Advisory Council for Educating Students with Disabilities (ACESD)

Priorities

Summary:

In utilizing the TAESE Strategic Planning Cycle model, each of the ACESD Committees will be following it's steps. These steps are: Unmet Needs, Establish Priorities, Build Capacity around Priority, Develop the Plan, Discuss and Understand, and Provide Advice.

The first step, IDENTIFYING UNMET NEEDS; is the process of listing the priorities which each committee sees as critical to address within their particular committee focus (i.e. school safety/preschool, etc).

Preschool, Transition and Self-Advocacy, Safe Schools and Mental Health and Professional Development Committees will incorporate the below priorities in their work. From the bullet points each of the committees brainstormed on, there was significant consistency across all committees on the following Unmet Needs:

1. **Proper Continuum of Supports for Social/Emotional/Behavioral Needs of Students with Disabilities across Educational Settings**

a. The need to encourage, provide training, support, and expand school-wide supports through implemented Multi-Tiered Support Systems (MTSS) for instruction, early intervention, and appropriate supports based on individualized student needs; i.e., Positive Behavior Intervention and Supports (PBIS) for addressing varied social/emotional/behavioral needs.

b. The need for a universal, consistent Safety Plan across the state as well as the need to build School Resource Officers (SROs) into that safety plan and continuum of supports through implemented MTSS model(s).

Result: Strengthening/implementing these school-wide models of support will positively impact the outcomes of students with disabilities through addressing currently unmet needs including improved school safety, decreased suspension and expulsion rates, increased life skills/career readiness, strengthened school and classroom/behavior management, as well as improved procedures for both conducting Functional Behavior Assessments (FBIs), and developing/implementing Behavior Intervention Plans (BIPs).

2. Student/Parent/Family/Community Engagement

a. The need to "widen the circle" by involving and communicating with students, parents, family members, community members, and other agencies in partnerships to better prepare students for success.

Result: All components of the "bigger picture" will be incorporated together for shared goal to achieve student success.

3. Inclusive Practices and Collaborative Supports for Students with Disabilities through a Continuum of Supports

a. The need to encourage, provide training, support, and expand school-wide supports through implemented Multi-Tiered Support Systems (MTSS) for instruction, early intervention, and appropriate supports based on individualized student needs; i.e., Response to Instruction/Intervention (RTI) for addressing varied academic needs.
b. Improved Teaching Quality and Support – Collaboration of Special and General Education teachers, along with related service providers, to build a support system that includes students and their families from preschool through independent living and career readiness.

Result: Strengthening/implementing these school-wide models of support will positively impact the outcomes of students with disabilities through addressing currently unmet needs including high-leverage practices in the domains of instruction, assessment, and collaboration for inclusive practices and supports that improved the quality of inclusion of students with disabilities.