ASD Quality Program Strategic Plan Committee

2.13.18

We believe:

In schools that show *high performance for students with disabilities*, special education serves more as a *support for general education* than as a separate program.

International Center for Leadership in Education

Agenda

I. Introductions

II. Norms

III. Outcomes

IV. Review Identified Priorities

V. Overview of District Initiative Strategies

VI. Connections to Jeffco Generations

VII. Next Steps / Closing

Introductions

Hey! WELCOME We're very GLAD you're here!

- Name
- Connection to this work
- One thing that you bring to this group

ASD Quality Strategic Plan Committee Purpose

To prioritize the work needed to achieve the current district goal:

To have all center programs serving students with Autism be recognized as model CDE Autism Quality Programs (Best Practices).

To _____ (Inclusive Practices)

The committee will determine the next steps needed to move forward in achieving this goal.

Group Norms

- Start and end on time
- Positive presuppositions
- 1 person talks at a time
- Focus on our purpose
- Consensus model for decision-making

Outcomes

➔ **Long-Term Target:**

To ensure that we have aligned improvement strategies and interim measures identified for the ASD Quality Program initiative

➔ **Today's Targets:**

◆ **To identify committee's purpose related to inclusion**

◆ **Make connections between Jeffco Generations, sped priority of Inclusion, and the ASD Quality Indicators**

Identified Priorities

3 Non-Negotiables of Autism Quality Programming

CDE ASD Quality Program Indicators: Domain 2: Indicator 2) Curriculum emphasizes (when applicable for pre-k-12) the development of skills across multiple domains, including:

1. Every center-based student with Autism will have an appropriate **visual schedule**.
2. Every center-based student with Autism will have daily **social skills instruction**.
3. Every center-based student with Autism will have appropriate **functional communication instruction**.

Identified Domains/Priorities

Review of Priorities

March 2016
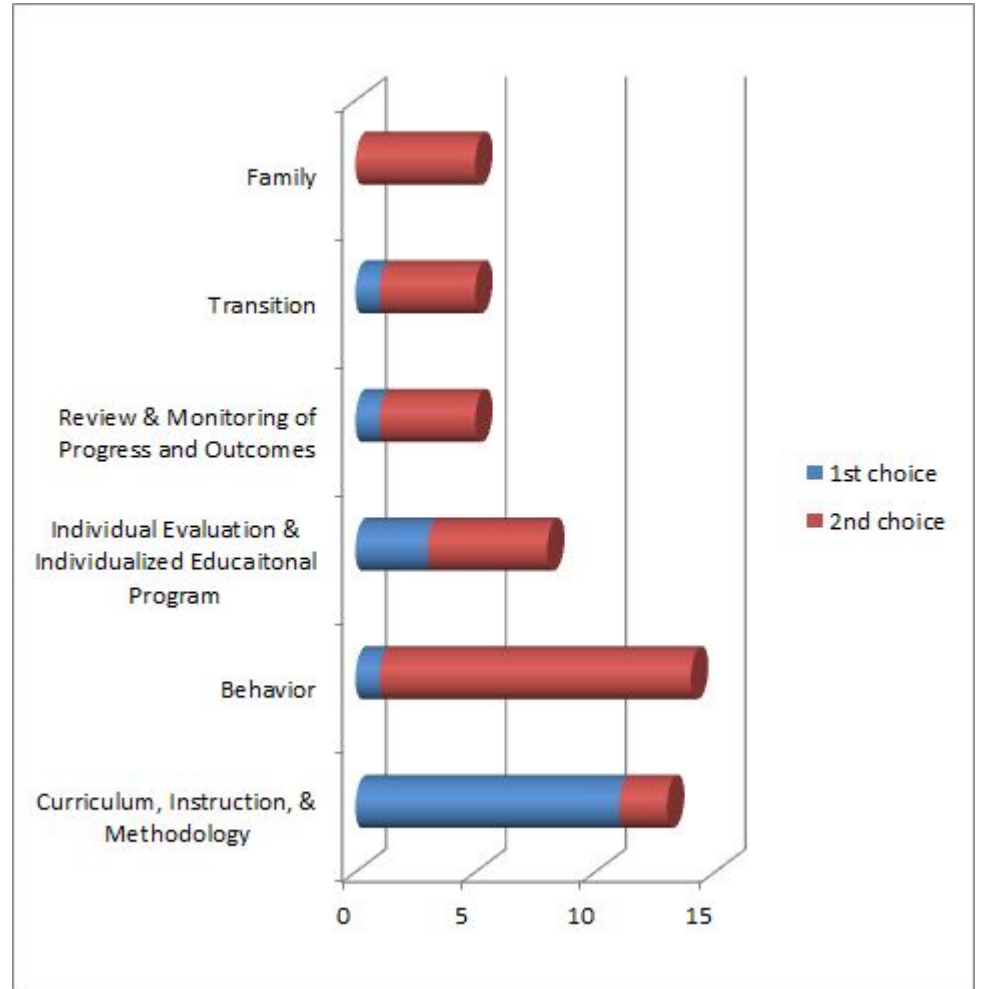
Curriculum, Instruction, & Methodology Priorities:

5/17/16 Priorities Identified in Curriculum, Instruction, & Methodology from CDE Autism Quality Program Indicators:

1. 2)e) Curriculum emphasizes the development of skills across multiple domains including: academic skills to meet the content standards and address the expanded benchmarks
2. 8) A variety of instructional formats are utilized such as direct instruction, small group instruction, student-initiated interactions, teacher-directed interactions, independent work, play, and peer-mediated instruction.
3. 9) Meaningful instruction takes place in the general education environment with typical peers to the extent appropriate.

Behavior

11/15/16 Priorities Identified in Behavior from the CDE Autism Quality Program Indicators:

1. 5)The FBA identifies and tests one or more hypothesized functions (e.g., access to tangibles, access to attention, escape/avoidance, sensory/automatic) for challenging behaviors. Based on the findings of the hypothesis testing a suitable intervention plan is designed and implemented.
2. 8)Instruction in replacement behaviors, self-monitoring and cognitive based methods (e.g., social narratives, cognitive behavior management, self-advocating) is routinely incorporated into behavior support plans.

Transition Planning / Family Involvement & Support

1. Transition Planning:
   a. Begins while students are in their current educational placements
   b. Includes and supports to help students learn and adapt to new environments
   c. Provides the students and families with the opportunity to visit the new setting
   d. Is a collaborative effort between the two settings

4. Self-determination skills are taught to the students so they advocate for themselves in new and continuing environments. Students are taught self-advocacy skills in order to lead their own IEP meetings or participate to the greatest extent possible (e.g., presenting their own strengths and interests and/or summarizing goals from their previous years in a variety of formats utilizing technology and programs like SD Futures).

6. Comprehensive transition plans, including appropriate measurable postsecondary goals, annual goals that are based upon age appropriate transition assessments, transition services, including courses of study, that will reasonably enable the students to meet their postsecondary goals, are developed and utilized with all students beginning with the first IEP developed when the child is age 15 but no later than the end of 9th grade (or earlier if deemed appropriate by the IEP team).

Individual Evaluation & Educational Programs / Review and Monitor Progress

What are we doing to support our teams...

- Induction training focused on IEP
- State reviews for IEPs
- Trainings specific to progress monitoring for teams
- Para training for progress monitoring and data collection
- Ongoing ASD identification training

Special Education Priority work identified:

Inclusive Practices

Post Secondary Workforce Readiness

Learning Knows No Bounds
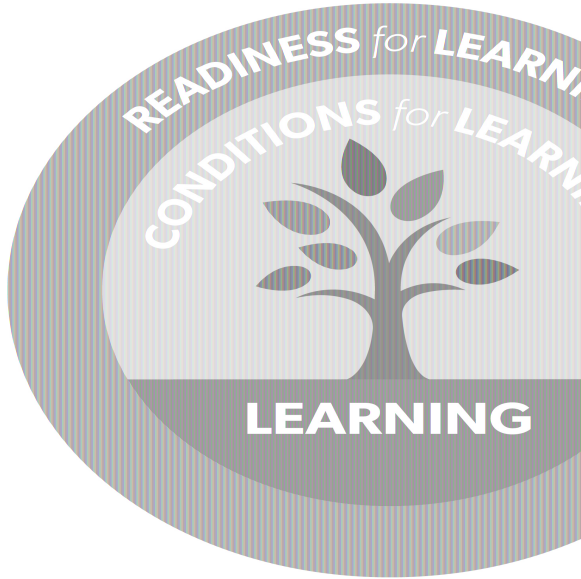
Generations
Through an Inclusive Lens

JEFFCO PUBLIC SCHOOLS

Jeffco Generations

JEFFCO PUBLIC SCHOOLS

Jeffco Generations

IF we keep the creation of profoundly authentic student experience at the center of our work **(Learning)** ...

AND build repeatable procedures (system-ness) where quality learning can be scaled, replicated, and provided equitably to every student **(Conditions for Learning)** ...

AND create systems to ensure that every student comes to school ready to learn and barriers to learning are removed **(Readiness for Learning)** …

THEN our students will be prepared for their futures.

Learning

IF
We keep the main thing the main thing: Learning

And
Transform student task, monitor and adapt to students' individual needs, customize their pathways, embrace technology to transform their learning, and embrace the full-range of human experience

Then
All students' innate unique and individual needs will be honored through their experiences in learning.

JEFFCO PUBLIC SCHOOLS

Conditions for Learning

If

If teachers, who are our most contributing factor, are getting the support, resources and trainings to build their efficacy, craftsmanship and built meaningful relationship...

And

"All means All"
(Disadvantaged, ESL, Title 1, Gender Neutral, etc.)
The environment supported each and every student with high expectations and quality leadership provided the structure and framework to be innovative...

Then

The equity will exist so the conditions for learning will support all students thriving within their home schools with social and academic development and focused opportunities
Therefore, fewer students need alternate settings to learn!

Readiness for Learning

IF

We create and and maintain a learning environment that is based on an inclusion model for **all** Jeffco students and their community

And

We increase community and parent engagement to include trust and mindfulness of culture by providing social/emotional supports and targeting students for programming at an early age

Then

All students will be included within their home school, having the same social and academic opportunities/supports. Overall, fewer students need alternate settings to learn

EQUALITY EQUITY NO BARRIERS

Small Group Study Activity

1 Direct Service Provider
2 School Leader
3 Parent
4 SPED Leader
5 Community Partner

1. Highlight areas in the ASD Quality Indicator Document that supports inclusive practices.
2. Peruse the Jeffco Generations Document.
3. Make connections to the two documents.
4. Chart those connections on poster paper.
5. Share out.

Next Steps:

- Identify a ASD Strategic Planning Committee purpose statement around inclusive practices

- Take the information from tonight's meeting and guide future professional learning opportunities

Next Meeting:
May 8, 2018
4:30-6:30pm
Ed Center 2A

Committee Members, Agendas, and Outcomes now posted on:

The Jeffco Schools Home Page-Schools and Special Programs-View Special Schools and Programs-Special Education-Autism-ASD Quality Program Strategic Plan Committee