

Date: March 5, 2018

Topic: **Special Education Action Plan Update**

Background/Overview

Special education is not a “place;” rather, it is a set of services. In our district, we provide a continuum of service and placement options for students who qualify for special education. As we plan for services, we partner with families regarding the individual needs of children with a goal for children to be educated in their neighborhood school and in the general education setting to the greatest extent possible. We believe there is inherent benefit for students to learn with their community peers.

In 2015-16, the Special Services department completed a program review to evaluate special education and 504 services to ensure that our services are reflective of best practice and aligned with our policies. The Special Services administrative team used findings from the review to develop a final report and five-year action plan, which was presented to the Board in September of 2016. The report and action plan were organized around seven priority improvement areas from the program review, with specific action items for each area. These priority areas include:

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| I. Service Delivery Models | V. Policy |
| II. Curriculum, Assessment, and Instructional Supports | VI. Interdepartmental Considerations |
| III. Professional Development | VII. Parent Engagement |
| IV. Resources | |

Five-Year Action Plan Updates by Priority Area *(Work stage/status noted for each action item)*

I. SERVICE DELIVERY MODELS ACTION ITEMS

I-1. Developing and Implementing a Co-Teaching Model at all Secondary Schools *(Planning and Learning)*

- This past fall, a team from Special Services and Intervention Services developed a district secondary co-teaching model based on the successful model that we are currently using in our English Language Learner Program, and co-teaching practices currently in place in our secondary schools.
- In January, feedback about the model was gathered from a representative group of specialists, secondary school administrators, general education teachers, and special education teachers, with experience in co-teaching.
- A Special Services team is currently identifying special education and general education teachers and principals to:
 - Implement the model in secondary schools where co-teaching is currently in place.
 - Expand co-teaching to additional schools in 2018-19.
- Training and support will be provided to co-teaching teams in the summer and throughout the 2018-19 school year.

I-2. Expanding 18-21 Programs and Services (*Beginning Implementation*)

- The new Kirkland Transition Academy opened on September 5, 2017 on the Kamiakin Middle School campus.
- Currently, there are 10 students in the program with a projection of 16 students for the 2018-2019 school year.
- Students participate in volunteer internships, which have been designed to assess their skill sets, build their resumes, and to obtain meaningful pre-vocational experiences.
- Eligible students and families will enter into a partnership with the School to Work (S2W) program during their last two years at the Kirkland Academy.
- An advisory committee is developing a third pathway for students that is to launch in 2019-20.

I-3. Launching a Preschool Center Program at Old Redmond School House (*Planning and Learning*)

- Since August 2017, a Special Services Preschool Planning Team has been researching best practices, conducting site visits, collecting and reviewing research, and researching blended program models.
- The team is also collaborating with the University of Washington to conduct a preschool program review to focus on inclusive practices for development of a preschool center program.
- The planning team will use information collected this year to develop recommendations for a blended program model, curriculum, staffing, and inclusive preschool instructional practices by the 2019-20 school year.
- Preschool staff members are providing input to the facilities planning team.
- The Old Redmond School House Center Based Program is set to launch in 2019-20.

I-4. Programs and Services for Twice-exceptional Students (*Beginning Implementation*)

- The directors from Special Services and Accelerated programs co-facilitated a Twice-exceptional Parent Advisory in the spring of the 2016-17 school year.
 - The advisory recommended professional learning for teachers about the needs of twice-exceptional students.
- Jeremy Erickson, Ph.D., Autism Specialist, and Patti Cromar, Special Education Para Support Autism Specialist, provided trainings in October, November and December of 2017 to all Quest teachers about needs and strategies for:
 - Social/emotional growth and executive functioning impacts in the classroom.
 - De-escalation strategies.
- Additional training dates are scheduled for April and May of 2018.
- The Special Services and Accelerated Programs departments are currently developing pre-referral guidelines for twice-exceptional students to be used starting in 2018-19.

I-5. Programs and Services for Dually Qualified Students (Special Education & ELL) (*Beginning Implementation*)

- A team of administrators and specialists from Special Services and Intervention Services is developing a formalized guidance process, including supports and tools for prereferral of ELL students to special education. The team is:
 - Identifying data to use in the Guidance Team process to determine if an evaluation is the appropriate response to the student's needs.
 - Reviewing the prereferral processes utilized in neighboring districts.
 - Reviewing disproportionality data and our current pre-referral process.
- This spring, the team will finalize processes and guidance documents, tools and professional learning modules.
- Training for psychologists, EL teachers, special education teachers, general education teachers, and administrators will begin this spring and continue into 2018-19.

I-6. Choice School Staffing Processes and Communication *(Beginning Implementation)*

- Special Services staff members are currently gathering:
 - Three-year historical data on choice school enrollment for students receiving special education services.
 - Choice school FTE allocations from the past three years.
 - Levels of services for current students in choice schools.
 - Information about staffing and enrollment from principals.
 - Information sent to families.
- This spring, the Special Services administrative team will use this data to develop recommendations for 2018-19 choice school staffing.

I-7. Adaptive PE at the Secondary Level* *(Planning and Learning)*

- A team from Special Services is identifying staffing allocations for secondary schools.
- Once staffing allocations have been identified, we will begin planning for implementation to start in 2018-19 school year.

**Not included in 2016 Action Plan*

II. CURRICULUM, ASSESSMENT, & INSTRUCTIONAL SUPPORTS/ASSISTIVE TECHNOLOGY ACTION ITEMS

II-1. Multi-Tiered System of Supports (MTSS); Systemic Progress Monitoring in ELA and Math; Progress Monitoring Systems; and District Level Data Analysis *(Planning and Learning)*

- An MTSS advisory team of teachers, parents/community members, counselors, specialists and administrators has been meeting monthly since November to learn about academic, behavioral and social-emotional supports for students in our district. The team is also learning about evidence-based practices to support all students.
- The purpose of the team is to make recommendations for:
 - Potential adjustments to how we use curriculum, instruction, interventions, and assessments to support all students academically, behaviorally, and socially.
 - Structures, resources, leadership, and professional learning to support a Multi-Tiered System of Supports.
- This spring, the advisory team will begin to develop a preliminary, written MTSS framework and multi-year implementation plan.
 - The framework will ultimately provide guidance for school and district staff.
- In the fall of 2018, we will be piloting elements of a multi-tiered system of supports in elementary and secondary schools, including screening and progress monitoring systems for ELA, math, and behavior.
- The advisory is reviewing how to incorporate district-level data analysis into a Multi-Tiered System of Supports.

II-2. Replacement Materials Aligned to Core Curriculum *(Planning and Learning)*

- Curriculum replacement materials are currently being reviewed for two groups of students; math for middle school students, and functional academics plus social instruction for students in our elementary Learning Centers.
 - Members of the Special Education and Teaching and Learning departments are working with middle school math teachers to pilot curricula and make recommendations for supplemental and replacement curricula and its appropriate use by this coming May.
 - Dean Ballard, Director of Mathematics, CORE, Inc., is working with our Learning Center teachers to systematically review the needs of our students and develop a proposal for curriculum and assessments in the areas of literacy and social skills.

II-3. Dyslexia Evaluation Screening Tools and Supplemental Curriculum (*Beginning Implementation*)

- Special Education and Intervention Program Directors are co-leading a Dyslexia Advisory Team.
 - The team includes directors, program specialists, school psychologists, speech and language pathologists, parents, and Safety Net, special and general education teachers.
 - The purpose of the team is to build a system to ensure students with reading difficulties, including dyslexia, are identified early, provided with accelerated and explicit instruction in foundational reading skills to mitigate long-term reading difficulties and/or qualification for special education.
- The team is currently identifying assessments for screening and progress monitoring to begin using in 2018-19.
- By the end of March, the team will identify curriculum tools to pilot in schools starting in the spring.
- The team is also developing:
 - Professional development for special education teachers, Safety Net teachers, administrators, and program specialists, to begin in the spring of 2018.
 - A potential summer program that would serve students at risk for reading difficulties, including dyslexia.
 - Targeted, professional development for K-2 general education teachers to begin in the fall of 2018.

II-4. Assistive Technology (*Full Implementation*)

- This year, the new Assistive Technology Team, of 2.0 FTE Certificated Staff (one full-time special education teacher and two part-time SLPs), has:
 - Developed and provided training to our OT, PT, and SLPs.
 - Purpose for assistive technology; when assistive technology should be considered for students; the process staff follow to request assistive technology considerations for students; and how to access this information.
 - Provided training for principals and new teachers about when and how to access assistive technology.
 - Developed written resources/guidance for staff and students about the use of assistive technology tools at school.
 - Provided consultation services for 162 students, 148 teachers (at 31 schools) as of February 2018.

III. PROFESSIONAL DEVELOPMENT ACTION ITEMS

III-1. Professional Development/Training of all Special Education Staff Regarding Core, Supplemental, and Replacement curriculum (*Beginning Implementation*)

- Training for special education staff has been provided this year in the following areas:
 - Elementary writing instruction using the new curriculum materials in November and May
 - The use of assistive technology to support writing in Learning Centers in November and May
 - Middle school math core curriculum and instruction with newly adopted materials. Supplemental instruction with ALEKS online math, purchased during adoption, in October, January, and April
 - Middle school social skills materials training in November and May.

- Training for special education teachers regarding core, supplemental, and replacement curriculum and its appropriate use will be developed to align with each upcoming curriculum adoption (K-5 science in 2019-20, ELA in 2020-21, Social Studies in 2021-22).

III-2. Professional Development/Training for General Education Teachers on Differentiated Instruction in Literacy and Math for Qualified Students *(Planning and Learning)*

- The Multi-Tiered System of Supports Advisory Team is developing recommendations for the content and delivery of differentiated instruction in literacy and math. Implementation is scheduled to begin in 2018-19.

III-3. Professional Development/Training on Best Practices Of Qualification for Dually Qualified Students *(Planning and Learning)*

- The directors of Special Services and Intervention Services are working with a team to develop training for new guidance processes, supports and tools for pre-referral process and to support dually qualified students.
- Training for psychologists, EL teachers, special education teachers, general education teachers, and administrators will begin this spring and continue into 2018-19.

III-4. Guidance and Training on Models to Enhance General Education and Special Education Teacher Collaboration *(Planning and Learning)*

- Caseload Management Time (CMT) was negotiated for our special education teachers, in our most recent LWEA/LWSD bargain. This includes time for collaboration between special education teachers and general education teachers.
- General guidance documents for the use of caseload management time were developed and sent to special education teachers and principals in the fall.
- The Special Services team will be providing training on collaboration with general education teachers during the upcoming meeting with all special education teachers in May.
- A committee is scheduled to meet in May and review feedback from teachers about the use of CMT and to develop specific guidance on the use of CMT to enhance collaboration for 2018-19.

III-5. Professional Development/Training for 504 Monitors *(Beginning Implementation)*

- Three separate trainings were delivered to 504 monitors by a Special Services program specialist and associate directors throughout the fall of 2017.
- Follow-up trainings have been provided, as requested, and/or when new staff have been assigned.
- A Special Services team is developing additional training to be delivered in 2018-19 based on a review of current practices and 504 monitor feedback. This will include:
 - Differentiated training for elementary and secondary monitors
 - Updates on monitoring, reporting and review dates
 - Parent communication

III-6. Training Focused on Policy Updates *(Full Implementation)*

- Training for building administrators occurred during their mandatory August training, and included in their August LEAP training with all staff on the following policies ACAC, ACAC-R, and ACAB in 2016.

IV. RESOURCES ACTION ITEMS

IV-1. Adjustments to Staffing Processes *(Full Implementation)*

- New contract with enhanced staffing ratios.

- Director of Special Services is working with the budget office to develop improved growth projections.
 - Projections will be used with HR in March to plan for pool hiring. This will allow us to hire early and increase the number of qualified staff to be placed as soon as positions open.
- Additional Special Education allocation of 5.0 FTE was added this year to quickly and flexibly respond to growth needs, and 2.0 FTE included in contract for high needs allocations.
- Recruiting now occurring at job fairs in Washington and Oregon.
- Interviewing is happening now for the 2018-19 school year.

IV-2. Internal and External Stakeholder Communication with Respect to Allocations and Expenditures
(Full Implementation)

- Updated contract and staffing information was shared at August LWEA/LWSD contract training, with representative of LWEA building representatives and building administrators.
- Our updated special education staffing ratios were shared with the PTSA Council PTSA Special Needs Group meetings in September of 2017.

V. POLICY AND PROCEDURES ACTION ITEMS

V-1. Policy and Procedure Language to Address Areas of Need (I.E. Dyslexia, Service Animals, and Restraint or Isolation); Section 504 Policy and Procedures to be Separated From IGB-R. *(Full Implementation)*

- Since June 2017, the following policies have been updated:
 - IGB and IGB-R: Updated and moved 504 services language to new policy IGBA and IGBA-R.
 - ACAC and ACAC-R: Updated service animal policy.
 - ACAB: Updated policy on conflicting obligations to disabled persons.

V-2. Response to Intervention (RTI) Eligibility Model for Special Education Under Specific Learning Disability
(Planning and Learning)

- The Multi-Tiered System of Supports Advisory Team will be reviewing research and best practice on the use of a Response to Intervention eligibility model in the spring.
- Recommendations will include consideration of:
 - How we verify that core (universal) instruction, with appropriate differentiation, was provided regularly.
 - What data, progress monitoring is needed, including data that will verify that the student attended school regularly to receive instruction.
 - How we verify that core instruction was delivered according to its design and methodology.
 - What types of evidence would be required to ensure that instruction was provided by qualified personnel.
 - What data would be utilized to verify that differentiated instruction in the core curriculum was provided?
 - What evidence and data would be required to verify that the instruction provided was explicit and systematic?

V-3. Guidance Documents for Pre-Referral Options and Supports for ELLs *(Beginning Implementation)*

- A team of administrators and specialists from Special Services and Intervention Services is developing a formalized guidance process, supports and tools for prereferral to Special Education. The team is:

- Identifying data to use in the Guidance Team process to determine if an evaluation is an appropriate response to the student's needs.
- Reviewing the prereferral processes utilized in neighboring districts.
- Reviewing disproportionality data and our current pre-referral process.
- This spring, the team will finalize processes and guidance documents, tools, and professional learning modules.

V-4. Guidance Documents for Pre-Referral Options and Supports for Twice-exceptional Students

(Planning and Learning)

- Directors from the Special Services Department and Accelerated Programs Department have scheduled a work group to begin developing pre-referral options and supports. The group will begin meeting in the spring.

VI. INTERDEPARTMENTAL ACTION ITEMS

VI-1. Multi-Tiered System of Supports *(Planning and Learning)*

- In addition to the information described in Section II. *Curriculum, Assessment, and Instructional Supports*:
 - Directors from Intervention Services, Student Services, School Support Services, Accelerated Programs, Special Services, Intervention Services and Teaching & Learning serve on the MTSS Advisory.

VI-2. System of Collaboration with the Transportation Department *(Full Implementation)*

- Monthly meetings between Special Services and Transportation Department are occurring to review special education transportation concerns around routes, use of contracted transportation, response to driver concerns, and planning professional development for drivers.
- Planning and developing emergency evacuation procedures for drivers assigned to special education routes.
 - Emergency evacuation practice drills being scheduled with drivers and special education teachers at each school with designated district Learning Center or Transition Program. Practice drills will occur during the month of April 2018.

VI-3. Collaboration with Accelerated Programs to Provide Professional Development on Twice-exceptional Students and Required Supports *(Beginning Implementation)*

- This year, Jeremy Erickson, Ph.D., Autism Specialist, and Patti Cromar, Special Education Para Support Specialist, provided trainings to all Quest Teachers about needs and strategies for:
 - Social/emotional growth and executive functioning impacts in the classroom.
 - De-escalation strategies.
- Additional training dates are scheduled for April and May.

VI-4. Collaboration with Intervention Services to Provide Professional Development on Dually Qualified Students *(Beginning Implementation)*

- Training for psychologists, EL teachers, special education teachers, general education teachers, and administrators will begin this spring and continue into the 2018-19 school year.

VI-5. Leadership Support in The Implementation of Inclusion Practices for Students with Disabilities *(Planning and Learning)*

- MTSS Subcommittee will begin gathering information about best practices for inclusion in the spring to develop an inclusion guidance to be included in written MTSS framework.

- The co-teaching model that is being developed for use in our schools, is designed to increase the access of students with disabilities to core curriculum.
- The Special Services administrative team is currently completing a program review with the University of Washington to focus on inclusionary practices, as we plan for our first Preschool Center Program at the Old Redmond School House.
- The district's Equity Advisory has parent representatives of students with disabilities, to ensure the voices of disability rights are included and are focusing on access to the core curriculum and inclusionary practices.

VII. FAMILY ENGAGEMENT ACTION ITEMS

VII-1. Publish Communication Resources and Tools for Students, Families, and Staff *(Beginning Implementation)*

- Updated district website over the summer.
- A monthly Special Services newsletter is sent to families of students receiving special education services.
- A new Special Services staff email signature line includes links to the PTSA Council Special Need Group Parent Brochure and OSPI's Procedural Safeguards.
- Sharing of community resource information with the PTSA Council SNG to be published on their list to serve, and in the department's newsletter; such as resources from the Arc of King County, Children's hospital resources, and the Governor's Office of the Education Ombuds.
- The Assistive Technology Team is updating our web pages to include tools and resources for families; such as general AT resources: explaining what is AT, the AT process, a continuum of AT tools, and adding tools by content area, such as Reading, Writing, Math, Communication, Vision/Hearing, Access, and Studying and Learning tools.

VII-2. Increase Parent Engagement at the District Level *(Planning and Learning)*

- Parents are currently serving on the following advisory groups:
 - 18-21 Program Advisory
 - MTSS Advisory
 - Dyslexia Advisory
 - Highly Capable Twice-Exceptional Advisory
 - Parent & Family Advisory
- We are providing the following engagement opportunities for parents:
 - Monthly parent trainings at the Resource Center in partnership with the PTSA and PTSA Special Needs Group
 - Diana Lafornera, a parent advocate volunteer at WAAA, discussions around the IEP process
 - Amy Patterson, of Washington ABLE Governing Board, discusses the ABLE act, Achieving a Better Life Experience (ABLE) Act
 - Dr. Ilene Schwartz, of the Haring Center, UW, discussions of full and meaningful inclusion, strategies, value, and implementation
 - Coffee talk with principals and Associate Directors at each school.
 - Meet and greet with the Director and Associate Directors at each PTSA Council SNG monthly meeting.
 - Providing Child Care at each monthly meeting.
 - Brown Bag Presentation with the PTSA Council.
 - Providing PTSA Council SNG parent brochures to schools and they are sent to all parents on our Special Education and 504 parent list serves and are included in all Special Education staff email signature.
- We are partnering with the PTSA Special Needs Group to support parent liaisons in each school.

VII-3. Survey and Provide Venues for Feedback Regarding Special Education and Section 504 Program and Services for Parents and Families Annually *(Beginning Implementation)*

- We are administering the Washington Integrated System of Monitoring (WISM) survey this year.
- We will develop a district survey based on using WISM questions to be administered annually starting in 2018-19.

VII-4. Parent Education Resources and Opportunities on an Ongoing Basis *(Beginning Implementation)*

- Annually, we conduct a PTSA Council SNG survey of parents of students on IEP and 504 plans, about topics for our monthly meeting and what other information they would like to hear and see. Based on the survey the PTSA Council SNG is offering the following trainings this year: September 26, 2017 – **Paul Vine, Director of Special Services**, gave an overview of the LWSD Special Education Department, including an introduction of the administrative team that supports all the schools.
- October 17, 2017 – **Diana Lafornera, a parent advocate volunteer at WAAA**, discussed the **IEP process** in Lake Washington and answered questions on the process and materials.
- November 21, 2017 – **Amy Patterson, of Washington ABLE Governing Board**, discussed the **ABLE act**, its rollout in Washington, and what it means for families.
- December 2017– No Meeting
- January 16, 2018 – **Dr. Ilene Schwartz, of the Haring Center, UW**, discussed full and meaningful **inclusion**, strategies, value, and implementation.
- February 20, 2018 – **COMMUNITY RESOURCE FAIR – An opportunity for families** to talk to vendors offering afterschool, summer, and other recreational activities, or services to children with special needs and their families. Children welcome.
- March 20, 2018 – **Lindsay Beard, LMHC, CMHS**, will discuss **behavior** challenges and strategies, and parenting children with disabilities.

VII-5. Increase Community Partnerships *(Beginning Implementation)*

- We continue to identify community partnerships. We are currently partnering, or developing partnerships, with the following agencies:
 - University of Washington (Preschool Program Review)
 - Children's Hospital (behavioral health supports for students and families)
 - Wonderland and Kinderling (Birth to two Services)
 - Developmental Disabilities Administration King County (School to work partnership)
 - Arc King County (Disability Resources)
 - Northwest Center (TA-Kirkland embedded job coaching)
 - Provail (TA-Redmond embedded job coaching)
 - Head Start ~ PSESD
 - University of Texas (Dr. Jack Fletcher, dyslexia and reading expert)
 - University of Washington (Dr. Nancy Rosenberg, training and consultation with the Preschool SNAPS Program)
 - Affiliation Agreements for interns from Seattle University, WSU, University of North Carolina, and Pacific University