

Urban Collaborative



# Board of Directors Presentation

**Dr. Tammy Campbell**

*SUPERINTENDENT*

**Dr. Dani Pfeiffer**

*DEPUTY SUPERINTENDENT*

**James Crawford**

*CHIEF ACADEMIC OFFICER*

**Cathy Reesman**

*EXECUTIVE DIRECTOR STUDENT SUPPORT SERVICES*

**Dr. Jennifer Westover**

*DIRECTOR OF P-5 SPECIAL EDUCATION*

# Presentation Goal

***Share the recommendations of the Urban Collaborative review and the actions taken and next steps in addressing the recommendations.***



# Strategic Plan Alignment

## one THE EARLY YEARS: BUILDING THE FOUNDATION

Every student scholar will enter kindergarten ready to learn with the social/emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

## two WHOLE CHILD: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

## three ACTIVE LEARNERS: ENGAGED, EMPOWERED CRITICAL THINKERS

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

## four CONTENT-AREA COMPETENCE: MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

## five PERSISTENCE TO GRADUATION: HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

- **Pillar 1:** Standards Aligned, Culturally Competent Guaranteed and Viable Curriculum
- **Pillar 2:** Safe Climate and Strong Relationships with Families and the community
- **Pillar 3:** Effective, Caring, Culturally Competent Teachers, Leaders and Staff
- **Pillar 4:** Data-Informed Decisions Continuous Improvement

# The Who, What and Why

## WHO

### Urban Collaborative

- National Network of over 100 school districts
- Over 20 years of experience providing technical assistance to local education agencies and state departments
- Committed to Improving Outcomes for students with disabilities

## WHAT

### **FWPS requested** Urban Collaborative conduct an evaluation of our special education systems and services

- Began Spring of 2018
- Examined data from 2016-2017 academic year
- Visited Schools and Interviewed staff and families
- Surveyed staff and families

## WHY

### To use the results of the evaluation to improve:

- our *systems of support* for scholars, families and staff
- our *services and supports* for scholars with disabilities
- our *outcomes* for scholars with disabilities

## 1 Data Collection

- ✓ Collected district, state, and national data
- ✓ Examined district documentation
- ✓ Interviewed approximately 100 central office and school level staff and families
- ✓ Observed in 6 schools
- ✓ Received emails from parents and staff
- ✓ Surveys from 306 staff and families

## 2 Interviews with

- ✓ District Administrators
- ✓ School Leaders
- ✓ Teachers
- ✓ Related Service Providers
- ✓ Paraprofessionals
- ✓ Parents

## 3 Quantitative Data

- ✓ Review of Washington Integrated System of Monitoring Report
- ✓ Quantitative data represents the 2016-2017 school year.
- ✓ The data represent a snapshot of special education at this time.

# Strengths of the System

1

**Guaranteed and Viable Curriculum.** The district has focused on developing and implementing a GVC.

2

**Equity in Advanced Placement Courses.** The district has high rates of scholars of color in advanced placement courses.

3

**Racial Equity Work.** The district has been engaged in it's second year (2016-2017) of racial equity work.

4

**Partnerships with Federal Way Police Force.** The district has revamped partnership with police and improved collaborative structures.

5

**Curriculum Guides.** The district has developed curriculum guides in both English Language Arts and Mathematics to ensure consistency and high quality instruction for all scholars.

6

**Special Education Procedural Manual.** The district has written and made accessible standard operating procedures for special education processes.

# 12 Urban Collaborative Observations

**1. FWPS has a mission focused on high expectations for all scholars, however, the vision for special education and how it aligns to the district vision is unclear.**

**2. FWPS' organizational structure limits collaboration among district departments and communication pathways between the district and schools. In general, staff expressed restrictions in their ability to communicate freely and to act decisively.**

**3. Student Support Services' organizational structure does not provide consistent and clear support at the district level and timely customer services for both school staff and families.**

# 12 Urban Collaborative Observations

4. Federal Way Public Schools has started the process of developing an MTSS framework focusing on Tier 1 core academics, known as "guaranteed and viable curriculum." While positive, without a focus on universal design for learning for all scholars and tiered strategies to removing barriers to access and provide specially designed instructional supports, many scholars with disabilities are not succeeding.

5. FWPS is comparable to state and national special education population percentages. However, scholars of color are more likely to be classified as having a disability.

6. Scholars with disabilities in FWPS are graduating at rates comparable to state/nation; however achieving at significantly lower rates in ELA/Math compared to peers.



# 12 Urban Collaborative Observations

**7. FWPS is in its 2nd year of PBIS (2016-2017), but scholars with disabilities are experiencing disproportionate rates of disciplinary actions.**

**8. Special education supports/services are developed with a focus on district defined programs rather than on the individual educational needs.**

**9. Special education supports & services lack a focus on access to and success in core curriculum.**

# 12 Urban Collaborative Observations

**10. Special education supports & services lack focus and clarity as to what is specially designed instruction (SDI).**

**11. Current structures and staffing models result in an overreliance on para-educators as opposed to highly qualified special education teachers.**

**12. Professional development is needed for special & general education teachers, educational assistants and other school/district level staff to design and implement high quality instruction that aligns to the district vision of high expectations for all scholars.**

# 12 Urban Collaborative Recommendations

- 1 **Align work in SSS to Focus on “High Expectations, High Support and No Excuses”**
- 2 **Improve TFL & SSS Collaboration and Communication**
- 3 **Improve Proactive SSS Structure & Support**
- 4 **Develop Multi-Tiered Systems of Support**
- 5 **Attend to Disproportionality in Special Education**
- 6 **Increase Academic Achievement and create sense of urgency around the need for improvement.**
- 7 **Continue Implementation of PBIS and Social Emotional Supports**
- 8 **Increase Continuum of Services at all Schools**
- 9 **Increase Access to the Guaranteed and Viable Curriculum**
- 10 **Focus on High Quality Specially Designed Instruction**
- 11 **Appropriate Deployment of Teachers and Para-Educators**
- 12 **Focus Professional Development on MTSS incorporating Universal Design for Learning**

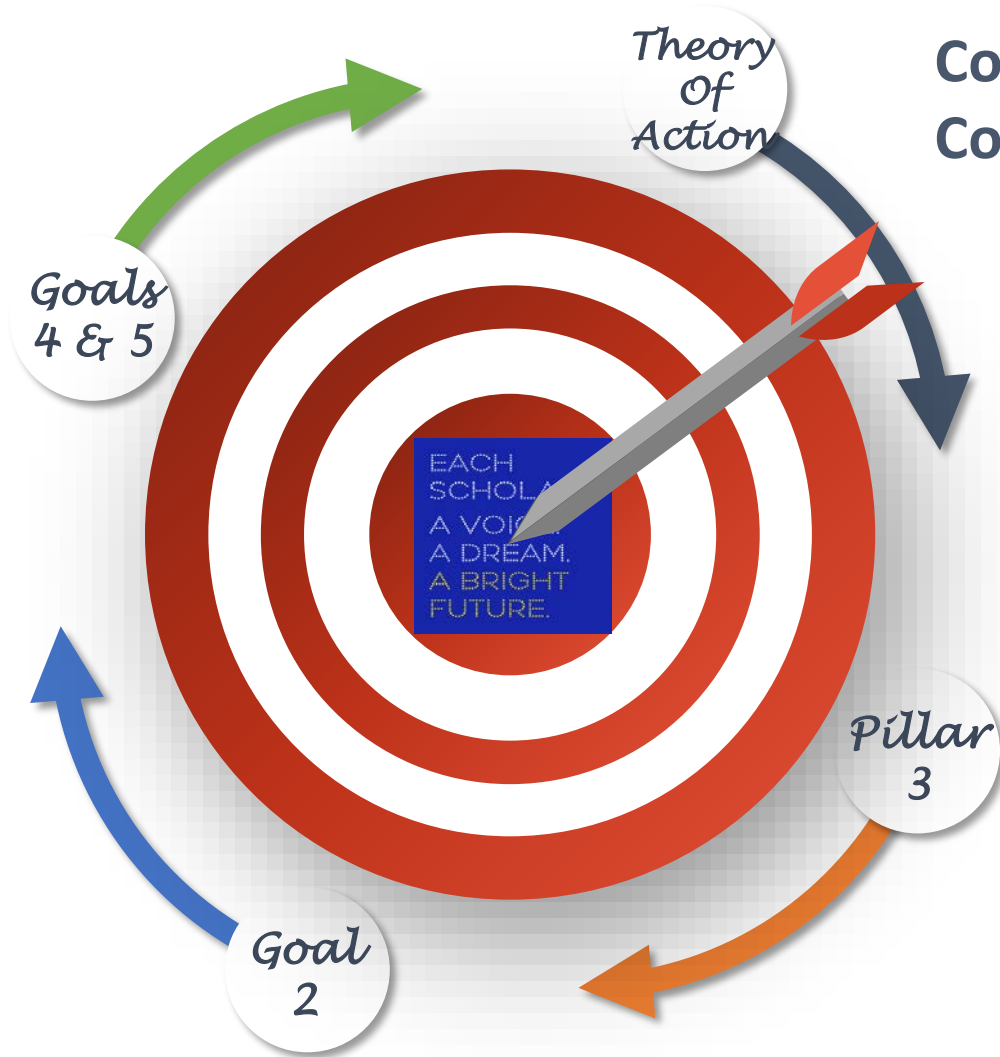
# Organizing the Work

Access and Achievement

Communication and Collaboration

Social Emotional Learning

Highly Qualified Staffing



# Communication and Collaboration

**Goal:** Increase responsiveness, support and alignment to theory of action through the development of district guides, systems and processes that are clearly articulated and accessible by all stakeholders.

## STEPS TAKEN

- Summer Sped Summit  
Alignment of Work to Strategic Plan
- Program Specialists at Secondary
- Special Education SBI Facilitator
- Procedural Manual Updates
- Canvas Site
- Monthly Newsletters
- Monthly Data Share with Principals

## 2018-19

- TFL Representation at SEAC
- SBGR Collaboration
- Quarterly Family Newsletters
- Monthly Data Analysis and Dissemination Plan - Dashboard
- Family Guide
- Program Implementation Guides
- Co-Planning Expectations (with TFL)
- Problem Solving Teams

## 2019-2020

- Co-planning
- Principals Guide to Special Education
- Program Implementation Guides

## 2020 -2021

- Co-Teaching Expectations
- Community Advisory Board

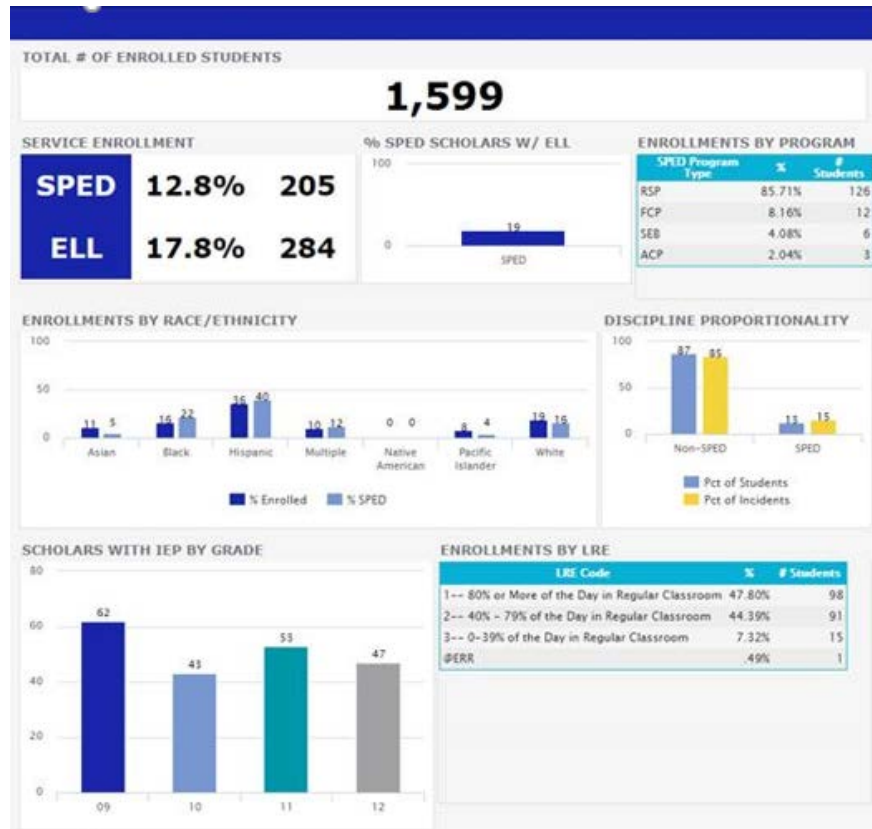
## *Urban Collaborative Recommendations Addressed:*

1, 2, 3: Develop proactive structures for collaboration and communication among all stakeholders and within the central office departments that focus on responsiveness, support and communicating high expectations for scholars with disabilities.

# Communication and Collaboration Examples

- Monthly SEAC meetings include TFL and Superintendent's Office Participants
- Monthly Special Education Parent Teacher Association Meetings
- Behavior Specialists and Program Specialist Bi-Weekly Meeting
- SBGR Committee Collaboration
- Curriculum Adoption Collaboration

## Sped Data Dashboard



## A NOTE FROM THE TEACHING FOR LEARNING DEPARTMENT STUDENT SUPPORT SERVICES UPDATES • JANUARY 2019

IN SUPPORT OF GOAL 2- WHOLE CHILD, GOAL 4 - MASTERY OF ALL SUBJECTS

### Looking Back

#### K-12 SSS Math Curriculum Adoption

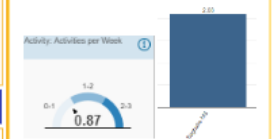
Pilot schools received training in September and October. Implementation of pilot curricula began October 15<sup>th</sup>. Pilot schools will continue to implement through March, with curriculum review meetings scheduled for April. Final decisions on curriculum adoption will be made through the math curriculum adoption committee and recommendations will be made to our Board of Education in May.

#### Achieve 3000 Implementation

Achieve 3000 is an ELA supplementary curriculum that should be used in RSP and ACP secondary classrooms. This curriculum is used to monitor progress, differentiate reading levels, and provide guided lessons on specific reading skills. Our ACP and RSP teachers at TAF@Sag have made great progress in meeting the two articles per week goal. Way to go!



SSS Teachers attended trainings to implement pilot curriculum.



TAF@Sag teachers are meeting 2 article per week goal. Our district is averaging 0.87 articles per week.

### Looking Forward

#### Goalbook Professional Development

In support of Goal 4 and in response to recommendations from our Urban Collaborative review, Student Support Services will be focusing on increasing outcomes for scholars with disabilities through the implementation of Standards-Based IEPs, Standards-Aligned Specially Designed Instruction, and collaboration with our general education colleagues. Goalbook is a teacher resource that will help teachers efficiently write standards based IEPs, plan instruction and share resources with general education colleagues. We will be providing a three-hour professional development for all SSS staff who write IEPs and will use Goalbook. See more about Goalbook [here](#). PD will occur on an early release day. This training will count as two of your district directed PLCs. Staff are grouped by level. You can view the schedule [here](#).

#### Ongoing IEP Writing Support and Synergy Training Opportunities

The 2018-2019 Special Education Procedural Manual can be downloaded [here](#). There have been no substantial changes to previous years. However, you will find the additional State Assessment information and updates to Childfind and preschool processes. We have also added some visual supports. Please reference this document for all Special Education Processes. Student Support Services will be providing drop in sessions for teachers to support IEP writing, intervention development and problem solving and support with other special education processes, as well as, Synergy support on an ongoing basis. These will occur on Thursdays from 3:30 to 5:30 at the ESC. Staff should contact [Patrick Revmann](#) if they plan to attend and let him know what you are seeking assistance with so we can ensure program specialists with expertise are there to support.

When	Who	Where	PLC Information
February 09, 2019 2:30-3:30pm	All SSS Staff +PLC members +PLC writing High +PLC writing Middle +PLC writing Special +PLC writing +PLC writing	ESD Day	This training counts as 2 district directed PLCs. Because district directed PLCs are required for all PLC members, all PLC members will be participating in this PLC. This PLC will be held on a Thursday.
February 09, 2019 3:30-4:30pm	All SSS Staff +PLC members +PLC writing High +PLC writing Middle +PLC writing Special +PLC writing +PLC writing	ESD Day	This training counts as 2 district directed PLCs. Because district directed PLCs are required for all PLC members, all PLC members will be participating in this PLC. This PLC will be held on a Thursday.
February 09, 2019 4:30-5:30pm	All SSS Staff +PLC members +PLC writing High +PLC writing Middle +PLC writing Special +PLC writing +PLC writing	ESD Day	This training counts as 2 district directed PLCs. Because district directed PLCs are required for all PLC members, all PLC members will be participating in this PLC. This PLC will be held on a Thursday.
February 09, 2019 2:30-3:30pm	All SSS Staff +PLC members +PLC writing High +PLC writing Middle +PLC writing Special +PLC writing +PLC writing	ESD Day	This training counts as 2 district directed PLCs. Because district directed PLCs are required for all PLC members, all PLC members will be participating in this PLC. This PLC will be held on a Thursday.

Follow the [schedule](#) to determine which Goalbook Training session you should attend.



EACH SCHOLAR: A V

Monthly Newsletter

# Highly Qualified Staffing

**Goal:** Increase individualized data-based decisions regarding 1:1 support needs and Least Restrictive Environments while exploring opportunities to increase the continuum of services at all schools and to infuse and align professional development opportunities to district and department initiatives.

## STEPS TAKEN

- Grow Your Own Partnerships
- Paraeducator Review/Fade Out Plan
- Teacher PD (Summer Summit)
  - Measurable Annual Goals and Progress Monitoring
  - Alignment to Strategic Plan
  - Big Ideas in Special Education
  - High Leverage Practices
  - Specially Designed Instruction

## 2018-2019

- Develop Paraeducator PD\* Plan
- Teacher PD\*
  - Math Curriculum PD
  - Standards Based IEPs & Access to the GVC (Goalbook)
- 1:1 Paraeducator Decision Guidelines
- Integrated Kindergarten Plan
- Extended Day Preschool Recommendations

## 2019-2020

- Paraeducator Guide
- Teacher PD
  - Specially Designed Instruction
  - Co-Planning & Collaboration
  - Accommodations & Modifications
- Continuum of Services Study
- TFL partnership UDL\*\* PD

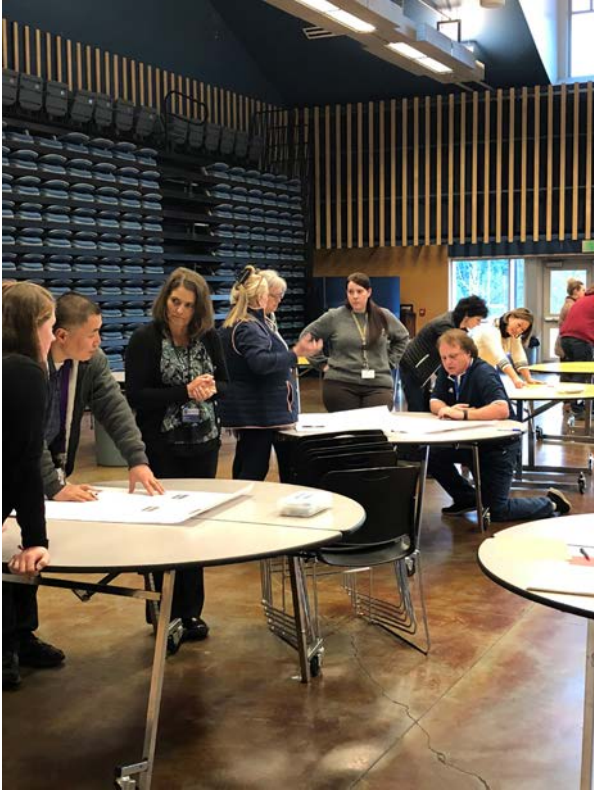
## 2020-2021

- Continuum of Services Recommendations

## Urban Collaborative Recommendations Addressed:

11 & 12: Assure appropriate deployment, use and high-quality professional development of teachers and paraeducators in order to increase high quality instruction focused on high expectations for all scholars.

# Recent Professional Development from SSS



## GOALBOOK

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Commons
- Help

SSS\_Accommodations&Modifications > Pages > WELCOME

- Home
- Modules
- Announcements
- Quizzes
- Grades
- Conferences
- Collaborations
- Syllabus
- Files
- Outcomes
- Discussions
- Assignments
- Pages**
- People
- Settings

View All Pages

### WELCOME



### Accommodations and Modifications in the Classroom

Accommodations and modifications are a vital aspect of instruction that ensures all scholars have equitable access to grade level content. This module covers what accommodations and modifications are, who receives them, why they should receive them, and how to implement them.

#### Topics Covered

[Module 1: Building the Background](#) (1 hour)

[Module 2: Implementation](#) (1 hour)

[Module 3: Application](#) (1 hour- optional for clock hours)

Accommodations and Modifications  
Online Module for all teachers



# Social Emotional Learning

**Goal:** Increase high quality social emotional learning opportunities and decrease disproportionality in special education eligibility and discipline referrals.

## STEPS TAKEN

- Fidelity monitoring of PBIS in schools
- Equity PD
- Adverse Childhood Effects PD
- Classroom Management PD
- De-escalation PD
- Right Response Training
- Functional Behavior Analysis and Behavior Plan Training
- School Psychologist Training on Evaluation processes

## 2018-2019

- 7 behavior specialists
- Tiered Fidelity Inventory
- Expert Consultant in PBIS
- Safe Learning Walks
- Elementary SEB Classroom Improvement Plan
- Second Step PD
- SWIS (Data Based Decision Making)
- Identify Patterns in Eligibility (EBD and ID)

## 2019-2020

- Practice Guidelines for EBD\* and ID\*\* Eligibility
- Eligibility Protocols
- Pre-Referral Considerations for teams
- Re-evaluation Considerations for Teams

## 2020-2021

- Screening Protocols for early identification and intervention of mental health disabilities
- SEC (SEB) Program Implementation Guide
- SEL Resource Adoption

## Urban Collaborative Recommendations Addressed:

5 and 7: Update current evaluation and classification policies and practices to assure fidelity and decrease disproportionality of disciplinary actions for students with disabilities.

# Social Emotional Learning Work



## Quality Program Indicators for Children with Emotional and Behavior Disorders

RICHARD S. NEEL  
UNIVERSITY OF WASHINGTON

K. KAY CESSNA  
JEFFERSON COUNTY PUBLIC SCHOOLS  
GOLDEN, COLORADO

JACLYN BOROCK  
COLORADO DEPARTMENT OF EDUCATION

SUE BECHARD  
SPECIAL EDUCATION DIVISION FOR  
MEASURED PROGRESS

Special education professionals today find themselves challenged in new ways as they strive to provide effective programming for children with emotional and behavior disorders (EBD) in public schools. Factors contributing to



HOWARD S. MUSCOTT

ELEM. SEB Program Improvement Planning



- **PBIS PD/Coaching** with outside consultants in 30 schools
- **Behavior Specialists** (7 total) in 4<sup>th</sup> school rotation (6-week rotations)
- **Second Step Partnership** with CHI Franciscan
- **Integration of Synergy (Student Information System) with SWIS**
- **Para-Educator Training** on behavior management and de-escalation strategies.

# Access and Achievement

**Goal:** Increase academic achievement for all scholars with disabilities by ensuring access to the GVC, standards aligned IEPs, standards based specially designed instruction, the use of high leverage practices, and collaborative data-based decision making.

## STEPS TAKEN

- Summer Sped Summit
  - Big Ideas in Special Education
  - High Leverage Practices
  - Specially Designed Instruction
  - Measurable Goals and Objectives
- Special Education Standards Based Instruction Facilitator
- Supplemental Math Resource Pilot
- Goalbook Implementation Proposal
- Curriculum Guide Writing Team Collaboration

## 2018-19

- Specially Designed Instruction Guide
- Accommodations & Modifications PD\*
- Math Resource Adoption
- ELA Resource Pilot Recommendations
- Teacher PD\*
  - Standards Based IEPs & Access to the GVC – (Goalbook)
- Phonics Work Group (TFL)
- Transition Resources Guide

## 2019-20

- Inclusive Practices Guide
- Core Curriculum Maps
- Accommodations & Modifications Guide with SBGR
- ELA Resource Pilot
- SEL\*\* Pilot Recommendations
- Grade Band Transitions Guide
- Collaborative Tools & Problem Solving Teams

## 2020-2021

- SEL\*\* Curriculum Recommendations

**Urban Collaborative Recommendations Addressed:** 4, 6, 8, 9, 10 & 12: Increase academic achievement for students with disabilities through district systems, including Multitiered Systems of Support (MTSS), making individualized data based decisions regarding specially designed instruction and programming that result in increased access to the general education curriculum.



# Standards Based IEPs and Access to the GVC Implementation Planning



Access and Achievement



**GUARANTEED AND VIABLE CURRICULUM (GVC)**



**MULTITIERED SYSTEMS OF SUPPORT**



**STANDARDS BASED IEPs**



**ACCOMMODATIONS AND MODIFICATIONS**



**SPECIALLY DESIGNED INSTRUCTION (SDI)**



**COLLABORATIVE CO-PLANNING AND CO-TEACHING**

GOALBOOK

GOALBOOK

GOALBOOK

GOALBOOK

Goal: Increase access to the Guaranteed and Viable Curriculum (GVC) and academic achievement for all scholars with disabilities by ensuring standards aligned IEPs, standards based specially designed instruction, the use of high leverage practices, explicit instruction and collaborative data-based decision making.

Urban Collaborative Recommendations: 4, 6, 8, 9, 10 & 12

# In order to increase access to and achievement in the Guaranteed and Viable Curriculum all SSS service providers will:

COLLABORATE	DEVELOP	DESIGN	DELIVER
Collaborate with General Education teachers to develop and provide high quality individualized accommodations and modifications	Develop rigorous, standards aligned, measurable IEP goals	Collaborate with general education teachers to design instructional strategies and develop resources that will increase scholar access to and increased achievement in the Guaranteed and Viable Curriculum	Deliver high quality, standards aligned & individualized specially designed instruction