

1.1 Introductions and Call to Order

- Call to Order - Maya Bazuik, Director of ESS, called this meeting to order at 3:00 pm

The following items were discussed:

1.2 Purpose and Background

- How does the curriculum align with the Continuum?
- Analyze pilot experience of each curriculum and rubric data.
- Review outcomes from the demos as it relates to data collected.

1.3 Review Data and Information

- Possibly come to a consensus on a recommendation to the school board.
- Plan for presentation to PUSD Governing Board
- Analyze data from publishers and utilize pilot data as it aligns with our rubric outcomes.

1.4 Display Curriculum February 25 - May 5th

- March 3rd, present recommended curriculum to the school board.

Notes:

The team evaluated two specialized curriculum programs—STAR Program and Unique Learning System (ULS)—to determine how well each aligns with student needs across varying levels of ability and supports the district's continuum of services.

Overview of Programs:

STAR Program (Strategies for Teaching Based on Autism Research)

- Highly structured, systematic, and foundational
- Focuses on ADLs, behavior, and social-emotional development
- Strong use of reinforcement and individualized instruction
- Best suited for:
 - K–4 students
 - Students with significant/severe needs
- Limitation: Less effective for advancing higher-level academic skills

Unique Learning System (ULS):

- Standards-aligned curriculum with differentiated instruction across levels
- Incorporates:
 - Leveled literacy
 - Communication supports (AAC, SymbolStix)

- Technology integration
- Best suited for:
 - Grades 5–12
 - Higher-functioning students
- Limitation: Less emphasis on foundational skill repetition

Key Findings:

- Both programs are necessary and complementary
 - STAR provides foundational skill development
 - ULS supports academic growth and progression
- Neither program alone fully meets the needs of all students
- A blended approach ensures alignment across the continuum of services
- Implementation of Daily Intensive Groups (DIGs) is recommended to target specific skill gaps

Program Alignment by Student Need:

- Students with significant needs: Benefit most from STAR's structured, incremental approach
- Students ready for academic progression: Benefit from ULS's broader curriculum and rigor
- Middle school (GMS): Best served by a combination of both programs
- High school (PHS): Primarily aligned with ULS

Recommendation:

Adopt and implement both STAR and ULS as complementary programs across the district to ensure all students receive instruction aligned to their developmental and academic needs.

Next Steps:

- Present recommendation to the Governing Board
- Demonstrate alignment to the continuum of services using pilot data
- Provide curriculum materials for Board review (February 25)

Adjournment - hearing no objections, Maya Bazuik adjourned the meeting at 4:00 pm