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Professional Development Plan  
for the  
Implementation of  
Individualized Education Programs  
in Infinite Campus

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## **Table of Contents**

|   |    |
|---|----|
| COVER PAGE .....                            | 1  |
| OVERVIEW .....                              | 3  |
| OBJECTIVES .....                            | 4  |
| CONSTRAINTS .....                           | 5  |
| PROPOSAL .....                              | 6  |
| ADULT LEARNING THEORIES.....                | 7  |
| PROFESSIONAL DEVELOPMENT PROVIDERS.....     | 8  |
| PROFESSIONAL DEVELOPMENT PARTICIPANTS.....  | 10 |
| PROFESSIONAL DEVELOPMENT COURSES .....      | 11 |
| PROFESSIONAL DEVELOPMENT MATERIALS .....    | 15 |
| PROFESSIONAL DEVELOPMENT FACILITIES.....    | 16 |
| PROFESSIONAL DEVELOPMENT CALENDAR .....     | 18 |
| PROFESSIONAL DEVELOPMENT COMMUNICATION..... | 33 |
| PROFESSIONAL DEVELOPMENT EVALUATION .....   | 34 |

## OVERVIEW

Successful implementation of the Individualized Education Program (IEP) in Infinite Campus (IC) in the Clark County School District (District) relies upon the development and delivery of an effective professional development plan. This professional development plan identifies the objectives of the provision of IC IEP professional development; addresses issues related to the provision of professional development including identifying and mitigating constraints; proposes solutions to identified constraints; instituting theories of andragogy; resolving resource issues; addressing differentiation of professional development content and material based on adult learner needs; timelines and scheduling; communication and marketing strategies related to professional development; registration process; and reserving appropriate facilities including availability of necessary equipment and software.

Because professional development of the IEP in IC will vary greatly depending upon the participants' position and work responsibilities, the content for each course is designed to meet the differentiated needs of each specific group. It is essential that participants attend the course that is designed to meet their unique needs. Courses will be developed and prospective participants will be notified when appropriate training opportunities are available.

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## OBJECTIVES

Delivering professional development requires knowledge of adult learning theories, the skills and abilities to incorporate those theories in the design and delivery of professional development, and a commitment of time and resources. The overall objective of providing professional development is to provide staff with the knowledge and skills to develop IEPs in IC so students with disabilities receive the services they need to meet their IEP goals and ensuring the IEP is developed in compliance with federal and state regulations. In addition, successful development of IEPs in IC will support the District's requirement to meet the performance indicators in Nevada Department of Education's State Performance Plan. Providing professional development on developing IEPs in IC supports the District's following areas of focus:

1. **Value/Return on Investment** – Expanding the functional use of Infinite Campus to include development of IEPs
2. **Value/Return on Investment** – Improve staff efficiencies by having a single system for registration, attendance, grading, and IEP development
3. **Value/Return on Investment** – Developing IEPs in compliance with federal and state regulations as well as state performance indicators
4. **Achievement Gaps** – Supports collaboration amongst special education and general education teachers

## CONSTRAINTS

Several constraints are identified that could potentially impact the successful implementation of the provision of professional development in Infinite Campus. This professional development plan is based upon the assumption that professional development will begin in June 2015. The majority of licensed staff currently works under a 9-month contract and cannot be required to attend training during the summer months, which is outside their contract time. Therefore, attendance is strictly voluntary during this time period. The availability of facilities may also be an issue due to other departments competing for the same computer labs and school district facilities operating on shortened schedules during the summer. Additionally, during the summer months the air conditioning is turned off at most schools for most of the day as part of the District’s energy-saving initiative. Other considerations include:

- a. **New Teacher Orientation** – Not only will new special education teachers require the IC IEP course, but they’ll also need IEP process training.
- b. **Long Term Substitutes (LTS)** – LTS change throughout the year, therefore requiring the continuous availability IC IEP professional development.
- c. **Re-Training** – Regular calls to the SEMS Help Desk as well as continued requests for professional development in the current IEP system indicate a “one and done” model will not likely suffice, especially considering that this a new implementation.
- d. **Class Size Limitations** – Adult learning theory as well as the District’s Employee Business Training department recommends no more than 20 people per session.

- e. **Face-to-face Professional Development** – Due to the complex nature of the IEP process as well as SEMS’ experience in implementing a district-wide web-based IEP system, it is highly recommended that face-to-face professional development be provided to those that will actually develop IEPs in Infinite Campus.
- f. **Teacher Needs** – Feedback from an Infinite Campus training survey (over 1,000 responses, 50% of which were from special education classroom teachers) indicated a strong desire for face-to-face professional development in Infinite Campus.

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## **PROPOSAL**

Due to the constraints identified, it is proposed the rollout begin in June to support Child Find, special education instructional facilitators (SEIFs), and early adopters. Due to recognition that not all staff will participate in professional development offered during the summer, it is further proposed that the rollout continue in the fall of 2015. IC IEP professional development will be provided to classroom-based licensed staff during the school day (1/2 day), and a substitute will be provided during this time. There are several requirements and constraints that support the decision to provide IC IEP professional development during instructional time in the fall:

- **Federal Law** – Federal Law requires that Special Education students have an IEP
- **Instruction Plan** – The IEP is the instruction plan for students with disabilities

- **Job Requirements** – Special education licensed staff will be required to develop IEPs for students with disabilities in Infinite Campus as part of their professional responsibilities
- **Negotiated Agreement** – Special education licensed staff cannot be required to attend professional development outside of their contracted day
- **Face-to-face** – The complex nature of IEP development requires face-to-face professional development
- **Supporting Teacher Needs** – Feedback from special education teachers regarding the initial Infinite Campus rollout indicated a need for face-to-face training
- **Compliance** – According to current data, approximately 1,500 Annual IEPs are due in September 2015, and over 5,000 Annual IEPs are due in October 2015

It is recognized that pulling teachers from the classroom during instructional time to administer professional development is not an ideal solution. However, due to the requirements and constraints indicated, it is recommended special education classroom teachers be provided with a half-day substitute beginning in September 2015 so they may attend Infinite Campus IEP professional development provided by SEMS.

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## ADULT LEARNING THEORIES

In their journal article, *It's Called Andragogy* (2006), Stephen Forrest and Tim Peterson describe Malcolm Knowles' theory of adult learning, "andragogy", as the science of teaching adults. Knowles identified characteristics of adult learners which include:

- Self-direction
- Using past experience to inform learning
- A need to know - relevance
- Problem-centered

Other theories of adult learning include Information Processing Theory by George Miller, which provided a framework for remembering information by chunking it in an organized fashion. Social Learning Theory provided by Albert Bandura focuses on the significance of observing and modeling desired behavior. These theories are utilized to inform the strategies SEMS employs in the provision of professional development, such as making course content relevant, drawing on participants' past experience, and focusing professional development on solving a problem related to the participant's job responsibilities. In addition, by ensuring certain groups, such as SEIFs and Child Find staff, participate in the IC IEP professional development course first, SEMS hopes to draw on Bandura's Social Learning Theory by having them model the desired behavior. Lastly, SEMS chunks the course content into organized segments with frequent "checks for understanding" to support moving the information from short-term memory to long-term memory.

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## **PROFESSIONAL DEVELOPMENT PROVIDERS**

Student Education Management Systems' Special Education Instructional Facilitators (SEMS SEIFs) will serve as the primary providers of IC IEP professional development.

Due to the magnitude of the project, additional District facilitators will be recruited as



needed to assist in providing professional development under the guidance of the SEMS SEIFs. The following outlines the knowledge, skills, and abilities necessary to provide high-quality professional development for a complex subject matter such as IEP development:

### **Knowledge, Skills, and Abilities**

#### **SEMS SEIFs**

SEMS SEIFs must possess in-depth knowledge pertaining to the IEP process. Additionally, they must have knowledge of adult learning theories and have the skills and abilities to apply that knowledge in the design and delivery of professional developments. SEMS SEIFs must also have a thorough understanding of IC and possess the following necessary skills and characteristics:

- a. Professional
- b. In-depth knowledge of the IEP process
- c. Knowledge of Infinite Campus
- d. Experience conducting professional development
- e. Strong knowledge of computers
- f. Positive attitude towards change; flexibility
- g. Organized, clear and concise
- h. Ability to stay calm in stressful situations

SEM SEIFs will conduct several run-throughs of the professional development content and materials to ensure all facilitators are prepared.

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## PROFESSIONAL DEVELOPMENT PARTICIPANTS

District personnel serving in a variety of positions will require IC IEP professional development in order to perform required duties such as development of students' IEPs and ensuring progress toward IEP goals. The majority of the participants are licensed staff, but also include administrators and support staff. In order to best meet the needs of each unique group, individualized courses will be developed based on the differentiated needs of the participants.

The courses will be posted in Pathlore and promoted to various audiences using a variety of modes of communication, such as the *Weekly Wire*, PZ SEIF meetings, SSD Exchange, and the SEMS Conference and website. Pathlore registration will be monitored to ensure courses are filled and that staff are not repeating the course an inordinate number of times. After the course is completed, attendance records of the participants will be maintained and monthly reports will be developed. Further, training surveys will be utilized to track the quality of the training.

The Employee Business Training department recommends no more than 20 participants per session to ensure adequate attention can be given to all participants and that there is sufficient time to answer questions, especially considering the IEP course is only four hours in length. The following table identifies the positions, including number of staff in each position as of December 12, 2014, that requires IC IEP professional development:

|                           | <b>Intended Audience</b>  | <b>Course Title</b>         | <b>#</b>     |
|---------------------------|---|-----------------------------|--------------|
| <b>Face-to-Face</b>       | Special education teachers, long-term subs, and Sp.Ed. Vacancies  | IC IEP – SpEd Teachers      | 2,514        |
|                           | Special Education Instructional Facilitators  | IC IEP – SEIFs              | 160          |
|                           | Speech Language Pathologists  | IC MDT & IEP – SLPs         | 390          |
|                           | Psychologists   | IC MDT & IEP – Psych        | 200          |
|                           | Nurses, OT, PT  | IC IEP – Nurses, OT/PT      | 290          |
|                           | Adapted PE, Deaf/Hard of Hearing, VI  | IC IEP – APE, Deaf/Hard, VI | 150          |
|                           | SSD Administration  | IC IEP – SSD Admin.         | 130          |
|                           | Pilot Group (Child Find, Special Schools, 2 elementary, 1 middle school, 1 high school (Includes teachers, related services staff, Administrators, Counselors, and Deans) | IC IEP – Pilot Group        |              |
| <b>TOTAL FACE-TO-FACE</b> |   |                             | <b>3,635</b> |
| <b>Online</b>             | Social Worker   | IC IEP Read Only            | 28           |
|                           | SSD Support Staff   | IC IEP Read Only            | 50           |
|                           | SSD Project Facilitators  | IC IEP Read Only            | 36           |
|                           | SSD Audiologist   | IC IEP Read Only            | 6            |
|                           | SSD LINKS Team  | IC IEP Read Only            | 39           |
|                           | SSD Transition Specialists  | IC IEP Read Only            | 10           |
|                           | Principals/Assistant Principals   | IC IEP Read Only            | 751          |
|                           | Deans   | IC IEP Read Only            | 147          |
|                           | Counselors  | IC IEP Read Only            | 631          |
|                           | Transportation  | IC IEP Read Only            | 20           |
| <b>TOTAL ONLINE</b>       |   |                             | <b>1,549</b> |

With 3,635 participants requiring face-to-face professional development at 20 participants per session, **a minimum of 182 sessions are required.**

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## **PROFESSIONAL DEVELOPMENT COURSES**

Professional development courses are being designed for specific employee groups based on their various needs, and two types of professional development delivery methodologies will be used to implement the professional development in IC: online,

face-to-face, and a combination of the two. SEMS is working collaboratively with the Education Business Training Department (EBT) to develop the online versions of the courses.

The groups who will participate in the online version of the courses include school administrators, counselors, deans, and other staff members who do not specifically write IEP's for students, but instead have a need to access and navigate special education data.

Face-to-face professional development includes special education teachers, SEIFs, speech language pathologists, school psychologists, occupational therapists, physical therapists, school nurses, and Student Services Division central office staff.

Below is a chart of the professional development that will be offered for each employee group. The chart includes the course title, description, course objectives, course duration, and the delivery methodology for each course.

| <b>COURSE #</b> | <b>TITLE</b>                 | <b>DESCRIPTION</b>                            | <b>OBJECTIVES</b>   | <b>DUR</b> | <b>DELIVERY</b> |
|-----------------|------------------------------|---|---|------------|-----------------|
| SSDXXX          | IC IEP – Teachers            | IC IEP for special education teachers         | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Creating &amp; locking IEP plans</li> <li>• Completing simple forms</li> <li>• Team members</li> <li>• Viewing sped data in the enrollment tab</li> </ul>                            | 4 hrs.     | Face-to-face    |
|                 | IC IEP – SEIFs               | IC IEP for SEIFs                              | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Creating &amp; locking IEP plans</li> <li>• Completing simple forms</li> <li>• Team members</li> <li>• Viewing sped data in the enrollment tab</li> <li>• Ad Hoc Queries</li> </ul>  | 5 hrs.     | Face-to-face    |
|                 | IC MDT & IEP – SLPs          | IC MDT & IEP for speech language pathologists | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Creating &amp; locking IEP plans</li> <li>• Completing simple forms</li> <li>• Team members</li> <li>• Viewing sped data in the enrollment tab</li> <li>• Evaluation Plan</li> </ul> | 4 hrs.     | Face-to-face    |
|                 | IC MDT & IEP – Psychologists | IC MDT & IEP for psychologists                | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Creating &amp; locking IEP plans</li> <li>• Completing simple forms</li> <li>• Team members</li> <li>• Viewing sped data in enrollment tab</li> <li>• Evaluation Plan</li> </ul>     | 3 hrs.     | Face-to-face    |
|                 | IC IEP – OT, PT & Nurses     | IC IEP for Nurses, OT/PT                      | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Completing IEP editors</li> <li>• Completing simple forms</li> </ul>   | 2 hrs.     | Face-to-face    |

|  |                             |                                  |   |         |              |
|--|-----------------------------|----------------------------------|---|---------|--------------|
|  | IC IEP – Read Only          | IE IEP – Read Only               | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Viewing locked IEP's</li> </ul>  | 90 min. | Online       |
|  | IC IEP – APE, Deaf/Hard, VI | IE IEP for APE, Deaf/Hard and VI | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Completing IEP editors</li> <li>• Completing simple forms</li> <li>• Viewing locked IEP's</li> </ul> | 2 hrs   | Face-to-Face |
|  | IC IEP – SSD                | IE IEP for SSD Admin             | <ul style="list-style-type: none"> <li>• Navigating the IEP in IC</li> <li>• Viewing locked IEP's</li> </ul>  | 2 hrs   | Face-to-Face |

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## PROFESSIONAL DEVELOPMENT MATERIALS

SEMS SEIFs will develop professional development materials such as agendas, quick references, work flows, and help desk cards. Some materials will be individualized depending on the course and participant. Development of professional development materials is a collaborative effort within the department and adherence to department administrative standards is required, such as consistent use of department templates and color schemes.

Upon completion of development of materials, SEMS SEIFs will conduct internal run-throughs using the materials and will make revisions as needed. The materials that will be developed include:

- Trainer Agendas
- Trainee Agendas
- Training Cards
- Process Work Flows (Reevaluation, Out of State Transfer)
- Quick References
- Sandbox Guide
- User Reference
- Help Desk Cards

Additionally, course-specific outlines for trainers will be developed.

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## **PROFESSIONAL DEVELOPMENT FACILITIES**

Face-to-face professional development will be conducted using District facilities. At a minimum, the facility must have 20 computers with access to the internet and a projector with adequate screen or projection area. Computers in the labs must have Firefox as a search engine.

SEMS will work with ESY staff to access the computer labs at ESY school locations as well as computer labs at summer school locations. Accessing these sites will ensure facilities have air conditioning available, assuming the computer labs are not subject to summer air conditioning restrictions.

SEMS will reserve the labs longer than the amount of time necessary for face-to-face professional development to allow an “open lab” for participants to ask additional questions and continue to work with the program. In addition, it is recommended that guided Centra sessions be developed to support those participants that have already attended a course but have additional questions or concerns. Participants will be required to send their questions to a designated email prior to the course. These specific questions will be addressed in that particular session.

The table below provides a list of some of the potential facilities that may be reserved:



| <b>PROFESSIONAL DEVELOPMENT FACILITIES</b> |                           |                                |                             |              |  |
|--|---------------------------|--------------------------------|-----------------------------|--------------|--|
| <b>LOC</b>                                 | <b>ADDRESS</b>            | <b>CONTACT</b>                 | <b>PHONE</b>                | <b>SEATS</b> | <b>NOTES</b>   |
| EBT  | 4260 Eucalyptus Bldg. 14  | Wes Lockhart                   | 702-799-2840,<br>X. 6221    | 15           | 2 Labs   |
| CSN HS                                     | Green Valley HS           | Josh Ruter                     | 702-651-2650                | 30           | 3 Labs<br>Lab hrs. are from 8:00 am -3:00 pm<br>Josh.ruter@csn.edu                               |
| CSN HS                                     | Foothill HS               | Georgia Martini                | 702-651-3025                | 30           | 3 Labs<br>georgia.martini@csn.edu  |
| IDPL                                       | 3950 S. Pecos-McLeod      | Brenda Mooney                  | 702-799-5119                | 24           |  |
| SEMS                                       | 4260 Eucalyptus Bldg. 9   | Carmen Sanchez                 | 799-5138                    | 10           |  |
| Vegas PBS Virtual HS                       | 3050 E. Flamingo          | Bernadette Goodemote           | 799-1010<br>X 5429          | 22           | Contact Bernadette 1 day prior to have the door opened @ 7:30<br><b>Bring your own projector</b> |
| AARSI Training Lab                         | 4260 Eucalyptus, Bldg. 10 | Michelle Wesley<br>Dana Hanson | 702-799-2487<br>702-7991041 | 20           |  |
| Brinley Satellite Lab                      | 2490 Maverick             | Davine Carroll                 | 702-799-4558,<br>X 5320     | 25           |  |
| Rancho HS                                  | 1900 Searles Ave.         | Yvonne Cano                    | 702-799-7000<br>X. 4206     | 50           |  |

## PROFESSIONAL DEVELOPMENT CALENDAR

Courses are scheduled for SEIFs to attend first and therefore act as a first line of defense.

| JUNE 2015 |  |   |   |   |   |          |
|-----------|--|---|---|---|---|----------|
| SUNDAY    | MONDAY                                       | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  | SATURDAY |
|           | 1  | 2   | 3   | 4   | 5   | 6        |
|           |  |   |   |   | <b>Last Day for<br/>Licensed Staff</b>        |          |
| 7         | 8  | 9   | 10  | 11  | 12  | 13       |
|           | IC PD Material/<br>Curriculum<br>Development | IC PD Material/<br>Curriculum<br>Development                          | IC PD Material/<br>Curriculum<br>Development                          | IC PD Material/<br>Curriculum<br>Development                          | IC PD Material/<br>Curriculum<br>Development  |          |
| 14        | 15   | 16  | 17  | 18  | 19  | 20       |
|           |  | IC PD Material/<br>Curriculum<br>Development<br><b>Admin. Academy</b> | IC PD Material/<br>Curriculum<br>Development<br><b>Admin. Academy</b> | IC PD Material/<br>Curriculum<br>Development<br><b>Admin. Academy</b> |   |          |
| 21        | 22   | 23  | 24  | 25  | 26  | 27       |
|           | Review Final<br>IC PD Material               | Review Final<br>IC PD Material  | Final Revisions<br>IC PD Material                                     | Final Revisions<br>IC PD Material                                     | <b>On-line PD<br/>material due to<br/>EBT</b> |          |
| 28        | 29   | 30  |   |   | 1   |          |
|           |  |   |   |   |   |          |

| JULY 2015 |                |                |                |                |                |          |
|-----------|----------------|----------------|----------------|----------------|----------------|----------|
| SUNDAY    | MONDAY         | TUESDAY        | WEDNESDAY      | THURSDAY       | FRIDAY         | SATURDAY |
|           |                |                | 1              | 2              | 3              | 4        |
| 5         | 6              | 7              | 8              | 9              | 10             | 11       |
| 12        | 13             | 14             | 15             | 16             | 17             | 18       |
| 19        | 20             | 21             | 22             | 23             | 24             | 25       |
| 26        | 27             | 28             | 29             | 30             | 31             | AUG 1    |
|           | IC IEP Testing | IC IEP Testing | IC IEP Testing | IC IEP Testing | IC IEP Testing |          |

| AUGUST 2015 |   |   |   |   |   |     |
|-------------|---|---|---|---|---|-----|
| SUN         | MONDAY  | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  | SAT |
| 2           | 3   | 4   | 5   | 6   | 7   | 8   |
|             | Train the Trainer<br>(Req'd SEMS SEIFs<br>& HD Staff all day) | Train the Trainer<br>(Req'd SEMS SEIFs<br>& HD Staff all day) | SEMS PD Revisions<br>IC IEP Testing<br>all SEMS SEIFs | SEMS PD Revisions<br>IC IEP Testing<br>all SEMS SEIFs | SEMS PD Revisions<br>IC IEP Testing<br>all SEMS SEIFs |     |
| 9           | 10  | 11  | 12  | 13  | 14  | 15  |
|             | SEMS Run-throughs<br>All SEMS SEIFs<br>and HD staff-all day   | SEMS Run-throughs<br>All SEMS SEIFs<br>and HD staff-all day   | New Tchr Trng Prep                                    | New Tchr Trng Prep                                    | New Tchr Training                                     |     |
| 16          | 17  | 18  | 19  | 20  | 21  | 22  |
|             | IC PD Final Revisions<br>IC PD Run-throughs<br>All SEIFs      | FINAL Run-throughs<br>All SEMS SEIFs<br>and HD staff-all day  | <b>Licensed<br/>Employees<br/>Return</b>              | SEMS Help Desk<br>FINAL Prep                          | SEMS Help Desk<br>FINAL Prep                          |     |
| 23          | 24  | 25  | 26  | 27  | 28  | 29  |
|             | <b>Classes Begin</b>  | All Staff on<br>Help Desk                                     | All Staff on<br>Help Desk                             | All Staff on<br>Help Desk                             | All Staff on<br>Help Desk                             |     |
| 30          | 31  |   |   |   |   |     |
|             | All Staff on<br>Help Desk                                     |   |   |   |   |     |

| SEPTEMBER 2015 |                  |                        |                        |                        |                        |          |
|----------------|------------------|------------------------|------------------------|------------------------|------------------------|----------|
| SUNDAY         | MONDAY           | TUESDAY                | WEDNESDAY              | THURSDAY               | FRIDAY                 | SATURDAY |
|                |                  | 1                      | 2                      | 3                      | 4                      | 5        |
|                |                  | All Staff on Help Desk | All Staff on Help Desk | All Staff on Help Desk | All Staff on Help Desk |          |
| 6              | 7                | 8                      | 9                      | 10                     | 11                     | 12       |
|                | <b>Labor Day</b> | IC Pilot PD            | IC Pilot PD            | IC Pilot PD            |                        |          |
| 13             | 14               | 15                     | 16                     | 17                     | 18                     | 19       |
|                |                  |                        |                        | IC Pilot PD            |                        |          |
| 20             | 21               | 22                     | 23                     | 24                     | 25                     | 26       |
|                |                  |                        |                        |                        |                        |          |
| 27             | 28               | 29                     | 30                     |                        |                        |          |
|                |                  | IC Pilot PD            |                        |                        |                        |          |

| OCTOBER 2015 |                           |  |                           |  |  |          |
|--------------|---------------------------|--|---------------------------|--|--|----------|
| SUNDAY       | MONDAY                    | TUESDAY  | WEDNESDAY                 | THURSDAY                                       | FRIDAY   | SATURDAY |
|              |                           |  |                           | 1  | 2  | 3        |
|              |                           |  |                           | Child Count<br>IC IEP Help Camps               |  |          |
| 4            | 5                         | 6  | 7                         | 8  | 9  | 10       |
|              |                           | IC IEP Help Camps                              |                           | IC Pilot PD                                    |  |          |
| 11           | 12                        | 13   | 14                        | 15   | 16   | 17       |
|              | Columbus Day              | SEMS SEIFs<br>Child Count<br>IC IEP Help Camps | SEMS SEIFs<br>Child Count | SEMS SEIFs<br>Child Count                      | SEMS SEIFs<br>Child Count<br>IC IEP Help Camps |          |
| 18           | 19                        | 20   | 21                        | 22   | 23   | 24       |
|              | SEMS SEIFs<br>Child Count | SEMS SEIFs<br>Child Count<br>IC IEP Help Camps | SEMS SEIFs<br>Child Count | SEMS SEIFs<br>Child Count                      | SEMS SEIFs<br>Child Count                      |          |
| 25           | 26                        | 27   | 28                        | 29   | 30   | 31       |
|              | SEMS SEIFs<br>Child Count | SEMS SEIFs<br>Child Count<br>IC IEP Help Camps | SEMS SEIFs<br>Child Count | SEMS SEIFs<br>Child Count<br>IC IEP Help Camps | Nevada Day                                     |          |

| NOVEMBER 2015 |   |                                    |                      |                     |                   |          |
|---------------|---|------------------------------------|----------------------|---------------------|-------------------|----------|
| SUNDAY        | MONDAY  | TUESDAY                            | WEDNESDAY            | THURSDAY            | FRIDAY            | SATURDAY |
| 1             | 2   | 3                                  | 4                    | 5                   | 6                 | 7        |
|               | Staff Dev Day<br>Pilot Focus Group<br>IC IEP Help Camps | Staff Dev Day<br>Pilot Focus Group |                      |                     |                   |          |
| 8             | 9   | 10                                 | 11                   | 12                  | 13                | 14       |
|               |   | IC IEP Help Camps                  | <b>Veteran's Day</b> |                     | Pilot Focus Group |          |
| 15            | 16  | 17                                 | 18                   | 19                  | 20                | 21       |
|               |   |                                    |                      |                     | Pilot Focus Group |          |
| 22            | 23  | 24                                 | 25                   | 26                  | 27                | 28       |
|               |   |                                    |                      | <b>Thanksgiving</b> | <b>Family Day</b> |          |
| 29            | 30  |                                    |                      |                     |                   |          |
|               |   |                                    |                      |                     |                   |          |

| DECEMBER 2015 |              |                   |              |                   |                                      |          |
|---------------|--------------|-------------------|--------------|-------------------|--------------------------------------|----------|
| SUNDAY        | MONDAY       | TUESDAY           | WEDNESDAY    | THURSDAY          | FRIDAY                               | SATURDAY |
|               |              | 1                 | 2            | 3                 | 4                                    | 5        |
|               |              | IC IEP Help Camps |              | IC IEP Help Camps | IC IEP Committee Meeting<br>Go/No Go |          |
| 6             | 7            | 8                 | 9            | 10                | 11                                   | 12       |
|               |              | IC IEP Help Camps |              | IC IEP Help Camps |                                      |          |
| 13            | 14           | 15                | 16           | 17                | 18                                   | 19       |
|               |              |                   |              |                   |                                      |          |
| 20            | 21           | 22                | 23           | 24                | 25                                   | 26       |
|               | Winter Break | Winter Break      | Winter Break | Winter Break      | Winter Break                         |          |
| 27            | 28           | 29                | 30           | 31                |                                      |          |
|               | Winter Break | Winter Break      | Winter Break | Winter Break      |                                      |          |



| JANUARY 2016 |                                    |                   |                                     |                                     |                   |                            |
|--------------|------------------------------------|-------------------|-------------------------------------|-------------------------------------|-------------------|----------------------------|
| SUNDAY       | MONDAY                             | TUESDAY           | WEDNESDAY                           | THURSDAY                            | FRIDAY            | SATURDAY                   |
|              |                                    |                   |                                     |                                     | 1                 | 2                          |
| 3            | 4                                  | 5                 | 6                                   | 7                                   | 8                 | 9                          |
|              | SEMSPD Revisions<br>All SEMS SEIFs | IC IEP Help Camps | SEMS Run-throughs<br>All SEMS SEIFs | SEMS Run-throughs<br>All SEMS SEIFs | IC IEP Help Camps |                            |
| 10           | 11                                 | 12                | 13                                  | 14                                  | 15                | 16                         |
|              | IC IEP Help Camps                  | NV Data Plan      | NV Data Plan                        | NV Data Plan                        | NV Data Plan      |                            |
| 17           | 18                                 | 19                | 20                                  | 21                                  | 22                | 23                         |
|              | <b>MLK Day</b>                     |                   | NV Data Plan                        | IC IEP Help Camps<br>NV Data Plan   |                   | NV Data Plan               |
| 24           | 25                                 | 26                | 27                                  | 28                                  | 29                | 30                         |
|              |                                    | NV Data Plan      | NV Data Plan                        | NV Data Plan                        |                   | NV Data Plan<br>2 sessions |

| FEBRUARY 2016 |                                   |              |                   |                   |                   |              |
|---------------|-----------------------------------|--------------|-------------------|-------------------|-------------------|--------------|
| SUNDAY        | MONDAY                            | TUESDAY      | WEDNESDAY         | THURSDAY          | FRIDAY            | SATURDAY     |
|               | 1                                 | 2            | 3                 | 4                 | 5                 | 6            |
|               | NV Data Plan                      | NV Data Plan | NV Data Plan      | NV Data Plan      |                   | NV Data Plan |
| 7             | 8                                 | 9            | 10                | 11                | 12                | 13           |
|               | NV Data Plan                      | NV Data Plan | NV Data Plan      | NV Data Plan      |                   |              |
| 14            | 15                                | 16           | 17                | 18                | 19                | 20           |
|               | <b>President's Day</b>            | NV Data Plan | NV Data Plan      | NV Data Plan      | Expanded Pilot PD | NV Data Plan |
| 21            | 22                                | 23           | 24                | 25                | 26                | 27           |
|               | NV Data Plan                      | NV Data Plan | Expanded Pilot PD | Expanded Pilot PD | Expanded Pilot PD | NV Data Plan |
| 28            | 29                                |              |                   |                   |                   |              |
|               | NV Data Plan<br>Expanded Pilot PD |              |                   |                   |                   |              |

| MARCH 2016 |                     |   |   |                                   |                     |          |
|------------|---------------------|---|---|-----------------------------------|---------------------|----------|
| SUNDAY     | MONDAY              | TUESDAY   | WEDNESDAY                                       | THURSDAY                          | FRIDAY              | SATURDAY |
|            |                     | 1   | 2   | 3                                 | 4                   | 5        |
|            |                     | NV Data Plan                                    | Expanded Pilot PD<br>NV Data Plan               | NV Data Plan                      | NV Data Plan        |          |
| 6          | 7                   | 8   | 9   | 10                                | 11                  | 12       |
|            | NV Data Plan        | NV Data Plan                                    | NV Data Plan<br>Expanded Pilot PD               | NV Data Plan                      |                     |          |
| 13         | 14                  | 15  | 16  | 17                                | 18                  | 19       |
|            | NV Data Plan        | NV Data Plan                                    | NV Data Plan                                    | NV Data Plan                      |                     |          |
| 20         | 21                  | 22  | 23  | 24                                | 25                  | 26       |
|            | <b>Spring Break</b> | <b>Spring Break</b>                             | <b>Spring Break</b>                             | <b>Spring Break</b>               | <b>Spring Break</b> |          |
| 27         | 28                  | 29  | 30  | 31                                |                     |          |
|            | NV Data Plan        | IC IEP Help Camps<br>IC IEP SSD<br>IC IEP SEIFs | IC IEP Help Camps<br>IC IEP SSD<br>IC IEP SEIFs | IC IEP Help Camps<br>NV Data Plan |                     |          |

| APRIL 2016 |   |                                   |                                   |                                   |                           |              |
|------------|---|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------|--------------|
| SUNDAY     | MONDAY                                    | TUESDAY                           | WEDNESDAY                         | THURSDAY                          | FRIDAY                    | SATURDAY     |
|            |   |                                   |                                   |                                   | 1                         | 2            |
|            |   |                                   |                                   |                                   | IC IEP Help Camps         | NV Data Plan |
| 3          | 4   | 5                                 | 6                                 | 7                                 | 8                         | 9            |
|            | IC IEP SEIF<br>NV Data Plan               | IC IEP Help Camps<br>NV Data Plan | IC IEP Help Camps<br>NV Data Plan | IC IEP Help Camps<br>NV Data Plan | IC IEP SEIF<br>IC IEP SSD |              |
| 10         | 11  | 12                                | 13                                | 14                                | 15                        | 16           |
|            | IC IEP SEIF<br>IC IEP SSD<br>NV Data Plan | NV Data Plan                      | NV Data Plan                      | NV Data Plan                      | IC IEP SEIF<br>IC IEP SSD | NV Data Plan |
| 17         | 18  | 19                                | 20                                | 21                                | 22                        | 23           |
|            | IC IEP SEIF<br>IC IEP SSD<br>NV Data Plan | IC IEP Help Camps<br>NV Data Plan | IC IEP Help Camps<br>NV Data Plan | IC IEP Help Camps<br>NV Data Plan | IC IEP SEIF<br>IC IEP SSD | NV Data Plan |
| 24         | 25  | 26                                | 27                                | 28                                | 29                        | 30           |
|            | NV Data Plan                              | NV Data Plan                      | NV Data Plan                      | NV Data Plan                      | IC IEP SEIF<br>IC IEP SSD | NV Data Plan |

| MAY 2016 |                                     |  |  |  |                                     |              |
|----------|-------------------------------------|--|--|--|-------------------------------------|--------------|
| SUNDAY   | MONDAY                              | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY                              | SATURDAY     |
| 1        | 2                                   | 3  | 4  | 5  | 6                                   | 7            |
|          | IC IEP Related Srvc<br>NV Data Plan | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc                 | NV Data Plan |
| 8        | 9                                   | 10   | 11   | 12   | 13                                  | 14           |
|          | IC IEP Related Srvc<br>NV Data Plan | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | IC IEP Related Srvc<br>NV Data Plan | NV Data Plan |
| 15       | 16                                  | 17   | 18   | 19   | 20                                  | 21           |
|          | IC IEP Related Srvc<br>NV Data Plan | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc<br>NV Data Plan                      | IC IEP Related Srvc<br>NV Data Plan | NV Data Plan |
| 22       | 23                                  | 24   | 25   | 26   | 27                                  | 28           |
|          | IC IEP Related Srvc<br>NV Data Plan | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | IC IEP Related Srvc<br>NV Data Plan<br>IC IEP Help Camps | <b>Staff Dev Day</b>                |              |
| 29       | 30                                  | 31   |  |  |                                     |              |
|          | <b>Memorial's Day</b>               |  |  |  |                                     |              |

| JUNE 2016 |                 |                 |                           |                                    |                 |          |
|-----------|-----------------|-----------------|---------------------------|------------------------------------|-----------------|----------|
| SUNDAY    | MONDAY          | TUESDAY         | WEDNESDAY                 | THURSDAY                           | FRIDAY          | SATURDAY |
| 1         |                 |                 |                           |                                    |                 |          |
|           |                 |                 | 2                         | 3                                  | 4               |          |
|           |                 |                 | <b>Last Day of School</b> | <b>Last Day for Licensed Staff</b> |                 |          |
| 5         |                 |                 |                           |                                    |                 |          |
| 6         | 7               | 8               | 9                         | 10                                 | 11              |          |
|           | IC Data Cleanup | IC Data Cleanup | IC Data Cleanup           | IC Data Cleanup                    | IC Data Cleanup |          |
| 12        |                 |                 |                           |                                    |                 |          |
| 13        | 14              | 15              | 16                        | 17                                 | 18              |          |
|           | IC Data Cleanup | IC Data Cleanup | IC Data Cleanup           | IC Data Cleanup                    | IC Data Cleanup |          |
| 19        |                 |                 |                           |                                    |                 |          |
| 20        | 21              | 22              | 23                        | 24                                 | 25              |          |
|           |                 |                 |                           |                                    |                 |          |
| 26        |                 |                 |                           |                                    |                 |          |
| 27        | 28              | 29              | 30                        |                                    |                 |          |
|           |                 |                 |                           |                                    |                 |          |

| JULY 2016 |                         |                 |                 |                 |        |          |
|-----------|-------------------------|-----------------|-----------------|-----------------|--------|----------|
| SUNDAY    | MONDAY                  | TUESDAY         | WEDNESDAY       | THURSDAY        | FRIDAY | SATURDAY |
|           |                         |                 |                 |                 | 1      | 2        |
| 3         | 4                       | 5               | 6               | 7               | 8      | 9        |
|           | <b>Independence Day</b> |                 | IC IEP Teachers | IC IEP Teachers |        |          |
| 10        | 11                      | 12              | 13              | 14              | 15     | 16       |
|           |                         | IC IEP Teachers | IC IEP Teachers |                 |        |          |
| 17        | 18                      | 19              | 20              | 21              | 22     | 23       |
|           |                         | IC IEP Teachers | IC IEP Teachers |                 |        |          |
| 24        | 25                      | 26              | 27              | 28              | 29     | 30       |
|           |                         | IC IEP Teachers | IC IEP Teachers |                 |        |          |

| AUGUST 2016 |        |                 |                             |          |                              |                 |
|-------------|--------|-----------------|-----------------------------|----------|------------------------------|-----------------|
| SUNDAY      | MONDAY | TUESDAY         | WEDNESDAY                   | THURSDAY | FRIDAY                       | SATURDAY        |
|             | 1      | 2               | 3                           | 4        | 5                            | 6               |
|             |        | IC IEP Teachers | IC IEP Teachers             |          |                              |                 |
| 7           | 8      | 9               | 10                          | 11       | 12                           | 13              |
|             |        | IC IEP Teachers | IC IEP Teachers             |          |                              |                 |
| 14          | 15     | 16              | 17                          | 18       | 19                           | 20              |
|             |        | IC IEP Teachers | <b>New Teachers Start</b>   |          | IC IEP for New SpEd Teachers | IC IEP Teachers |
| 21          | 22     | 23              | 24                          | 25       | 26                           | 27              |
|             |        | IC IEP Teachers | <b>Licensed Staff Start</b> |          |                              | IC IEP Teachers |
| 28          | 29     | 30              | 31                          |          |                              |                 |
|             |        |                 |                             |          |                              |                 |



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## PROFESSIONAL DEVELOPMENT COMMUNICATION

Notification of professional development courses will be provided using various modes of communication such as:

- SEMS website
- SSD Exchange & SEMS conference in InterAct
- Pathlore
- Weekly Wire
- Presentations at PZ SEIF meetings
- Presentations at SSD Leadership
- Email Notifications to SSD Leadership and SEIFs

When staff registers for a course in Pathlore they will automatically receive a reminder of their upcoming professional development date via email. Upon completion of the course, participants will receive a survey which will support SEMS' efforts to quantify the quality of the professional development provided.

SEMS has a dedicated help desk to support users of the special education module in IC. Help desk calls are logged and reports are created to analyze the types of issues being reported. SEMS synthesizes the survey and help desk data to revise professional development and supports as needed.

A separate Communication Plan is available to address specific communication needs and strategies.

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## **PROFESSIONAL DEVELOPMENT EVALUATION**

Several methodologies will be utilized to measure the quality of professional development for the IEP implementation in Infinite Campus. Evaluation of professional development will be ongoing and will be conducted by analyzing quantitative and qualitative data and information. Qualitative analysis will include analyzing focus group feedback, two-legged interviews, help desk calls to the SEMS Help Desk, and messages posted to the SSD Exchange and the SEMS conference in InterAct. Quantitative analysis will include analyzing the number and type of help desk calls to the SEMS Help Desk, analyzing survey results, and analyzing special education data in Encore, the District's current special education data management system, as compared to special education data in Infinite Campus.

### **Focus Group Results**

Focus groups will be conducted for the purposes of soliciting feedback from stakeholders regarding provision of professional development for the IEP in Infinite Campus. A stratified sample of employees based on employees' position will be developed to ensure each strata is equitably represented. Participants will be randomly selected from the stratified sample to participate in the focus group. Responses will be documented and the results will be used to inform decisions regarding communication of the implementation of the IEP in Infinite Campus.

### **Two-Legged Interviews**

As SEMS staff present at various meetings or facilitate help camps at schools, they will conduct two-legged interviews with stakeholders to solicit feedback regarding provision of professional development for the IEP in Infinite Campus. Information from these two-way dialogues will not only provide an additional means to measure the outcomes of the Plan's goals, but they will also help to inform policy and process decisions and assist in building relationships with stakeholders.

### **Help Desk Calls**

The SEMS Help Desk staff record calls in the District's issue management system, CA Service Desk. Calls are identified by program and categorized according to the type of issue identified, such as "Training Question", "Procedure Question", "Bug", "Change Request", etc..., and the subject of the program, such as IEP, Evaluation, NV Data Plan, Access, etc... The caller's name, school, and question or issue are documented as well. Caller's content of their question or issue will be analyzed and used to inform decisions regarding provision of professional development for the IEP in Infinite Campus.

### **InterAct Messages**

The SEMS Help Desk respond to messages posted to the SSD Exchange and the SEMS conference, both in InterAct. The content of messages will be manually categorized by program, type of issue, and subject, and will be analyzed and used to

inform decisions regarding provision of professional development for the IEP in Infinite Campus.

### **Survey Results**

Surveys will be developed and randomly sent to stakeholders. Training surveys are differentiated by training class and the results will be used to measure provision of professional development for the IEP in Infinite Campus. Responses are anonymous and the results are reported at monthly meetings.