

## Leadership

**Fig. 1.1-1**

### 1.1 Senior Leadership

**1.0** The Leadership section aligns with the other six categories of the Baldrige improvement system. In special education, a culture has been developed that shares leadership among administrators, teachers, support staff, and students (internal focus) and important external stakeholders (parents, business and community members), across all schools.

<b>BCSC Continuous Improvement Initiative District Mission</b>
Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter.
<b>District Vision</b>
BCSC demonstrates a community commitment to deeper learning for one...and all.
<b>District High Expectation Objectives</b>
<p>Enable achievement of core academic knowledge and varied levels of critical thinking.</p> <p>Advance a deep community commitment to all learners' health, personal and academic success.</p> <p>Provide multiple pathways that intellectually engage all learners</p> <p>Promote and support modern, collaborative learning environments.</p> <p>Foster multiple perspectives to develop global citizens.</p> <p>Provide a welcoming and diverse learning culture of respect, fairness and trust.</p> <p>Cultivate a commitment to a life-long learning process for all.</p>

At Bartholomew Consolidated School Corporation, The special education leadership team (CIC) is responsible for setting the future direction of the organization and checking to determine if established goals have been achieved--the Plan, Do, Check, Improve cycle. Senior leaders (director, assistant director and coordinator) also ensure that actions are carried out as planned and that continual improvement becomes an integral aspect of the organizational culture.

**1.1.a Vision (1)** The District Senior Leadership Team (cabinet and CCIC) provides a framework for district direction providing training to members from each school CIC. Each school and program CIC then prepares a detailed plan aligned with the direction given by the district leadership. The BCSC vision, mission and HEOs are the basis for all decision making and operation of the special education system. The BCSC vision and HEOs are read and displayed at each school board meeting to remind everyone what is most important for the work of the BCSC system.

The Special Education vision is displayed in the special education office and on the special services website.

**1.1.a. (2)** The ethical and legal behaviors expected of students, teachers, administrators and other stakeholders are detailed in our board policy. They are also described in our strategic planning process. BCSC also conducts surveys, walk through assessments, and reviews all Federal, State and District requirements during the yearly planning process. The most important way these behaviors are deployed is by example. Senior leaders and participants at all levels believe that our students are the most important part of our school system and we want students, teachers and administrators to be treated fairly and equitably. These values are discussed during our hiring process, new employee training and performance appraisal process.

**1.1.a (3)** The primary way senior leaders create a sustainable organization is through the involvement of all stakeholders in assessing what is going well, what needs improvement, putting plans in place to make any needed improvements, tracking progress on implementation and monitoring results to see that improvements stay in place. This is essentially our PDCI (Plan Do Check Improve) approach to improvement. The Director and the Continuous Improvement Council provide key direction and leadership for this process but

many of the improvement ideas and implementation come from teachers and other stakeholders.



### 1.1.b Communication and Organization Performance

1.1.b(1) Special education senior leadership communicate with staff in multiple ways. Daily communication via email is the most often used means to maintain contact with staff. In addition, ongoing school visits by special education senior leaders provide direct input into teacher practices.

Special education staff members are recognized through internal and external sources. Individual teachers of students with disabilities are recognized through the school board's commendations, as well as external recognition such as newspaper articles, community group recognition and selection to state and national committees.

*BCSC was invited to present its UDL work at CAST.*

1.1.b (2) Special education monitors performance results continually as new data is made available, using a Plan, Do, Check, Improve process (Fig. 1.1-2) for analysis. Improvement decisions are therefore data based and processes can be changed, goals adjusted, and instructional practices refined.

The Director and Assistant Director, along with the CIC, regularly review the data identified in section 2.

An example of how the data is used: Key academic results including ISTEP+, IMAST and ISTAR for grades 3-8 are available to the Director and Assistant Director of Special Education in the spring of each school year. These results are compared to original baselines that were established in 2009. ISTAR guidelines were established in 2010.

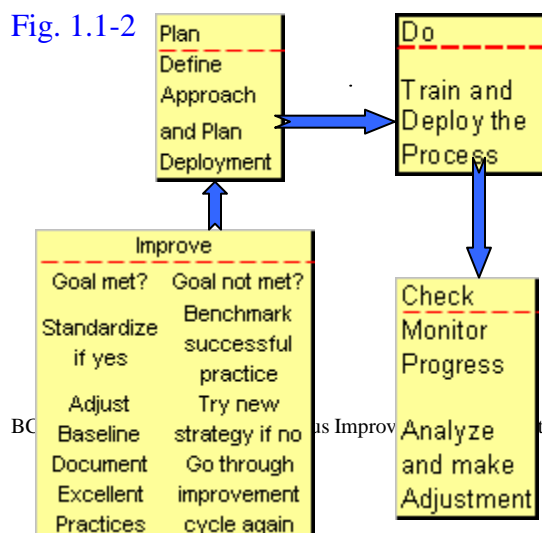
As a regular practice, Special Education leadership benchmarks the performance of other school systems, such as Monroe County and Lawrence Township. Knowledge gained from this activity is used in the strategic planning process.

In November 2005, Special Education began the administration of a Parent Satisfaction Survey, an assessment of the opinions of parents. The survey is conducted every other year. The Special Education CIC uses information from the survey as a way to monitor stakeholder input. The members of the CIC are shown in Fig. 1.1- 3

Fig. 1.1-3

- Parent of a Child with a Disability
- Support Staff
- Community/Business Representative
- Teacher of Students with Disabilities
- Teacher of Students with Disabilities
- General Education Teacher
- Director of Special Education
- Assistant Director of Special Education
- Low Incidence Coordinator

Fig. 1.1-2



1.1.b (2) Student performance assessment results from state and local assessments are reviewed annually. Results from the end of semester math

and language arts tests are analyzed by each building and instructional maps are created based on student needs. This information is integrated into the annual performance review and strategic planning process for each building.

### **1.2 Public Responsibility and Citizenship**

Special Education administration and staff realize their responsibilities as role models to community stakeholders and take active roles in civic and community organizations that impact BCSC students and families. For example, the director of special education serves on the Mayor's Advisory Council for People with Disabilities and multiple administrators and staff members are involved in local and state associations such as The Arc and the Indiana Council for Exceptional Children. This participation provides opportunities to gather input and build relationships in the community.

*Jessica Vogel, assistant director of special education, was elected president-elect of Indiana Council for Exceptional Children.*

#### **1.2.a Organizational Governance**

**1.2.a (1)** Special Education pursues accreditation annually through the Indiana Department of Education (IDOE) via the state's Continuous Improvement Monitoring System (CIMS). As a public school corporation in a community that expects excellence, special education leaders also monitor key processes annually to ensure procedures are in place for safe environments conducive to learning and achievement for all students and staff.

**1.2.a (2)** A performance appraisal system is in place for special education senior leaders. The assistant director receives an annual performance review by the director of special education who then shares the review with the Assistant Superintendent for Human Resources. The director of special education also participates in an annual performance review facilitated by the Assistant Superintendent for Human Resources. The results of this review are submitted to the Superintendent. The results of these performance reviews are used to develop focus areas for the subsequent school year for both the director and assistant director of special education.

#### **1.2.b Legal and Ethical Behavior**

**1.2.b (a)** Data from the Parent Satisfaction Survey provides feedback from parents of students with disabilities relative to the services and operations of special education. In addition, the Director, Assistant Director, Low Incidence Coordinator and CIC monitor services and operations at monthly meetings. Concerns are addressed at monthly principal meetings, as well as monthly meetings with building level special education leaders. Systemic issues are addressed by the Special Education CIC through the continuous improvement process.

The special education leadership submits annually a report to the Indiana Department of Education related to legal compliance. The report addresses adherence to state and federal special education laws. In addition, fiscal reports are also submitted annually to the Indiana Department of Education accounting for all expenditures of state and federal special education spending.

*As a young child with autism, there was concern my son would never attend regular classes in school and never be able to live independently. Today, many years later, my son has committed to be a student and athlete in a 4 year college.*

**1.2.b (2)** As a public entity whose primary job is teaching and learning, it is essential that special education monitor ethical practices throughout the organization. The primary responsibility for ethical practice lands with senior leaders in both policy and practice. The director, assistant director, coordinator and principals monitor staff and student behaviors and are required by law to report any inappropriate actions that take place, including reports of child abuse. Statements on diversity, inclusive practices and nondiscrimination clauses are reviewed annually in all handbooks.

#### **1.2.c Support of Key Communities**

Special Education leadership and staff are actively involved in multiple organizations throughout the Columbus and Bartholomew County area both socially and educationally. BCSC and Special Education leadership encourage and promote active support of key community initiatives.

The Director and other key special education personnel participate in many state and local organizations that support and involve special education development including the Indiana Council for Exceptional Children, Indiana Council of Administrators in Special Education (ICASE), The Arc, the Community Literacy Task Force, the Columbus Education Coalition, etc.

*BCSC welcomed visitors from Japan to observe UDL in our classrooms.*