

MEMORANDUM

To: ACSU and ANWSU Administrations

From: Workgroup / Catherine Dieman, Susan English, Christine Giorgio, Elise Haydon, Larry O'Connor, Rodney Olsen, Casey O'Meara, Heather Paquin, Amy Pyfrom, Pamela Quinn, Jay Stetzel with Kieran Killeen and Ric Reardon

Re: Summary of Activities and Recommendations

Date: March 29, 2016

For the past few months, a Workgroup charged with further examining access to a full continuum of services and supports for students in ACSU has met on four occasions to collectively examine that work. It has been a collaborative, collegial process where special and general education teachers and administrators from ACSU and ANWSU have worked to identify and document the full continuum of services and supports available to all students, with and without disabilities, in the ACSU. Specifically, the Workgroup has undertaken the following activities:

1. The Workgroup has spent time understanding its charge, interpreting its responsibilities, and articulating group norms and values;
2. The Workgroup has discussed the range of educational programs available to students with intensive needs for support services in ACSU. Workgroup members, for example, spent time articulating services offered through programs like Life Skills, Alternative Education, Diversified Occupations;
3. The Workgroup continues to define the ACSU continuum of services for students with intensive needs, and where gaps in services exist;
4. The Workgroup has started to identify areas in which all transition processes could be improved;
5. The Workgroup has started to discuss opportunities for all students to be included in all programs;
6. The Workgroup has examined the philosophical and programmatic challenges to providing access across the continuum for all students in the ACSU.

The Workgroup has two specific recommendations for ACSU and ANWSU administrators:

- I. The ACSU should form a group that meets during the 2016-2017 school year to accomplish several specific tasks:
 - A. To fully develop a written document that clearly defines and articulates the full continuum of services and supports available to students with disabilities in the ACSU; This document should be made public and distributed as needed.

- B. To communicate about transitions and service provisions for students with intense and complex needs;
 - 1. For the 2016-2017 academic year, all IEP teams should use a scheduling and placement template, during annual meetings and matriculation meetings from middle to high school, to assure that each student with disabilities in the ACSU has access to services and supports across the ACSU continuum.
 - C. To examine systemic issues like scheduling, staffing and professional development and provide guidance on policy and program solutions as needed;
- II. The ACSU and ANWSU administration should improve regular communication with families, students, faculty and staff.