Continuum of Services System and School Change Process

Step 1. Develop Compelling Case Power Point

- **History and Society**
  - On Average 75%-85% of students with IEP’s have average IQ of 70 or higher
  - Historical discrimination against individuals with disabilities
  - Current discrimination against individuals with disabilities
  - It is students with disabilities right to be in a General Education classroom

- **Local and Personal**
  - Educate System of the WAC governing, continuum of services, LRE, Placement, and Definition of IEP
  - Honor student cognitive ability and restore their dignity
  - Access to a content experts
  - Peer learning for Academic and Behavior - Best Practice
  - Research shows that all students benefit from inclusion and have better life outcomes

- **Provide Visual of Continuum of Services**
  - Use picture to introduce new language and concepts
  - See separate Attachment for example

- Include steps 4-9 when presenting, but share info appropriate to your audience

District Focus

Step 2. Training - Preparing the System for Change

- Presentation your compelling case at start of year to all administrators
- Presentation to school board
- Presented again to all administrators
- Presented to individual admin administrators
- Presented to teams at building with administrators
- Presented individual staff with administrators
- Establish Guiding Coalition for inclusion at schools
  - Meet many times as teams need it to be comfortable
    - Start with Voluntary
    - Move at the team pace
    - Focus on school that choose to do the work, don’t worry about schools who don’t engage
    - It only takes one school to start change
Step 3. Special Education Administrator - Initial Principal Collaboration

- Principals must support
  - Meet individually with all principals, support any takers, but focus on elementary
  - Meet with principals until they support the work
  - Do not proceed until they support the work
  - Secondary principals
    - Incoming programs prompt change in secondary
    - Tell them this ahead of time
    - Then remind them over and over again
    - Highlight that it makes scheduling easier, once it is understood
    - It also can increases access to elective for SWD

School Focus

Step 4. Training

- Build a Coalition at Building Level (Spec Ed, Gen Ed, Interventionist, Para’s, TOSA’s, Administrator)
- Schedule Training – Multiple Sessions Focusing on Relationships, Planning, then models
- Establish Indicators to Monitor – CBM’s, exit tickets, Students Feedback, Parent Feedback, SBAC
- Aspire to the model, but don’t measure your success by the models. Give your staff this permission to make mistakes and for it to look and feel ugly when they start.
- Always push for growth, but provide no deadline
- Focus on kids when discussing the concepts, stay away from whole school presentations

Step 5. Assess Student Ability

- Data collection form for caseload:
  - Student Name
  - Qualifying Area(s)
    - Full Scale IQ
    - Sub tests with lowest scores
  - Most recent CBM score
  - State Assessment Scores

Step 6. Students Proper LRE

- Tier out students based on education data
- Identify spot on continuum for each student
  - SDI via Gen Ed Teacher
  - Inclusion with Para Support
  - Co Teaching

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• Partner with appropriate Gen Ed Staff in supporting the student LRE

Step 7. Transition Instructional Model - ongoing and long term

• **K-4 – SDI in support of fundamental skill building**
  - Discreet
  - accelerated
  - In support of the core curriculum

• **4-10- SDI – Learning Strategies for organization based on areas of qualification**
  - Metacognitive Learning Strategies, subject specific mnemonics, peer assisted learning, Advance graphic organizers, checklist, and specialized academic technics in support of the core curriculum.
  - In Support of the core curriculum

• **10-12 – Post Secondary**
  - Integrated academic goals that align with post-secondary plan

*Piaget Child Develop Model*

Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice Learn Disabilities Journal March 2003 36: 124-135,

Step 8. Calibrate IEP

• **Base services and program on student need and educational data**
  - Identify appropriate minutes for services (not specific to bell schedule, rather based on individual student’s needs)
  - Identify LRE location of services

• **Contact parents and inform them of proposed changes in service and the need for a data collection period**
  - Document through a PWN
  - If parents disagree, seek remedies through a formal IEP meeting

• **Convene an IEP and make appropriate changes**

Step 9. Training - Building Sustainable Systems (Examples)

• **Co-Teaching Training**
  - Engage ELL/Title/LAP/BASIC ED - Make it district wide work, not sped work
  - 9 full day visits
  - Develop Lab School - focus training efforts here, then bring other schools into see
  - Train in-house staff in co-teaching support

• **Strategic Intervention Training**

• **Gen Ed Instructional Practice Training**
  - Collaborate and Coach principal on effective instruction
    - Gradual Release then move toward Explicit Direct Instruction
    - Student understand objectives

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- Students Actively engaged in Learning
- Students have multiple learning opportunities related the standard
- Student get timely and frequent feedback

- Identify and remove system barriers
  - Board policy
  - Local practices
  - Local cultural norms

Step 10. Celebrate those who engage in the work

- Certificates of Appreciation
- Personal presentation of certificate and “thank you”
- Board Presentation of staff being Celebrated

Step 11. Special Education Administrator - Ongoing Principal Collaboration

- Strategies for Director/Principal Collaborations
  - Establish regular time to collaborate and update each other
  - Understand each principals priorities and challenges specific to their schools
  - Focus on meeting the needs of all students
  - Focus learning against standards
  - Collaborate on Hiring and evaluation process
  - Collaborate on service delivery models such as co-teaching
  - Take part in building level work groups
  - Share special education resources
  - Model the collaboration you wish to see at the building level
  - Get to know each other personally and professionally

CASE Leadership Series for Special Education Administrators Book 1