

Special Education Planning Team

Alameda Unified School District

Session #3

May 25, 2017

Cindy Cathey - Facilitator

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Overview of the Agenda

AUSD

- **Topic 1**

- Review Our Charge

- Finalize Our Meeting Norms (group discussion)

- **Topic 2**

- Finish External Environmental Scan

- SWOT review

- **Topic 3**

- Special Education-A Historical Perspective

- Reflection and Analysis (activity)

- **Topic 4**

- Preview Session 4

Setting our Destination Postcard



World Class Program Model

Our Charge...

Define a service delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.



Special Education Program Revitalization Flowchart and Timeline

Session 1-2: Setting Context

Session 3-4: Defining Spec. Ed. Program

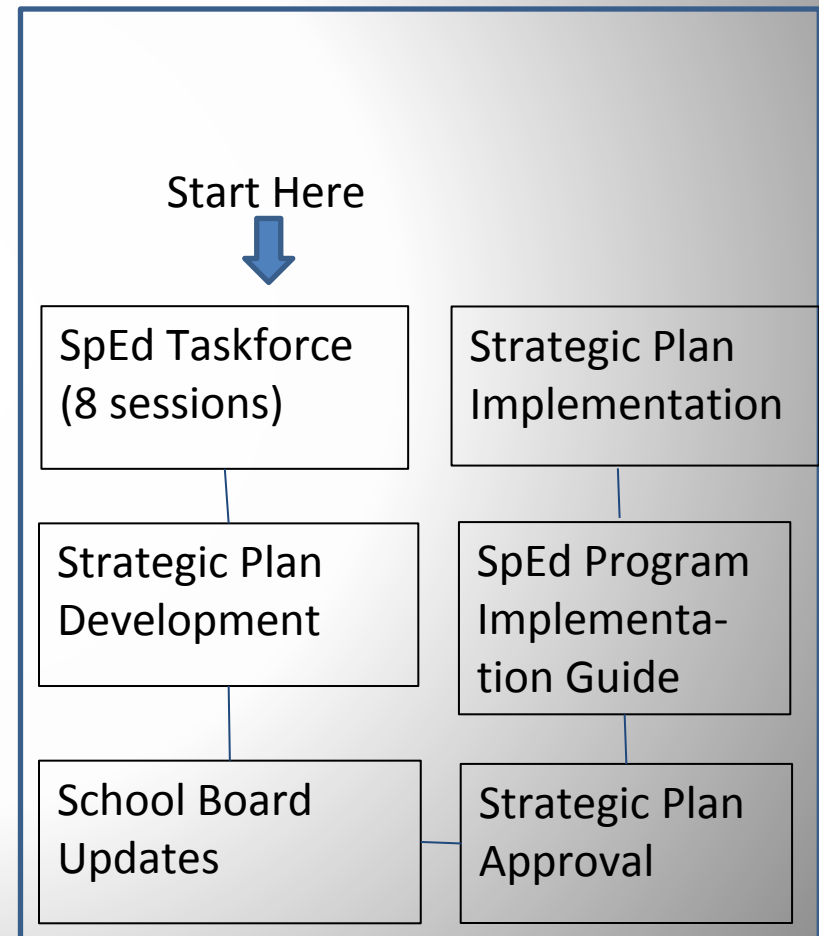
Strategic Plan Development

Session 5: Identification

Session 6-7: Service Delivery Model

Session 8: Support Systems

Session 9: Communication and Efficacy
(if needed)



Our Norms

Begin and end on time

Step up; Step back (contribution)

Listen to understand

Actively engage in discussion and activities

Respect alternative perspectives

Understand that consensus is often necessary



Moving to Action - SWOT Analysis

Activity

INTERNAL

- Strengths: What are the advantages to being a part of the district? What do we do well? What do we have that other districts don't?
- Weaknesses: Where are there areas for improvement? What do other districts/schools/competitors have that we don't have?

EXTERNAL

- Opportunities: What's happening that we can capitalize on? What is new and useful in special education?
- Threats: What outside events are there that cannot be controlled? What regulations might be on the horizon?



Research: Center for Exceptional Children (How can we address racial & ethnic disparities in special education?)

Reflections: Read on your own as homework;
we will discuss in Session 4.



Jigsaw Activity



Jigsaw Activity (within a jigsaw)

1. Read your section silently
2. Discuss the main points of the section with your group
3. Create a poster with 3 main points and 2 “I wonders”



Jigsaw Activity

Group 1: Lessons Learned from CA Districts

Group 2: Lessons from Across the Nation

Group 3: Executive Summary Part 1

Group 4: Executive Summary Part 2

Research from the Field

(External Scan)

Lessons Learned from 4 California *Districts*

CA Comprehensive Center at Wested, January, 2011

Activity: Choose a section. Read Introduction on page 1. Then read the section and discuss implications for Alameda Unified School District. Be ready to share 1 or 2 take-aways.

Kerman Unified Page 8

Sanger Unified Page 9

Upland Unified Page 11

Val Verde Unified Page 12

Overall Themes & Implications (pg 14/15)



Research from the Field

(External Environmental Scan)

Lessons from Across the *Nation*

How Schools and Districts are Improving the Performance of Students in Special Education

National Center for Learning Disabilities, 2008

Activity: Choose a State. Read Introduction on page 1. Then read the section and discuss implications for Alameda Unified School District. Be ready to share 1 or 2 take-aways.

Massachusetts -	Page 5
Florida -	Page 9
Ohio -	Page 12
Texas -	Page 16
California -	Page 20



Fast Finishers - Conclusion - Page 24

State Special Education Task Force Executive Summary

Jigsaw Activity

- **Person 1**: Beginning; Charge; Report
- **Person 2**: Beginning; Early Learning; Evidence-Based
- **Person 3**: Beginning; Educator Prep/PD
- **Person 4**: Beginning; Assessment; Accountability; Family Engagement
- **Person 5**: Beginning; Finance; Implementation

Activity Timeframe

Review reading: (5 silent minutes)

Discussion to share your reading's Big Ideas:
(2 minutes each)

Create your poster: (7 minutes)

Group share: (2 minutes
each group)





QUALITY 

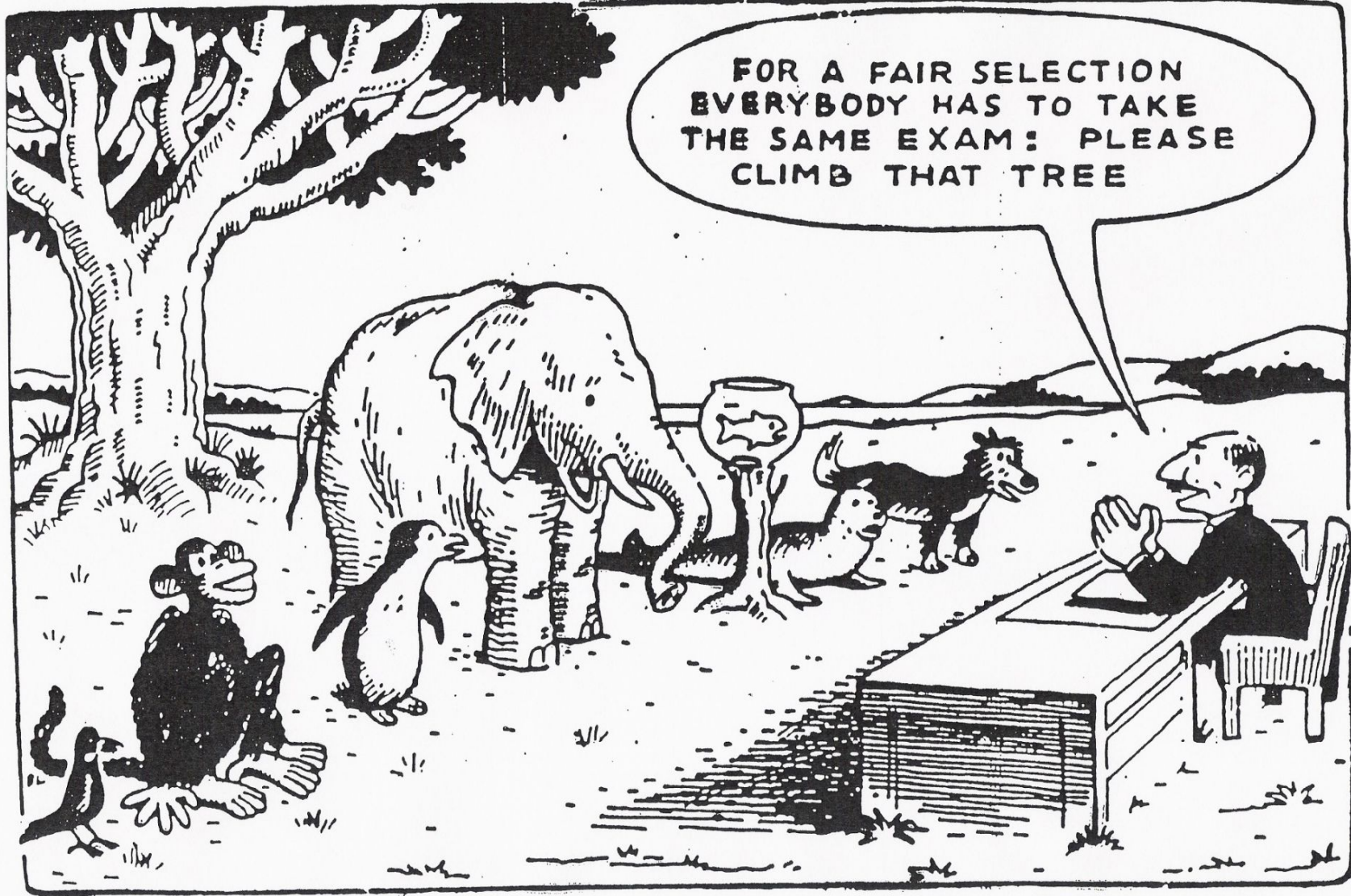
High Quality Special Education Program Model

Looking outward to research and exemplary program models in CA and US... our focus for the next two sessions will be to outline the fundamental components of a high quality Special Education Program Model.

Part 1 will focus on the history of Special Education, Pre-referral and the IEP process.

Part 2 will focus on Service Delivery Options and Implementation.

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Special Education - A Historical Perspective

1954 - Brown vs. Board of Education - end of segregation

1971-Education for All AB90.. equal access to public education

1972-Pennsylvania Association for Retarded Children



Special Education - A Historical Perspective

1973-Rehabilitation Act of 1973... Federal Legislation Program could no longer discriminate

1975-Education for All Handicapped Children

- Created as a result of Federal Law
- Genesis of Free and Appropriate Public Education
- Stressed the Least Restrictive Environment (LRE)
- Focused more on the disability/condition

Special Education - A Historical Perspective

IDEA of 1990

- Focused on the student and an individual
- Inclusion
- Required planning for post-secondary transition at IEP meeting for all students with disabilities

Law requires that student be invited to attend the IEP meeting

Transition services and planning be addressed in the following areas:

- Instruction
- Employment and other post-school adult living objectives
- Community experiences
- If appropriate, daily living skills
- Functional vocational evaluation



Special Education - A Historical Perspective

- Further expanded transition planning in the IEP to include related services necessary to achieve the activities stated in the transition plan
- Requires procedures for the transfer of legal rights from the parent to the student upon reaching the age of majority under state law

Special Education - A Historical Perspective

Individuals with Disabilities Education Improvement Act (IDEA) 2004

- Addressed RTI assessment for determining SLD
- Introduced discipline procedures for students/staff
- Response to Intervention
- Strengthened Parent Involvement in the IEP

Definition of Transition services:

“A coordinated set of activities for a child with a disability that-is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to postsecondary activities, including postsecondary, vocational education , integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation”

Reflection Time - Historical Perspective Activity

1. Discuss with a group a few key ideas and/or take aways from material discussed.
2. Record your group ideas on “Reflections” chart.

Welcome to Holland...



What is Special Education?

Take a few moments to write down what you believe to be the components of a Special Education Program

Share your ideas with your shoulder partner

Take mental note of your thoughts as you listen

throughout the evening...

What is Special Education?

- Intent of Special Education Services
- Legal Compliance
- Intervention in General Education
- Identification: MTSS, SST, Initial Assessment, Timelines, etc.
- IEP Process
- FAPE and LRE
- Special Education Disability Categories
- Related Services
- Placement
- Service Delivery Model
- Communication
- Assessment and Monitoring

Pre-Referral Strategies

- Response to Intervention
- Student Study Team
- What are these? How should they work?



- If a child cannot learn the way we teach...
- We had better teach the way the child can learn...



Individualized Education Plan (IEP)

The way in which the law is enforced is through the legal document known as an Individualized Education Program (IEP).

The IEP will show a direct relationship between the present levels of performance, any assessments, the student's goals, and the educational services to be provided.

Why Create an IEP?

An IEP should be created to:

- Comply with the law;
- Identify student's needs;
- Establish challenging, yet realistic goals;
- Identify what supports and services are needed to assist the student in reaching those goals;
- Identify how to monitor progress; and
- Identify an appropriate placement to deliver the student's educational program



Eligibility

Three primary factors must be considered in making this determination:

- Does the pupil meet the eligibility criteria as an individual with a disability?
- Does the severity of the disability have an adverse effect on the pupil's educational performance?
- Does the pupil require special education and services to achieve a free and appropriate public education? **ACCESS TO CURRICULUM**

Disability Categories

Autism

Specific Learning Disability

Intellectual Disability

Language/Speech Disorder

Deaf

Hearing Impairment

Orthopedically Impaired

Other Health Impaired

Emotional Disturbance

Visually Impaired

Traumatic Brain Injury

Deaf/Blindness

Multiple Disabilities

A child shall not be determined to have a disability if the determinant factor is lack of instruction in reading or math, or limited English proficiency. This cannot be attributed to a lack of opportunity to learn (school attendance).

IEP Components

- Procedural Safeguards
- Present Levels of Performance
- Goals and objectives
- Accommodations and Modifications
- Services
- Special Factors
- Services
- FAPE
- Individual Transition Plan (16 or older)



Present Levels of Performance

Include:

- Progress on previous goals and objectives
- Strengths/Preferences
- Concerns of parent
- Pre-academic/Academic Functioning (reading, writing, math)
- Gross/Fine Motor
- Social Emotional/Behavior
- Health
- Vocational
- Adaptive Daily Living Skills



Areas of Educational Need and Goals

Areas of educational need are deficit areas which will determine goals (objectives).

Annual goals (objectives) must only address those curriculum areas in which the student's involvement and progress are affected by the student's disability. Goals must be observable and measurable with clear intermediate steps.



Goals and Data Collection

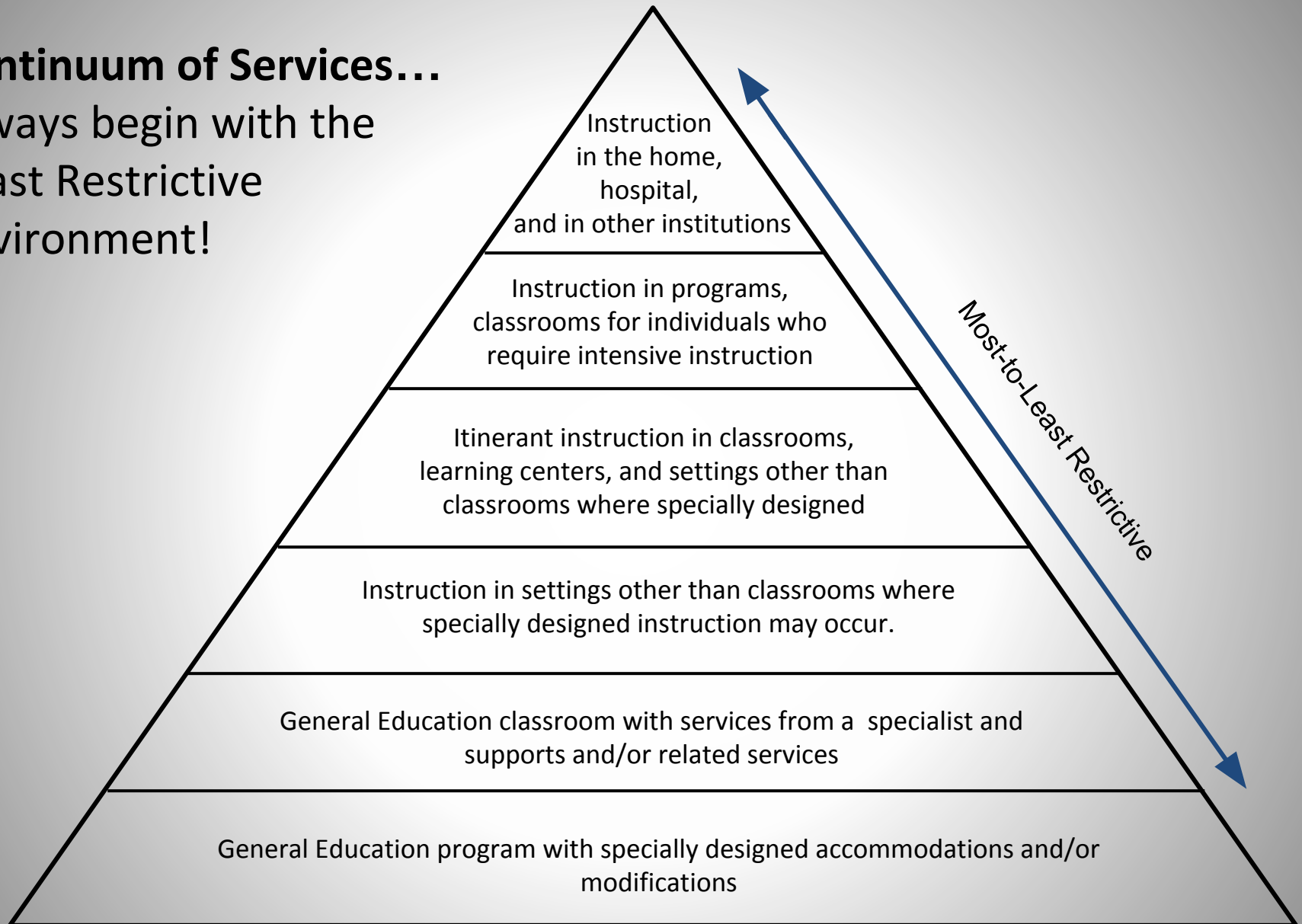
In order to evaluate if a student is making progress on goals (objectives), DATA must be collected in a systematic way.

Data Collection:

1. Short intervals of collection (i.e. hourly, daily, weekly)
2. Recorded in an organized, pre-planned way
3. Baseline needs to be established prior to collection
4. On-going
5. Data used to evaluate progress made and determine effectiveness

Continuum of Services...

Always begin with the
Least Restrictive
Environment!



Related Services

Speech and Language Instruction (SLI)

Adaptive Physical Education (APE)

Audiological Services

Physical and occupational Therapy (PT, OT)

Vision Services (VI)

Counseling and Guidance Services

Deaf and Hard of Hearing

Transportation

Vocational Education/Career Development

Health Services

Assistive Technology

Parent Education



IEP Meeting Participants

Educational Specialist

Administrator or Administrator Designee

General Education Staff

Related Service Providers

Assessors (if appropriate)

Parents

Agency Representatives (optional)

General Education IEP Meeting Role

- Give feedback as to current functioning in the classrooms
 - Academic
 - Behaviors
 - Accommodations implemented - successful/unsuccessful?
- Give input as to level of service needed in subject areas
- Discuss progress made on goals/objectives
- Sign IEP documents

Reflection Time - Defining Special Education Activity

1. Discuss with group a few key ideas and/or take aways from material discussed.
2. Record your group ideas on “Reflection” chart.

What it Boils Down To: Least Restrictive Environment

A special education student must be educated with **nondisabled peers to the maximum extent appropriate** and may be removed from the general education environment only when the nature and severity of the student's disabilities is such that education in general education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. The environment is least restrictive when it **maximizes a student's opportunity to mix with typical peers** while still obtaining educational benefit.

It would follow then that a general education classroom is the **FIRST placement** considered by the IEP team.

What is Boils Down to: Least Restrictive Environment

Whether a student is placed in the LRE environment requires consideration of four factors:

1. The educational benefits of placement full time in a LRE
2. The non-academic benefits of such placement
3. The effect the student would have on the teacher and children in the LRE
4. The cost of supplementary aids and services in the LRE

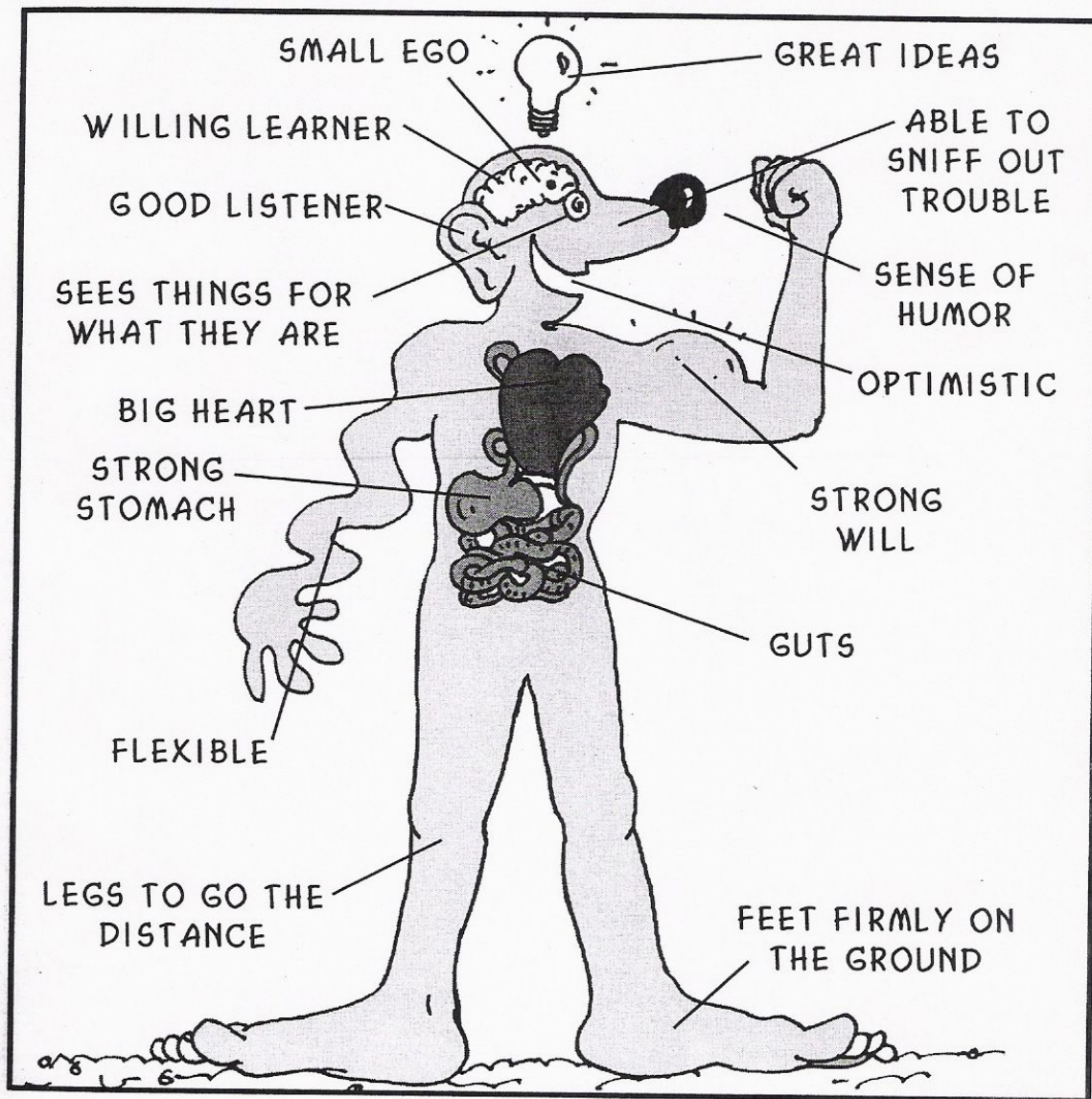
Reflection Time - LRE Activity

1. Discuss with your group a few key ideas and/or take aways from material discussed.
2. Record your group ideas on the “Reflections” chart.

A HUNDRED YEARS FROM NOW...

... it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a CHILD.

- Author Unknown



ANATOMY OF AN EFFECTIVE TEAM MEMBER

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Strategic Plan

(an outline that defines the structure of the special education program.)

Service Priorities

1. Student Identification
2. Educational Program Delivery
3. Support Systems
4. Communication
5. Efficacy

AUSD



Talking Points

- Key statements that summarize the meetings
- Simple and easy to understand by all stakeholders
- Should not exceed *five* points

Planning Team Meeting Dates

- ~~March 30~~
- ~~April 27~~
- May 25
- June 27 Board Presentation
- August 31
- September 28
- October 26
- November 30
- January 25
- February 13 Board Presentation

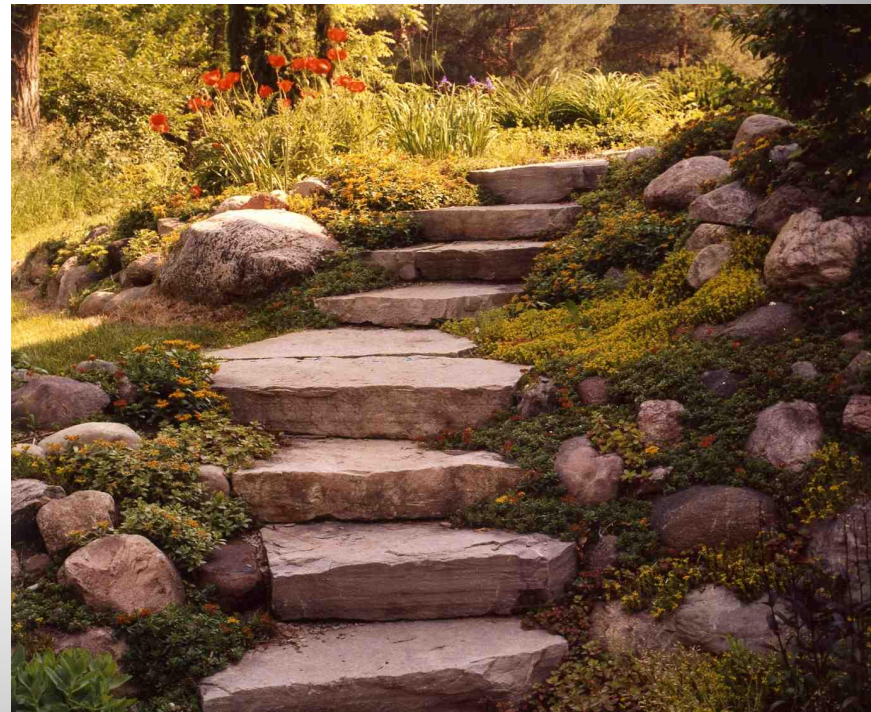
What's Next

- Board Presentation: June 27, 2017

Planning Team Session #4:
August 31, 2017

Topics:

- External Scan Program Models - Part 2
- Vision, Values, Mission



The Starfish Story

by Loren C. Eiseley

A young girl was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When she came to each starfish, she would pick it up, and throw it back into the ocean. People watched her with amusement.

She had been doing this for some time when a man approached her and said, “Little girl, why are you doing this? Look at this beach! You can’t save all these starfish. You can’t begin to make a difference!”

The girl seemed crushed, suddenly deflated. But after a few moments, she bent down, picked up another starfish, and hurled it as far as she could into the ocean. The man looked up at the girl and replied, “Well, I made a difference to that one!”

The old man looked at the girl inquisitively and thought about what she had done and said. Inspired, he joined the little girl in throwing starfish back into the sea. Soon others joined, and all the starfish were saved.