

# SDUHSD-Special Education Strategic Plan Board Update June 17, 2021

-Tiffany Hazlewood; Director of School & Student Services



The purpose of the Strategic Plan is to define the structure of programs for students with disabilities in order that they may access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement.



The **Strategic Plan** is organized around **six priorities** that compose the backbone of a highly effective special education program and is aligned to the District's overarching **Local Control & Accountability Plan (LCAP)**.

### **Six Priorities:**

- 1. Transitions: College/Career and Post-Secondary**
- 2. Communication**
- 3. Curriculum/Instruction and Programs**
- 4. Professional Development and Staffing**
- 5. Inclusion: Meaningful Student Involvement**
- 6. Accountability/Oversight**



I am truly honored to stand before you today to share about the important work being done **for** our incredible students, **by** our dedicated staff and **in collaboration with** our supportive families.

# STRATEGIC PLAN 2020-2021 Progress



# Priority 1-Transitions

(Articulation)



Streamlined Articulation/Transition Process between All Levels for Students with Disabilities:

- Information Nights including SDUHSD Parent Representatives for Incoming 7th Grade Families
- Open Houses - matriculating students (Middle to High, High School to COAST)
- HS Student Visits to COAST
- Ed Specialist and IA visits between High School and COAST
- Course Registration Support
- Director-to-Director prep meetings
- Teacher-to-Teacher prep meetings
- Transition IEP Meetings

*“I remember thinking, ‘it’s going to be a big change, how are they going to do what the elementary school did?’ but it’s been a seamless transition. The teachers and aides are so welcoming, and the service providers are amazing. I was scared but my son wasn’t ... my fears were unfounded and we are very happy. My son is non-verbal and the IEP has been carried over and implemented very well.”*

*~ CVMS parent of a 7th grader*



# Priority 1-Transitions (Articulation)

From Hanover Research Survey:  
(Data from parents of students with disabilities only)



<i>% of respondents who agree or strongly agree</i>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
The IEP team provided info and resources necessary to support my student's success following a transition from one setting/school site to another...	64%	70%	79%	80%



*“Throughout the transition process into middle school, the communication was great. I was nervous and I am having those same apprehensive feelings at the moment as my son is transitioning to a big high school but I know the San Dieguito staff have got this down. Our students are resilient.”*

*~ PTMS Parent of an 8th grader*



# Priority 1 - Transitions

## From Hanover Research Survey:

(Data from parents of students with disabilities only)

<i>% of respondents who agree or strongly agree</i>	<b>2021</b>
The school provides access to a school counselor and college and career planning	85%



## Priority 1 - Transitions

### CA School Dashboard: College & Career Readiness Data

	2017	2018	2019
<b>Students with Disabilities Prepared for College &amp; Career</b>	30.1%	33.9%	35%

\*\*Key: Students meet CCR requirements: Advanced Placement, A-G course completion, CTE course of study, Smarter Balanced Assessment, Community College Courses, or the state seal of biliteracy

## Priority 1 - Transitions

### Planning for Post-Secondary: ITP Transition Supports for Students with Disabilities:

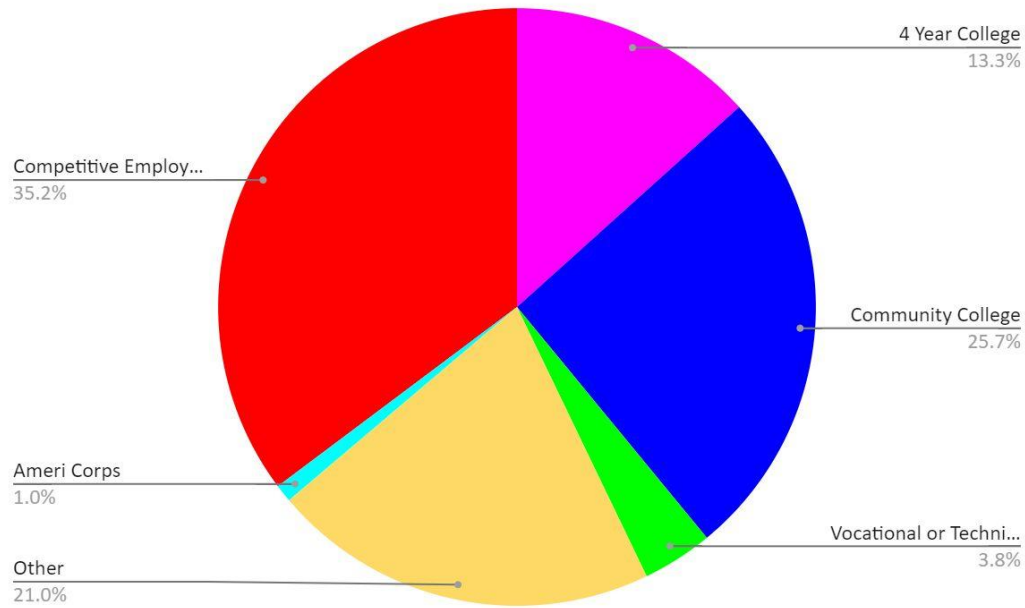
- Collaboration with SDRC for students with ID/DD to access support to achieve competitive integrated employment
- DOR participation in IEP meetings, facilitation to ensure students have access to general DOR services
- Contracted services with DOR to provide students pre-employment training, job development, subsidized work experience, employment support and follow up with business partners
- Developed Local Planning Agreement with DOR and SDRC to promote employment of individuals with ID/DD
- Promote post-secondary supports and services to students and families - facilitate parent information events for community based programs vendorized with DOR and SDRC
- Promote post-secondary supports and services to students and families - sponsored trips to community colleges, Job Corps, other community public agencies

# Priority 1 - Transitions

## CDE Annual Performance Report for Special Education: State Performance Plan Indicator 14 - Post School Outcomes

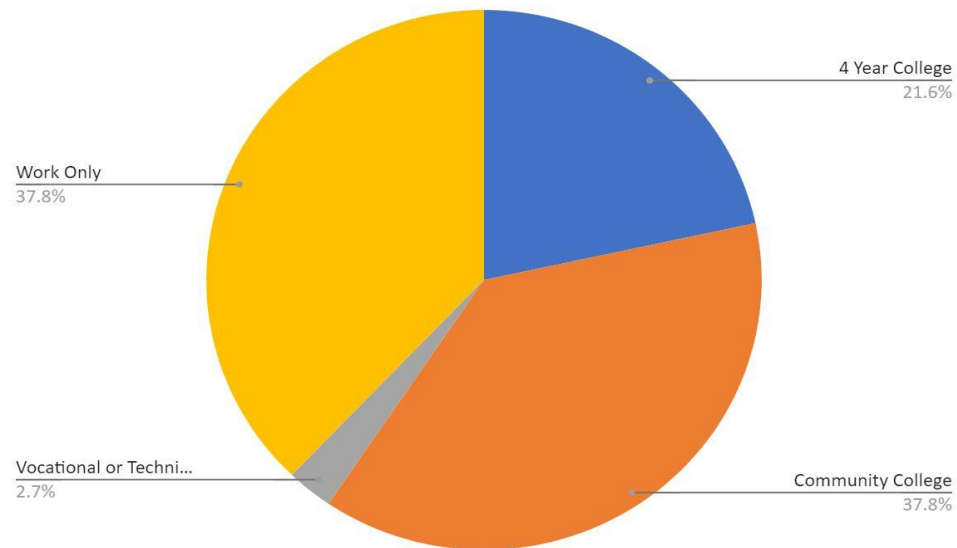
<p><b>14a: Higher Education</b>                  Measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education within one year of leaving high school.</p>	<p>2019 State                  Target: 54.3%</p>	<p>SDUHSD                  Rate: 97.65%</p>
<p><b>14b: Higher education or competitively employed</b>                  Measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.</p>	<p>2019 State                  Target: 74.4%</p>	<p>SDUHSD                  Rate: 97.65%</p>
<p><b>14c: Employment</b>                  Measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or other postsecondary education/training program; or competitively employed or in some other employment within one year</p>	<p>2019 State                  Target: 83%</p>	<p>SDUHSD                  Rate: 97.65%</p>

# Postsecondary Outcomes



n=105 students contacted that graduated or matriculated from SDUHSD in 2019-2020

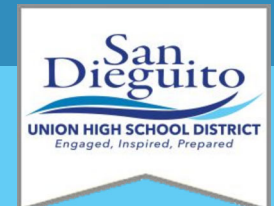
# Of those Employed:



n= 37 Students competitively employed within the past 12 months

*“...the COAST program has exceeded expectations and I am thankful for the district making ATP and COAST such a great place.... Staff have shown creativity and hard work in finding ways to implement community based learning during COVID.”*

*~ COAST Parent JC*





## Priority 2: Communication



- Quarterly District Special Education Newsletters
- Regular updates to websites (District and Site)
- Monthly COAST Academy Newsletters
- Special Education Strategic Plan meetings
  - agendas and notes posted online
- Site Administrator Meetings with Parent Strategic Plan Representatives
- School site/staff office hours
  - increased availability for support

*“One of the silver linings {of Covid} has been the easy access to teachers for support, during office hours and wellness time.”*

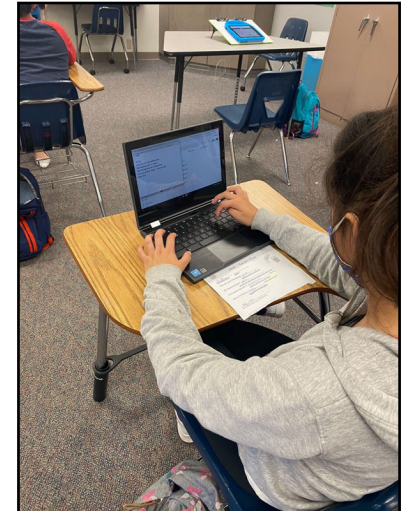
*~ OCMS Parent*



## Priority 2: Communication

### Data from Hanover Research Survey:

(Data reflects responses from parents of students with disabilities)



<i>% of respondents who agree or strongly agree</i>	<b>2020</b>	<b>2021</b>
The IEP Team values parent/guardian Input	88%	88%
The school effectively communicates with me	81%	86%
The school encourages parent/guardian involvement	84%	88%
The school provides opportunities for parent/guardian feedback	86%	89%

*"I appreciate all your thoughts and efforts for (my child) as we take steps to transition him back into a world he recognizes. We are so grateful for this highly trained, professional team he has in you" -*  
*~ TPHS parent*



## Priority 3: Curriculum, Instruction & Programs



- Learning Academy supports on every campus
  - allowing students to remain at their residence school OR school of choice when increased supports are required
- Targeted Intervention Courses: English Language Arts and Math
- Targeted Intervention Committee: Analyze student performance to develop course profiles in order to align district processes and to provide direction to all staff throughout the district.
- Growth of Co-Teaching model at all sites
  
- **NPS/RTC**-Ongoing efforts to bring students back to the District
  - 67% of students currently in a NPS entered the District in that placement
  - 15+ students in last two school years have been returned from NPS/RTC to in-District placements

# Priority 3: Curriculum, Instruction & Programs

## Social-Emotional / Behavioral

- Seaside Prep
  - **2019/20**
    - Opened MS program at Pacific Trails
    - Relocated HS program to SDA
  - **2019/20-2020/21**
    - Expanded supports/services within MS and HS programs
      - BCBA, School Psychologist, and SLP integrated into program
      - Increased inclusion in general education classes (Gradual phasing out of Fundamentals classes)
      - Growing student numbers in MS & HS programs
        - Middle school growth: 4 to 10 students
        - High school growth:
          - Reduction in NPS/RTC placements; 9 students returned to Seaside
- Internal Educationally Related Mental Health Services expansion
  - New ERMHS PPS positions
  - Fading of contracted NPAs
- Ongoing collaboration between ERMHS and Behavior Support Teams
  - 23 hours of consult time for individual students since March, 2021

*“I appreciate the SpEd instructor(s) and principal being invested in my child as a person and not just a number that attends their school. Their in-person support is the biggest part of his success.”*

*~ EWMS Parent*



## Priority 3: Curriculum, Instruction & Programs

### Modified Program -

- Curriculum [Framework](#) - committee aligned grade level content standards/transition domains to support students in modified programs
  - 2020/21- Science/Social Science framework has been completed
  - 2021- Modified Sexual Health Education completed (within all Modified including COAST)
  - 2021/22- Math and ELA framework to be completed
- Certificate of Completion course of study (adopted 2019)
- Hybrid/Individualized Modified Programs

### Community Opportunities for Adult Students in Transition (COAST) Academy

- February 2020 - Board approval of new program name and mascot
- August 2020 - Move onto new campus at Requeza Educational Center
- October 2020 - Launch of COAST Academy student business, Dolphin Designs
- 2020-2022 - Developing Modified Curriculum Framework for Transition Domains

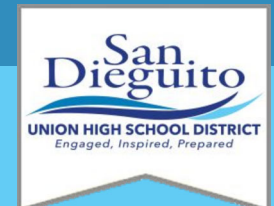
### COAST Growth-Enrollment Projections

- 2019/20 - 47; 2020/21 - 51; 2021/22 - 53; 2022/23 - 55



*"We had back-to-school night last night. [The modified teachers] were united in their vision of a hybrid curriculum. We had a schedule, talked about every subject, saw textbooks and workbooks and other teaching tools. It was fantastic."*

*- CVMS parent*



## Priority 3: Curriculum, Instruction & Programs

### From Hanover Research Survey:

(Data from parents of students with disabilities only)

<i>% of respondents who agree or strongly agree</i>	<b>2019</b>	<b>2020</b>	<b>2021</b>
The District provides access to a broad course of study	72%	78%	81%

*“... the recording of classes benefitted my son as he is able to go back and replay the lecture, and take better notes. The tech supports {in the Google Suite} have been of enormous benefit for students with disabilities as well as the extra time built into their day.”*

*~ CCA Parent*



# Priority 4: Professional Development & Staffing

<u>Semester/Year</u>	<u>Classification</u>	<u>Training</u>	<u>Hours</u>	<u># of staff</u>
Spring, 2020	Instructional Assistants	Applied Behavioral Analysis	40	77
2019/2020; 2020/2021	Instructional Assistants	Nonviolent Crisis Intervention (CPI)	12	56
Spring, 2021	Instructional Assistants	Community Based Instruction	1	43 (IAs assigned to Modified Program)
Spring, 2021	Behavior Interventionists	Direct Training with District BCBA	149.5	All BI Instructional Assistants
Spring 2021	All Instructional Assistants	Direct Training with District BCBA	19	All Classroom Instructional Assistants

## Priority 4: Professional Development & Staffing

<u>Semester/Year</u>	<u>Classification</u>	<u>Training</u>	<u>Hours</u>	<u># of staff</u>
Spring, 2021	Education Specialists	Direct Consult with BCBA	40	Education Specialists supporting students with Behavior needs Districtwide (LA, Modified, Seaside)
2019-2020; 2020-2021	Education Specialists	Nonviolent Crisis Intervention (CPI)	12	36
2019-2020; 2020-2021	Administrators	Nonviolent Crisis Intervention (CPI)	12	25
2019-2020; 2020-2021	Related Service Providers	Nonviolent Crisis Intervention (CPI)	12	16

# Priority 4: Professional Development & Staffing

## *Next Steps: 2021 and Beyond*

<u>Semester/Year</u>	<u>Classification</u>	<u>Training</u>	<u>Hours</u>	<u># of staff</u>
2021-2022	Education Specialists; Administrators; Related Service Providers; Campus Supervisors; Bus Drivers	Nonviolent Crisis Intervention (CPI)	12	149
2021-2022	Behavior Intervention Instructional Assistants	Formal RBT Certification	-40 Hours ABA Training (Completed) -Competency Assessment -Formal Examination -2 hours/Monthly Ongoing Supervision	9 - Current BIs

## Priority 4: Professional Development & Staffing

**2018/2019:** Education Specialists & Related Service Providers:

- Social/Emotional Learning
- Transition Services for Students (DOR, RC, and Mira Costa Presenters)
- Compliant IEPs

Instructional Assistants:

- Behavior
- ABCs of IEPs
- Vocational Development/Transition

**Summer 2020:** Special Education specific trainings offered and more than 100 teachers participated in sessions:

- Collecting IEP Data in the Distance Learning Environment
- Effective Co-Teaching
- Accommodations, Modifications and Interventions
- Helping Students Succeed in Virtual School

**Moving Forward-Summer**

**2021:** Special Education specific trainings

- Targeted Interventions for ELA and Math
- Modified Framework Curriculum
- Behavior & Data Collection for Educational Specialists
- Co-Teaching: Getting the Year Started!
- Universal Design for Learning

*“I appreciate the consistency in Professional Development focused on Co-Teaching. The success of my co-teaching relationships is built on the foundation of the time we spend planning a lesson. I welcome others to come and see our co-taught classrooms.”*

*-SDUHSD Teacher*





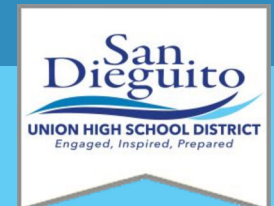
## Priority 4: Professional Development & Staffing

### Moving forward:

- CPI Training for all Education Specialists, Related Service Providers, Bus Drivers, Campus Supervisors, Front Office Staff and Instructional Assistants
- CPI Pilot Training “De-escalating Challenging Behaviors” for Families & Caregivers
- Behavior Intervention Instructional Assistants - Formal RBT Certification

*“The information covered at this year's PD days was very topical (supported us wrapping our heads around the new demands of distance learning) and broken down nicely into key areas to help us prioritize our engagement. I also appreciated the recording of sessions I could watch later when there was a session conflict. Overall, I would say those days were very useful and helped me enter this year with increased confidence and feeling better prepared.”*

*-SDUHSD Teacher*



## Priority 5: Inclusion & Meaningful Student Involvement



Over the past five years, SDUHSD has gradually reduced the number of Fundamental Courses (special education setting) and increased the number of Co-Teaching courses. The shift to the Co-teaching model provides students with:

- Least restrictive setting with their peers (peer models),
- Rigorous, standards-based curriculum (including A-G courses),
- Instruction directly from a credentialed content-area specialist,
- Support from the education specialist at the point of instruction,
- Etc.

	<b>2015-2016</b>	<b>2020-2021</b>
Middle School	27 Fundamental courses serving 159 students	23 Co-Taught courses serving 319 students
High School	32 Fundamental courses serving 425 students	59 Co-Taught courses serving 631 students

*“In my opinion co-teaching is a highly effective intervention as it allows for student exposure to the content and the interventions in one classroom. My co-teacher is highly qualified in the content and I work with them to provide curricular supports. It has been very rewarding to see the supports I have created generalized and accessible for all students in other classes. If I am unable to support a student the ability to conference and brainstorm to apply an alternative intervention.”*

*-Gillian Brittan, SDUHSD Teacher*



## Priority 5: Inclusion & Meaningful Student Involvement

	2020-2021 School Year			
	High School		Middle School	
Co-Taught Sections	# of sections	% of SWDs enrolled	# of sections	% of SWDs enrolled
<b>English</b>	23	34%	11	34%
<b>Math</b>	21	24%	9	32%
<b>Social Studies</b>	9	9%	1	3%
<b>Science</b>	6	12%	2	3%

## Priority 5: Inclusion & Meaningful Student Involvement

2020-2021 School Year	
Pass Rates - High School	
Co-Taught Courses	% of SWD Passing
Math	83%
Sciences	80%
Social Sciences	91%
English	83%

*“My co-teacher and I use sound instructional strategies to support student achievement and we truly collaborate- while one leads the instruction and the other actively support students. Co-teaching allows us to provide immediate support with interventions and accommodations in the general education classroom.”*

*-SDUHSD Teacher*



*“My co-teaching partner and I are in constant communication, know the content subject area, and bring different strengths to supporting students.... an effective co-taught class is one that creates an environment where students feel "safe" to learn and ask questions. Having two different personalities and teaching styles usually provides students even more opportunity to engage and connect with the content.”*

*-SDUHSD Teacher*





## Priority 5: Inclusion & Meaningful Student Involvement

### Access Courses

The District has worked to expand access to **academic and social inclusion for all students**, including students with significant disabilities. “ACCESS” course profiles have been built in all content areas for use by IEP teams and counselors to individualize student schedules in alignment with the Certificate of Completion course of study.

*“Accessing xxx is a course for students working toward a Certificate of Completion rather than a high school diploma. This modified general education course allows students to access the general education classroom for a xxx course in order to promote inclusion, make progress on individual IEP and/or transition goals, and develop everyday skills that are valuable for their future (social skills, managing large group settings, working in cooperative groups, positive peer modeling, etc). These are essential skills needed to increase independence. The purpose of Accessing xxx is to provide students working toward a Certificate of Completion with inclusive opportunities to access general education settings and curriculum with their peers.”*

Continuing Goals through CAC:

- Provide ongoing guidance and training for all staff to implement ACCESS courses via IEP
- IEP teams to develop ACCESS plan to shape meaningful participation in each general education environment

*“I am thankful for the staff for supporting my son understanding how important personal connections are with students. Teachers open each class with building personal connections... and my son really enjoys the weekly wellness activities.”*

*~ CCA Parent*



## Priority 6: Accountability & Oversight



- Strategic Plan Parent Forum
  - Four meetings a year with specific activities that include data sharing, parent and school site collaboration, planning and plan review
  - One parent representative and one site administrator from each school site as well as representatives from the district.
- North Coastal Consortium for Special Education: Community Advisory Committee (NCCSE CAC)
  - Annual goals
- LCAP & ELO (AB 86) participation and support
  - Specific actions and services to support students with disabilities

*Mrs. Gallow shared during the SPPF how proud she is of students, teachers and families coming together to support the school. She really has appreciated how the TPHS community has come together to support students.*

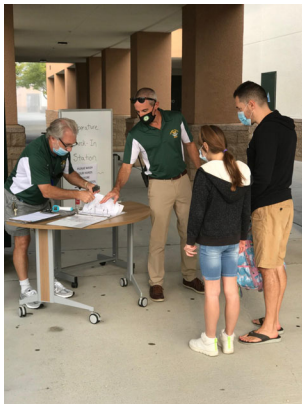


## Strategic Plan → Looking Ahead

Based on the feedback from the Strategic Plan Parent Forum group, for the 2021-2022 school year work will be focused on:

- ★ Creating more inclusive extra-curricular opportunities;
- ★ Optimizing the co-teaching model
  - Recruiting co-teaching teams for lasting partnerships
  - Supporting this proven model for effective inclusion and increased academic rigor;
- ★ Addressing learning loss;
- ★ Implementing supports for behavior and social emotional needs;
- ★ Increasing transition supports at all grade levels;
- ★ Improving support to students via Targeted Intervention courses;
- ★ Informing the LCAP;
- ★ Continuing to be flexible and creative in how we support our students as they grow!

# Thank you!



Thank you SDUHSD students, staff and families!

**My team and I are honored to serve you.**