Special Education Planning Team
Alameda Unified School District

Session #4

August 31, 2017

Cindy Cathey - Facilitator

Victoria Forrester - Facilitator

Welcome Back!

We hope you had time to relax and play a little over the summer break!

Overview of the Agenda

AUSD

- **Topic 1**
  - Review Our Charge
  - Review Group Norms
  - Update on Board Presentation
- **Topic 2**
  - Reflect on Homework (article on Racial and Ethnic Disparity)
  - Least Restrictive Environment (LRE)
- **Topic 3**
  - Jigsaw Activity: State Performance Report
  - Jigsaw Activity: Professional Literature and Research
  - Special Education Program Model - Part 2
    - Service Delivery Options
  - Reflection and Analysis (activity)
- **Topic 4**
  - Preview Session 5

Setting our Destination Postcard

World Class Program Model

Our Charge…

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

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

Special Education Program Revitalization Flowchart and Timeline

Session 1-2: Setting Context

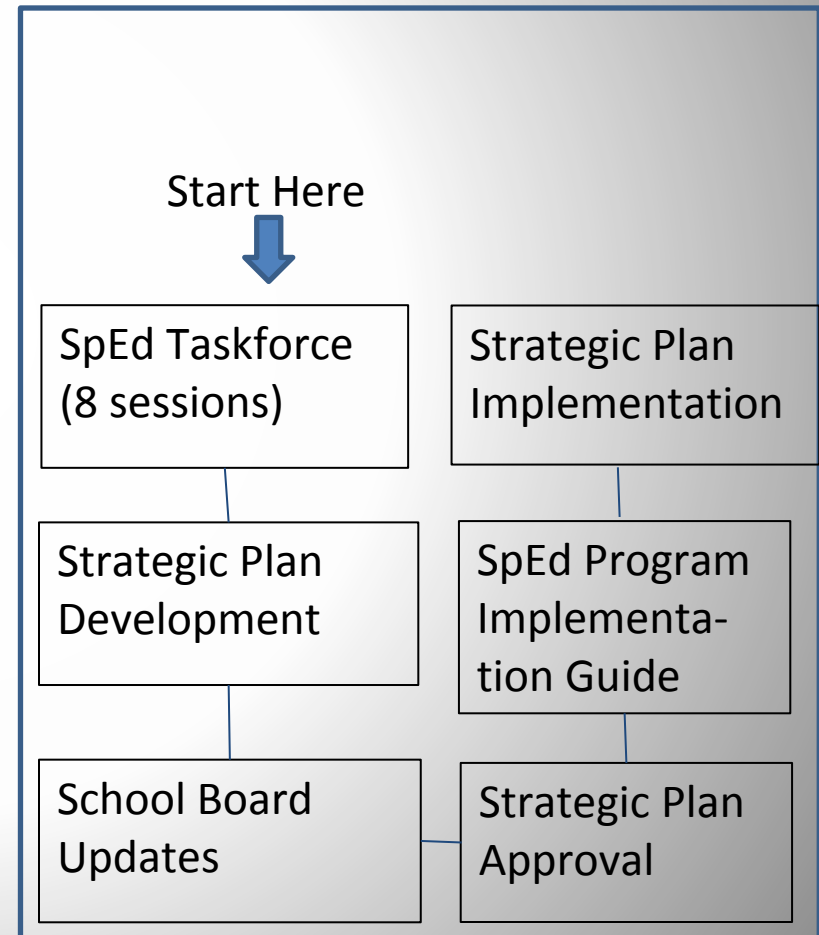Session 3-4: Defining Spec. Ed. Program

Strategic Plan Development

Session 5: Identification

Session 6-7: Service Delivery Model

Session 8: Support Systems

Session 9: Communication and Efficacy

(if needed)

Start Here

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SpEd Taskforce (8 sessions)	Strategic Plan Implementation
Strategic Plan Development	SpEd Program Implementa-tion Guide
School Board Updates	Strategic Plan Approval

Research: Center for Exceptional Children
(How can we address racial & ethnic disparities in special education?
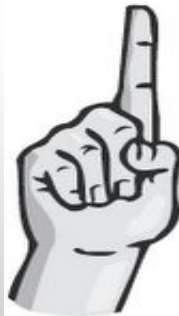
Activity: Think Pair Share

Group Reflections on Session 3

- Lessons Learned: California/The Nation
- State Special Education Task Force
- History of Special Education
- Pre-referral Process
- Defining Special Education
- The IEP
- Related Services
- The Holland Case

Count Off Memory

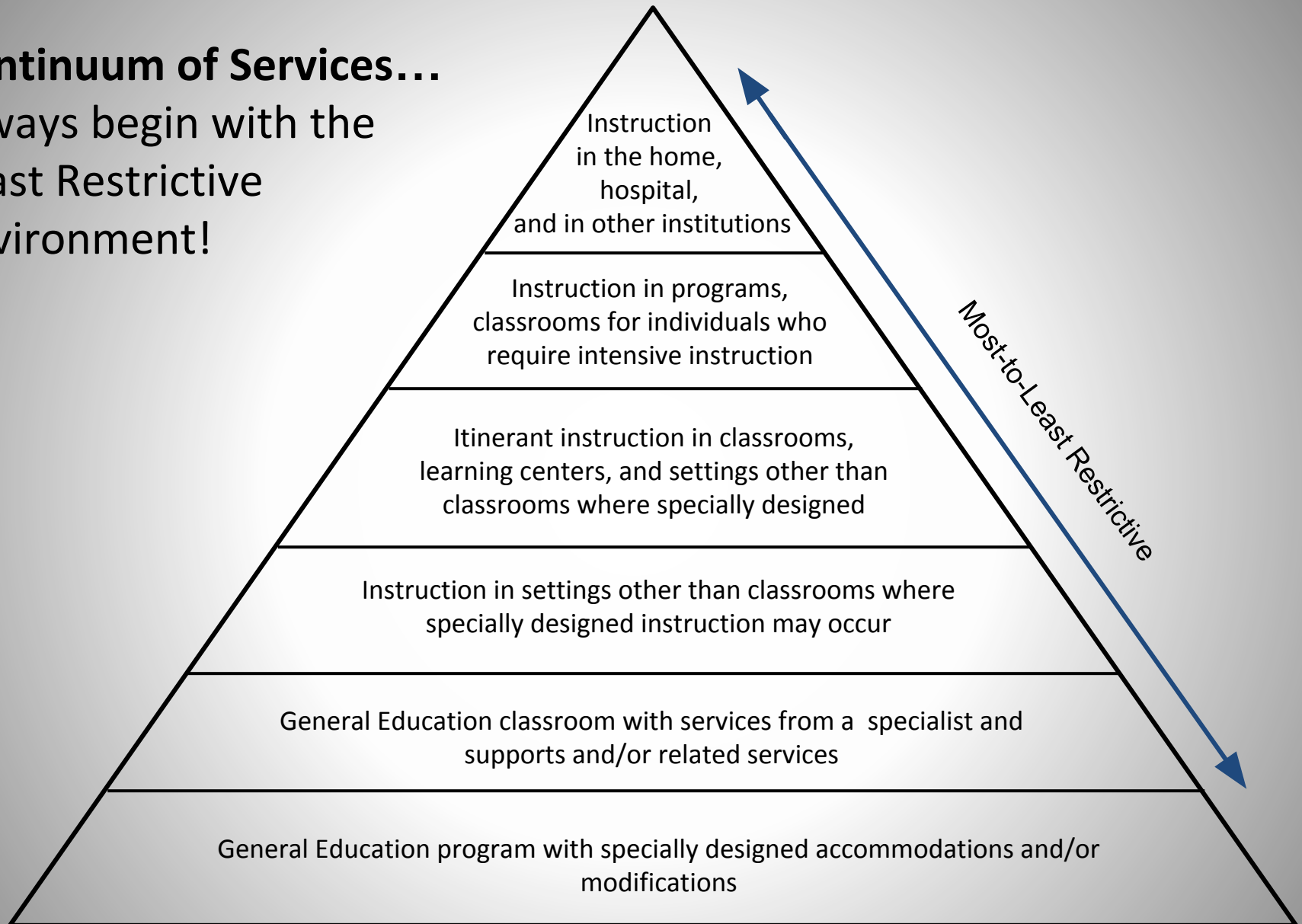Each person will share their memory of the content.

Continuum of Services…
Always begin with the Least Restrictive Environment!

Instruction in the home, hospital, and in other institutions

Instruction in programs, classrooms for individuals who require intensive instruction

Itinerant instruction in classrooms, learning centers, and settings other than classrooms where specially designed

Instruction in settings other than classrooms where specially designed instruction may occur

General Education classroom with services from a specialist and supports and/or related services

General Education program with specially designed accommodations and/or modifications

Most-to-Least Restrictive

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 <u>maximizes a student's opportunity to mix with typical peers</u> while still obtaining educational benefit.

- It would follow then that a general education classroom is the <u>FIRST placement</u> considered by the IEP team.

What it 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.

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

Service Delivery Models

Always think LRE… Least Restrictive Environment

Based on Session #3 and tonight's information… What is LRE for all students?

How do we decide what that looks like for each student?

What are the components to LRE?

Jigsaw Activity
Annual State Performance Report

Group Reflections on Annual State Performance Report

Activity:

1. Identify 2 to 3 key points that stand out from the report.
2. Record each point on the reflection form on SPPI section.
3. Be ready to share one point.

Jigsaw Activity
Higher, Clearer, Fewer…

Professional Reading

Fewer, Clearer, Higher Common Core State Standards Article

Focuses on 5 key points:

1. Ownership
2. High Expectations
3. Intervention Systems
4. Inclusion/Collaborative Teaching
5. Organization/Professional Development

Activity:

1. Read article
2. Record your reflections onto the reflections form in the Service Delivery Model section

As we proceed through the next few slides, think about these 5 areas, and how we might incorporate these 5 key points into a Service Delivery Model… we will share out ideas at the end.

Service Delivery Discussion Topics

- General Education
- General Education with support (indicator 5 data)
  - Instructional Assistants
  - Educational Specialists
- Pull-Out classrooms/Learning Center Model
- Self-contained classrooms
- Program needs
- Diploma vs. Certificate Programs (Indicator 13/14 data)
- Pre-school
- 18-22 year old programming

General Education with Support

- Diploma vs. Certificate Programming (Indicator 13/14 data)
- Elementary… Supportive/push-in teaching models (Indicator 5 data)
  - Master Schedule - Clustering Students   - Report Cards
- Secondary… Co-teaching (Indicator 5 data)
  - Professional Development to define roles and responsibilities
  - Who does what? Grading, discipline, conferences
- Use of para educators in general education classes
  - Professional Development

Learning Centers

- How do we define these at each level?
  - Elementary, Secondary
  - Reteaching? Pre-teaching? Test Taking? Make-up work?
- Role of the Learning Center
- Location of the Learning Center
- Staffing of the Learning Center
  - Teachers?
  - Para Educators?
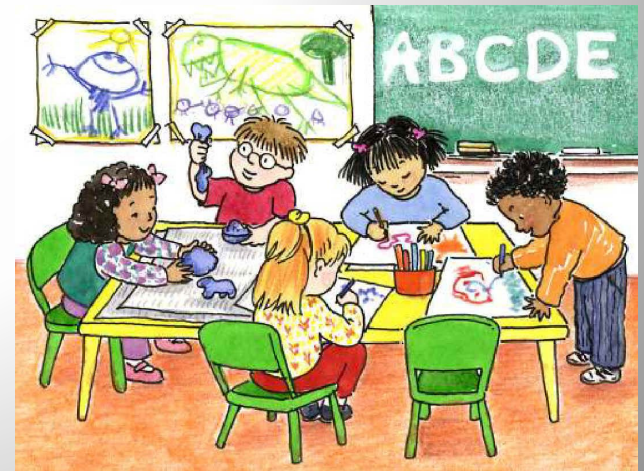
Self-Contained Programs

- Populations of these classrooms…
  - Moderate/Severe
  - Behavior Focus
  - Autism Focus
- Staffing
  - Education Specialists
  - Instructional Aides
  - Behavior Supports
  - School Psychologist Support
  - Related Service Providers
- Indicator 5 data

Special
Education

Pre-School Programming

- Single site
- Located throughout the District at Elementary Schools
- Transportation
- Access to General Education

Adult Programming

- Single site
- Access to:
  - Community
  - Education
  - Academics
  - Vocational
- Experiences
- Indicator 13/14 data

Group Reflections on
Service Delivery Models

Activity:

1. Discuss and identify two to three key points that stand out from the information reviewed as a group.
2. Record each point on the reflections form in the Service Delivery Model sections.
3. Be ready to share one point.

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 Date TBD
- ~~August 31~~
- September 28
- October 26
- November 30
- January 25
- February 13 Board Presentation

What's Next

Planning Team Session #5:
September 28, 2017

Topics:

- Vision, Values, Mission
- Change
- Strategic Plan:
  - Identification