Special Education Planning Team
Alameda Unified School District

Session #6
October 26, 2017
Cindy Cathey - Facilitator
Victoria Forrester - Facilitator

Overview of the Agenda
October 26, 2017

AUSD

- **Topic 1 (15 minutes)**

  Review Our Charge & Group Norms

  Debrief October 24 Board Update

- **Topic 2 (40 minutes)**

  Work Groups: Review and provide input regarding Draft Special Education Mission & Beliefs

- **Topic 3 (25/20 minutes)**
  Work Groups: Strategic Plan Development

  Begin writing Chapter 1 (Goals, Strategy, Action Steps)
  Begin writing Chapter 2 (Goals, Strategy, Action Steps)
  Debrief and Reflect

- **Topic 4 (5 minutes)**

  Summary Talking Points

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

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

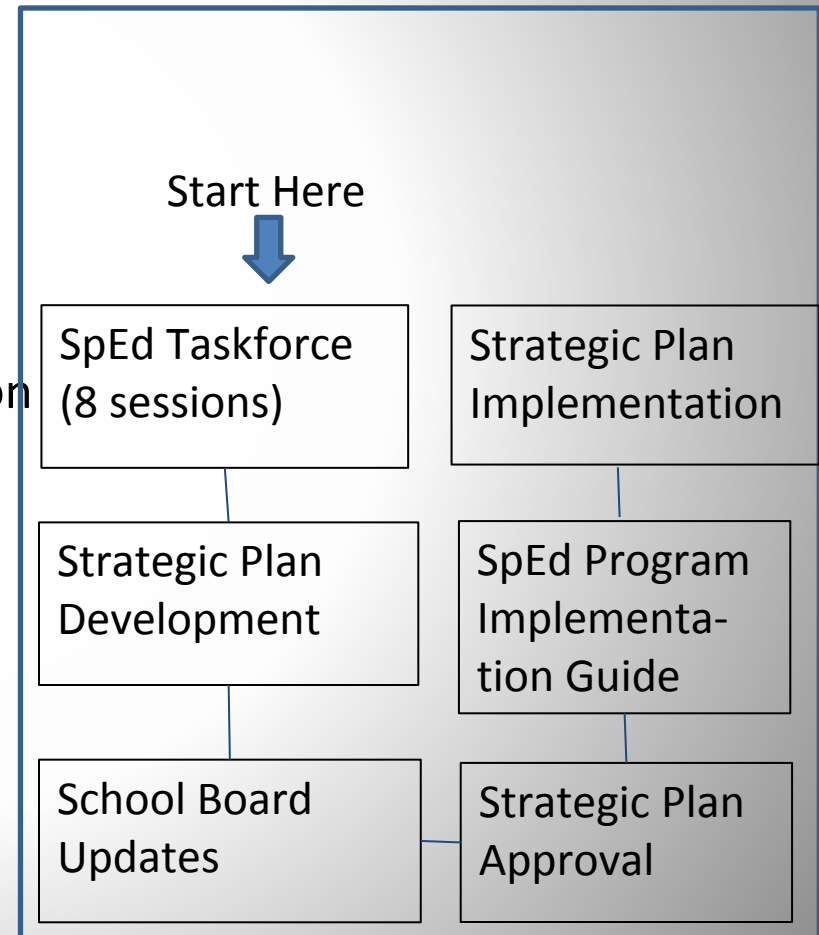Session 1-2: Setting Context

Session 3-4: Defining Spec. Ed. Program

Strategic Plan Development

Session 5-6: Identification & Intervention

Session 6-7: Service Delivery Model

Session 8: Support Systems &

      Leadership & Communication

Session 9: Monitoring & Compliance

Start Here

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

Strategic Plan Development

Always think LRE... Least Restrictive Environment

As we move forward this evening, consider the following:

1. How do our values influence the structure of the plan?

2. How is the purpose statement reflected in the actions?

3. How do we ensure that considerations for LRE are included?

AUSD

Belief Statements

Statement of fundamental conviction, values, character

- Beliefs identify the "why"
- Beliefs are the values held by the members of the organization
- Values define the organization's culture
- Identify principles that will never be compromised
- Expressions of the ideal character desired
- Promotes the ethical code and character of the system
- Beliefs are absolute imperatives
- We believe that…
- ~~Never: We believe in…~~
- ~~Not prescriptions or advice~~

Non-Examples:

- We believe in freedom
- We believe that all people are important
- We believe in treating each other equally

Examples:

- We believe that freedom is worth defending at any price
- We believe that all people have equal worth
- We believe that every individual has the right to be treated fairly

What Are Your Beliefs about Special Education?

Activity: Work Time

1. Review the draft belief statements (small group and/or Individual ideas).

2. Identify 4 that are most important to you.

3. With your table group narrow the list of beliefs to five for the whole table.

Mission Statement

a clear, definitive statement of highest aspiration including unique identity, specific purpose, and critical attributes.

- Bold declaration of what the organization intends to be

- Establishes the purpose of the organization

- Used as the foundation of the plan.

Non-Example:

~~The mission of the ABC school district is to support a diverse community of educators in forging covenants in teaching and learning for the success of all learners.~~

Example:
The mission of the ABS school district is to ensure that each student in our diverse population achieves his or her fullest potential in a safe and affirming learning center characterized by an extensive, student focused collaboration of all segments of the community, with an emphasis on preparing students to live and excel in a global environment.

Edit the Draft Mission Statement for the Special Education Department

Activity: Work Time

1. Review the draft Sp. Ed. mission statements (group and or individual ideas).
2. Make edits to the draft mission statement that your team feels will outline the purpose of the special education department.
3. Share your ideas with the entire group.

QUALITY ✔

Strategic Plan

An outline that defines the structure of the special education program

SERVICE PRIORITIES   Work Groups

1. **Student Identification & Intervention**
2. **Educational Program Delivery**
3. Support Systems
4. Leadership & Communication
5. Monitoring & Compliance

Strategic Plan Components

1. <u>Service Priorities</u>: Areas that are essential to a high quality program reflecting: Ownership, High Expectations, Intervention Systems, Inclusion/Collaborative Teaching, Organization/Professional Development
2. <u>Goal</u>: Desired measurable, observable, and demonstrable results that realize the mission
3. <u>Strategies</u>: Largely stated initiatives through which the mission and goals are to be achieved
4. <u>Action Steps</u>: Explicit plan of action to fulfill the intent of the strategy.

Special **Education**

Let's Build the Strategic Plan!

Work Group Activity: 25/20 minutes

1. Review big ideas for Priority Area

2. Develop a draft Goal, Strategy, and Action Steps

3. Write your ideas into the "Goal, Strategies, Action Steps" worksheet

Quick Example

Goal: Develop a program service delivery model that provides equitable access for students in the general education classroom using the collaborative efforts of all stakeholders.

Strategy 1: We will provide access to quality educational opportunities and services for students in the least restrictive environment.

Action Plan 1: All master schedules give priority to student needs as documented on the individualized education program (IEP) to ensure access to core general education classes.

Strategic Plan Work Groups

Both groups need the following participants:

1. Parent
2. Teachers (Gen. Ed. & Sp. Ed.)
3. Specialist
4. Administrator

Work Group #1: Intervention & Identification

Work Group #2: Service
Delivery Model

Intervention and Identification Work Group

Considerations:

1. SMaC (Strategic, Methodical and Consistent - J. Collins)
2. General Education First (LRE)
3. Best, First Teaching
4. Universal Design for Learning (representation, Expression, Engagement)
5. Assessment System (Universal Screening, Short, Medium, Long Cycle)
6. Benefits of Early Identification vs. Wait to Fail
7. Multi-tiered System of Support (core, Supplemental, Individualized)
   a. Where does the SST process come in?
   b. Where does the IEP process come in?

Universal Design for Learning

- Makes learning accessible for all students before there is a learning problem (preemption vs. intervention)
- Removes barriers to learning and optimizing levels of challenge when lesson is being developed
- Address the three networks of learning
  - Recognition: **What** we learn by gathering facts and categorize what we see
  - Strategic: **How** we organize and express our ideas
  - Affective: **Why** we get engaged and stay motivated/challenged by learning

ELA/ELD Framework 2014, Chapter 9, pages 910 - 913

Assessment as Prevention

Figure 8.4. Assessment Cycles by Purpose
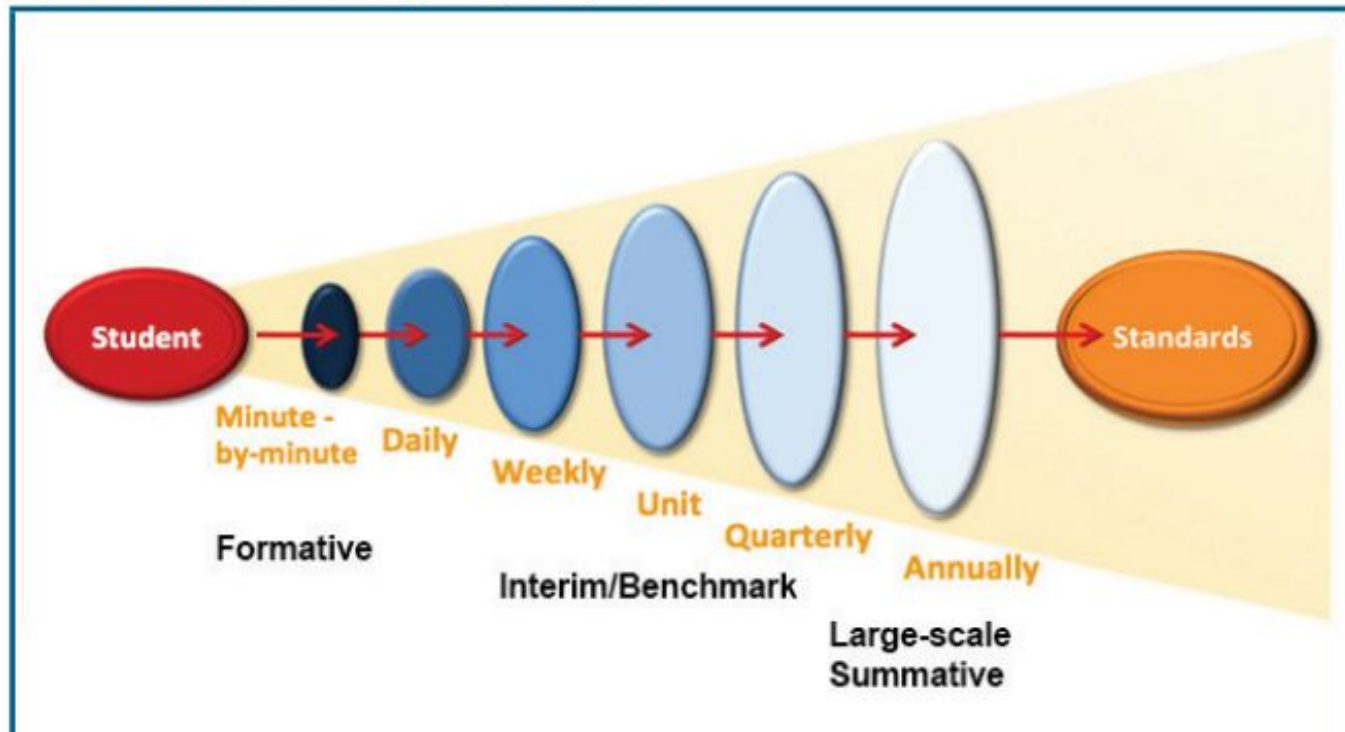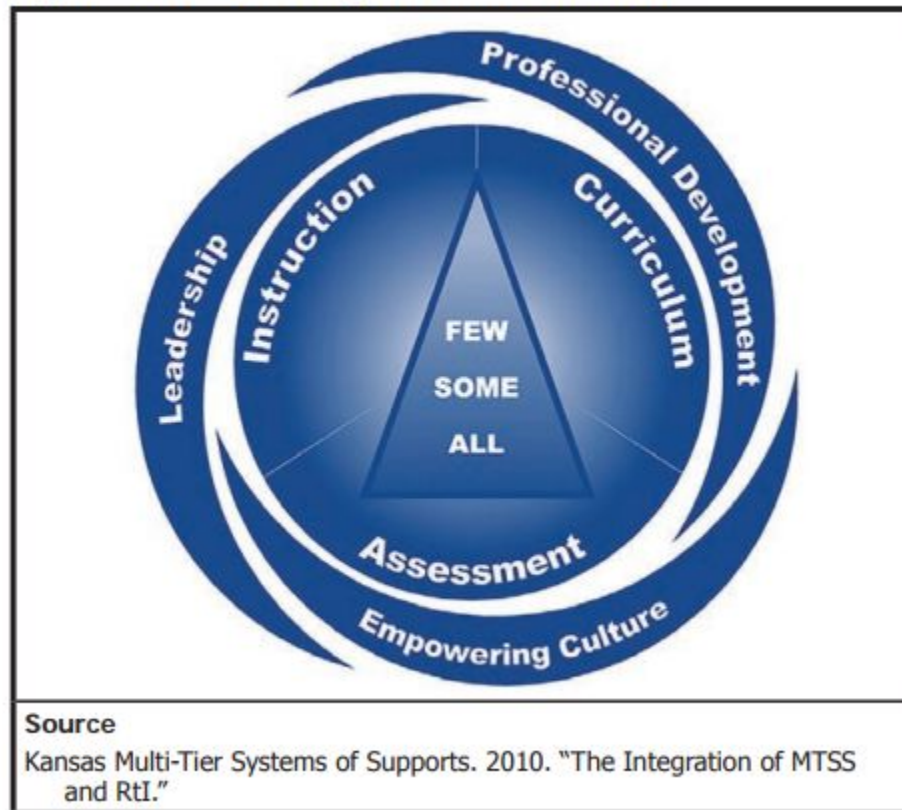
Source
Adapted from
Herman, Joan L., and Margaret Heritage. 2007. *Moving from Piecemeal to Effective Formative Assessment Practice: Moving Pictures on the Road to Student Learning.* Paper presented at the Council of Chief State School Officers Assessment Conference, Nashville, TN.

ELA/ELD Framework, Chapter 8 pages 822-828

Multi-Tiered System of Support

Universal Design for Learning - Pages 910 - 913 ELA/ELD Framework

Multi-Tiered System of Support - pages 913 - 916 ELA/ELD Framework

Figure 9.10. The Larger Context of MTSS

Professional Development

Curriculum

Instruction

Leadership

FEW
SOME
ALL

Assessment

Empowering Culture

Source
Kansas Multi-Tier Systems of Supports. 2010. "The Integration of MTSS and RtI."

ELA/ELD Framework 2014 Chapter 9, Page 913 - 916

Figure 9.9. Multi-Tiered System of Supports (MTSS)

Tier 3 — **Intensive, Individualized Supports**
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Tier 2 — **Targeted, Supplemental Supports**
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

Tier 1 — **Core, Universal Supports**
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

Few

Some

Define — What's the problem?
Analyze — Why is it occurring?
Evaluate — Is it working?
Implement — What are we going to do about it?

UDL occurs at the planning phase in all tiers, beginning in Tier 1

All

Academics and/or Behavior

Adapted from Florida's Response to Instruction/Intervention website: http://www.florida-rti.org/index.htm

Source

Adapted from

Florida's Positive Behavior Support Project. 2011. "Department of Education Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide." Tampa, FL: University of South Florida.

A School-Wide System for Student Success

ACADEMIC SYSTEMS

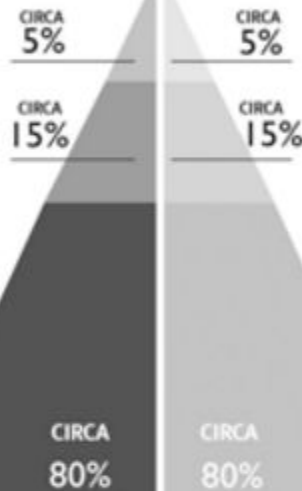**TIER 3** Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive

CIRCA 5%   CIRCA 5%

CIRCA 15%   CIRCA 15%

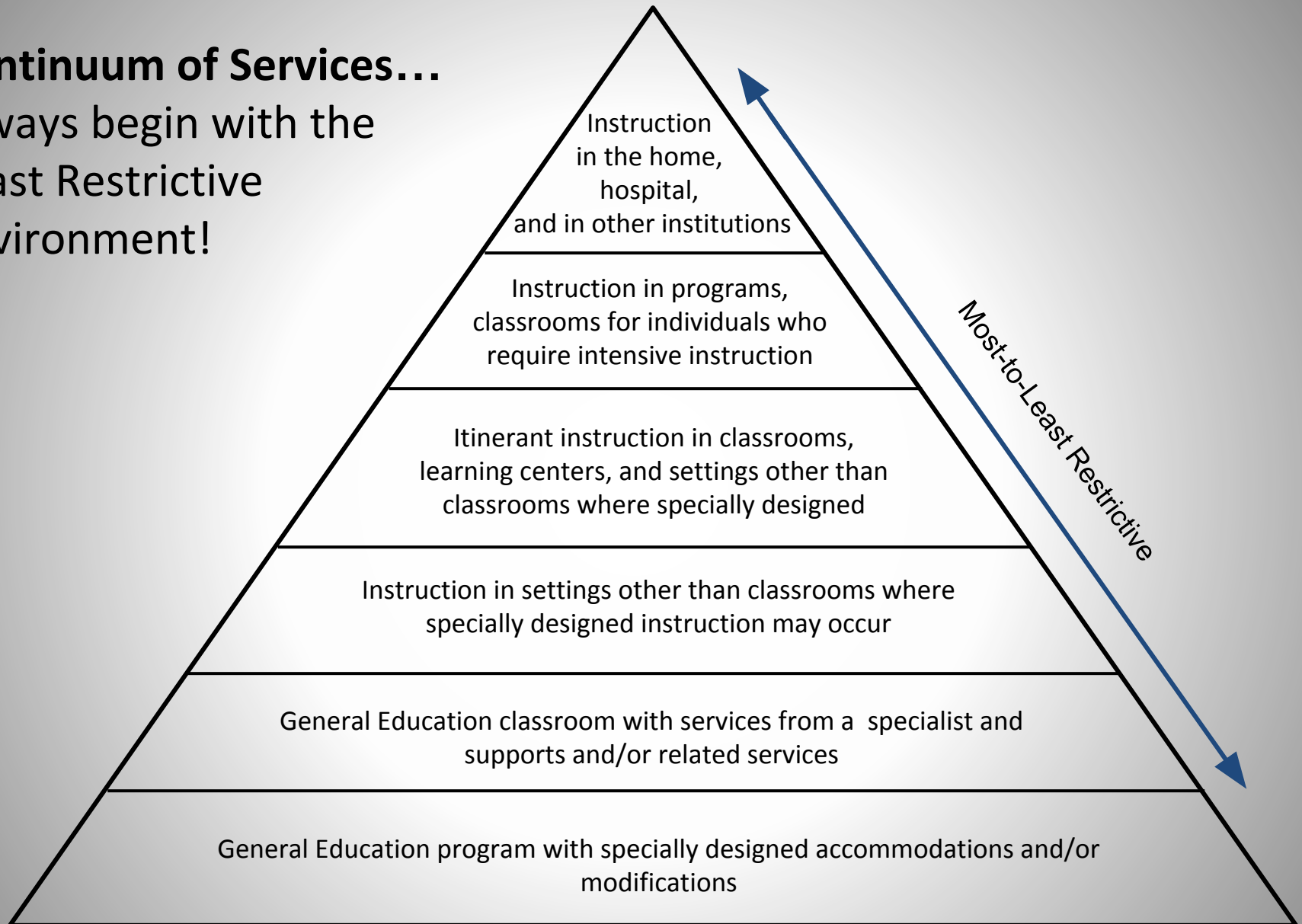CIRCA 80%   CIRCA 80%

Students

Supports for Students with Disabilities

- Access to general education and the standards (LRE)
- Must be challenging
- Demonstrate conceptual and procedural knowledge and skills
- Individualized supports
- Education specialist and general ed teachers share responsibility
- High levels of collaboration among staff
- Leverage Universal Design for learning principles
- Lessons reflect interest, preferences, and readiness of students (Autonomy, Mastery, Purpose - D. Pink)
- Accommodations and modifications used to support access to standards

ELA/ELD Framework 2014, Chapter 9, pages 902 - 910

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

Service Delivery Model Work Group

Considerations:

- General Education
- General Education with support (Indicator 5 data)
  - para Educators
  - Education 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

ELA/ELD Framework 2014, Chapter 9, pages 902 - 910

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?
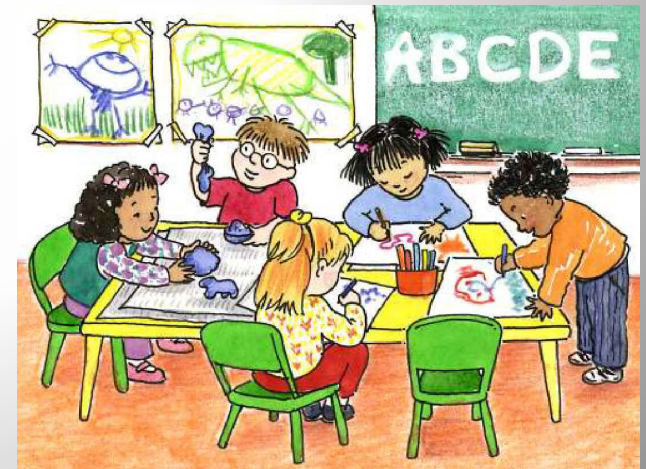
Self-Contained Programs

- 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

Work Group Debrief/Reflection

Activity: 5 minutes per group

Report Progress to Planning Team

- Progress on Chapter Goal, Strategy, Action Plans
- Highlight Challenges and next steps

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~~
- ~~August 31~~
- ~~September 28~~
- ~~October 24~~ - Board Presentation/Update
- October 26
- November 30
- January 25
- February 13 Board Presentation

What's Next

Planning Team Session #7:
November 30, 2017

Topics:

- Mission & Beliefs (Take 2)
- Strategic Plan:
    - Chapter 1 & 2 *Continued*
    - Start Chapter 3
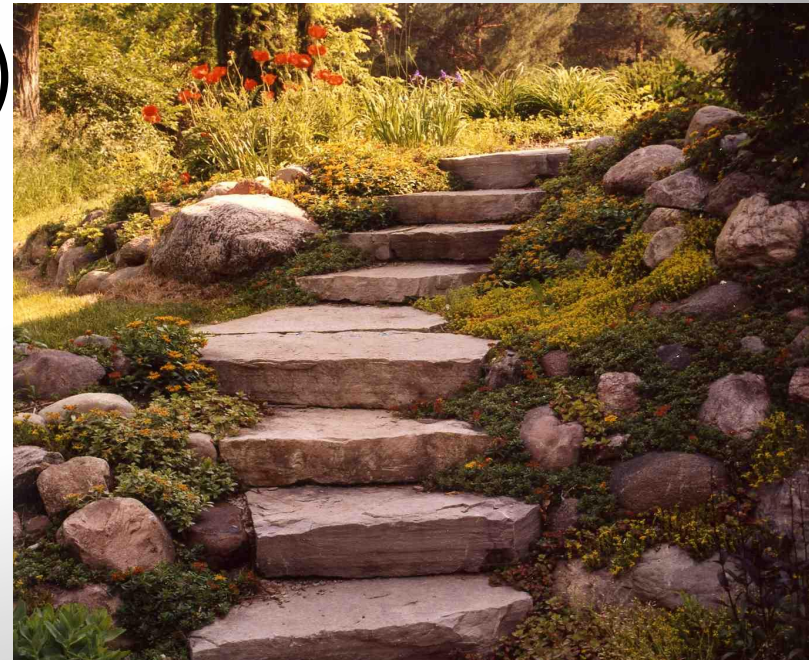
Draft *Combined* Mission Statement (Idea 1)

The mission of Alameda Unified School District Special Education, in partnership with families and the community, is to support, inspire and prepare our diverse preschool through adult learners in an environment that is safe, least restrictive, culturally responsive, academically rigorous, and inclusive taught by highly qualified professionals, so that each student reaches his/her greatest potential and excels as a contributing member of society.

Draft *Combined* Mission Statement (Idea 2)

 The mission of Alameda Unified School District Special Education, in collaboration with families and the community, is to ensure that our diverse preschool through adult learners reach their greatest potential in a learning environment that is engaging, challenging, rigorous, culturally responsive, least restrictive, research-based, and safe and that is taught and supported by highly trained professionals so that each student can excel as engaged participants in our local and global communities.
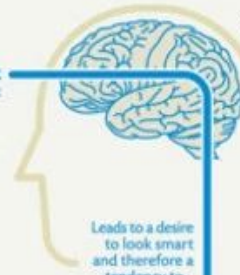
TWO MINDSETS
CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset
Intelligence is static

Growth Mindset
Intelligence can be developed

Leads to a desire
to look smart
and therefore a
tendency to...

Leads to a desire
to learn and
therefore a
tendency to...

CHALLENGES
...avoid challenges
...embrace challenges

OBSTACLES
...give up easily
...persist in the face of setbacks

EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery

CRITICISM
...ignore useful negative feedback
...learn from criticism

SUCCESS OF OTHERS
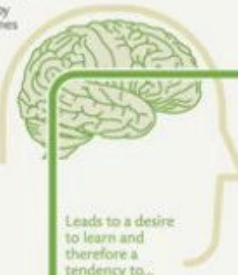...feel threatened by the success of others
...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**