

Special Education Strategic Action Plan

Area: Assistive Technology Professional Development

| Goal | Areas of Desired Change | Persons Responsible for Implementation | Curriculum | Objectives & Activities | Resources | Budget | Timeline | Evaluation Criteria |
|--|--|---|-------------|---|---|-----------------------------------|-----------|--|
| 1) Define Assistive Technology and how it will benefit students with unique needs as they access the Common Core State Standards | Provide a common understanding of what is Assistive Technology district wide | SBUSD Special Education, SELPA, AT committee, site administrators | Common Core | 1) Train staff on the definition of AT Activities: ongoing PD 2) Train staff on how to review AT within the context of an IEP as it relates to educational benefit Activities: ongoing professional development | 1) PLCs 2)Conference/prep period 3) district-wide trainings 4) SPED monthly trainings/meetings 5) monthly site meetings 6) SSEPAC meetings | SPED and general education, SELPA | 6/30/2014 | 1) PD agenda and sign-in sheet 2) training feedback forms 3) results of before and after surveys of site administrators 4) IEP meeting observations by AT committee |
| 2) Provide training to staff in procedures, available resources, informal assessment, and formal assessment processes. | Staff will understand and utilize procedures in order to identify when formal assessment is appropriate. | SBUSD Special Education, SELPA, AT committee, program specialist facilitators (handbook), site administrators | Common Core | 1) Train on AT procedural handbook Activities: Develop procedural handbook 2) Train staff on procedures specific to informal and formal assessment Activities: Have sites identify resources available; Train staff on how to teach students to utilize supports already available on site prior to referral for formal assessment; Train staff on how to teach students to utilize AT supports provided through a formal assessment | 1) PLCs 2)Conference/prep period 3) district-wide trainings 4) SPED monthly trainings/meetings 5) monthly site meetings | SPED and general education, SELPA | 6/30/2014 | |
| 3) Provide Assistive Technology professional development for staff in academic supports | Using case studies, staff with identify an area of need and appropriate AT supports to meet the need. | SBUSD Special Education, SELPA, AT committee, site administrators | Common Core | 1) Define least restrictive to most restrictive supports within domains (reading, math, learning and studying, motor aspects of writing, computer access, composing written material) Activities: ongoing PD | 1) PLCs 2)Conference/prep period 3) district-wide trainings 4) SPED monthly trainings/meetings 5) monthly site meetings | SPED and general education, SELPA | 6/30/2014 | |
| 4) Provide Assistive Technology professional development for staff in functional skills supports | Using case studies, staff with identify an area of need and appropriate AT supports to meet the need. | SBUSD Special Education, SELPA, AT committee, site administrators | Common Core | 1) Define least restrictive to most restrictive supports within domains (communication, recreation, mobility, activities of daily living, control of the environment, position and seating, vision, hearing) Activities: ongoing PD | 1) PLCs 2)Conference/prep period 3) district-wide trainings 4) SPED monthly trainings/meetings 5) monthly site meetings | SPED and general education, SELPA | 6/30/2014 | |

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| 1) Provide consistent written information regarding assistive technology, referrals, resources, and available materials | Staff will be aware of and have access to consistent written information regarding assistive technology, referrals, resources, and available materials | SBUSD Special Education, SELPA, AT committee, site administrators, department chairs | Common Core | 1) Update AT section of Certificated Handbook 2) Ensure each site has AT wheel and staff know where to find it 3) Create procedure for purchasing AT device for a student | 1) Certificated handbook 2) AT wheel | SPED and general education | 6/30/2014 | 1) Certificated handbook 2) Staff survey |
| 2) District office will have loaner devices available for staff to use with students | Staff will be aware of and have access to high tech AT devices that are kept and maintained by the special education office | SBUSD Special Education, AT committee, site administrators, department chairs | Common Core | 1) loaner iPads will have frequently-used apps pre-loaded 2) develop procedures for check-out and return of devices | | SPED | 6/30/2014 | 1) written procedure 2) google doc tracking system |
| 3) Staff are able to access specific iPad apps in a reasonable amount of time to use with students | Streamline procedure for purchasing and updating apps on I devices | SBUSD Special Education, AT committee, site administrators, department chairs | Common Core | 1) work with IT department to clarify procedures for purchasing and updating apps | | SPED | 6/30/2014 | |
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| 1) Identify a district-level staff member to serve as point-person for AT support | District staff member is available to review referrals, conduct AT assessments, support staff, gather and distribute AT resource materials on a regular basis, and manage AT support within the district | SBUSD Special Education, AT committee, SELPA | Common Core SELPA AT training | 1) determine training required for person to provide AT assessment 2) identify specific duties, roles, and responsibilities 3) research neighboring district's AT model | 1) information on necessary training programs 2) ITS department | SPED | 8/25/2014 | 1) District SPED Organizational chart 2) Training certificates 3) information gathered from other districts |
| 2) Identify site contact for AT support that will liaison with district-level staff | Streamline AT referrals process to go through a site-level staff prior to reaching the district office | SBUSD Special Education, Department Leads | SELPA AT Training | 1) Revise procedures for AT referrals 2) Train site contact on procedures and expected responsibilities 3) Train site administrators | 1)SELPA 2) Program Facilitators 3) SPED Directors 4) ITS department | SPED General Ed | 6/30/2014 | 1) Procedure in place 2) Training logs and materials |
| 3) Train all SLPs to consult with IEP teams in the area of assistive technology and implement AT outlined in student IEPs | SLPs will utilize assistive technology in therapeutic services and advise teams on appropriate AT supports | SBUSD Special Education, | SELPA AT Training | 1) Send SLPs to SELPA training 2) Identify SLPs to be trained in years 1, 2, and 3 3) send SLPs to ASHA conference | ASHA conference | SPED | group 1 by 6/30/14 group 2 by 6/30/15 group 3 by 6/30/16 | 1) Training materials from conferences and other trainings 2) training materials from SLP-conducted trainings |
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