

Strategic Inclusion Plan for Students with Disabilities

June 7, 2023





Strategic Plan = Student Outcomes

The Strategic Plan for Inclusion aligns directly with CVUSD's Local Control and Accountability Plan (LCAP) and is designed to support positive student outcomes by:

LCAP Goal 1

Implementing conditions for learning and student outcomes through targeted actions and services

LCAP Goal 3

Providing communication and outreach that informs the community of programs and opportunities

LCAP Goal 2

Ensuring staff is provided with professional learning

LCAP Goal 4

Enhancing the social, emotional and physical well-being for all students



Least Restrictive Environment

- Central tenet of Individuals with Disabilities Act (IDEA)
- Discussed and considered at IEP meetings
- Determined based on IEP goals, special education services and student learning profiles
- Individualized and reflected on IEP paperwork
- All staff are responsible for the inclusion of students with disabilities and LRE





What is Inclusion?

Mindset

Inclusive
Practices



Relationship between Inclusion and Least Restrictive Environment

Collaboration and communication
between and among all staff to support
student access, opportunity and progress

Strength of general
education foundation
substantially influences
the number of special
education support
beams needed

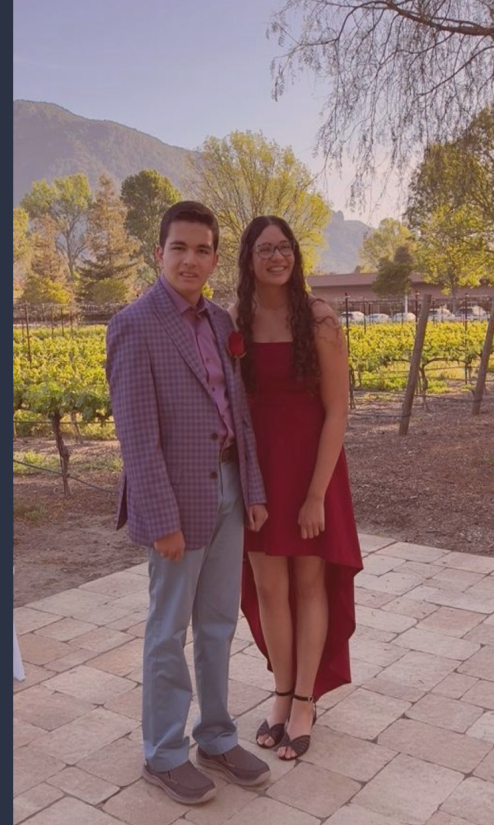
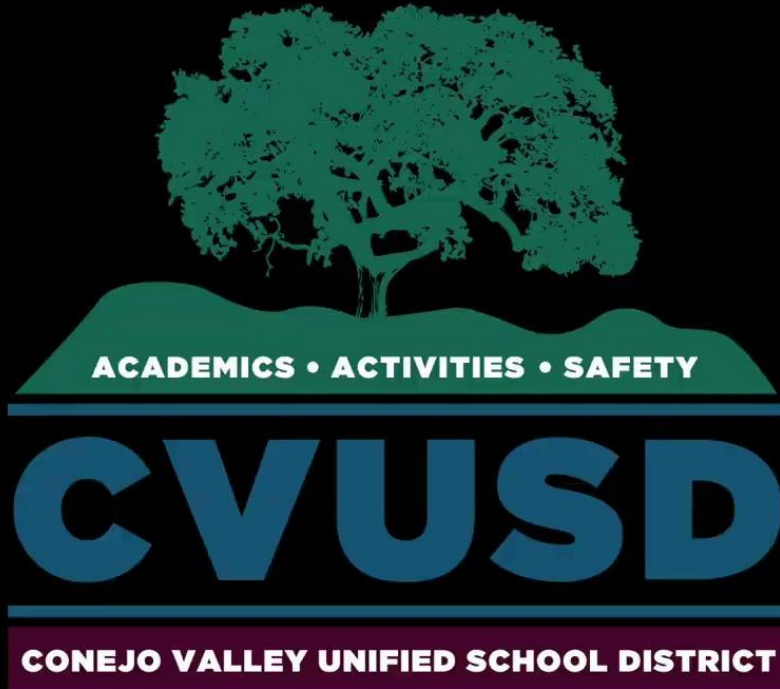


Strength of general
education foundation
substantially influences
the location of special
education beams

**GENERAL EDUCATION
FOUNDATION FACTORS**

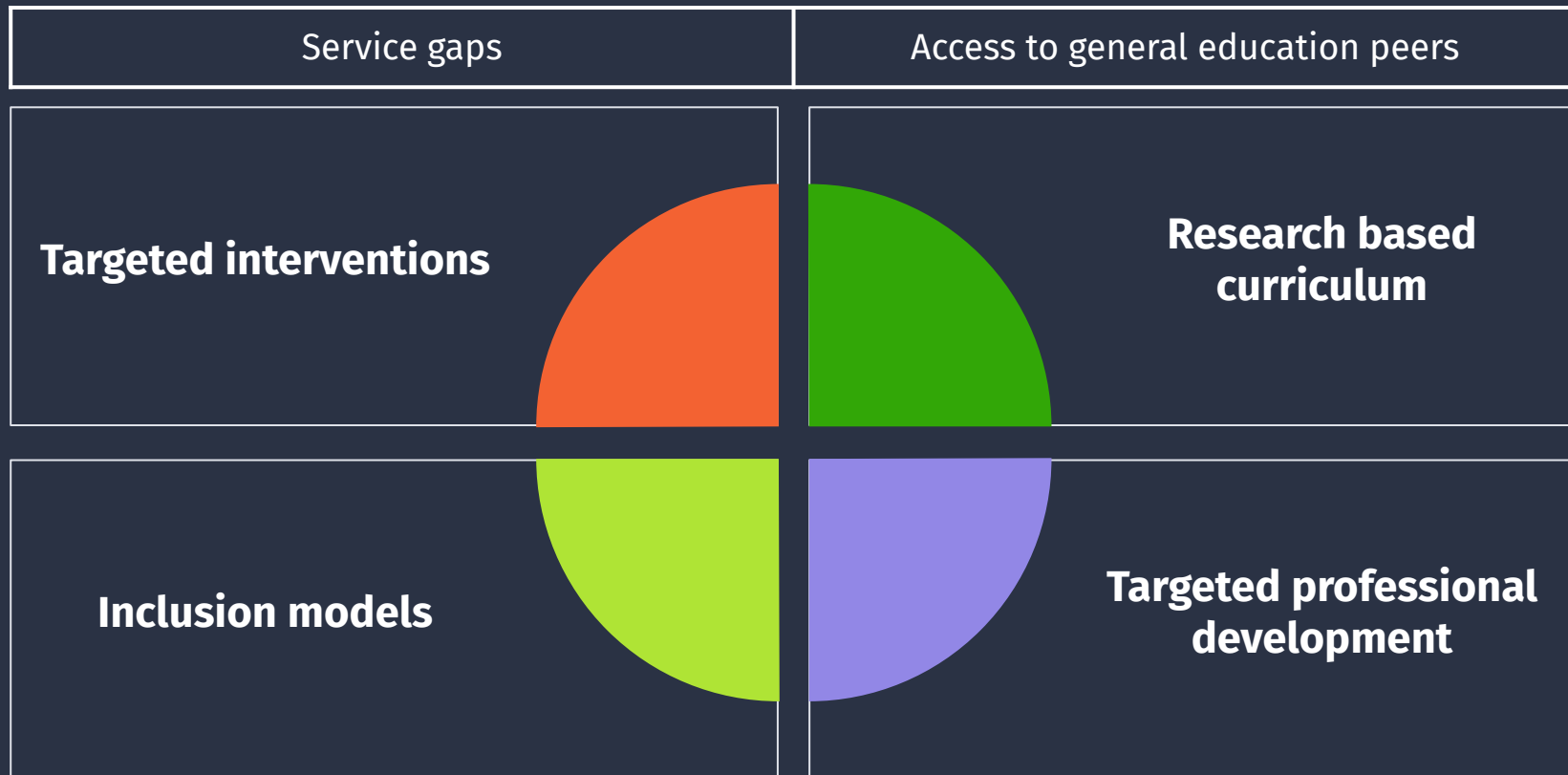


Successes





Identified Need





Stakeholder Input

It is important that my teacher knows my accommodations. I can do tests when I have more time and a safe space to take it.
-Student

Including a co-teaching handbook and outlines for co-teaching PD is important. I love co-teaching!
-Teacher

Ensure a clear vision and plan purpose
-Administrator

Ensure training for all staff with use of inclusive language and continue to build on mindset where we all presume competence
-Parent



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 Action Steps

Gradually decrease
SAI Courses across
secondary settings



Coaching and
guidance on
LRE data



Implementation
of UDL



Inclusion
Teacher on
Special
Assignment



Ensure each
SPSA includes
action items for
LRE



Data tracking
and monitoring



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 Action Steps

Professional Learning



Culture of Acceptance and Respect



Circle of Friends



Expand co-teaching at Aspen Elementary



Review and obtain evidence based instructional materials



Access to extracurricular, events & programs



Promote student involvement in decision making



UDL



Restructuring Be Me



Intentional involvement on College/Career Night



Specialized program co-teaching and inclusion



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 Action Steps

UDL and
Inclusion training



Co-Teaching



Co-Teaching
Handbook



Menu of
professional
learning topics



Professional
learning for
support staff



UDL learning
walks



Communication/
promotion of PL
opportunities



New teacher
Induction
Program
support



Collaboration
and sharing of
resources



Ongoing
support and
coaching



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 Action Steps

SEDAC

Disability
Celebrations
Toolkit

Meaningful
participation
in IEPs

Communicate
about and
provide
parent/guardian
trainings

Enhance digital
communication
channels

Student
involvement
in IEPs

Communicate
year round
inclusive
activities

Training
sessions

Provide inclusive
elementary grade level
communications and
yearbooks



Analysis

Progress review will occur after implementation of 2023-2024 goals/actions

- Throughout implementation of the strategic plan, there will be regular assessments of the effectiveness of the implemented strategies and interventions through surveys, feedback sessions, and data analysis.
- Information will inform adjustments and improvements to continuously enhance meaningful student involvement and create empowering educational environments for Students With Disabilities.

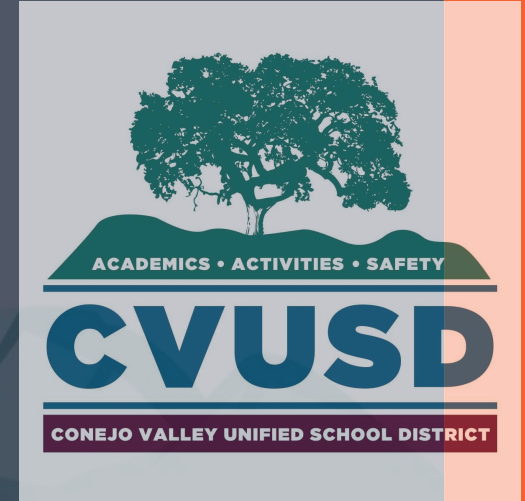




Thank you!

We appreciate our collaborative partners and their input on developing the Strategic Plan for Inclusion for Students With Disabilities.

Thank you to our parents/guardians, teachers, staff, and site and District administrators for their support in building this plan.





QUESTIONS?

“The world needs all types of minds.”

– Temple Grandin