Goal #1: Improve access to inclusive, equitable, high-quality education

- Joint labor-management committees where each member has an equal say empowering the committee to formally make decisions and guide policy
- Expand inclusive education for early learning via co-teaching and special education teacher-led classrooms which will prove ongoing professional development for all staff (including administrators) to use principles of universal design, modifying and accommodating for students with disabilities; Collaborate with other districts/COEs that also have inclusive early education programs
- Accommodate challenging maladaptive behaviors in general education classrooms, providing additional staffing support to address behavioral needs within the general education environment, classroom, workplaces and all educational spaces Expand access to general education for SCCOE special education students by having administrators Increase collaboration, provide consistent follow-up and follow through at each general education site housing our students. Expand collaborative partnerships at the SELPA (Special Education Local Plan Areas) and with district administrators; SCCOE administrators and principals to help build awareness and acceptance and increase inclusion opportunities for our students with disabilities
- Audit all facilities, including but not limited to accessible restrooms, outdoor spaces, including play structures and areas for physical education and physical fitness for students in all programs, sensory areas/rooms, calming spaces at all sites. Ensure each site has age-appropriate outdoor play structures and facilities, sensory and wellness spaces for students at all grade levels
- Expand staffing (core staff, substitutes), behavior support team, medical personnel such as nurses, Licensed Vocational Nurses (LVN) supervisors, etc., paraeducators, wellness specialists, in-person mental health support staff for all students, including those served by SCCOE based on need and/or students' Individualized Education Program (IEPs)
- Ensure administrators/supervisors are well-versed in best practices for supervision and coaching, have resources and mentoring to help resolve and troubleshoot situations
- Ensure COE staff are included in district site communications regarding emergency information and in the event of an emergency, general information, special event(s)
- Establish baseline criteria for being a host site, with emphasis on (Americans with Disabilities Act (ADA) accessibility for all aspects such as classrooms, bathrooms, field, inclusion opportunities, etc. Also for high school and post-secondary programs, consider distance to appropriate activities like life skills, vocational training opportunities, access to public transportation, etc. and incorporate into lease agreements
- Comprehensive emergency plans, including alternate evacuation sites (necessary in case of bomb threat), for all sites to be housed centrally at COE; accessible, updated and communicated to all cluster offices and the host site, and available online for itinerant staff to access easily.
- Prioritize increasing pay for difficult to fill positions, such as ASL (American Sign Language) interpreters and substitutes, and provide incentives for learning additional skills (i.e. ASL interpreters need to learn foreign languages in order to support in those classes at the Deaf and Hard of Hearing (DHH) high school)
- Prioritize health, hygiene and safety for all students and staff and meals for students. Reduce preventable injuries to students and staff by providing appropriate and ongoing support, training, equipment, and timely interventions.

Goal #2: Provide quality support to districts, schools, students, and communities

- Strengthen new teacher support programs such as the Peer Support Program to support participants in teacher preparation or credential program, internships, and mentoring programs
- Provide more on-the-job support to new staff and mentoring to develop additional skills related to their work, as well as additional professional development opportunities during their first few years of employment
- Expand environmental education for students in SCCOE programs. All students should have equitable access to supplemental programming based on interests (such as gardening, music, etc) and what is currently available at their sites
- Provide work-from-home accommodations to students and districts so services and support are not disrupted

- Utilize all available earned grant funding to provide quality support to districts, schools, students, and communities, instead of returning funds to only then seek additional funding to support future student program needs
- Ensure SCCOE is providing equitable access to programs and supports across districts, schools, and students being served directly by SCCOE
- Provide ongoing support to new managers and supervisors to ensure that intradivision of labor between workers and workers versus supervisors are not management heavy, but appropriate and equitable.

Goal #3: Be a premier service organization

- Establish joint labor-management committees to provide accountability, consistency, and oversight to review discipline cases countywide ensuring accountability and equitable application while maintaining confidentiality
- Improve hiring equity and transparency throughout the interview process, not just based solely on the hiring manager's decision.
- Provide periodic review by a joint committee to review past hirings, demographics of candidates and of those hired.
- Streamline new hire processing and onboarding; prioritize high-demand positions to move through the process efficiently
- Increase transparency when new jobs are created: if a new position is created then it should be posted as opposed to an individual simply being assigned the position without following the merit system process
- Increase collaboration in HR to ensure consistent, timely communication and equitable implementation of policies
- Ensure reasonable accommodations are provided and that management provides justification for how the requested accommodations would be an undue hardship. Follow up with the individual unions when the accommodations are denied.
- Shift SCCOE culture to promote racial justice and equity to reduce discrimination, injustice, micro-aggressions, and bias, including providing professional development and ongoing coaching for all
- Establish joint labor-management committee to develop work from home policy and process for requesting accommodations;allow work from home when work can be done from home as long as workers maintain productivity and appropriate settings
- Provide COVID-leave or accommodations to work from home if work can be done from home while recovering from COVID or family member in the home is recovering from COVID
- Expand programs to better serve the community, i.e. full day Early Learning Service programs

In order to continue improving SCCOE's progress on its goals, the coalition recommends that the board of trustees add specific goals to the superintendent's evaluation, including:

- Improve relationships by involving labor and families of students as equal partners in understanding, analyzing situations, and problem solving
- Promote transparency in governance and decision making
- Improve access to quality inclusion opportunities for special education students in special education programs
- Improve universal design in general education programs, including COE early learning programs, to support needs of all students
- Perform audit to identify and assess the current state of facilities, discipline history, and work from home accommodations, and hiring practices jointly with labor partners with reports to guide key growth areas to be developed and monitored jointly with labor partners and other stakeholders
- Prioritize health, hygiene and safety for all students and staff and access to meals for all students. Reduce preventable injuries to students and staff by providing appropriate and ongoing support, training, equipment, and timely interventions
- Ensure management responds in a timely and relevant manner to requests and concerns
- Improve diversity at all levels so that management is reflective of staff being supervised, staff is reflective of students and community
- Provide expanded opportunities for classified staff while reducing the high management to staff ratios in programs outside of special education and Early Learning Services
- Shift SCCOE culture to promote racial justice and equity to reduce discrimination, injustice, microaggressions, and bias, including providing professional development and ongoing coaching for all