CAPISTRANO
Unified School District

STRATEGIC PLAN

Capistrano Unified School District's Strategic Plan is a structured outline designed around five key priorities. Each priority has a central goal, focus areas, strategies to address focus areas, and action steps to ensure all strategies are implemented in a specific and consistent manner. From this outline, a detailed Strategic Plan Implementation Guide will be developed to provide teachers and staff guidance on program implementation including policies, procedures, and program evaluation.

KEY PRIORITIES

- **Organizational Structures and Staffing**

- **Continuum of Services**

- **Support Services**

- **Identification, Monitoring and Compliance**

- **Leadership and Communication**

The collaboration of the Strategic Plan Advisory Committee and Strategic Plan Work Groups resulted in a Strategic Plan to ensure all students are provided a continuum of services with quality supports, resources, and access to the District's academic, social-emotional and behavioral services in the least restrictive environment.

Strategic Plan Advisory Committee Members

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ADMINISTRATORS
Judy Dore
Janie Hoy

The Role of the Strategic Plan Advisory Committee

The Strategic Plan Advisory Committee is comprised of representatives from all stakeholder groups including parents, teachers, administrators, support staff, and Special Education Community Advisory Committee (CAC) members. Advisory members participated in a series of collaborative sessions beginning in the 2016—2017 school year.

The primary goal of the Advisory Committee is to use the results of the Fiscal Crisis and Management Assistance Team (FCMAT) special education review and provide ongoing supportive and constructive input to Strategic Plan Work Groups.

THE ROLE OF THE STRATEGIC PLAN WORK GROUPS

The Strategic Plan Work Groups are comprised of teachers, administrators, support staff, and Special Education Community Advisory Committee (CAC) representatives. The purpose of work groups is to collaborate with the Strategic Plan Advisory Committee in the development of a structured outline which addresses the Plan's five key priorities.

Continuum of Services
Facilitators:
Marc Patterson
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Mike Hardos
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John McCarthy
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Alex Sedique
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Organizational Structures and Staffing
Facilitators:
Robert Miller
Rich Montgomery
Members:
Janie Hoy
Sharla Pitzen
Wendy Pospichal, EdD
Jim Wood
Sara Young, JD

Organizational Structures and Staffing

GOAL: Ensure organizational leadership, clearly defined roles and responsibilities, fiscal responsibility, and provide staffing models that align to California staffing ratios.

Organizational Structures

Strategy #1 Create an integrated Student Support Services organizational chart

Action Steps

- Meet with special education staff and District leadership to gather insight and input to support a shared vision
- Draft initial organizational chart
- Gather feedback from District leadership and revise the organizational chart

Strategy #2 Complete an analysis regarding the need for a day treatment program as an additional support service

Action Steps

- Visit specific day treatment programs in Orange and Los Angeles Counties
- Identify key components
- Complete a comprehensive cost analysis (facility, training, transportation)
- Prepare and present cost analysis with recommendation to District leadership

Roles and Responsibilities

Strategy #1 Review and revise roles and responsibilities for classified employees, teachers on special assignment (TOSAs), program specialists, coordinators, and directors

Action Steps

- Define priorities for the department, in accordance with District goals
- Draft and revise responsibilities with job-alike groups
- Revise and finalize specific roles and responsibilities during summer work groups

Strategy #2 Define roles and responsibilities of administrators and staff (special education and general education) as related to Student Support Services

Action Steps

- Provide a staff "Roles and Responsibilities" document for site leaders
- Create a comprehensive "Who to Call" list available to all stakeholders
- Develop a training for District-wide customer service protocols
- Create a document for District leadership that provides solutions to common staffing challenges

Organizational Structures and Staffing

Staffing

Strategy #1 Define, develop, and communicate how certificated staffing decisions are determined to support students with special education needs

Action Steps

- Develop department guidelines for the utilization of part-time and itinerant education specialists
- Align District staffing and caseloads with Education Code

Strategy #2 Develop a position control system for Paraeducators

Action Steps

- Verify accuracy of Independence Facilitator (IF) and Instructional Assistant (IA) assignments at sites
- Analyze longitudinal data to identify patterns, trends, and potential impact factors
- Develop a system to monitor IA and IF staffing assignments

Strategy #3 Review and develop a staffing plan to support students' health needs

Action Steps

- Review students' individual health plans and site caseload needs
- Meet with representatives from Capistrano Unified Management Association (CUMA), California School Employee Association (CSEA), Capistrano Unified Education Association (CUEA), District nurses, health assistants, and licensed vocational nurses (LVN)

Continuum of Services

GOAL: Implement a multi-tiered system of supports that addresses the academic, social-emotional and behavioral needs of all students, and establish a system for monitoring service delivery and student progress.

Strategic Plan

Strategy #1 Develop a four-to-six year implementation guide (living document) to ensure that critical elements of this plan are implemented

Action Steps

- Develop action steps with timelines and identify responsible parties
- Communicate implementation guidelines to all stakeholders

Service Delivery

Strategy #1 Identify strategies and services to support all students' success across general educational settings

Action Steps

- Create an idea bank of behavior supports accessible to all staff
- Continue and enhance opportunities to increase student engagement through peer interactions (e.g. peer tutoring, mentorship)
- Define and develop collaborative and co-teaching models with specific structures and supports for elementary, middle and high schools

Strategy #2 Apply instructional strategies and differentiate instruction for all students

Action Steps

- Determine which strategies and supports build upon student strengths and address their specific changing needs
- Provide professional learning for staff to facilitate the identification, selection, and implementation of appropriate interventions
- Provide continuous opportunities for Great First Instruction (GFI) and Universal Design for Learning (UDL) to address and include the diverse needs of all learners

Continuum of Services

Multi-Tiered System of Supports (MTSS)

Strategy #1 Define the continuum of services

Action Steps

- Define least restrictive environment
- Develop a graphic that represents programs and levels of intervention on the continuum

Strategy #2 Collaborate with stakeholders to develop a District MTSS model

Action Steps

- Develop systems for focused Professional Learning Communities (PLCs) based on essential standards, common assessments, systematic interventions, and extended learning
- Provide professional learning for staff to address students' social-emotional and behavioral needs

Strategy #3 Increase stakeholder understanding and knowledge of the three tiers of intervention in MTSS

Action Steps

- Establish a consistent and focused communication process between general education staff and special education staff
- Provide professional learning and District resources to increase understanding of MTSS

Strategy #4 Implement MTSS in all schools

Action Steps

- Develop specific collaboration time to support students through MTSS
- Provide timely and targeted professional learning to ensure all students, including students with disabilities, receive quality services aligned with appropriate curriculum, instruction, and interventions
- Engage parents and community in outreach education regarding the three tiers of intervention in MTSS

Support Services

GOAL: Establish and consistently use processes to determine the need for related services and implementation of related services

Systems and Structures

Strategy #1 Implement procedures and guidelines for Additional Program Support (APS)

Action Steps

- Utilize procedures and guidelines to determine need for APS at a site
- Support development of an individualized plan to reduce APS reliance and build student independence
- Review APS Personnel Status Report on a monthly basis to determine assignments

Strategy #2 Create a cohesive support system for all related services and itinerant services providers

Action Steps

- Identify and assign an administrator to oversee related services and itinerant services providers
- Calendar job-alike meetings
- Survey staff to determine ongoing supports needs

Transportation

Strategy #1 Collaborate with transportation in planning and decision-making

Action Steps

- Develop a system for assessing and monitoring effective and cost-efficient bus routes
- Provide education specialists and administrators with procedures to request or change transportation services

Strategy #2 Maintain an up-to-date transportation system to meet students' needs

Action Steps

- Maintain an inventory of the current transportation fleet
- Develop an action plan for bus replacement using grants and District funds

Strategy #3 Maintain a fiscally responsible transportation system which meets students' needs

Action Steps

- Complete a cost analysis of transportation services for students in District and those attending non-public schools
- Assess and complete a cost analysis of alternative methods of transportation use

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Training and Professional Learning

Strategy #1 Establish a professional learning plan for related services and itinerant services providers

Action Steps

- Identify job competencies and specific training needs through staff input and administrator guidance

- Provide a comprehensive calendar of job-alike trainings for all related services and itinerant services providers

- Develop a calendar of job-alike meetings for related services and itinerant services providers with clear agendas and outcomes

Strategy #2 Develop job-alike professional learning for classified employees

Action Steps

- Provide training and feedback regarding implementation of new skills

- Provide training for employees assuming new job responsibilities

- Provide a dedicated training space for classified employees

Strategy #3 Develop clear guidelines for reviewing and revising caseloads for all related services and itinerant services providers

Action Steps

- Identify and assign an administrator to oversee caseloads

- Training on data collection and accuracy in SYNERGY® supporting caseload decisions

Identification, Monitoring and Compliance

GOAL: Establish a consistent, legally compliant and data-driven process for identifying students in need of intervention improving educational access and supporting student outcomes.

Monitoring General Education Interventions and the Student Success Team Process (Tiers 1, 2, and 3)

Strategy #1 Define current Tier 1, Tier 2, and Tier 3 interventions in our schools

Action Steps

- Define Tier 1, Tier 2, and Tier 3 interventions and supports currently utilized in schools
- Develop a graphic describing the intervention process, including timelines and special education child find obligations

Strategy #2 Monitor and track implementation of Tier 1, Tier 2, and Tier 3

Action Steps

- Research on-line data monitoring systems
- Identify universal screening tools to identify students in need at all levels; similar expectations across sites
- Maintain longitudinal data for program evaluation and ongoing development

Strategy #3 Use consistent SST forms and processes prior to referral for Tier 3 support

Action Steps

- Develop District-wide SST forms and referral documents
- Implement the use of District-wide SST forms and referral documents
- Maintain a District database of interventions available by site

Monitoring Section 504 and American with Disabilities Act (ADA) Accommodation Plan Development and Implementation

Strategy #1 Implement a student-centered 504 process that meets legal requirements

Action Steps

- Develop "district-wide" forms
- Develop guidelines as to roles and responsibilities at each site
- Provide professional learning on eligibility decisions and data tracking

Strategy #2 Monitor 504 development and implementation

Action Steps

- Research on-line monitoring/tracking systems
- Design and implement a District system allowing sites to access Section 504 information
- Develop a self-review process to collect data on Section 504 and implementation plans

Identification, Monitoring and Compliance

Monitoring IEP Assessments, Development, and Implementation

Strategy #1 Use eligibility criteria that is legally correct and consistent District-wide

Action Steps

- Develop "eligibility checklists" to support IEP teams in making decisions
- Provide targeted provisional learning
- Begin a self-review process

Strategy #2 Continue to develop meaningful _Individualized_ Education Programs

Action Steps

- Outline roles and responsibilities with accompanying professional learning
- Redesign "help camp" and new teacher orientation
- Develop "real-time" and "immediate" IEP support documents

Strategy #3 Develop an on-line service delivery system

Action Steps

- Design an efficient online tracking system (universal, templates, auto-sort)
- Conduct internal self-review for accuracy
- Provide incentives for completion and compliance

Strategy #4 Develop formal physical education (PE) plan for entire district, including the role of adapted physical education (APE) providers

Action Steps

- Develop a task force to clarify questions and identify needed trainings
- Provide professional learning

Strategy #5 Conduct an analysis of progress and outcomes for students in separate setting

Action Steps

- Create user-friendly data collection system to record goal progress and targeted analysis data
- Analyze program fidelity

Strategy #6 Provide parents and staff with a comprehensive Alternative Dispute Resolution (ADR) program

Action Steps

- Rebrand website and brochures
- Support staff with professional learning

Leadership and Communication

GOAL: Ensure our school community is well informed by fostering high levels of trust, respect, and collaboration between and among parents, teachers, and all District staff.

Resources

Strategy #1 Establish a structure to build family and school partnerships to promote solid relationships between school and family

Action Steps

- Establish opportunities for collaboration between stakeholders
- Design and maintain a Parent Support Network
- Expand family and community outreach through the Community Advisory Committee (CAC)

Strategy #2 Establish a central resource center for families to access interventions, parental information workshops, trainings, support, and increase parent involvement

Action Steps

- Develop and implement a parent survey regarding topics and resources
- Create an ongoing calendar of opportunities for participation including meetings and events
- Provide parent support workshops that include behavior training, sharing of experiences, and expertise in order to foster consistency and communication across home and school environments
- Develop a comprehensive databank of resources, programs, and services within the District that offer families and community members access to up-to-date information

Leadership and Communication

Communication

Strategy #1 Create a communication system that informs all stakeholders about the continuum of supports and Special Education services

Action Steps

- Provide a vehicle for two-way communication for parents with staff

- Develop a formal protocol for uniform response timelines and processes in Student Support Services

Strategy #2 Identify the preferred communication preferences of all stakeholders

Action Steps

- Develop a parent survey to collect information and identify the preferred method of home-school communication (e.g. phone, email, hard copy)

- Develop a communication needs assessment survey that collects feedback and information from all stakeholders

- Utilize preferred communication method in all interactions with stakeholders

Strategy #3 Update Special Education website making it more user-friendly

Action Steps

- Create acronym directory (universal and District specific)

- Update District website on a regular basis to ensure current and accurate information

- Design resource section with graphics related to continuum of services, interventions, and special education processes

Glossary of Terms

Strategic Plan
Outline of the priorities, goals, focus areas, strategies, and Action Steps that will promote a continuum of services with high quality, responsive support system for all students within the least restrictive environment

Stakeholders
Parents, Community Members, Classified and Certificated Staff, and Administrators

Service Delivery Model
Instructional delivery model that provides individualized services embedded into a variety of instructional settings such as General Education, General Education with Support, Learning Centers, Self-Contained Programs, and/or Related Services

Accommodations – Adjustments for student with disabilities in instruction or student output that minimize the impact of the disability but do not fundamentally alter or lower course standards or expectations

ADA – Americans with Disabilities Act

APE – Adapted Physical Education – Specially designed physical education program tailored to the needs of students who require developmental or corrective instruction.

APS – Additional Program Support/Paraeducators – Adults who support students (individually or in small group) in working on their IEP goals
- **IA – Instructional Assistant** – Supports students on IEPs, with academic assistance or behavioral support.
- **IF – Independence Facilitator** – Supports students with more intensive IEP goals.

CAC – Community Advisory Committee – A committee whose membership includes parents of school children (a majority must be parents of students with special needs); school personnel; and representatives of public, community, and private agencies. This committee advises local school boards regarding the SELPA (Special Education Local Plan Area), assists districts with parent education, and promotes public awareness and understanding of individuals with exceptional needs.

CASEMIS – California Special Education Management Information System

Continuum of Services – Identifies different delivery models for academic, social-emotional and behavioral services and supports from less restrictive to more restrictive.

CSEA – CA School Employee Association (Classified employees)

CUEA – Capistrano Unified Education Association (Certificated employees)

CUMA – Capistrano Unified Management Association

DIS – Designated Instruction and Services/Related Services
Services provided by specialists that are not normally provided by regular and special education teachers. These may include, but are not limited to: Language and speech development and remediation, audiological services, mobility instruction, adapted physical education, instruction for the visually impaired, specialized driver training, vocational education, counseling and guidance, and psychological or health nursing services.

FAPE – Free Appropriate Public Education – Children with disabilities are entitled to a public education, appropriate to their needs, at no cost to their families.

ESY – Extended School Year – Special education and related services in accordance with the child's IEP during the time period beyond the school year, for maintenance of skills, at no cost to parents .

IEP – Individualized Education Program –Written document developed by staff members and parents as a practical plan for delivery of services to individuals with exceptional needs. It includes goals, objectives, and services based on the needs of the student.

IEP Team – A team comprised of the parent(s), teachers, administrator, and other appropriate individuals to develop an IEP.

ITP – Individualized Transition Plan – A written document that, based on assessment data, identifies post-secondary goals for students, includes appropriate services, activities, and courses of study to prepare students to meet those goals **.**

LRE – Least Restrictive Environment – To the maximum extent appropriate, all students with disabilities are educated with students without disabilities.

MTSS – Multi-tiered Support System – A data-driven, prevention-based framework designed to improve academic, social-emotional, and behavioral outcomes for all students via a continuum of increasingly intensive supports.
- **Tier 1** – General education instruction.
- **Tier 2** – Supplemental intervention for any student in need of academic, social-emotional, and behavioral support.
- **Tier 3** – Intensive intervention that replaces general education instruction.

OT – Occupational Therapist

PT – Physical Therapist

SAI – Specialized Academic Instruction – Educational Instruction provided by a certificated special education teacher or para-educators under the special education teacher's supervision.

SLP – Speech and Language Pathologist

SYNERGY® – A special education document management software that allows for writing of electronic IEPs, historical document archiving, and compliance verification.

Special Education –Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Special Education Local Plan Area (SELPA) – A single district providing comprehensive special education services, or several districts combining resources and expertise, to provide special education services to a given geographical area.

SST – Student Success Team – A process which is used to focus on providing modifications and interventions for a student within the general education environment before a referral is made for special education instruction. The team may consist of the parent, student, principal, teacher, psychologist (and other school personnel as appropriate).

Transition Planning – A coordinated set of activities for a student with a disability that is designed with an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing adult education, adult services, independent living, or community participation.

UDL – Universal Design of Learning – A research-based educational framework design to increase all students' access to curriculum.

VI – Visually Impaired