

Special Education Panel

March 2016

Hillery Clark - Director of Preschool and Health Services

Scott Irwin - Director of Secondary Student Services

Amy Vujovich - Director of Student Services

Inclusion Preschool

What it is/Purpose:

Students with special needs attend school with their typically developing peers. An inclusive preschool system integrates special education and related services into all aspects of its program. This makes it possible to address the needs of both special needs and typically developing children. This gives students with IEPs a larger classroom experience before Kindergarten.

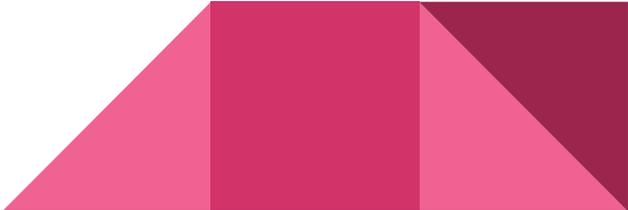


Inclusion Preschool

What's happening now:

- Pre K Class at the Shoreline Children's Center with 50% peers co taught by special education and general education preschool teacher
- 3 year old students with language or motor needs supported in SLCC class with a special education para; work with therapists itinerantly

What's next:

- Continue to recruit typical peers
 - Explore options for increasing inclusion opportunities
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Autism Training for Elementary Teachers

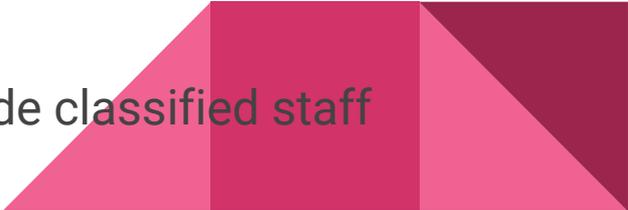
What it is/Purpose:

Training teachers from each of the elementary schools on strategies of how best to support students with autism in general education classes

What's happening now:

- Training was in February and was well received
- Was lead by Brooks Powers staff and District Specialists

What's next:

- Another training is offered in May
 - Continuing to offer the training in years to come, include classified staff
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Co-Teaching at the Secondary Level

What it is/Purpose:

- Inclusive approach to education
- General Education Teacher + Special Education Teacher share responsibility for planning, instructing, and assessing in order to reach a diverse group of student needs
- Heterogeneous mix of students in the same classroom

Learning Specialist



Content Expert



Co-Teaching

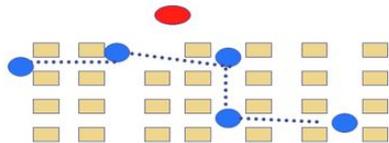


Co-Teaching at the Secondary Level

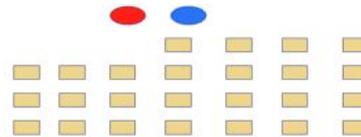
What's happening now:

- At least 1 or more co-taught classes offered at all secondary schools
- Partnership with UW to refine co-teaching model in math through complex instruction at EIN, KEL, & SW
- Shorewood Co-Teaching Initiative

One Lead/One Support
(One Lead/One Collect Data)



Teaming

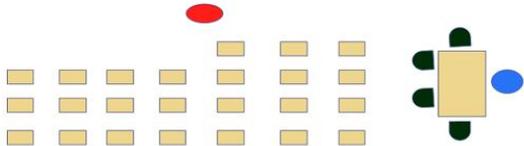


Co-Teaching at the Secondary Level

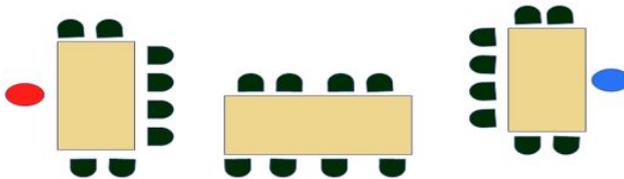
What's next:

- Expand Co-taught class offerings at Shorewood & Shorecrest for 2016-17
- Continue to refine effective co-teaching practices and develop district model

Alternative Teaching



Station Teaching

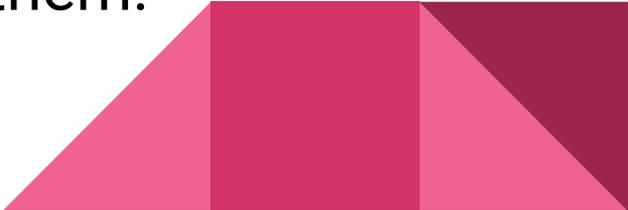


PBIS - Positive Behavior Intervention System

What it is/Purpose:

A systems approach, establishing the **social culture** and behavioral supports needed for schools to be effective learning environments for all students.

PBIS is not an add-on program, it is a framework. It does not get rid of programs that work, it enhances them.



PBIS - Positive Behavior Intervention System

What's happening now: Hiring of Elementary Counselors; District Leadership team developing guidance in the district-wide implementation

What's next:

- Building teams will complete the Tiered Fidelity Inventory (TFI) assessment for each individual site. The TFI provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.
 - Training of building teams and Elementary Counselors
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Isolation and Restraint

What it is:

- HB1240 effective July 24, 2015 changed law on the use of Isolation and Restraint
 - Finalized WAC in January 2016
 - applies to **every** student (not just sp ed eligible)
 - **only allowable when there is imminent likelihood of harm to self or others**
 - Clarifies documentation requirements
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Isolation and Restraint

There are **three** notable changes:

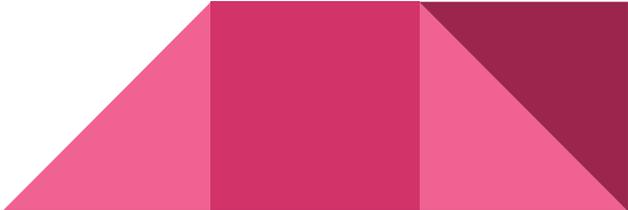
1. State law now defines a **physical restraint as both holds and escorts**.
 - Definition of **Restraint** (WAC 392-172A-01162): Physical intervention or force used to control a student...to restrict a student's freedom of movement.
 2. The new law requires an **Emergency Response Protocol (ERP)** be developed by the IEP team and included in the IEP for students whose behavior may “pose an imminent likelihood of serious harm”.
 3. WAC 392-172A-01109 language clarifies the **use of restraint only allowable when a likelihood of serious harm or property damage**
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Isolation and Restraint

Purpose: New law intended to provide greater clarity for teams on the parameters of the use of hands on responses and isolation with students. Develop systems for data collection regarding use of restraint and isolation.

What's happening now: Staff training several times this year. Review of Incident Reports by building and district leadership. Data collection.

What's next: State will collect and publish data by building - unclear what form that will take or when it will be public. Revision of Policy 3317 Use of Restraint and Isolation.



Questions?

