

# All of Our Students Succeeding



UPDATE 2017

# Summary of the Committee's Work

- Approximately 20 people met at each meeting, with a total of approximately 40 participating in at least one of the meetings
- Over the course of 7 meetings, we developed a plan to match the 6 identified themes from the Stetson Report: Vision, Continuum of Services, Instructional Excellence for All, Effective Recruitment, Parents and Families as Partners, Professional Development for All
- Board Meetings: Jan 13<sup>th</sup>, 2016; May 25<sup>th</sup>, 2016; Nov 16<sup>th</sup>, 2016

# Recommendations

## Theme 1: Vision

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- **Recommendation: That the Board of Education adopt the Vision Statement for Special Education Services in PUSD**

### Vision Statement:

- The vision of special education in Pittsburg Unified School District is student-centered with families as partners. All students are general education students and are provided an individualized continuum of services and supports with high expectations to meet their fullest potential.

# Context: 2012-2016 Changes in Student Population

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- Numbers of students with speech and language impairments (SLI) have remained fairly stable: (from 315 to 314)
- Numbers of students who qualify with 'other health impaired' (OHI) have increased by 40% (58-81)
- Numbers of students with a specific learning disability (SLD) have increased by 23% (443 to 547)
- Numbers of students with autism (AU) have increased by over 40% (83-120): We had a one year increase of 18 students with AU from 2015-16 to 2016-17
- These trends continue to 2017-2018
- Our overall population and percentage of students with disabilities is increasing. We had a 9% increase in our overall CBEDS (enrollment) over the last 5 years and a 14% increase in our students with disabilities (1047 to 1199)

# Recommendations

## Theme 2: Continuum of Services

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- In order to make progress towards the preferred continuum of services, PUSD has:
  1. Clearly identified the current status of programs, including populations and locations. Programs have been developed and/or relocated to reduce student movement between sites. (8 new classes)
  2. Defined a framework of students' needs
  3. Identify specific credentials and qualifications of staff required to teach specific disabilities based on CTC requirements.
  4. Developed a universal glossary of common terminology and definitions that is compatible with SELPA (Special Education Local Plan Area) and other Districts
  5. Changing shift to provide a program that matches student need, meets Least Restrictive Environment, and provides our district with a full continuum of services
- Much of the work related to Special Education compliance has coincided with the restructuring plan. The plan has been a collaborative effort led by the Director for Special Education along with SELPA, district and site staff

# Recommendations

## Theme 3: Instructional Excellence for All

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- Expanded the Pittsburgh Learning Model to be based on Universal Lesson Design principles
- District coaching and PD has supported differentiation and various learning styles
- Special Educators are included in all curriculum selection processes
- Increased Behavioral and Mental Health Services are provided to all students: Soul Shoppe; Lincoln; COFY (Community Options for Families and Youth) as provider in Counseling Enriched Classrooms

# Recommendations

## Theme 4: Effective Recruitment

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- Continue with the Diversity in Recruitment and Hiring Plan: Hired 5 psychologists, 18 new teachers (including 8 additional FTE), 1 speech therapist, 1 APE specialist (still open: 2 teaching positions, 2 psych positions, 13 speech positions)
- Held 2 initial new teacher meetings, Program Specialists support new teachers in their assigned schools
- Provided additional initial and continuing professional development for teachers of special education to insure they are trained in using SEIS (Special Education Information System) and in IEP (Individualized Education Plan) and caseload management

# Recommendations

## Theme 5: Parents and Families as Partners

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- Worked with Parent and Family Coordinator to develop a series of workshops on IEPs and parent rights, which were presented last school year and will be presented again this year.
- Expanded the professional development to include SELPA trainings for parents and community members.
- Elementary schools are doing parent workshops for SoulShoppe
- COFY provider will begin parent “bootcamps” in January



# Recommendations

## Theme 6: Professional Learning

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- Continuing site-based work with Stetson on the shift to inclusive practices (year 2)
- Developed and delivered a list of trainings needed to correct compliance review findings, such as behavior support strategies, special education rules and regulations, and assessment procedures
- Developing clear expectations and trainings for Instructional Aides to support their work with students; Held 2 PD days of training for Instructional Aides, including 1 day with Stetson