

**Burbank Unified School District  
Special Education Department**

**REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM: Tom Kissinger, Assistant Superintendent, Educational Services

PREPARED BY: Tamara Schiern, Director, Special Education and Psychological Services

SUBMITTED BY: Sandra Shearer, Administrative Secretary

DATE: November 15, 2018

SUBJECT: Approval of Amended Special Education Master Plan

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**Background:**

The Special Education Master Plan is a three year plan that was approved by the Burbank Unified School District Board of Education on November 17, 2017. Subsequent to the Plan's approval, The Special Education Oversight Committee was developed and met monthly during the 2017/2018 school year to oversee the implementation of the Plan. The Committee has been meeting regularly (every other month) during the 2018/2019 school year. At the September 27, 2018 Committee meeting, Committee members, who represented many stakeholder groups, reached consensus on the need to update the plan to reflect current District needs.

**District-Wide Goals (2018/2019)**

1.5: Implement the Special Education Master Plan.

**Discussion/Issues:**

Based on the Committee's recommendations, Staff is requesting that the Board of Education approve the following amendments and additions to the Special Education Master Plan:

- Action 1.3 (Parent Handbook Update, Revision, Publication and Distribution) to be amended to streamline the Handbook's distribution process;
- Action 2.5 (Prepare students and families transitioning from high school to future vocational and/or educational settings) to be amended to include language on strengthening the development and implementation of individual transition plans;
- Action 3.6 is a new Action to be added to address the need to recruit and retain quality Special Education Teachers. Specifically, this action addresses the need to include Special Education Teachers in the District's Induction Program.

**Fiscal Impact:**

There is no fiscal impact to the District.

**Recommendation:**

Tom Kissinger, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the amended Special Education Master Plan, as presented.

**The amendments to the Special Education Master Plan are on pages 10, 13, 24, 25, and 36.**





# **Burbank Unified School District**

## ***Special Education Master Plan***

11/16/17

Amended 11/15/18

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## **Introduction**

Burbank Unified School District's commitment to educational services provided through the Special Education program that promote equity and excellence for all students prompted the need for a comprehensive examination of policies, procedures, and learning environments throughout the district; specifically, to examine the ways in which educational services are provided for students with special needs. Acknowledging the complexity of procedures and delivery of supports and services associated with special education, there was a realization that renewed clarity about the goals and purposes of the Special Education program was necessary to increase the level of inclusive practices and quality educational services.

Trust, effective communication, and collaboration among all stakeholders (parents, teachers, students, special education staff, site administrators, paraprofessionals, related services staff, district staff, SELPA providers and community members) are central to building capacity for a wider vision of what might be possible for students with disabilities in Burbank Unified School District. Embarking on a process of self-study that emphasized a systems-based approach, the processes used in developing the Special Education Master Plan were designed to maximize the benefits of inclusive practices, implementation of evidence-based practices, effective communication structures, comprehensive professional development and ongoing support for all stakeholders.

## **Special Education Vision**

Burbank Unified School District is committed to a coherent, collaborative and transparent system of inclusive practices where students with special needs are considered general education students first, and all stakeholders have a collective responsibility to ensure equal access to the least restrictive environment in order to maximize student achievement.

## **Special Education Mission**

To ensure that all Burbank Unified School District students with special needs are provided with the educational resources and services that help them reach their full potential in school and in life.

## **Related Board of Education Adopted Goals (2017-18)**

- 1.2 : Continue developing and assessing intervention programs; specifically for students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.**
- 1.3 : Continue to provide high-quality staff development in effective instructional and engagement strategies for teachers of students who qualify for services as English learner, low-socioeconomic, homeless, foster youth, and Special Education students.**
- 1.4 : Develop new strategies and enhance existing engagement supports and activities for parents of students who qualify for services as English learner, low-socioeconomic, homeless, foster youth, and Special Education students.**
- 1.5 : Finalize and implement a Special Education Master Plan.**
- 1.6 : Develop and strengthen existing relationships with community partners to support our students.**
- 5.1: Ensure 100% of BUSD students receive their diplomas or certificates of completion.**
- 6.4 : Continue to develop and implement a comprehensive professional development plan for all staff on providing support and instruction to students with special needs in a least restrictive environment.**

## **Background: *The Need for a Special Education Master Plan***

Over the past few years, a critical mass of concerns has been raised by parents and community members, site staff, District staff and the District Board of Education regarding the overall state of the District's Special Education Department. The common denominators for most of these concerns were:

- (1) a need for clarity and direction in the areas of: staffing, professional development for employees, the use of fiscal resources to support students and staff;
- (2) the need for appraisal and analysis of the Department's models of service delivery;
- (3) the establishment of clear, measurable, and accountable department goals and objectives;
- (4) the establishment of a structure for District Special Education staff to work collaboratively and effectively with site staff and families of students with special needs.

In the fall of 2016, the District partnered with Pivot Learning Partners, a California-based educational consulting firm with more than 20 years of experience, to collaboratively facilitate an action plan to determine the comprehensive needs of the special education department; engage staff, parents, and the community to collectively work on solutions that address those needs; and develop a long term sustainable plan that supports the department's present and future success.

## **The Input Process, Design, and Development of the Plan**

Over the course of the 2015-16 school year, a staff survey was conducted and reviewed resulting in the development of a Special Education Task Force to ensure an effective and coordinated system of review of Special Education supports and services. District personnel and Pivot Learning Partners co-designed a process that began in September, 2016, that was based on the core values of transparency and openness to input from all stakeholders. Opportunities for input and feedback were built into the process at all stages.

### **STAGE ONE**

- The District held a series of Focus Group meetings that were scheduled for teachers, parents, support staff, as well as district office teams.
- Each Focus Group meeting utilized the same question prompts, and recorded input on perceived “successes, challenges, and next steps.”
- Feedback on the process acknowledged that the Focus Group process encouraged honest and confidential responses.
- Maintaining confidentiality regarding the responses, the consultant provided a summary document that reflected a comprehensive picture of needs articulated across all stakeholder groups.

### **STAGE TWO**

- Three large goals were designed: Goal 1: Focused on trust and collaborative relationships, Goal 2: Focused on optimizing resources, inclusive practices, and student achievement, and Goal 3: Focused on professional development.
- A series of input sessions with individual stakeholder groups was held each week, beginning in January, 2017, for the purpose of designing the Action Steps for each goal. A comprehensive calendar of meetings was sent out to ensure maximum time for all stakeholders to plan to attend. This group became the Special Education Master Plan Committee.
- The following process was used during each meeting to ensure maximum input from all stakeholders:
  - The targeted goals for the session were reviewed with all group members.
  - Participants self-selected a goal chart to work on with a small group.
  - All collaborated for 20 minutes to develop and chart the elements of action.
  - Responses were shared out to the large group.
  - Any additions could be added to the chart with post-its.



- Each week all input was summarized and posted on the district website for review by all stakeholders. The Assistant Superintendent of Instructional Services provided weekly email communications.
- A draft document was presented and posted on the website. Through a series of meetings, the document was reviewed, and new ideas were integrated.

#### **STAGE THREE**

- A comprehensive review of the entire document and its subparts ensued.
- The document was provided to all Focus Groups for additional comment.

#### **STAGE FOUR**

- Presentation of the Special Education Master Plan to District Board of Education for a First Reading in November, 2017.
- Presentation to the Board of Education for a Second Reading in November, 2017.

### **Key Themes Addressed in the Plan**

The key themes reflected in the Special Education Master Plan document are a direct reflection of the input provided by all stakeholders during the Focus Group process. To ensure the district's desire for confidentiality of all responses, the input was summarized by the consultant from Pivot Learning Partners. The following themes emerged as needs within Burbank Unified School District for students receiving special education services:

1. The desire for effective social and learning outcomes for all students with special needs across all age/grade levels.
2. Consistent methods for communicating Special Education policies and practices throughout the district, with families and the community.
3. Increased opportunities for inclusive practices at each school site.
4. Consistent and well-articulated models of service delivery across all grade levels.
5. Practices that reflect trusting and collaborative relationships among all stakeholders.
6. Well-articulated descriptions and purposes of each program and service provided by the district that can be understood by all.
7. A transparent connection between effective instructional practices for students and the fiscal resources that are allocated for them.
8. Effective allocation of human resources that ensure necessary support for programs/ students across all sites.
9. The establishment of well-articulated department goals and objectives.
10. The establishment of a well-designed system of professional development for all general and special education teachers, support providers, paraprofessionals, site administrators and parents that will ensure the implementation of evidencebased and inclusive practices.

To best address each theme, three overarching goals were established and approved by represented stakeholders:

**Goal 1: Strengthening Trust and Collaborative Working Relationships:** Develop trust and a positive working relationship with all stakeholders which includes students, parents, special education staff, general education staff, site administrators, paraprofessionals, related services staff, district staff, Special Education Local Plan Area (SELPA) providers and community members through sustained communication, transparency, and collaboration.

**Goal 2: Optimizing Resources to Support Student Success:** Ensure organization and efficiency of human and fiscal resources to best support inclusive practices and increased student achievement.

**Goal 3: Building Capacity through Professional Development:** Deliver high quality professional development for all special education and general education staff members. This professional development program will focus on providing a common and consistent vision for the delivery of resources and services and the operation of the Department of Special Education within BUSD. Further, this professional development program emphasizes research-based practices.

## What to Expect: *At a Glance*

In the first year of the Burbank Unified School District's Special Education Master Plan (2017-18), progress will be visible in all three goal areas. Some of the expectations of each goal are noted below:

### **Goal 1:**

#### *(Action 1.1)*

Clear and consistent goals as outlined in the **Master Plan** will be developed, published and communicated to ensure a culture of ongoing improvement and a trusting, collaborative relationship among all stakeholders.

#### *(Action 1.2)*

A new Special Education ***Procedure Manual*** will be created. The purpose of the manual will serve to (1) outline common, complete, and clear procedures, (2) explain the requirements for legal compliance, (3) share protocols, and practices, and (4) provide specific job descriptions, roles, and responsibilities for Special Education staff and General Education Staff.

#### *(Action 1.3)*

The ***Parent Handbook*** will be revised and updated to ensure that Special Education parents and guardians have accurate, clear, and consistent information about special education services, resources, and support.

#### *(Action 1.4)*

There will be a new section in the **Special Education Procedure Manual for Classified Staff** that supports the goals for Special Education by including common, complete, and clear procedures, protocols, practices and classified job descriptions.

#### *(Action 1.5)*

The ***Special Education Page*** of the District's website will be updated and revised to include clear and current information regarding resources, supports and services, registration and enrollment procedures for pre-school, elementary, middle, and high school students with special needs and post high school options.

#### *(Action 1.6)*

There will be clear and consistent information focused on current practices and established Special Education Administrative/Management roles for staff members.

## **Goal 2:**

### ***(Action 2.1)***

There will be work on clearly defining and developing effective protocols for change of placement and matriculation of students with special needs from one level to the next.

### ***(Action 2.2)***

A program team comprised of all stakeholders will be established to conduct a review of model programs and research based practices, identify congruent methodologies, analyze staffing ratios and areas of needed program improvement. This will include examining the feasibility of providing additional planning and preparation time for special education teachers.

### ***(Action 2.3)***

Staff will review and revise the Student Success Team (SST) program for students to ensure all students who need intervention are benefiting from high quality programs.

### ***(Action 2.4)***

There will be strengthened supports with research-based strategies for students with Autism working toward a high school diploma.

### ***(Action 2.5)***

There will be structures set in place to provide better communication about supports for students and families transitioning from high school to future vocational and/or educational settings.

### ***(Action 2.6)***

Staff will study how to most effectively include special education students in the general education setting.

### ***(Action 2.7)***

There will be an emphasis on understanding how to most effectively serve students with special needs who are also identified as English learner, low socio-economic, homeless, or foster youth.

**Goal 3:**

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***(Action 3.1)***

There will be a detailed presentation on the roles and responsibilities of Special Education staff members (at the District office and at school sites), resources and information about all Special Education supports and services, and where to go for timely assistance and accurate responses to questions and concerns. This presentation will be provided for staff members at the beginning of the school year.

***(Action 3.2)***

Staff will begin receiving training and appropriate resources to effectively manage all student behavioral issues, including the most challenging and severe.

***(Action 3.3)***

Special Education staff including teachers, administrators, and administrative designees will be provided with ongoing high quality trainings on writing, reading, interpreting, and adhering to legally compliant IEPs.

***(Action 3.4)***

Training on inclusive strategies and practices will be provided to general education staff as a means of support to those who have students with special needs included in their classes.

***(Action 3.5)***

A four-topic series of trainings for parents of students with special needs will be developed.

***(Action 3.6)***

This new action is added to address the need to recruit and retain quality Special Education Teachers. Specifically, this action addresses the need to include Special Education Teachers in the District's Induction Program.

**Goal 1: Strengthening Trust and Collaborative Working Relationships: Develop trust and positive working relationships with all stakeholders (parents, teachers, special education staff, site administrators, paraprofessionals, related services staff, district staff, SELPA providers and community members) through sustained open communication, transparency, and collaboration.**

<b>Action 1.1: Develop, publish, communicate, and follow clear and consistent goals for Special Education as outlined in the Special Education Master Plan to ensure a culture of on-going improvement and a trusting, collaborative relationship among all stakeholders in order to support student success.</b>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To ensure that all stakeholders have accurate, clear and consistent information that provides a common, understanding of goals established for Special Education that are communicated, followed, and shared with fidelity in order to support student success.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>The Director of Special Education and District Special Education staff will communicate the key elements of the Special Education Master Plan and relevant information to all stakeholders by presenting at various staff and parent group meetings and events. All relevant information will be posted on the BUSD website.</li> <li>Detailed instructions to access the master plan on the BUSD Website will be made available.</li> <li>To ensure accessibility and accommodation of all modalities, the master plan will be translated and available in various forms.</li> <li>BUSD e-News will publish a <i>Special Edition</i> announcing the completion and publication of the Special Education Master Plan.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>All stakeholders will be invited and encouraged to complete on-line and paper surveys regarding accessibility and implementation of the Special Education Master Plan and consistency of communication. Responses will be collected and analyzed annually to drive decision making which necessitate revisions for consistent improved communication.</li> </ul>
<b>TIMELINE</b>	<b>May 2018</b>

<b>Action 1.2: Develop, publish, communicate, and follow a Special Education <i>Procedure Manual</i> that supports the goals for Special Education by including common, complete, and clear procedures, requirements for legal compliance, protocols, and practices as well as specific job descriptions, roles, and responsibilities for Special Education staff.</b>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To ensure all certificated staff members who serve students with IEPs have accurate, clear, and consistent procedural and process information that is fully communicated, followed, and shared with fidelity among all stakeholders.</li> <li>• To support the development of effective and consistently engaged Special Education teams at each site.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• A Special Education subcommittee composed of all stakeholders will review existing procedures, practices, processes, and protocols for updating with appropriate additions and deletions in order to develop an accurate, current, and complete <i>Procedure Manual</i>.</li> <li>• Clear guidelines for communicating contents of the <i>Procedure Manual</i> will be established prior to the initial distribution and followed as indicated.</li> <li>• Special Education program specialists and site administrators will be responsible for uploading the <i>Procedure Manual</i> onto the District intranet to ensure availability and access to certificated Special Education staff members.</li> <li>• Special Education program specialists and site administrators will answer questions, respond to concerns, and oversee implementation of all process and procedural information and applicable law contained in the manual during initial IEPs and successive IEPs (annual or triennial).</li> <li>• The <i>Procedure Manual</i> will be a component of the orientation for new special education employees in order to familiarize all certificated Special Education staff members with common procedures and practices.</li> <li>• The <i>Procedure Manual</i> will be updated, as needed and no less than biannually to ensure its continued usefulness.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• All certificated staff members who serve students with special needs will be invited and encouraged to complete on-line and/or paper surveys regarding consistent communication and implementation of all procedures, practices, processes, and protocols. Responses will be collected and analyzed annually (end of year) to drive decision making in regards to necessary revisions. Data will also be collected regarding types of complaints filed.</li> </ul>
<b>TIMELINE</b>	<b>August 2019</b>

**Action 1.3: Revise, update, publish, communicate, and provide a comprehensive *Parent Handbook* that supports parents'/guardians' understanding of Special Education. The *Parent Handbook* will be aligned with the *Procedure Manual*.**

**RATIONALE**

- To ensure all Special Education parents/guardians with special needs have accurate, clear, and consistent information that is fully communicated, provided, and shared with fidelity among all stakeholders. The *Parent Handbook* will provide a common understanding of:
  - *Parents' Rights and Procedural Safeguards*.
  - Glossary of Special Education terms.
  - Description of supports and services available at each site including continuum of placement, enrollment procedures for new students, placement procedures at matriculation.
  - Overview of the IEP process and related timeline.
  - A summary of special education support staff roles and responsibilities will be included.
  - Listing and description of available related services.
  - Established protocols for parents/guardians, teachers, and Special Education staff.

**ACTION/LOGISTICS/  
RESPONSIBLE  
PERSONNEL**

- A Special Education subcommittee composed of parents and relevant Special Education staff will collaborate on the updating of the content of the *Parent Handbook*.
- Clear guidelines for communication of contents of the *Parent Handbook* will be established prior to the initial distribution and followed as indicated.
- Special Education staff will be responsible for distribution of *Parent Rights* and providing information on how families may request a copy, print at the site or view or download the information from the Special Education section of the District website.
- Post cards notifying parents how they may access the *Parent Handbook* will be distributed to parents and guardians at 504 Plan meetings, SST meetings (as appropriate) and IEPs including initial, annual, triennial and transition (as appropriate) so that each student's parent or guardian receives a copy-post card. In Addition to the post card, an email with the link to the Handbook will be sent out to all families.
- ~~Special Education staff will request that parents sign confirmation that they have received the *Parent Handbook*.~~
- All Special Education parents and guardians will also have access to the *Parent Handbook* on the District website and will receive complete instructions to access.



	<ul style="list-style-type: none"> <li>• District parent workshops will be organized and scheduled yearly by District Special Education staff and will include discussion on the content of the <i>Parent Handbook</i> in addition to special topics.</li> <li>• The <i>Parent Handbook</i> will be revised and updated annually.</li> <li>•</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• All Special Education parents/guardians of students with special needs will be invited and encouraged to complete on-line and/or paper surveys regarding level of understanding of all procedures, practices, processes, and protocols. Responses will be collected and analyzed annually by a small group of stakeholders and used to drive decision making in regard to necessary revisions.</li> </ul>
<b>TIMELINE</b>	<b>August 2018</b>

<b>Action 1.4: Develop, publish, communicate, and provide training to classified staff around a section in the <i>Special Education Procedure Manual for Classified Staff</i> that supports the goals for Special Education by including common, complete, and clear procedures, protocols, practices and classified job descriptions.</b>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To ensure that all classified staff members have accurate, clear, and consistent information that provides a common understanding of responsibilities and expectations that are communicated, followed, and shared with fidelity. The handbook will contain summaries of classified job descriptions and staffs' roles and responsibilities.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• A Special Education subcommittee composed of relevant stakeholders will review expectations and responsibilities and develop process and procedures relevant to classified staff members.</li> <li>• Special Education program specialists will be responsible for distribution of the <i>Special Education Procedure Manual</i> to classified staff.</li> <li>• Information related to the <i>Special Education Procedure</i> will be included in professional developments for classified staff scheduled once annually and organized by District Special Education staff.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• All relevant stakeholders will be invited and encouraged to complete on-line and/or paper surveys regarding implementation of all relevant procedures, practices, processes, and protocols. Responses will be collected and analyzed to drive decision making in regard to necessary revisions.</li> </ul>
<b>TIMELINE</b>	<b>August 2019</b>

**Action 1.5: Provide clear and current information regarding appropriate resources/supports and services, registration and enrollment procedures for pre-school, elementary, middle, and high school students with special needs that support the goals of the District Special Education Master Plan.**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To ensure seamless inclusive services for students with special needs.</li> <li>• To ensure appropriate placement, access, and inclusion of all students with special needs.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• Create new and clear descriptions of supports and services to ensure common understanding.</li> <li>• Define transfer-in and enrollment process and develop a clear flow chart.</li> <li>• Communicate to all stakeholders via the Special Education Procedure Manual and the Special Education website the process for transfer-in and enrollment.</li> <li>• Communicate clear processes for addressing Grade Span Adjustments (24:1) and capped enrollments.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Parents will be invited and encouraged to complete satisfaction surveys at the end of the school year regarding the online enrollment process and transfer-in procedures. Data will be collected and analyzed to drive decisions for the coming school year.</li> </ul>
<b>TIMELINE</b>	<b>August 2018</b>

**Action 1.6: Revisit and revise current practices and established special education administrative/management roles for staff members to ensure most effective and efficient use of fiscal and human resources and equitable distribution of responsibilities at all comprehensive and alternative sites.**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• Ensure a manageable workload for site administrators driven by effective and efficient use of fiscal and human resources with consideration given to the overall site responsibilities of the administrator. Re-evaluate site resources, roles, and responsibilities of all Special Education administrative/management staff to ensure effectiveness and efficiency. Consideration will be given to assignment of an additional administrator at the site.</li> <li>• Design a revised organizational chart that includes equitable distribution of specific site roles and responsibilities.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• Working with the Assistant Superintendent of Administrative Services and Director of Human Resources, complete an analysis of the roles and responsibilities of Special Education administrative/management staff to ensure that there are no overlaps and that there is effective and efficient use of all human and fiscal resources and consideration for an additional administrator based on programmatic needs driven by student needs.</li> <li>• Revise distribution of roles and responsibilities according to the analysis of the data and information gathered.</li> <li>• Consideration will be given to workloads to establish manageable ratios.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Complete spreadsheets, graphs, information packet that articulates trends and expense patterns to be used to measure effective use of human and fiscal resources.</li> <li>• Survey Special Education administrative/management staff at individual sites to gather feedback and provide input in relation to workload, efficiency, and effectiveness. Review data with Assistant Superintendent, Instructional Services; Director of Special Education; Assistant Superintendent, Administrative Services and Director of Human Resources.</li> <li>• Analysis or surveys will be completed and used to inform and report to the Board of Education for justification to adjustments that may need to be made.</li> </ul>
<b>TIMELINE</b>	<b>February 2019 to allow for reorganization/staffing changes as needed for Fall 2019.</b>

**Goal 2: Optimizing Resources to Support Student Success: To ensure organization and efficiency of human and fiscal resources to best support inclusive practices and increased student achievement.**

<p><b>Action 2.1: With supervision from the Director of Special Education and SELPA Director, develop and communicate a clearly defined and effective protocol for change of placement and matriculation of students with special needs from one level to the next (Pre -School to Elementary, Elementary to Middle, Middle to High School, and High School to Transition) and from one program or school to the next (SELPA Programs, New Vista/Community Day School, Independent Learning Academy (ILA), Home-Hospital Services).</b></p>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• When students with IEPs matriculate or transition to different programs or schools, uniform procedures will ensure all students receive consistent and equitable practices and that program options are clear to all.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• The Special Education Department will review current matriculation processes and change of school or program processes and develop common practices and vocabulary across the district.</li> <li>• The Special Education Department will design a Frequently Asked Questions (FAQ) sheet that summarizes the process for matriculation between levels and changes between programs.</li> <li>• Timely meetings that may include, as appropriate, parent/s, teachers from sending and receiving sites, case manager, and administrator or designee from receiving site will be made available as well as question and answer sessions during Open House.</li> <li>• Cross level visits, as appropriate, may be scheduled to help sending teams accurately recommend appropriate program options for the next level.</li> <li>• The Special Education Department will schedule a parent information (Question &amp; Answer) meeting, coordinated with regularly scheduled site parent nights, that address options for transition/matriculation from one level to the next. Information regarding meetings and programs will be posted on the BUSD website.</li> <li>• Identify matriculation procedures in the <i>Parent Handbook</i> including a glossary of terms and acronyms used at parent meetings.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Survey parents regarding helpfulness of transition materials provided in the <i>Parent Handbook</i>.</li> <li>• Sign in sheets, agendas, and evaluations from scheduled parent</li> </ul>

	<p>meetings will be collected to measure attendance and maintain list of relevant contents.</p> <ul style="list-style-type: none"> <li>• Survey teachers and administrators in regards to outcomes and quality of the transition process.</li> </ul>
<b>TIMELINE</b>	<p><b>December 2018:</b> Communicate clear practices for matriculations and changes of placements</p> <p><b>August 2019:</b> <i>Procedure Manual</i> and <i>Parent Handbook</i> will be made available both in published and electronic formats.</p>

**Action 2.2: A Special Education Sub-Committee comprised of all stakeholders will be established. The Sub-Committee will conduct a review of model programs and research based practices, identifying congruent methodologies, analysis of staffing ratios, the need for additional planning time, enrollment information, and all other areas of needed program improvement for pre-school through transition-aged students in specific programs (per Appendix B).**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To ensure that effective and evidence-based practices for each program and support services are provided throughout the district.</li> <li>• To identify and implement effective and evidence-based methodologies that can close the achievement gap between General and Special Education Students.</li> <li>• To provide consistent and clearly articulated effective and evidence-based strategies and programs that support students' needs at all grade levels.</li> <li>• To support the development of effective, appropriately staffed, and consistently engaged Special Education teams at each site.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• District Special Education staff will meet with Special Education staff throughout the district, in the order specified in Appendix B, to study effective evidence based practices. Study may include outside experts and/or visiting out of district programs, as well as cross-level observations/study.</li> <li>• As part of the study, staffing ratios, need for planning time and other supports will be included.</li> <li>• After the research is completed, the Special Education staff will identify the effective and evidence-based practices that are currently in place and plan for the implementation of new methods/strategies/practices.</li> <li>• Sub-Committee will describe the program developed and identify desired outcomes for publication.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• A vision plan for implementing new practices for identified programs will be developed to drive future decisions.</li> </ul>
<b>TIMELINE</b>	<p><b>October 2017:</b> Special Education Sub-Committee will meet to develop their study plan and will convene to begin work regarding identified programs, per Appendix B.</p> <p><b>January 2018:</b> Internal, External and/or expert based research will be completed.</p> <p><b>January 2018:</b> Study outcomes will be summarized.</p> <p><b>February 2018:</b> Vision Plan Completed for first identified programs.</p> <p>*Special Education Master Plan Oversight Committee will establish timelines for the 2018/2019 and 2019/2020 school years.</p>

<b>Action 2.3: Review and revise Student Success Team process to include research based practices, identification of areas of needed improvement and strategies for the appropriate inclusion of interventions for general education students and students with IEPs (from pre-school to high school level).</b>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To ensure the success of all students there is a need to systematically examine contributing factors (English language status, attendance, behavior, social/emotional problems, homelessness, status as foster youth) that may be impeding the progress of general education and students with special needs progress.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>Streamline processes and procedures that currently meet the needs of all students and structures of BUSD.</li> <li>The Special Education Coordinator and District Team will collaborate on the design of a uniform and developmentally appropriate SST process to be implemented at each level (elementary, middle school and secondary, post-secondary, and transition).</li> <li>The Special Education Coordinator and District Team will consult with general education staff on providing the appropriate supports to students who need additional intervention (academic or social/emotional/behavioral), using a Multi-Tiered Systems of Support framework.</li> <li>Site administrators, General, and Special Education teachers will be provided with information on the revised Student Success Team process.</li> <li>Provide General and Special Education teachers with additional training on providing learning accommodations for all students (especially in the area of Universal Design for Learning) – to ensure that the needs of all students are met in all areas of content areas</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>SST forms completed for each level, published for reference on the District web-site, uniformly implemented across grade span (TK-5, 6-8, 9-12, Transition) levels</li> <li>By survey, 90% of site administrators and teachers are utilizing revised SST forms.</li> </ul>
<b>TIMELINE</b>	<p><b>August 2018:</b> New SST forms and procedures will piloted at select sites and continually improved and revised as feedback is received.</p> <p><b>August 2019</b> SST forms and procedures will be uniformly used throughout the District.</p> <p><b>August 2019:</b> SST forms will be integrated into the <i>Procedure Manual</i>, published, and provided electronically.</p>



**Action 2.4: Strengthen research-based strategies to support the needs of high school students with Autism.**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>An increased number of students with Autism will be in need of consistent high school educational supports as they matriculate during the 2017-18 school year and work toward earning a high school diploma.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>The design for the supports will be provided by the Assistant Superintendent, Instructional Services; Director of Special Education; Program Specialists; and Instructional Services, and should reflect:               <ol style="list-style-type: none"> <li>Common periods taught by teachers with a mild-moderate credential who are able to provide support to students with Autism and students with significant social-emotional needs.</li> <li>Support will be provided in the General Education classroom (especially in collaboration classes).</li> <li>Differentiated breaks and individualized supports are implemented for individual students.</li> <li>A plan for supportive positive behavioral intervention and a teacher who facilitate implementation.</li> <li>Specialized General Education support groups focused on inclusive strategies and appropriate interventions.</li> <li>Collaboration among schools (elementary/middle/high school) regarding support information.</li> </ol> </li> <li>The design steps will include:               <ol style="list-style-type: none"> <li>Identification of students for Year 1 through their I.E.P. process; information regarding supports and services at the high school level provided to parents and staff.</li> <li>Schedules planned around a first period for in which support is always available if needed.</li> <li>Scheduling Instructional Assistants to provide continued support for the students that require it throughout the school day.</li> <li>Plan to support the students during the year with mindfulness related to their individual needs in such areas as homework organization, daily planning, social thinking, unstructured time and classroom adaptive behavior</li> <li>Staff will receive an orientation training regarding the supports and services available and how they will be provided and implemented.</li> <li>Parents will receive an orientation training regarding the transition to high school, the different ways supports can be provided at that level, and how they can support their students.</li> </ol> </li> </ul>

<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• All entering 9<sup>th</sup> grade students scheduled for appropriate classes.</li> <li>• Students' progress is monitored through their Individual I.E.P.s.</li> </ul>
<b>TIMELINE</b>	<p><b>August 2017:</b> Students scheduled for classes.</p> <p><b>August 2017:</b> All support components in-place and ready to start year.</p> <p><b>August 2017:</b> Objectives published on the BUSD web site.</p> <p><b>August 2017:</b> Parents orientation meetings held.</p> <p><b>August 2017:</b> Teacher orientation meetings held.</p>

## 2.5: Prepare students and families transitioning from high school to future vocational and/or educational settings.

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To provide a rich continuum of supports for students as they advance towards college and career readiness.</li> <li>• To provide case managers, teachers, counselors, Assistant Principals of Guidance, students, and parents with clear expectations for transition services.</li> <li>• To provide students with special needs continued support in their Career Technical Education (CTE) courses of study, in order to be successful to (A) develop skills/concepts that build toward individual successes (B) pass their CTE courses (C) obtain the credits needed for graduation (D) develop plans for post high school (E) receive benefit from courses for no credit for the purposes of participation and integration.</li> <li>• To provide case managers, teachers and administration with clear expectations for developing and implementing Individual Transition Plans ("ITPs").</li> <li>• Strengthen and communicate a clear plan for the provision of supporting students in completing their transition activities on their Individual Transition Plans.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• This action will be designed based on a collaborative process with high school principals, CTE Counselor, Special Education Director, Special Education Program Coordinator around the following concepts:             <ul style="list-style-type: none"> <li>○ Provide exposure to the variety of Career Technology Education (CTE) classes/programs to students with special needs and their case managers.</li> <li>○ Establish and sustain effective communication among all parties (students with special needs, parents, case managers) by ensuring IEP accommodations are sent to the counselors, CTE technician, and Vocational Assessor to disseminate to the CTE teachers. Support can then be provided based on students' needs.</li> <li>○ Communicate and provide any additional support students may need.</li> <li>○ Information to be communicated through flyers, brochures, bulletin announcements, website, etc. will include course offerings for 11<sup>th</sup> grade students, as well as how to communicate types of support the students may need from staff and parents.</li> <li>○ Special Education will consult with and advise CTE Counselor on communicating with Special Education Teachers the CTE options available.</li> <li>○ Regarding the options for the current year and following year (11<sup>th</sup> and 12<sup>th</sup> grades).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Provide trainings for secondary Special Education Teachers on developing and implementing ITPs.</li> <li>○ Survey surrounding districts to help inform and advise best practices</li> <li>○ Teachers will be supported through professional development and individual trainings on developing through ITPs.</li> <li>○ Outside agencies, such as the Department of Rehabilitation, will be consulted to determine if collaboration is possible.</li> <li>○ Strengthen and communicate guidelines for teachers on incorporating transition activities into relevant coursework areas.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>● Documentation developed and provided for CTE classes.</li> <li>● Administer a parent survey regarding (A )how students feel their perspectives have changed as a result of the additional communication provided (B) students' intentions to pursue CTE courses of study beyond high school. Survey results will be summarized and reviewed by staff to inform future decision making.</li> <li>● Documentation of training attendance.</li> <li>● Random sampling of ITPs for accuracy and legal compliance.</li> <li>● Improve California Department of Education (CDE) targets related to transition.</li> </ul>
<b>Timeline</b>	<p><b>September 2017:</b> Special Education Leadership will meet with CTE Counselor to become informed on CTE program.</p> <p><b>April 2018:</b> Communicate with administrators, CTE staff, and counselors the focus on providing more effective vocational/ transition services for high school students with special needs.</p> <p><b>April 2018:</b> Provide high school students with special needs, their parents and families with a spring orientation about the classes and vocational exploration opportunities available during 11<sup>th</sup> and 12<sup>th</sup> grade.</p> <p><b>June 2018:</b> Administer and analyze parent survey aimed at assessing the effectiveness of information provided about CTE and method of publication.</p> <p><b>January 2019:</b> Districts will have been surveyed and staff will have attended outside of District trainings.</p> <p><b>January 2019:</b> Outside agencies will have been consulted.</p> <p><b>May 2019:</b> Individual trainings and support sessions will have taken place at both comprehensive high schools.</p> <p><b>May 2019:</b> Guidelines for the development and implementation of ITP's will be published and distributed and included in the Special Education Procedure Manual.</p>

<b>Action 2.6: Research and develop a description of best practices to ensure inclusion of Special Education students in the General Education setting.</b>	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• In compliance with the Individuals with Disabilities Education Act (IDEA), all students with special needs will be placed in the Least Restrictive Environment (LRE), including, as appropriate based on their unique needs, full access to curriculum and instruction offered in the general education classrooms.</li> <li>• In compliance with IDEA, identify and provide evidence-based exemplary practices that are proven to close the achievement gap between general education and students with special needs.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• Individual sites create a master schedule that is conducive to inclusion.</li> <li>• Identify district staff who have been trained and are proficient in creating master schedules conducive to inclusion to provide support to other staff.</li> <li>• Investigate other model programs for inclusion and best practices.</li> <li>• Study and identify best practices in supporting students with special needs in general education classrooms.</li> <li>• Provide definition and description of inclusion and mainstreaming in <i>Procedure Manual</i> and <i>Parent Handbook</i>.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Measure the success of students with special needs who are included in general education classes on an annual basis.</li> </ul>
<b>TIMELINE</b>	<p><b>November 2017:</b> A plan will be developed that includes scheduling and development of staff trainings and developing materials on how to most effectively facilitate general education inclusion in order to support staff and students.</p> <p><b>August 2018:</b> Ensure that definitions and descriptions of mainstreaming and inclusion are included in the final version of <i>Procedure Manual</i> and <i>Parent Handbook</i>.</p>

**Action 2.7: Provide additional support for students with special needs who are also English Learners.**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• To identify and assess English Learners with suspected disabilities in a timely manner</li> <li>• To consider the English language proficiency of English Learners (ELs) with special needs in order to determine appropriate assessments and other evaluation materials.</li> <li>• To provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that the student's language needs can be distinguished from the student's disability-related needs.</li> <li>• To avoid identification or determination that EL's are students with special needs because of their Limited English Proficiency.</li> <li>• To provide EL students with special needs with both the language assistance and disability related services they are entitled to under federal law.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• Provide school administrators, teachers and psychologists with information, tools and supports to ensure all legal requirements for EL students are fulfilled. Strengthen the understanding of what staff are required to do when serving English Learners who have (or may have) special needs. This information will be provided during regular staff meetings, via joint presentation by the Coordinator, EL Services and the Director of Special Education or designee.</li> <li>• English Learners will not be assessed for Special Education services without fully investigating that the assessments can be done in the student's native language. Training in this area will also include ensuring that students' EL status does not result in a disability identification. EL Services and the Director of Special Education will provide training to psychologists in this area.</li> <li>• Parents of EL's who have or may have special needs will be provided with support (in their native languages) and training on how to ensure their children are getting the services and programs they need as required by law (Program Specialists and Coordinator of EL Services).</li> <li>• Teachers of EL students with special needs will be provided with additional training regarding how to effectively address the challenges that both identifications pose (Program Specialists and Coordinator of EL Services).</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Staff meetings held and staff signs off that they understand all the requirements for assessing English Learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• 100% of English Learners scheduled for special education assessment have had their language needs identified and it has been verified that they are being assessed in the correct language.</li> <li>• At least one meeting/training held for parents of English Learners with special needs or may be suspected of having special needs.</li> <li>• 100% of teachers of English Learners with special needs have been provided with at least one hour of training on how to effectively address the challenges that both identifications pose.</li> </ul>
<b>TIMELINE</b>	<p><b>May 2018:</b> Meetings held, staff signs off that they understand all the requirements for assessing English Learner's and have been in-serviced on how to effectively address the challenges that both identifications pose at 25% of schools.</p> <p><b>December 2018:</b> Meetings held, staff signs off that they understand all the requirements for assessing English Learner's and have been in-serviced on how to effectively address the challenges that both identifications pose at 50% of schools.</p> <p><b>May 2019:</b> Meetings held, staff signs off that they understand all the requirements for assessing English Learner's and have been in-serviced on how to effectively address the challenges that both identifications pose at 75% of schools.</p> <p><b>December 2019:</b> Meetings held, staff signs off that they understand all the requirements for assessing English Learner's and have been in-serviced on how to effectively address the challenges that both identifications pose at 100% of schools.</p> <p><b>May 2018:</b> Language verification met for all English Learners assessed for Special Education eligibility.</p> <p><b>May 2018:</b> Parents provided with support (in their native languages) and training on programs and services.</p>

### **Goal 3: Professional Development:**

**Deliver high quality professional development for special education and general education staff members. This professional development program will focus on providing a common and consistent vision for the delivery of resources and services and the operation of the Department of Special Education within BUSD. Further, this professional development program emphasizes research based best practices.**

The District will address PD needs in five core areas. The determination of these five areas comes from the extensive work done with the focus groups, a review of program data, and resources, and the work done by the Special Education Master Planning Committee to ensure the most critical elements are prioritized and addressed. These five core areas are as follows:

1. Proactive Communication
2. Behavioral Management
3. IEP Development
4. Inclusion
5. Parent and Family Support

*\*Note: In the appendix of this Plan, there are additional (program or provider based) Professional Development topics. These self-selected topics were suggested and developed by representatives of those programs or provider groups. They represent areas that these groups may want to work on, internally, as they set their own program goals for the school year.*



**Action 3.1: Proactive Communication** Roles and responsibilities of Special Education staff members *(at the District office and at School sites)* will be clearly articulated. This area of professional development will also emphasize accessibility of resources and information about all Special Education programs and services, as well inform staff about where to go for timely assistance and accurate responses to questions and concerns.

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>All District staff members should understand how to effectively access and utilize all resources of the Special Education department. Staff members need to know what programs are available, who is responsible for each program, how to access resources for support, and where to go for assistance.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>All staff members will be provided with a one-hour presentation that articulates the roles and responsibilities of site and District level Special Education staff members. The Special Education Management Team will create and facilitate this presentation.</li> <li>District Special Education programs and resources will be articulated on the Special Education page of the District's web site and be included in the staff (certificated/management and classified) procedure manuals. The management team will be responsible for developing and publishing this information and completing the procedure manual.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>This presentation will be shared with all principals, staff and management. A survey will be sent to presentation participants. Expectation is to have 80% of survey takers will respond that they have a clear understanding of how the special education department works.</li> <li>All supports and services will be outlined and explained on the web site and procedure manuals will be published, printed, and provided to all staff members.</li> </ul>
<b>TIMELINE</b>	<p><b>October 2017:</b> Presentation shared with all principals, staff, and management personnel.</p> <p><b>August 2018:</b> Supports and services will be outlined and explained on the website.</p> <p><b>August 2019 <i>Procedure Manual</i></b> will be created, published, printed, and distributed to all staff members.</p>

<b>Action 3.2: Behavioral Management</b> Special Education staff and administrators will receive training and appropriate resources to effectively manage student behavioral issues. There will be an emphasis on school-wide proactive measures to prevent and mitigate challenging behavior in both the general education and special education classrooms. This Action will also include training for staff related to following applicable laws and procedures concerning discipline for students with IEPs.	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To provide training that ensures increased knowledge, understanding, access to effective behavior management strategies including appropriate proactive measures will facilitate more productive learning environments for students and staff, while following all applicable laws and procedures related to behavior and discipline.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>The District Management Team will develop (or contract out to develop) a training based on classroom and behavior management for Special Education staff. The expectation is that this program will work effectively across all learning environments, general and special education.</li> <li>This program will first be shared with principals and administrators so that they have a clear understanding of how to support their staff members with implementation. It will then be shared with certificated and classified staff via separate trainings.</li> <li>Behavioral experts on the Management Team will be responsible for planning and executing the behavioral management training for the general education staff members.</li> <li>School administrators will be provided with training related to specific laws governing the discipline of students with IEPs, including the use of positive behavior supports and interventions.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Survey administrators, teachers, and classified staff to determine any increase in understanding and implementation of appropriate behavior strategies in the classroom. 50% reporting that their skills have improved (over the year) would be acceptable for the first year of the program.</li> <li>Comparative measure of office referrals, discipline reports, and/or student suspension throughout the school year.</li> </ul>
<b>TIMELINE</b>	<p><b>October 2017:</b> Trainings / presentations scheduled / calendared for the upcoming year. Subsequent years' trainings will be calendared prior to each school year.</p> <p><b>May 2017:</b> All Principals and Assistant Principals will receive training on regulations related to discipline and positive behavior supports.</p> <p><b>May 2020:</b> 100% of special education teachers, administrators, support staff, general education teachers and classified support staff will be offered trainings.</p>

<b>Action 3.3: IEP Development</b> Special Education staff including teachers, administrators, and administrative designees, certificated related services will be provided with high quality training on writing, reading, interpreting, and adhering to legally compliant IEPs that are based on accurate assessments and reports, appropriate goals, and clear notes.	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To ensure that all staff who work on developing and writing IEP's understand how to do so such that these documents are done correctly to ensure compliance.</li> </ul>
<b>ACTION/LOGISTICS/RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>Members of the Special Education Management Team will develop and implement a program to re-train all special education staff members (involved in the IEP development process) on how to write and interpret appropriate, legally compliant, and accurate IEPs. Such trainings will also include guidelines on IEP goal progress monitoring and reporting.</li> <li>Provide targeted training that ensures participants understand and are able to follow the correct procedures, this action will be completed in three years.</li> <li>In the first year, the focus will be on helping middle school teachers and administrators. The second year will focus on high schools, and the third year will focus on elementary schools.</li> <li>A stakeholder committee will brainstorm strategies on developing a system to ensure that parents are kept well informed on their students' progress on IEP goals.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Random audits of IEPs and IEP progress reports will be done in the middle of the school year (each year) to establish a baseline of accuracy and compliance for IEPs completed in the fall of that year. If trainings are successful, audits completed (the same way) in the middle of the following year will show a reduction of 10% in errors and incorrectly written elements.</li> </ul>
<b>TIMELINE</b>	<p><b>May 2018:</b> All middle school administrators and special ed. Teachers and staff will receive re-training in the areas of: goal writing, reviewing assessment reports, identifying present levels of performance, accommodations for statewide and other assessments, explaining services to parents/ family members and reporting progress.</p> <p><b>May 2019:</b> All high school administrators and special ed. Teachers and staff will have received re-training in the areas of: goal writing, reviewing assessment reports, identifying present levels of performance, accommodations for statewide and other assessments, explaining services to parents/ family members and reporting progress.</p> <p><b>May 2020:</b> All elementary school administrators and special ed. teachers will have received re-training in the areas of: goal writing, reviewing assessment reports, identifying present levels of performance,</p>

	<p>accommodations for statewide and other assessments, explaining services to parents/ family members and reporting progress.</p> <p>May 2019 Stakeholder committee presents a vision to the Board of Education for the development of a system to ensure parents are kept well informed of their students' progress on IEP goals.</p>
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**Action: 3.4: Inclusion Training on inclusive strategies and practices will be provided to general education staff as a means of supporting students with special needs in the program and included in their classes.**

<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>• With increasing expectations to facilitate students with special needs access to general education settings, general education teachers and administrators will need more support to ensure that these students can access the curriculum and function successfully in the classroom.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>• The Special Education Leadership Team will work with site staff to develop schedules that facilitate meetings between special education and general education teachers. These meetings will focus on gathering input and supporting the general education teachers to develop the skills, abilities, and strategies needed to ensure students' academic goals are addressed, while providing a safe and comfortable learning environment for all students.</li> <li>• The Special Education Leadership Team will facilitate consultation-coaching for general education teachers to help them structure their academic programs to ensure that the inclusion model is working (students, teachers, and support staff).</li> <li>• Support for inclusive practices will include study on staffing needs/ratios to provide needed support.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Special Education Department will encourage sites to facilitate 100% of general education teachers who teach students with special needs being offered common-time planning meetings with their special education grade-level counterparts to address the specific needs of their students and develop strategies to support success in the general education setting.</li> <li>• A survey of general education teachers will be conducted to determine effectiveness for the purpose of revisions</li> </ul>
<b>TIMELINE</b>	<p><b>August 2018:</b> 100% of general education teachers will be offered training on universal design for learning and inclusive strategies.</p> <p><b>May 2019:</b> Special Education Leadership staff will consult with site administrators to offer general education teachers (who facilitate inclusion) on a plan to provide common planning time sessions with special education counterparts.</p> <p><b>May 2020:</b> 100% of general education teachers will have sessions of common planning time with special education counterparts.</p>

<b>Action 3.5: Parent and Family Support</b> A series of training sessions for parents of Special Education students will be designed to provide parents with the tools, resources, and information to (1) understand Special Education procedures (2) create effective home/school partnerships (3) implement support strategies that will encourage student success (4) avoid adversarial relationships among parents / family members and staff.	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>Parents are an integral part of their child's/student's success. Their understanding of Procedural Safeguards, the IEP process, supports and services available, and strategies to utilize at home are beneficial to the success and well-being of their child/student.</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>Director of Special Education and the Coordinator of Special Education, in collaboration with district staff and parents, will schedule four dates for parent trainings.</li> <li>Trainings will reflect the four topics listed above.</li> <li>Information regarding subject, date and location of parent meetings will be posted on the website, emailed and promoted.</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Sign-in sheets from each training.</li> <li>Evaluations of training.</li> <li>Record of distribution and receipt of paper copies Parent Handbooks and numbers accessing electronic copies on District website.</li> </ul>
<b>TMELINE</b>	<p><b>August 2018:</b> Parent Handbook developed and distributed.</p> <p><b>August 2018:</b> Meetings scheduled.</p> <p><b>May 2019:</b> All trainings scheduled, held, and evaluated.</p>

**NEW ACTION GOAL****AMENDED 11/15/18**

Amendment to Goal 3: The Master Plan Oversight Committee recognized needs that were not apparent during the creation of the Master Plan and recognized a need to add this Action subsequent to the plan's Board approval.

<b>Action 3.6: Support for New Teachers</b> In an effort to recruit and retain newly hired and credentialed Special Education teachers, teachers will be provided with a high quality credential induction program through the District to allow them to clear their credentials internally at no cost to them.	
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To recruit and retain high quality special education teachers</li> </ul>
<b>ACTION/LOGISTICS/ RESPONSIBLE PERSONNEL</b>	<ul style="list-style-type: none"> <li>Director of Special Education will work with Human Resources to determine the number of teachers in need of an induction program and survey those teachers for interest</li> <li>Under the Direction of the Director of Special Education, the Coordinator of Special Education will recruit mentor teachers, coordinate and facilitate trainings and pairings with eligible teachers and supervise mentors</li> <li>The Director of Special Education will develop a grant proposal and submit it to the California Department of Education to try to secure funding for the program elements, such as mentor stipends and a .5 Induction Coordinator</li> <li>The Coordinator of Special Education will work collaboratively with the current District Induction Coordinators to facilitate inclusion of special education teachers in regularly scheduled professional learning communities and professional development.</li> <li>If grant funding is received, the Coordinator of Special Education will transfer oversight responsibilities to the new Coordinator</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Data on number of participants in the program</li> <li>Data on retention of new special education teachers</li> </ul>
<b>TIMELINE</b>	<p><b>December 2018:</b> Grant proposal submitted</p> <p><b>December 2018:</b> Inductees and mentors recruited, trained and paired</p> <p><b>January 2019:</b> .5 Induction Coordinator hired if grant money is received</p> <p><b>May 2019:</b> Completion of first school year of Induction Program</p> <p><b>May 2020:</b> Cohort of teachers will have completed their Induction Program and submit for Clear Credentials</p>

## APPENDIX A:

### Suggested Professional Development Topics

The following professional development options were provided by the Special Education Master Plan Committee for consideration by various stakeholder groups to prepare their 2018-19 Professional Development Plans.

Although these trainings are not required, they can serve as excellent goal-setting options for specific service provider cohorts.

#### Training Areas and Options for Special Education Teachers, Related Service Providers, and Administrators:

<b>ASSESSMENT</b>	<b>Training / Support Provider</b>
Play Based Assessment	Diagnostic Center
Evidence-based Instructional Practices for Students with Autism	Program Specialists Special Ed Coordinator
Data Collection & Progress Monitoring	Program Specialists
Professional Learning Communities - Using Data to Drive Instruction	Director of Special Education
Assessment for English Learners	Program Specialists/English Language Coordinator
<b>BEHAVIOR/SOCIAL/EMOTIONAL</b>	<b>Training / Support Provider</b>
Social Skills/Social Thinking	Michelle Garcia Winner
Effective Behavior Plan Development	Behavior Specialists
Support for Student in Transgender Process	Psychologists, Program Specialist, Legal Counsel
Social Play & Social Interactions	Behavior Specialists Speech-Language Pathologists
Evidence-based Behavioral Support Practices for Students with Autism	Program Specialists Special Ed Coordinator
Behavior Management including Tier I Support and Implementation of Behavior Plan with Integrity	Behavior Specialists
Positive Behavior Systems (Elementary)	Consultant, SELPA, Diagnostic Center, LACOE, Program Specialists
Behavior Support Strategies to Help Students Recover from Challenging Situations	Behavior Specialist Program Specialist
Crisis Management Intervention	Outside Consultant
Non-violent Crisis Intervention (NCI)	Outside Consultant
Behavior Management	Behavior Specialists Program Specialists
Behavior Supports	Behavior Specialists



<b>COMPLIANCE</b>	<b>Training / Support Provider</b>
Writing Goals and Progress Monitoring (Data Gathering)	Behavior Specialists Program Specialists
Mainstreaming & Inclusion	Program Specialists
Legal Issues, Health Plans, and Medical Issues	School Nurses Program Specialists
Understanding the IEP	Program Specialists
Implementing Accommodations & Modifications	Program Specialists Outside Consultants
Collaborative Classrooms	Program Specialists Outside Consultants
Effective Transition from Middle to High School	Counselors Teachers Administrators
Using Transition Service Agencies	Therapists, Legal Counsel Program Specialist
<b>INCLUSION</b>	<b>Training / Support Provider</b>
Inclusive Instructional Practices/Differentiation	Program Specialists Teacher Collaborative
Collaborative Classroom	Program Specialists Teacher Collaborative
Inclusion and Mainstreaming	Program Specialists
Positive Behavior Support for Students Who are Included in General Ed	Program Specialists
Effective Instruction (Differentiation, Accommodations, Modifications) for Included Students	Program Specialists Teacher Collaborative
Collaboration/Integration Practices for General and Special Ed staff	Program Specialists Teacher Collaborative
<b>INSTRUCTION</b>	<b>Training / Support Provider</b>
Executive Functioning	School Psychologists Outside Consultants
New Teacher Training and Collaboration (Middle School)	Program Specialists Site Administrators
Co-Teaching Strategies	Teacher Collaboratives Program Specialists
Develop Curriculum Pathways to Post-Secondary Employment	CBI Teachers, Autism Specialist Program Specialist
Scheduling Students to Capitalize on Strengths & Abilities	School Counselors Site Administrators
Unique Learning Systems (ULS) for Students with Severe Disabilities	ULS Rep Coordinated by Program Specialists
Effective Use of Instructional Assistants	API, APH Teachers Consultants from CSUN

Balancing Support Between Social-Emotional Needs and Academics	Teacher Collaboratives Program Specialists
Research-based Practices for Students with High Incidence Disabilities	Literacy Specialists, Program Specialists, Consultants
Research-based Practices for Vocational Development	Teacher Collaboratives Program Specialists
<b>SPECIALIZED CONTENT</b>	<b>Training / Support Provider</b>
Augmentative/Assistive Technology/Communication	Speech and Language Pathologists, AAC Specialist, and AT TOSA
CTE within the community (vocational pathways)	Teacher Collaboratives
Understanding Feelings of Students with Multiple Disabilities Receiving Support	School Psychologists School Counselors
Dyslexia and Reading Disabilities	Reading Specialists Consultants
GATE Teacher Training	Davidson Instruction John Hopkins Center for Gifted & Talented
Attendance at Statewide DHH Conference	Coordinated by Director of Special Education
Attendance at APE Annual Conference	Coordinated by Coordinator of Special Education
APE Teacher Collaborations to discuss curriculum and differentiation	APE Teacher Collaboratives
Research-based APE Instructional Practices for Students with Multiple Disabilities	APE Teacher Collaborative
Research-based reading intervention program and materials designed to support at-risk students with decoding and comprehension	Program Specialist TOSA District Instructional Services
Observation at CSDR and Marlton	Coordinated by Program Specialists New Vista School
<b>SPEECH</b>	<b>Training / Support Provider</b>
PECS Training	Speech Leadership
IEP Training for Students Receiving ONLY Speech and Language Related Services	Coordinator of Special Education
Social Language and Social Thinking	Michelle Garcia Winner
Research-based Practices on Stuttering, Voice, Articulation, Phonology, Language Development, AAC	Conference Opportunities, Webinars, Consultant Training
Alternative Service Delivery Models (co-teaching and collaboration with specialists, in-class sessions)	Program Specialists and In-House Experts

## Additional Training Options for Administrators

Special Education Procedures	Director of Special Education Program Specialists
Supporting Quality Instruction for Students with Special Needs	Director of Special Education Program Specialists
Providing Support at IEP Meetings	Director of Special Education Program Specialists
Supporting/Supervising Case Carriers and Department Chairs	Director of Special Education Program Specialists
Supporting Effective Special Education Site-based Teams	Director of Special Education Program Specialists
Effective Delegation to Increase Effectiveness of Special Education	Director of Special Education Program Specialists
Development of Vision and Goals for Special Education Department	Director of Special Education Program Specialists
Collaboration with Burbank Police Dept.	Burbank PD Administrators

## Additional Training Options for Parents

Developmental Expectations for Students	Program Specialists, Teachers
Understanding the Implications of Effect of Disabilities on the Learning Process	Program Specialists Teachers
Positive Behavioral Supports at Home	Behavior Specialists
Facilitating Language Development at Home	Speech Language Pathologists
Supporting the Unique Needs of the Middle School Student	Program Specialists Teachers
Positive Parent/School Collaboration	Program Specialists Administrators
Working with School to Support Students	Program Specialists Teachers
Program Options for Post High School Students	FACTS Representative and community members

## Additional Training Options for Classified Staff

Eligibility/Disability and Impact on Learning and Behavior	Coordinator, Special Education
Effective Collaboration with Classroom Teacher and Service Provider	Program Specialist
Research-based Instructional Skills	Teacher Leader TOSA
Supporting Positive Behavior	Program Specialist
Best Practices for Travel Training (13-18 years) Including Community-based Instruction	CBI Teacher Program Specialist (Autism)

## **Additional Training Options for General Education Teachers/Staff**

Effective Instruction for Included Students and Identification of Student Needs (Inclusion)	Program Specialists
Creation and Benefits of an Inclusive School	Program Specialists, Inclusion Specialists
Understanding BUSD Supports and Services	Coordinator of Special Education
Implementation of Accommodations and Modifications	Program Specialists
Progress Monitoring, Grading, and Report Cards for Students with IEPs	Program Specialists
Behavior Supports for Students	Program Specialists
Eligibility/Disability and Impact on Learning and Behavior	Coordinator of Special Education
Teaching English Learners with Special Needs	ELD Specialist/School Psychologists

## **APPENDIX B:**

### **Goal 2, Action 2.2 Programs**

The following programs were identified by the Special Education Master Plan Committee for study by stakeholders in the order listed:

- Elementary school Specialized Academic Instruction (“SAI”) in separate classrooms (current “Collaborative Learning Center--CLC” model)
- Deaf and Hard of Hearing Supports and Services (“DHH”)
- Pre-School (“SEED”—Special Education Early Development”)
- Collaborative special education instruction at the middle schools and high schools
- “New Vista,” the delivery of Special Education supports and services at Community Day School
- “Options Plus,” Special Education support and services at Burbank Adult School

