

# Progress on Comprehensive Review Recommendations

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All Kids Can  
**LEARN**

# Outcomes for This Evening

- 1. Provide background information on “Comprehensive Review.”**
- 2. Share what we have accomplished to date on the plan.**
- 3. Share our ongoing efforts.**

# Comprehensive Review Analysis



# Comprehensive Review Timeline

1. Comprehensive review took place in May of 2019
2. Findings, Corrective Actions, and Recommendations were received in September of 2019
3. Corrective actions submitted to the state in November of 2019

# Comprehensive Review

1. **Student Level Corrections:** 37 IEP amendments held
2. **Professional Development:** Ongoing Professional Development sessions held for administrators and staff

# Student Level Correction Analysis



## Trending Areas:

1. Assessments and Evaluations
2. Least Restrictive Environment
3. IEP Components and Compliance

# Assessment and Evaluations



Matthew Giles, school psychologist, will introduce Patterns of Strength and Weakness (PSW):

- *PSW is an evaluation approach to assess various cognitive processes that meet indicators for Comprehensive Review.*

# Assessment and Evaluations



- All areas of suspected disability
- Assessment plan (procedures & content)
- Use of a variety of assessments
- Multi-disciplinary review
- EL considerations



# Least Restrictive Environment



- How disability impacts ability to be involved in general education
- Requisite participation of the general education teacher in IEP team

# IEP Components and Compliance

- Present Levels of Performance drive goals, services and placement decisions. All components of the IEP are completed. For students age 16, a transition plan is completed. IEP timelines are also met.

# Other Specific CDE PD Topics



- Behaviour Intervention Plan requirements
- Participation in statewide tests
- ESY as appropriate
- Individual Education Plan notices
- Progress reporting
- Prior written notices
- Collaborative teaching

# Comprehensive Review Professional Development



# Professional Development Conducted

## Assessment and Evaluation

- 8/13/19: **Patterns of Strengths & Weaknesses**
- 8/29/19: **KTEA Test Training** for M/M Teachers
- 10/2019: SELPA Training in **PSW** for Psychologists
- 12/11/2019: **ELD Reclassification Testing**
- 1/10/2020: **Interpretation of Psycho-educational Evaluations**, Diagnostic Center North for ALL Staff
- 1/10/2020: **Report Writing** for New Staff with Follow-up Coaching by TSAs
- 2/6/2020: **ELD VCCALPS** Training for Mod/ Severe

# Profession Development Conducted

The Building Leadership Team



## Least Restrictive Environment

- 2/6/2020: Collaborative Teaching Training
- 2/2020: Pilot “Student Centered Scheduling”
  - Desire to build by “leading from the middle” through action planning processes with site-based teams” at Otis Elementary School
- Related Procedural Emphases:
  - IEP justification statements
  - IEP harmful effects

# Professional Development Conducted

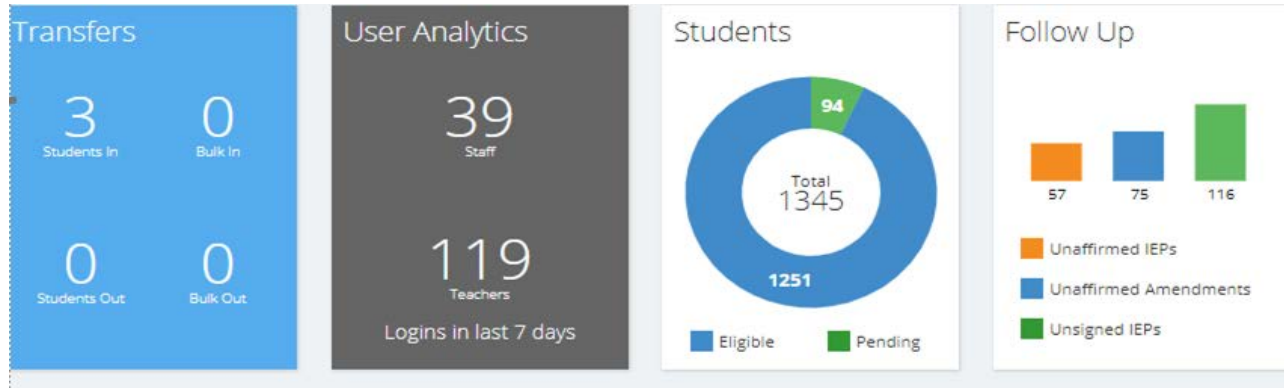
## IEP Components and Compliance

- 8/13/2019: [Expectations for Compliance](#) at Welcome Back Inservice and [Introduction to Compliance Review](#) (all staff)
- 9/3/2019: [Unpacking IEPs & Goals](#) (new teachers)
- 10/3/2019: [IEP Amendments](#) (new teachers)
- 10/16/2019: [“Connecting the Dots”](#) in the IEP Process (all staff)
- 10/16/2019: [“IEP Note-Taking”](#) (all staff)
- 11/7/2019: [Goals and Progress Monitoring](#) (new teachers)
- 12/5/2019: [FAPE Services](#) (new teachers)
- 12/11/2019: [Documentation of Services](#) in the IEP (all staff)

# Professional Development Conducted

## IEP Components and Compliance

- 9/2019: **Site Administrator Supervision of Compliance** through monitoring of staff timeliness using *SEIS Dashboard*





# Professional Development Follow-up

## Special Education Teachers on Special Assignment

- Chandini Stanley
- Stefanie Cox
- Julie Venuto

# Comprehensive Review Systems



# Corrective Action Systems

- Ongoing & regular communication:
  - Neil Tam Bulletin
  - Weekly updates
- *SEIS Dashboard Data*
- Monthly reporting in CALPADS
- SEIS procedures defined
- Review in team meetings

## Other Compliance Activity

Our team is working diligently to improve overall compliance status.

Other compliance activities include:

- *Performance in Review*
- *Disproportionality*

# Communication with AUSD Community

- Update on the Strategic Plan in February
- Special Education communication needs assessment:
  - Focus groups with families and students in March and April facilitated by SELPA
  - Special Education survey to all families in March
  - Data collection and report to the Board and the strategic planning committee in May

# Additional Professional Development

- **Positive Behavior Supports** for Paraprofessionals (1.5 days)
- **Reading Support Techniques** for Paraprofessionals (0.5 days)
- Online courses (various) for Paraprofessional growth credits (ongoing)
- **Crisis Prevention Intervention (CPI)** Training for certificated and classified staff (2 days)
- **Language Live!** Reading and writing intervention for M/M teachers
- **Strategic Intervention Model (SIM)** for secondary M/M teachers
- **Touch Math** for M/S teachers
- **Trans Math Intervention** for M/M teachers
- **News2You/Unique** - M/S comprehensive curriculum

# Additional Professional Development

## Continued Professional Development:

- **Autism Partnership Positive Behavior Supports** (2 trainings per month for selected M/S teachers, related services and paraprofessionals)
- **Technical Assistance Program** for Autism Spectrum Disorder (ongoing selected classes)
- **Orton Gillingham Training** for new teachers (5 full-days)

## Future Professional Development in planning process:

- **Impact of Trauma** at School
- **VCCALPS** training for ELs in-depth for M/S teachers
- **Statewide Testing Accommodations**
- **IEP Clinic**
- **End-of- Year Process**

# Questions

