

Special Education Planning Team

Alameda Unified School District

Session #5 & #6

September 28 and October 26, 2017

Cindy Cathey - Facilitator

Victoria Forrester - Facilitator

Overview of the Agenda

September 28, 2017

AUSD

- **Topic 1**

- Review Our Charge & Group Norms

- Complete Program Model Review (Service Delivery Options)

- **Topic 2**

- Special Education Mission & Beliefs

- **Topic 3**

- Strategic Plan Development

- Chapter 1 and 2

- Debrief and Reflect

- **Topic 4**

- October 24 Board Presentation

- Preview Session 6

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.



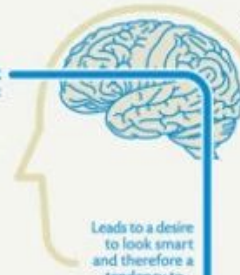
TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset

Intelligence is static



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

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

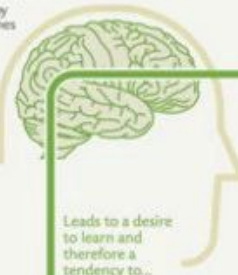
...feel threatened
by the success
of others

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

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

Growth Mindset

Intelligence can be developed



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

...embrace
challenges

...persist in the
face of setbacks

...see effort as
the path to mastery

...learn from
criticism

...find lessons and
inspiration in the
success of others

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

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

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)



Service Delivery Model Options Overview (cont.)

Last Meeting:

- General Education with Support
- Learning Center Model

This Meeting...



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



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



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?

The logo for the Austin Unified School District (AUSD) is displayed in white serif capital letters on a solid blue rectangular background.

Strategic Plan

An outline that defines the structure of the special education program

SERVICE PRIORITIES

Work Groups

- 1. Student Identification**
- 2. Educational Program Delivery**
3. Support Systems
4. Communication
5. Efficacy



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: 10 minutes

1. Review the draft belief statements.
2. Identify three core beliefs that your team feels are essential to accomplish the mission of the special education department in your district.
3. Write your three beliefs onto the “Beliefs and Mission” document.

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: 10 minutes

1. Review the draft Sp. Ed. department mission statement.
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.



Strategic Plan

An outline that defines the structure of the special education program

SERVICE PRIORITIES

- 1. Intervention and Identification**
- 2. Service Delivery Model**
3. Support Systems
4. Leadership and Communication
5. Monitoring and Compliance



Strategic Plan Components

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



Let's Build the Strategic Plan!

Work Group Activity: 25/15 minutes

1. Review big ideas for Priority Area
2. Develop a draft Goal, Strategy, and Action Plan
3. Write your ideas into the “Goals, Strategy, Action Plan” 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?

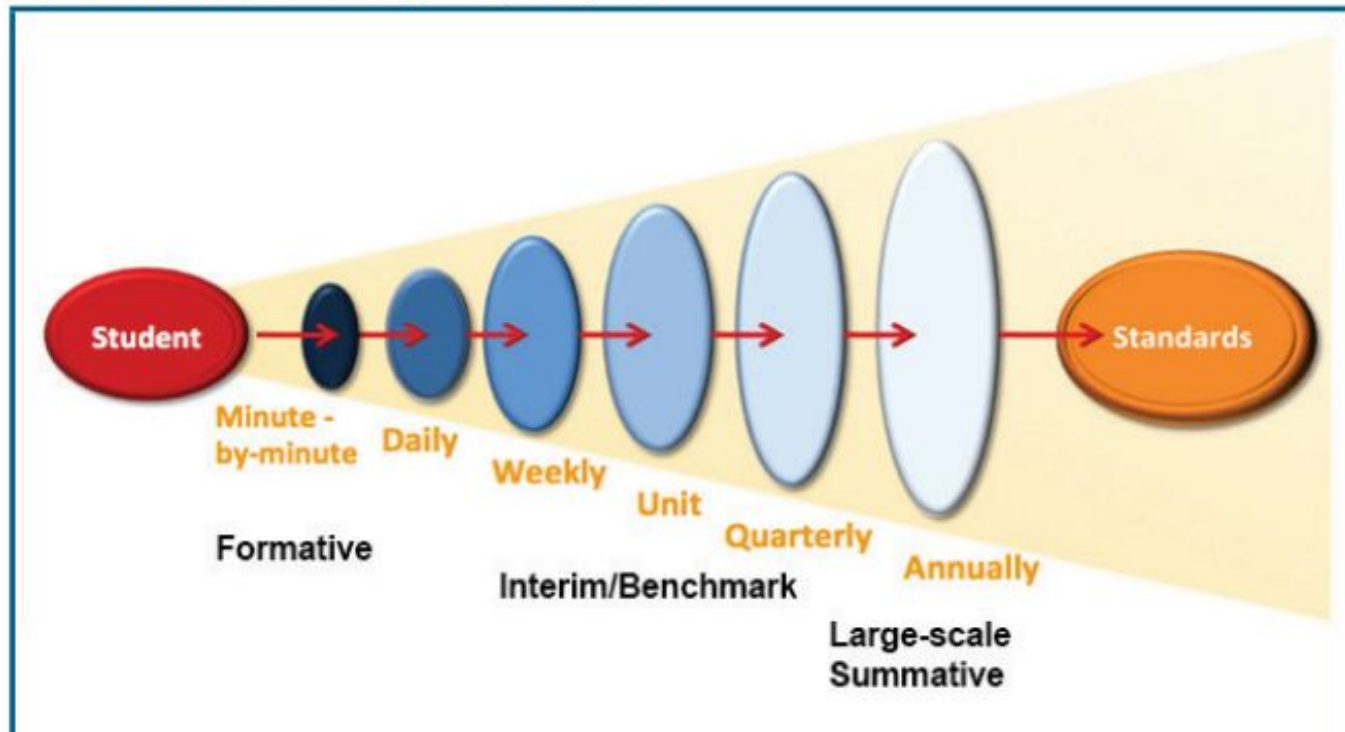
Universal Design for Learning

- 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

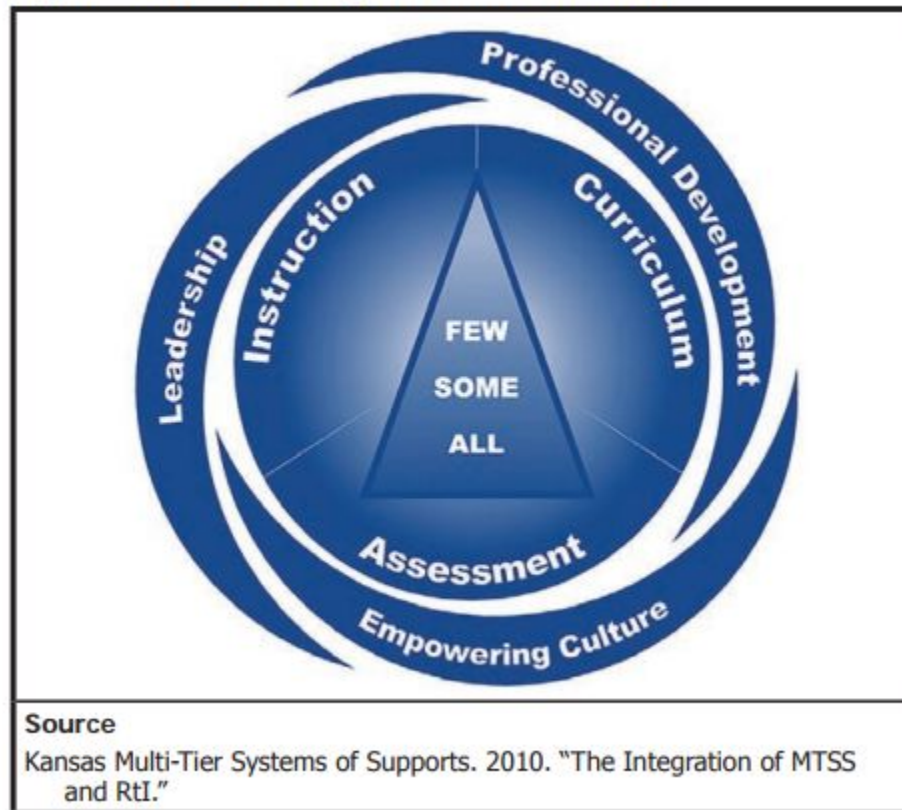
Herman, Joan L., and Margaret Heritage. 2007. *Moving from Piecemeal to Effective Formative Assessment Practice: Moving Pictures on the Road to Student Learning*. Paper presented at the Council of Chief State School Officers Assessment Conference, Nashville, TN.

Multi-Tiered System of Support

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

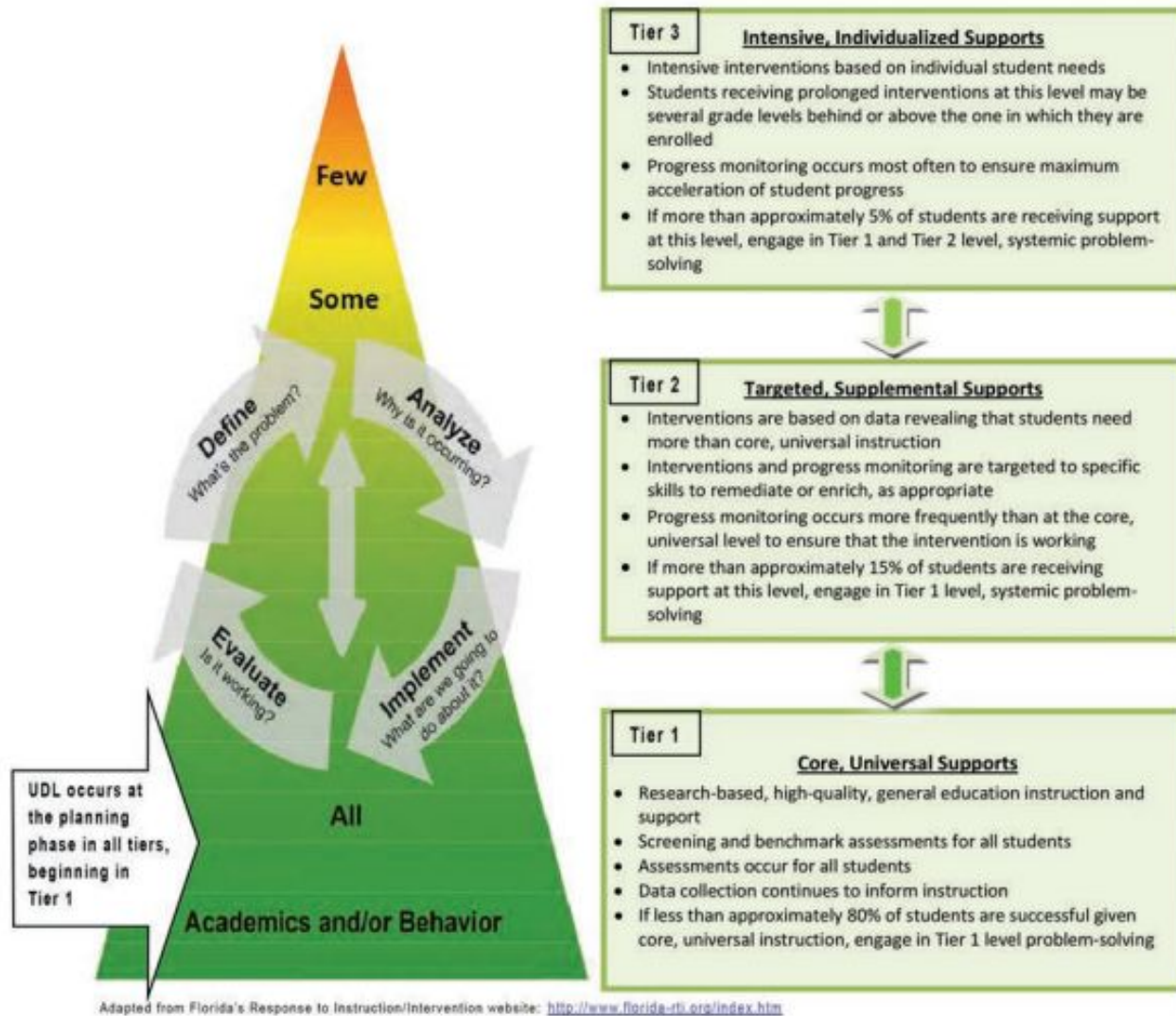
Multi-Tiered System of Support - pages 913 - 916 ELA/ELD Framework

Figure 9.10. The Larger Context of MTSS



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

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



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

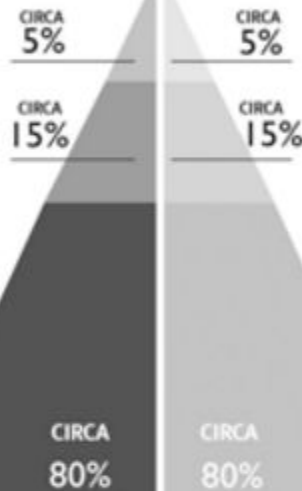
- Individual students
- Assessment-based
- High intensity
- Of longer duration

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

Students

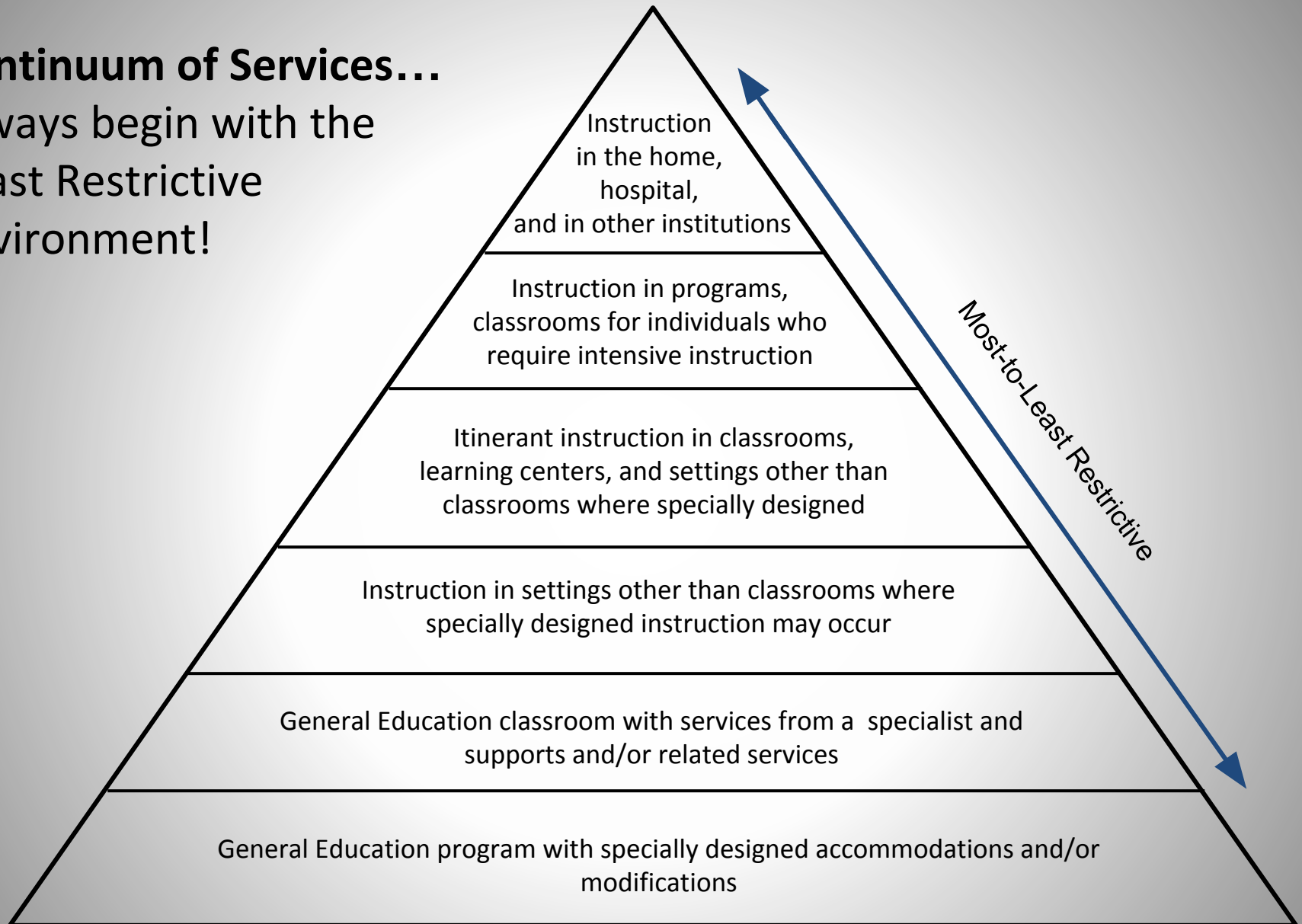
Supports for Students with Disabilities

- 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



Continuum of Services...

Always begin with the
Least Restrictive
Environment!



Service Delivery Model Work Group

Considerations:

- General Education
- General Education with support (Indicator 5 data0
 - 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

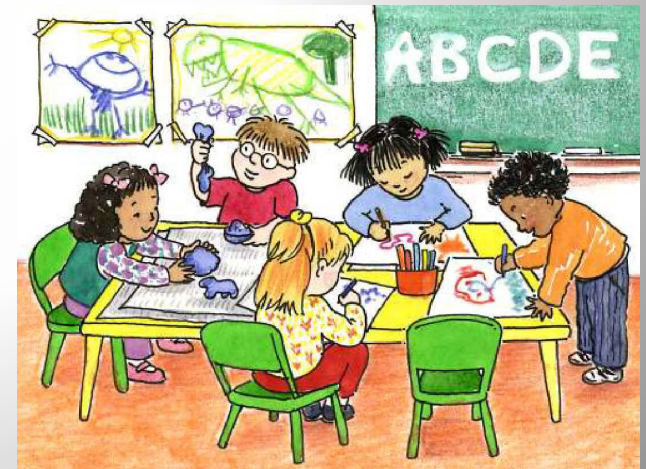
General Education with Support

- 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

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Work Group Debrief/Reflection

Activity: 10 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 (**NEW DATE**)
- October 26
- November 30
- January 25
- February 13 Board Presentation

What's Next

Planning Team Session #6:
October 26, 2017

Topics:

- Mission & Beliefs (Take 2)
- Strategic Plan:
 - Chapter 1 & 2 *Continued*

