

December 11, 2014

**Agenda Item IX A2**

**District Strategic Priorities**



***Purpose of this Agenda Item:***

Discussion

The purpose of this agenda item is to update the board on the status of District Strategic Priorities 3.13 and 3.14.

***Background***

The two District Strategic Priorities that fall directly to the Department of Supported Education are 3.13 Initiate Supported Education Reorganization and 3.14, Design and Implement a continuum of service model for special education across the district, pre-k through age 21.

**3.13 Initiate Supported Education Reorganization**

The department is responsible for provisions of IDEA, Section 504, Tutoring, Title Ia, Specialized Transportation, Tutoring, District Threat Assessment and support of General Education initiatives to assure access to all learners. Reorganization is necessary to align systems and maximize efficiencies.

Reorganization Plan:

- Work collaboratively with Curriculum and Instruction to assure support and intervention systems are aligned.
- Work with counseling team to assure procedures and policies are in place and followed for students eligible under section 504.
- Clarify procedures and budgeting implications around alternative options for students such as tutoring.
- Work with administration team on District Strategic Priority 5.2 around developing of comprehensive safety with regards to threat screening/ risk assessment.
- Work through the budgeting process in order to build local capacity.

**3.14 Design and Implement a continuum of service model for Special Education to span the entire kindergarten-post high school system.**

The latest Special Education Report Card (April 2014) indicates several areas for immediate attention related to the Department.

Plan: Elementary support structures have already been addressed with specialized programs at Molalla Elementary School. In order to restructure for the secondary models, planning is in progress starting with special education teaching staff reviewing data and other indicators to plan for a comprehensive continuum of services. This will likely include the development of behavior support programs k-post high school, as well as structured learning centers k-post high school. The result will be all indicators on the special education report card will be addressed, and the ability to transition students in outplacement back to MRSD in the fall of 2015.

Respectfully Submitted by Michael Salitore