

Strategic Inclusion Plan for Students with Disabilities

SEDAC Review



January 16, 2024

How do you feel when you hear the word “INCLUSION”?



Student panel



Priority Areas

1

**Least Restrictive
Environment**

2

Inclusive Practices

3

**Professional
Learning**

4

Communication

Priority #1 Least Restrictive Environment

Increase the percentage of students receiving 80% or more of their education in the general education setting in order to make progress toward the state target on performance indicator 5a. California's state performance target indicator in area 5a for the 2023-2024 school year is 64%.

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Priority #1: Updates

- Ensuring Technology Accessibility training to all staff
- Bookcreator training
- Science of Reading training for Academic Specialists
- Eduprotocols Monthly PLC by Tech TOSA and UDL TOSA
- Creating Accessible Learning Experiences in Seesaw
- Multidimensional Learning
- Zooming Ahead on Inclusive Practices: Katie Novak and Shelly Moore workshops
- Monthly updates on LRE data during Principal meetings
- Individual case conferences
- Monthly office hours
- LRE is a priority area in the LCAP and all school plans (SPSAs)
- Instructional Directors/Secondary Special Education Director 1:1 monthly meetings with Principals, starting in January
- Inclusion Teacher on Special Assignment, starting in February

Priority #1-What is going well at your site?

Option 1- Use post-it notes to write feedback on actions that are going well at your site.

Option 2- Scan the QR code and type feedback

Option 3- Talk with an elbow partner and share what is going well

Option 4- Self-reflection



Opportunity for input

Priority #2 Inclusive Practices

Increase meaningful student involvement by creating inclusive and empowering educational environments that foster active engagement and success.

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Priority #2: Updates

- Zooming Forward on Inclusive Leadership Practices with all Principals (Series of 5 workshops)
- Be Me Preschool inclusion classes at Sycamore Canyon Elementary
- Increase in co-teaching at Madrona and Aspen
- Circle of Friends implemented at Madrona, Aspen, and Maple
- Unified Sports teacher lead, increased number of events and activities, increased student involvement
- Campus culture of acceptance and respect: ambassadors, welcomers, inclusive lunchtime activities and assemblies, buddy programs, peer mentoring electives and clubs, Unity Day celebrations/activities, and Inclusive Schools Week activities
- UDL teacher on special assignment (TOSA) and Tech TOSA support in monthly Eduprotocol training for UDL implementation
- Inclusion TOSA will begin in February

Priority #2-What is going well at your site?

Option 1- Use post-it notes to write feedback on actions that are going well at your site.

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Option 4- Self-reflection



Opportunity for input

Priority #3 Professional Learning

Provide professional development in strategies to support Students with Disabilities in the least restrictive environment to all teachers, administrators and support staff.

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Priority #3: Updates

- Menu of trainings presented to principals for site PL
 - Trainings provided so far: Instructional Strategies (Presuming Competence), Inclusive Instructional Practices, and Tiered Supports in the Classroom
- Co-Teaching trainings for all co-teaching pairs & individual, on site trainings for co-taught PE
- Co-Teaching handbook distribution and community of practice meeting to discuss implementation
 - Development of a Co-Teaching Sub-Committee
- Increased training opportunities for support staff
 - NCI trainings in August, November, and December
 - Elementary Paraeducators received training during conference week in November on Classroom Behavior Support Strategies
 - Mental Health clinicians trained by the BCBA's for supporting student behavior in counseling sessions



Priority #3: Updates

- Induction TOSA for new special education teachers provided PL including:
 - Student engagement, SEL, Reflective Practices, Student Perspective, Mental Health Continuum, Assessments & Data driven practices, Technology Integration, and Collaboration with multidisciplinary Teams
- TK/K Learning Walks
 - Instructional Director meetings with principals in November and December for planning of Districtwide Learning Walks
- Ongoing support and coaching:
 - Bi-weekly Deans meetings, monthly elementary special education teacher meetings, monthly secondary department chair meetings, monthly secondary office hours with Special Education Director, monthly PL for all related service providers and school psychologists, monthly office hours for SLPs, monthly office hours for school psychologists

Priority #3-What is going well at your site?

Option 1- Use post-it notes to write feedback on actions that are going well at your site.

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Option 3- Talk with an elbow partner and share what is going well

Option 4- Self-reflection



Priority #4 Communication

CVUSD will maintain a transparent, consistent and comprehensive system of communication to facilitate trusting and collaborative relationships among all stakeholders.





Priority #4: Updates

- 91% of schools represented with a parent representative at SEDAC
- Updated disability celebration toolkit
 - Distributed to all principals in November
- Administrators across the District participated in SELPA PL: “Facilitated IEPs”
- APs, SSS facilitated discussions in department chair meetings on “Importance of Student Involvement in the IEP Process”
- Restorative Practices Trainings
- Use of blackboard to communicate via text and email on VCOE Transition Fair, CVUSD Transition evenings, College Fair
- Weekly updates on LRE and inclusive activities to the Board of Education
- District social media on inclusive events and activities

Priority #4-What is going well at your site?

Option 1- Use post-it notes to write feedback on actions that are going well at your site.

Option 2- Scan the QR code and type feedback

Option 3- Talk with an elbow partner and share what is going well

Option 4- Self-reflection





QUESTIONS?

“The world needs all types of minds.”

– Temple Grandin