



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS

Special Education Board Update



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Purpose of Presentation

- Discuss Least Restrictive Environment under IDEA (Individuals with Disabilities Education Act)
- Review positive impact of District Special Education Programs including Co-Teaching and Emotionally Disturbed
- Outline the need to expand new programs to meet student needs
- Describe next steps

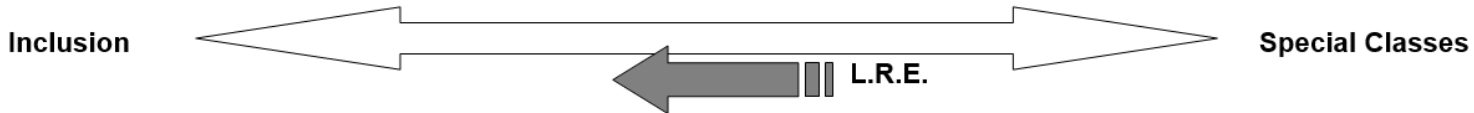




Least Restrictive Environment

Environment for Services

This chart provides a graphic representation of an IDEA-based continuum of potential service environments to ensure that all students have access to a free and appropriate public education in the least restrictive environment (LRE).



Basic Description	Regular education classes	Regular education classes	Special classes serving students with disabilities
	Academic and social support services available to all students	Additional services provided to students as required by their IEPs	Additional services provided to students as required by their IEPs
Services Provided	Academic instruction based on state standards for the appropriate grade level and/or subject area	Academic instruction based on state standards for the appropriate grade level and/or subject area	Specialized Academic Instruction based on students' IEP goals
	Academic and Social Counseling	Academic and social counseling	Special supports and services individualized for students based on IEP goals and student needs
	School-wide Behavior Interventions	Behavior intervention supports, behavior intervention plans	Behavior intervention supports, behavior intervention plans
	Additional Supports and Services for the general student population (e.g. tutoring, after-school programs)	Special Supports and Services individualized for students based on IEP goals and services	Residential placement as needed



Emotionally Disturbed Program at Buena Vista High School

- In 2013, PUSD began providing services to students at Buena Vista identified with an eligibility of ED or needing additional behavior support.
- The District is in the fifth year of implementation of this program.
- Over the first three years, the program supported nine students with graduating; an additional six students graduated this last school year.

Currently:

- All students participate in the general education setting for up to 75% of their day.
- Students access Workability for subsidized work experiences and to become connected with community resources.

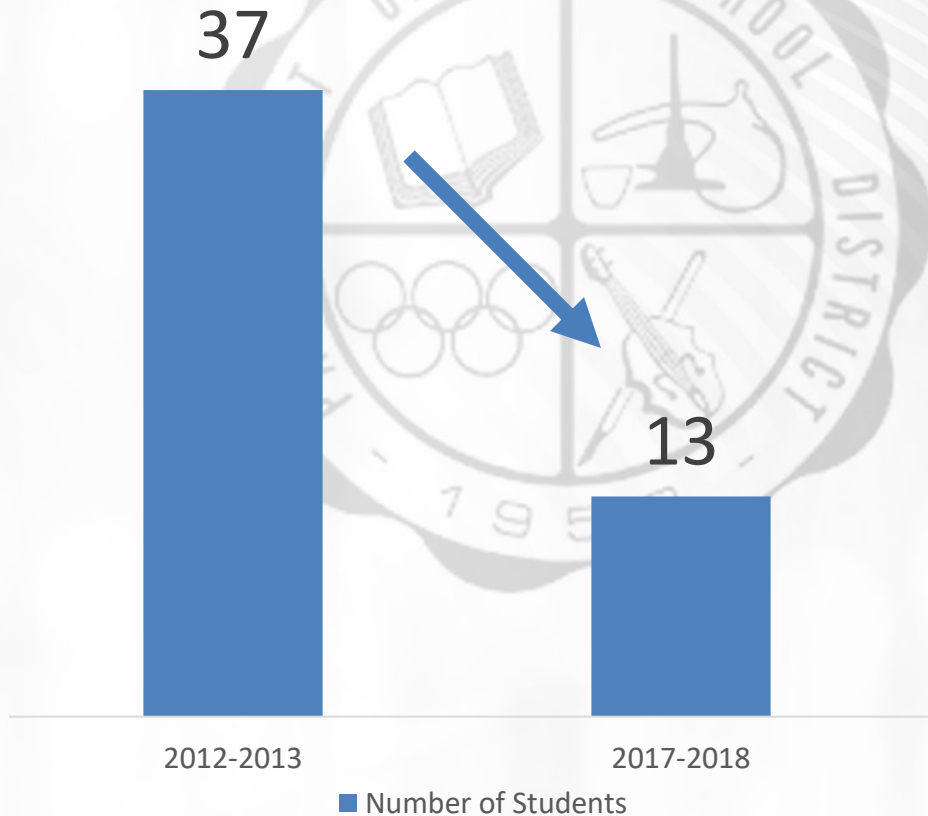


What are the benefits to reducing Non Public School placements?

- When a student attends a district program there are more opportunities to engage and interact with their general education peers.
- When districts spend less on NPS tuition they have more resources to develop and enhance programs.



PUSD students in grades 9-12 attending Non Public Schools





What has contributed to the success of the ED Program?

Inclusion

Co-Teaching Model

Participation in clubs
and College and Career
field trips

Participation in
Associated
Student Body

Structures

Self contained
period of Specialized
Academic Support

One to one and small group
opportunities to test and
receive support as needed

Flexible scheduling to
meet individual student
needs

Research based behavior
management system
connected to incentives

Staff

Strong
Administrative
support

On site Mental Health
therapist and
designated counselor

Teachers who care
and connect with
students



What is Co-Teaching?

- A delivery model that offers different ways to provide quality services to students with special needs in the general education classroom.
- Increases differentiation in instruction to benefit all students.
- Provides two equally qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students.



RSP Co-Teaching

Beginning in 2009, the RSP Co-Teaching model started at PHS.

- RSP Co-teaching expanded to grades K through 12



This Year –

- The Special Education Department provides multiple days of professional development for new teacher teams to introduce and review strategies.



SDC Co-Teaching

Beginning in 2008, the SDC Co-Teaching model started at PHS West.



This Year-

- Paramount Park and Zamboni Middle Schools (Language Arts)
- PHS-West (ELA and Math)
- PHS-Senior Campus (ELA 2 and ELA 3)
- The Special Education Department provides **up to 8 days** of professional development for teams to introduce and review strategies as needed



Teacher Feedback

Students in co-taught classes display a sense of inclusion and belonging in comparison to last year where many students felt ashamed of being in self contained classrooms. The co-taught setting has given students the opportunity to be part of a classroom that has diverse learners.

Angela Espericueta, PHS West Teacher, Ed. Specialist

The co-teaching model has reduced the negative stigma associated with pull-out programs or self-contained classrooms. Students with learning disabilities are now more connected with their peer groups and have established new friendships.

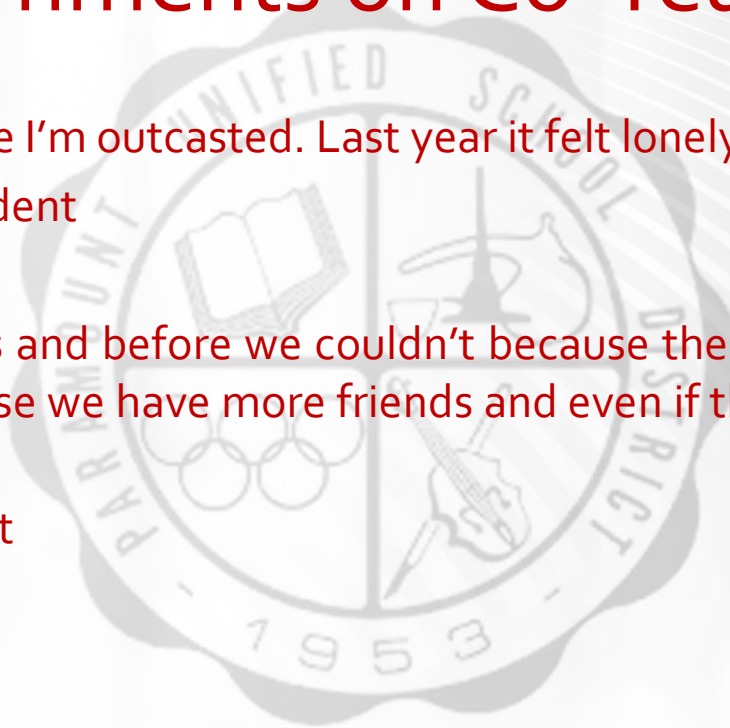
Patricia Real, Middle School Teacher, Ed. Specialist



Student Comments on Co-Teaching

"It doesn't really feel like I'm outcasted. Last year it felt lonely in the class.
Christian, 9th grade student

"We can work in groups and before we couldn't because there were a few students. I like it better now because we have more friends and even if the work is hard, teachers still help us".
Lisbet, 9th grade student





Meeting Future Needs

- Expand Co-Teaching in grades 6-8 and 10-12 to include English and Math for students in Special Day Class.
- Research how to provide district programs for K-8 students currently at Non Public Schools.
- Collaborate with LACOE and SELPA districts on a two year plan to provide programs for students currently provided by LACOE.
- Support input and two-way communication with the Special Education Teacher Advisory Group (TAG).



Expanding Special Education Services: A Three Year Plan

2017-18

Research ED programs
at the 6-8 and K-5 level

Collect and analyze
data on current
NPS students

Develop a committee to
support planning and
expansion of Co-
Teaching

2018-19

Based on need, expand
District ED program to
one grade span.

Expand pilot SDC Co-
Teaching in Language Arts
and Math in grades 6-8

Expand SDC Co-Teaching in
Language Arts and Math in
grades 10-12

2019-20

Provide ED program
options for all grade
spans

Expand SDC Co-
Teaching to all Middle
Schools



Next Steps

- Develop a timeline to assess progress of students currently attending Non Public Schools to determine readiness to return to PUSD that includes:
 - site selection
 - staff hiring
 - professional development for all staff
 - IEP addendums with current Non Public School IEP Teams
- Gather and analyze data from current District co-taught classes
- Develop a Co-Teaching committee to collaborate and plan future implementation