School/Department: Instructional Support

District Goal:
Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (K-12)

Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Consistent use of language to support students based on social-emotional learning 2. Implement positive behavior support plans (PBSP) consistently	1. Use PATHS curriculum in grades K-5 to provide instruction in replacement behaviors to students 2. Support students to function and learn independently	Director of Instructional Support, Instructional Strategists, and Staff	Fall 2021-Spring 2022	1a. Consistent use of PATHs curriculum in grades K-5. ● PATHs curriculum was purchased based on the assessed need to 1) provide specially designed instruction to students with disabilities in grades K-5, 2) ensure a consistent, systematic development approach for enhancing social and emotional competence in learners with consistent use of language (terminology) to support emotional learning ● The goal for 2022 was to use the PATHs curriculum consistently in grades K-5. ● Evaluation of implementation revealed that the PATHS curriculum is in use at DCS & PES. One (1) kit was purchased for MSS. PATHS is not in use at MLS 1b. Assess effectiveness of SEL instruction at middle school level and make changes if needed. ● DCS and FMS using Everyday

				Speech ● DCS using Middle School Smarts and Mind Up 1c. Continue 2nd year of providing courses in SEL instruction at FHS. ● Course still being taught at FHS to students in the Choices program. 2. Consistent use of positive behavior support plans (PBSP): ● Positive Behavior Support Plan (PBSP) template created ● BCBA consultants provide professional learning and support to school teams to assist with FBAs and complex PBSPs and build capacity among the school team

School/Department: Instructional Support
District Goal: Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.
Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways **(K-12).**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness

1. Collect academic and functional data consistently
 	
2. Review data monthly to monitor student progress
 	
3. Review data each trimester to determine instructional effectiveness
 	
4. Compile data each trimester to monitor student progress and growth
 	
5. Evaluate effectiveness of academic and functional instruction
	1. Formalize process of data collection and analysis to monitor student progress in reading and math 3X per year	Director of Instructional Support, Instructional Strategists, and Staff		1. Continue to use the data collection template to monitor student progress in reading.
				  ● Use of Spire and OG; Teachers College levels, Gestalt -Ellis Test of Coding Skills, and NWEA data used to progress monitor and measure progress
				
				2 & 3. Review data monthly and at each trimester to determine instructional effectiveness
				  ● Instructional Strategists & Dir. of Instructional Support continue to meet with teachers bi-weekly in PLC meetings & every trimester to review data
				
				4 & 5. Data is compiled each trimester to monitor student progress and growth
				  ● Special ed. Teachers use DIBELS/Acadience Math and Reading measures
				  ● Special Ed. teachers use

				specific assessments aligned to curriculum(CBA)
				
				2. Provide math template and PD to use the template
				   • Template was not rolled out as it was found to be redundant since there was a form already in use "Student Data Review Template"
				3. Special educators will attend DOE training on how to do math running records
				   • Not implemented
				
				4. Lisa Demick will provide consultation to special ed staff on math content and progression of skill acquisition
				   • In progress & ongoing
				   • 10/7/22 - Developing Mathematical Reasoning in Striving Learners
				      ○ Teachers identified hallmarks of the developmental stages of mathematical reasoning.
				      ○ Teachers explored tools and strategies to advance students' stages of development
				      ○ Numeracy & the progression of mathematical reasoning
				      ○ Tools,activities, and routines to build numeracy
				      ○ Analysis of What Does Math Support Look Like in RSU 5? (Dot graph

				activity) ○ Teachers engaged in grade level unpacking in groups to better understand upcoming units. ○ Review of K-5 EM4 Unit progression & analysis of implications for students with shared time between settings. ○ Review current curriculum materials and student performance to determine next steps 5. Determine appropriate interventions/programs to teach math to students with disabilities ● 11/10/22 - Addressing the Specialized Language Challenges in Mathematics ○ Teachers analyzed curriculum materials and upcoming lessons to identify and troubleshoot challenges for students that struggle with language and mathematics. 6. Provide PD on using above resources to identify IEP math goals based on essential mastery expectations ● Math Professional Learning sessions addressed: ○ Exploring the roadblocks ○ Three levels of vocabulary ○ Contextualizing Mathematical Concepts

				○ Expanding supports
				○ Cracking open number stories
				○ Sense making before solving-
				○ Numberless word problems
				○ Sorting and classifying by type
				○ Storytelling/ student generated number stories

School/Department: Instructional Support

District Goal:
Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1F: Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.

Goal	**Strategies and Action Steps**	**Responsibility**	**Timeline**	**Evidence of Effectiveness**
1. Review/evaluate all specialized programs (i.e., Functional Life Skills (Autism/InD), Choices, Bridges, etc.) 2. Review and evaluate the process for determining the need for Adult Support, and all adult support assignments using a rubric to ensure we are meeting student needs and optimizing district resources	1a. Complete walk-throughs & observations of specialized programs using *Essential Elements Checklist* to review elements of: 　-　Classroom Culture & Environment 　-　Instructional Delivery 　-　Content Area Literacy 　-　Multi-Tiered System of Student Supports (MTSS) 1b. Convene workgroup to 　i. review and update all internal Choices Program (behavior) documents (DCS, FMS, FHS) to ensure that philosophy & approach is trauma-informed 　ii. ensure continuity of programming and consistency of care throughout programs	Director of Instructional Support, Instructional Strategists, and Staff	1. Fall/Winter 2022/23 2. Spring - Summer	1a. Program observation and evaluations completed and needs assessed 　● Bright spots and strengths identified 　● Opportunities identified 　● Next Steps determined 　　○ Degrees of support, Professional Learning, etc. 1b. i. & ii.Updated Choices Program Manual: Purpose, Philosophy, Instructional Model & Support Plan iii. Creation & launch of District *Guide for Responding to Classroom Disruptive Behavior* 2. Creation & launch of District *Special Circumstance*

	iii. develop district-wide expectations for adult interactions with students in response to student behavior that are: • trauma-sensitive and trauma-informed • function-sensitive and function-informed • honor student's right to body autonomy • honor the student's right to communicate (vocal, sign, symbols or technology) their refusal or rejection of undesired objects, actions, or events 2. Develop process for systematically conducting a *Special Circumstance Instructional Assistance (SCIA)* assessment for a student with a disability			*Instructional Assistance (SCIA) Assessment Resource Guide*

School/Department: Instructional Support
District Goal: Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.
Objective 1.4: Objective 1.4: Strengthen diversity, equity and inclusion practices.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Ensure that all special education staff learn and understand: ● the expectation and conceptual model for providing Access, Participation, and Progress in the General Education Curriculum for all Students with Disabilities ● the K-12 Curricular and Assessment pathways for Students with Disabilities ● the concept of the least restrictive environment.	1. Disseminate and establish the *Communication Bill of Rights* as a social justice imperative 2a. Disseminate Approved Models of Service Delivery to define Inclusive Models of Service Delivery and ensure that Restrictive placements are based on data and evidence 2b. Provide professional development and technical assistance for administrators and teachers regarding the continuum of Special Education Service Delivery 2c. Review and analyze Least Restrictive Environment (LRE) data 2d. Convene workgroup to review and analyze the quality of programming in	Director of Instructional Support, Instructional Strategists, and Staff	Fall 2022 - Spring 2023	1a., 2a & 2b. Observations using the Essential Elements observation tool indicated program improvements in: ● Classroom Culture and Environment ● Instructional Delivery ● Content Area Literacy ● Multi-Tiered System of Student Supports (MTSS) 2a. Program observation and evaluations completed and needs assessed: ● Bright spots and strengths identified ● Opportunities identified ● Next Steps determined ● Degrees of support, Professional Learning, etc.

	RSU5 *functional life skills* (FLS) classrooms using resources created by the National Center and State Collaborative (NCSC) i. Rebrand FLS program as LiFT (Learning, Independent Functioning & Transition) to ensure that this program is identified in a way that is respectful and ensures that students with complex learning, behavioral, cognitive and/or neurodevelopmental profiles, including significant cognitive disabilities, learn the academic, independent functioning, communication, and social emotional skills to graduate from high school ready for post-secondary transition, including college, career, community and full participation in civic life. ii. Develop Program Purpose, Philosophy, Instructional Model & Support Plan to include: ● Instructional Model: Standards-Based and Person-Centered Instruction ● Curricular Pathways for Students in the LIFT Program ● Support for Teaching			2c. LRE data indicates that the majority of students with disabilities are education in inclusive settings 2d. Creation & launch of *LiFT Program Purpose, Philosophy, Instructional Model & Support Plan*

	& Learning in LIFT Classrooms ● Multi-Disciplinary Assessment iii. Review disability labels for all students served in FLS classrooms to ensure that placement is the LRE and curricular pathway is appropriate and students have appropriate level of access to general ed. curriculum.			

Communication Bill of Rights
National Joint Committee for the
Communication Needs of Persons
With Severe Disabilities (NJC)

All students – including students with a disability of any extent or severity – have a basic right to affect, through communication, the conditions of their existence.

In accordance with the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJC), beyond this basic right, a number of specific communication rights should be ensured in all daily interactions and interventions involving students who have severe and profound disabilities.

To participate fully in communication interactions, each student has these fundamental communication rights:

- The right to interact socially, maintain social closeness, and build relationships.
- The right to request desired objects, actions, events, and people even when the desired outcome cannot be realized.
- The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized.
- The right to have clear, meaningful, and culturally and linguistically appropriate communications.
- The right to refuse or reject undesired objects, actions, or events.
- The right to express personal preferences and feelings.
- The right to make choices from meaningful alternatives.
- The right to make comments and share opinions.
- The right to ask for and give information, including information about changes in routine and environment.
- The right to be informed about people and events in one's life.
- The right to access interventions and supports that improve communication.
- The right to have access to functioning augmentative and alternative communication(AAC) and other assistive technology (AT) services and devices at all times.
- The right to access environmental contexts, interactions, and opportunities that promote their participation as full communication partners with other people, including peers.
- The right to be treated with dignity and addressed with respect and courtesy.
- The right to be addressed *directly* and not be spoken for or talked about in the third person while present.

Source:
National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC), 2016
Communication Bill of Rights: http://www.asha.org/uploadedFiles/NJC-Communication-Bill-Rights.pdf

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Romski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. American Journal on Intellectual and Developmental Disabilities, 121(2), 121-138.

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