transition structure ● Create new job descriptions as needed <ul style="list-style-type: none"> ○ Establish clarity of roles and responsibilities for all staff ● Develop organizational chart and responsibility chart ● Establish “grow our own” focus <ul style="list-style-type: none"> ○ Support for teachers-in-training ● Take steps to elevate special education to attract and retain staff, both certified and classified ● Establish a process and matrix to support the reallocation of paraeducators ● Establish what core curricula should be in all special education classes and fill-in the gaps ● Initiate database of postsecondary outcomes for SWD
Summer 2018	<ul style="list-style-type: none"> ● Establish dates to initiate services at the beginning of each year ● Professional development <ul style="list-style-type: none"> ○ for staff to meet specialized needs for certain disabilities ○ focused training for specialized programs ○ for administrators about special education ● Develop a list of “must dos” for administrators ● Schedule Right Response certification/recertification ● Set up new specialized program rooms, including equipment and curriculum ● Develop handbook and brochures about special education and support services

	<ul style="list-style-type: none"> ● Review child find and preschool systems for special education identification
2018-2019	<ul style="list-style-type: none"> ● Establish Special Education Advisory Committee (SEAC) with all stakeholders ● Right Response plans need to be in place for the safety of students and adults ● Ongoing professional development for special education staff in <ul style="list-style-type: none"> ○ Specialized needs for certain disabilities ○ Core curriculum ○ Data literacy ● Implement specialized programs (especially ASD, behavior and moderate ID) ● Research and select a data management system that provides a data dashboard ● Incorporate practical information (not just deficits) about post-school outcomes at IEP meetings starting in junior high ● Establish appropriate grading procedures for students receiving special education services ● Communicate <ul style="list-style-type: none"> ○ clarity of roles and responsibilities for all staff ○ organizational chart and responsibility chart ● Ongoing professional development for administrators about special education ● Ongoing HR <ul style="list-style-type: none"> ○ communication and recruitment to attract and retain special education staff ○ monitoring of current job descriptions and update as needed ○ Maintain up to date job descriptions ○ “grow our own” focus ○ reallocation of paraeducator support ● Coordinate with DSHS and DVR for AHS students with IDs ● Develop AVID strategies to support students with disabilities ● Ensure transition programs are in place and maintained ● Ensure high school counseling program supports SWD ● Create and monitor response plans for the safety of students and adults ● Need to coordinate with DSHS and DVR for AHS students with IDs ● Develop partnership with universities/colleges to recruit interns and student teachers ● Ensure transition programs are in place post-secondary ● Establish a system for student incident/accident data (school and district level) ● Communicate “must dos” for administrators and provide training and exemplars ● Provide training and exemplars for administrators around the “must dos”

	<ul style="list-style-type: none"> ● Utilize the IEP review process to update/adjust students' plans when needed ● Develop community-based learning (CBL) with tiered experiences starting in 6th grade ● Explore partnerships with CTE ● Monitor the use of technology to support students receiving special education services ● Implement districtwide PBIS supports for Tier II & III ● Optimize use of K.I.D.S.' Room (or revamp - rename - fold into PBIS Tier II) ● Develop and beta test MTSS framework ● Develop systems to streamline paperwork electronically ● Utilize the IEP review process to update/adjust when needed ● Strengthen parent partnerships
2019-2020	<ul style="list-style-type: none"> ● Utilize a data management system that provides a <i>Data Dashboard</i> ● Ongoing "grow our own" focus ● Provide ongoing professional development for both general and special education staff to include meeting the needs of students with disabilities ● Maintain a database of post-secondary outcomes for students with disabilities ● Monitor and support transition programs at all levels ● Grow additional partnerships with universities/colleges for interns and student teachers ● Ongoing development of community-based learning (CBL) with tiered experiences starting in 6th grade ● Ensure professional development for curriculum ● Ongoing partnerships with CTE ● Ensure appropriate use of technology for students with disabilities ● Implement MTSS for both academics and behaviors districtwide ● Full implementation of PBIS district-wide including Tier III (BIPs, IEPs, and Section 504s)