

EDUCATIONAL SUCCESS FOCUS GROUP 1/8/2013

Rating

- A- 0
- B- 3
- C- 10
- D- 5

Key Features

- Families voices heard
- More education for parents about the IEP process
- Alternatives to out of school suspension
- More outside agencies in schools
- Maintain control and consistency throughout the building
- Give parents more clear understanding of what child's diagnosis is, and how to help them at home
- Team of professionals to advocate for those children with MH/behavioral challenges
- Love for learning
- Classroom management and support
- Common goals
- Appropriate financial allocation
- Better communication between teachers
- Better advocacy
- Each classroom teaches and practices social skills
- Peer mentors as mediators
- School based therapeutic services with no wait list
- 95% attendance
- Eliminate barriers to aren't engagement (child care, transportation, etc)
- Built in recess/down time
- Communication between district employees and CBO's
- More support staff (e.g. social workers)
- Language translation for families when needed
- Accessible resources for kids and families
- Stronger links between school and home
- Professional development for school personnel
- Understanding of regulations by school personnel
- Solid education, equipped for life, graduation rates up
- Common language around planning
- Education staff given planning time to maximize benefits of team

- Curriculum that recognizes alternative learning styles
- Assessments that offer ongoing identification
- Children with IEP's integrated into the classroom for the full day
- Kids not being moved to the next grade before they are ready
- Early identification and intervention
- Reasonable class size
- Assessments that meet learning styles-ways to highlight success
- Parents and students feeling welcome
- Less politics
- Alternative programs that really work
- Regular meetings between support staff and teachers
- Consistent follow through
- More workers to address and refer for social issues at school
- Better attendance yielding greater academic success
- Supportive engagement strategies for partnering with parents
- Pro social skill building structure with team approach that includes child at center of table
- Behavior issues addressed by appropriate staff
- Transition team between community and district that understands residential issues
- Education about the different processes for all parties
- Strong linkage between school/community around integration
- True alternative school
- More prosocial opportunities for kids with SED
- Enough staff to manage kids with difficult behaviors
- Classrooms/activities as inclusive as possible
- Content/ activities that are culturally competent
- Resources to meet individual needs in least restrictive environment
- Quit cutting costs
- Alternatives to out of home suspensions and homebound
- More vocational options
- School wide behavior management (e.g. PBIS)
- Tiered levels of support for children with challenges
- Parent involvement before incident occurs
- No waiting list for services
- Opportunities for parent support groups
- Administrative support and buy-in

Measurable Impacts

- **Higher attendance**
- **Lower dropout rates**
- **Increased graduation rate**
- **Parent satisfaction survey**
- **Discipline referral data**
- **Increased performance on state tests**
- **Fewer out of home placements**
- **Truly individualized IEP's**
- **Tracking of behavioral improvements**
- **Student satisfaction survey**
- **Student evaluation of teachers**
- **Reduce wait lists**
- **Tracking academic outcomes**
- **Tracking family involvement**
- **Family voice present in policy making**
- **Greater teacher support in classroom**
- **Measurement of how quickly supports start/how effective are they?**
- **Reduced out of school suspension days**
- **More professional development training specific to kids w/SED (with pre/post evaluation)**
- **Measurement of quality of parent/child relationship (there is a tool)**
- **Response time from identification of issue to implementation of supports**
- **Increased college/career readiness**
- **Decreased wait lists**
- **Decrease in violent incidents in schools**
- **More support people for students**