

Team Charter: District Inclusion Council

Project Title: District Inclusion Council (Dedicated Monitoring and Support for Inclusion Transition Planning)

Project Manager/Leader: Dr. Hugh Broomall, Deputy Superintendent

Project Sponsor: Dr. Mervin Daugherty, Superintendent

Date: October 16, 2014

Stakeholders: Red Clay Consolidated School District community

Council Members: The District Inclusion Council will consist of the Deputy Superintendent, Director of Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, District Academic Dean for Professional Learning, Manager of Federal and Regulated Programs, Supervisor of ELL, Supervisor of Research and Evaluation, and Supervisor of Special Education, Instruction.

Business goal(s): In the first year, District Inclusion Council responsibilities will entail the coordination, management and evaluation of the various initiatives, strategies and timelines associated with the inclusion plan. In addition, the District Inclusion Council has the authority to communicate, mandate and approve necessary corrections in order to achieve the stated outcomes related to student achievement, instruction and resource allocation.

The District Inclusion Council will perform five core functions, which together comprise a streamlined system for delivering resources more efficiently to the schools in greatest need.

1. *Attracting and Supporting Partners.* The District Inclusion Council will work with schools to recruit, attract, and vet all potential partner organizations. Support may range from small-scale program enhancements such as volunteer tutoring, to contracted partners, providing in depth professional development. The District Inclusion Council will ensure that all partnerships with external organizations are clearly defined, properly executed, and well positioned to effect change for student success.
2. *Coordinating School Support.* Whether from partners or district resources, the District Inclusion Council must make certain that the services a student/school receives are aligned with its needs and are having the intended impact.
3. *Accountability and Oversight.* In tandem with its mission of individualized support, the District Inclusion Council must also provide individualized accountability by setting aggressive but customized performance targets related to the inclusion initiative and project plans. The District Inclusion Council will develop and utilize a performance management system for all schools and train district and school personnel in using the system for increased accountability.
4. *Securing Resources.* The District Inclusion Council acts as advocate for the schools under its umbrella, working to direct district and external resources towards areas of identified need.
5. *Student Achievement.* The District Inclusion Council acts as advocate for students and monitors district distribution of resources and the alignment of resources to outcomes. The District Inclusion Council will regularly review data on student progress.

What is the importance of this matter to the district? The school board and the district both have a belief and expectation that every student be given equal opportunity and equal access to a high-quality inclusive education with the ultimate goal of being college and career ready. All Red Clay schools will be given a greater capacity to teach all learners. The district is committed to continuous improvement through examining and realigning appropriate structures, supports and resources for the instruction of all students in our schools. It is the belief of the district and the school board that creating a districtwide inclusive culture that is sustainable by implementing and modeling inclusive practices and values will lead to increased academic and social successes for students with disabilities and English language learners.

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Prioritized Stakeholders (internal, external):

1. Students and Families
2. Educators
3. Office of Student Support Services

Project Team/Resources:

1. District Inclusion Council members
2. Level 1 System Implementation Team
3. Level 2 District Implementation and Coaching Team
4. Level 3 Building Implementation and Coaching Teams
5. Transition planning consultant, as needed

Timing (What is the urgency for the district? What are the deadlines?): Proposed transition plan recommendations shall be voted on by the school board on October 15, 2014. This enables the outcome to be disseminated prior to the SY 2015–16 School Choice Period and for plan implementation to initiate with approximately 10 months of action time prior to SY 2015–16. Upon school board approval of the transition plan recommendations, the District Inclusion Council will be established with monthly meetings beginning on November 6, 2014, and continuing through June 3, 2015.

Description of Work (includes key deliverables and milestones; describe the scope of work including what will *not* be accomplished with this project): The District Inclusion Council will provide dedicated support to schools and close monitoring of transition planning at all sites to ensure a smooth transition to inclusion in SY 2015–16.

Deliverables and Milestones:

The District Inclusion Council's activities shall include:

- Annual workplan with monthly meetings, priorities and deliverables (November 2014 through June 2015)
- Campus Action Plan review, feedback and targeted support for schools
- School- and district-level priorities and resource needs, based on Campus Action Plan reviews
- Support for the spring 2015 staffing process
- Resource allocation recommendations
- Monitoring of the student transition

Project Constraints (describe the limits on time, resources, scope) and Uncertainties: There is potential for competing priorities, changes in council members' assignments and day-to-day responsibilities to take attention away from the inclusion plan and the work that will be required outside of the council's monthly meetings.

How and when do we know we are finished? The work of the District Inclusion Council is finished when the council formally documents its lessons learned in SY 2014–15 and recommendations for SY 2015–16, in a submission to the Superintendent's Council in August 2015.

Definition of success (conditions of satisfaction): 100% of campus action plans are completed and implemented with fidelity. Resources are allocated for the transition and students' needs are met in inclusive classrooms beginning in SY 2015–16. Successful monitoring and recommendations for SY 2015–16.