



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS

# Expanding the Continuum of Services in Special Education



Board Study Session

February 26, 2018

Dr. Ruth Pérez, Superintendent

Deborah Stark, Assistant Superintendent, K-8 Educational Services

David Daley, Director, Special Education



## Purpose of Presentation

- Provide an overview of current services provided for Special Education students in PUSD
- Review inclusive practices for students with disabilities in PUSD
- Review three recommendations for 2018-19:
  1. The need to support SDC middle school sites with staffing that allows access to grade level instruction.
  2. Plan to expand co-teaching at the PHS Senior Campus and middle schools.
  3. Plan for a middle school Behavior Support Class in PUSD.
- Present next steps



# Continuum of Services

Students with disabilities must have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate, as mandated by the Individuals with Disabilities Education Act.

General Education Classes Without Support	General Education Classes with Support Outlined in IEP	Separate Classes on a School Site	Separate Classes on a Separate Campus
Academic and social support services available to all students.	<b>Additional services</b> as required by a student's IEP.	<b>Special classes</b> serving only students with an IEP.	<b>Special schools</b> serving only students with an IEP.

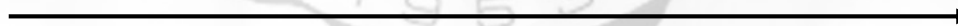
Least Restrictive  $\longrightarrow$  Most Restrictive



# Current Special Education Support in PUSD

General Education Classes Without Support	General Education Classes with Support Outlined in IEP	Separate Classes on a School Site	Separate Classes on a Separate Campus
<ul style="list-style-type: none"><li>• General Education</li><li>• RSP</li><li>• SDC</li></ul>	<ul style="list-style-type: none"><li>• RSP</li><li>• SDC *</li></ul>	<ul style="list-style-type: none"><li>• SDC</li></ul>	<ul style="list-style-type: none"><li>• SDC</li></ul>

Least Restrictive



Most Restrictive

\* SDC co-teaching implemented in 2014.



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# Recommendations for 2018-19



**Recommendation 1:**  
**Provide middle school sites with**  
**SDC staffing that allows access to**  
**grade level instruction**





## SDC Classes In Middle School

- Currently, middle school SDC teachers teach four content areas (Language Arts, Math, Social Science, Science) to three grade levels (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>).
- With the shift to more rigorous standards and the research supporting co-teaching, students need to be instructed in grade level standards with accommodations and modifications.



# Current Middle School SDC Staffing

School	Teachers	SDC Role
Alondra	2 3	Mild/Moderate Teachers Moderate/Severe Teachers
Jackson	2	Mild/Moderate Teachers
Paramount Park	2	Mild/Moderate Teachers
Zamboni	2	Mild/Moderate Teachers
Hollydale	2	Mild/Moderate Teachers Autism Program
Total Teachers	13	





## Recommendation

- Move two SDC teachers from one middle school to other middle schools to balance support services.
- Hire one additional teacher.
- SDC teacher will be responsible for teaching content in one grade level: 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> in 2018-19.
- Each school will have three SDC teachers.



## Benefits

### Students

Greater access to grade level instruction

Participation in class with grade level peers

### Teachers

Reduced number of grade level classes to prepare

Ability to teach and modify grade level content



# As the result of providing support to SDC middle school sites with staffing...

2018-19	
Student	Staff
<ul style="list-style-type: none"><li>Fourteen middle school students will attend a new middle school that will be able to provide access to grade level instruction and more opportunities for support in the general education setting.</li></ul>	<ul style="list-style-type: none"><li>Two SDC teachers will be assigned to a new middle school.</li></ul>
	<ul style="list-style-type: none"><li>One new SDC middle school teacher will be hired.</li></ul>
	<ul style="list-style-type: none"><li>Two aides will be hired to support new SDC middle school class.</li></ul>



## SDC Staffing: 2017-18 and 2018-19

Schools	2017-18	2018-19
Alondra Hollydale Jackson Paramount Park Zamboni	13 SDC Teachers	14 SDC Teachers



# Projected Funding

Role	Cost	Funding Source
Teacher	\$95,000	General Fund
Instructional Aide (2)	\$35,000	General Fund
<b>Total</b>		<b>\$130,00</b>



**Recommendation 2:  
Plan to expand co-teaching at PHS  
and middle schools**



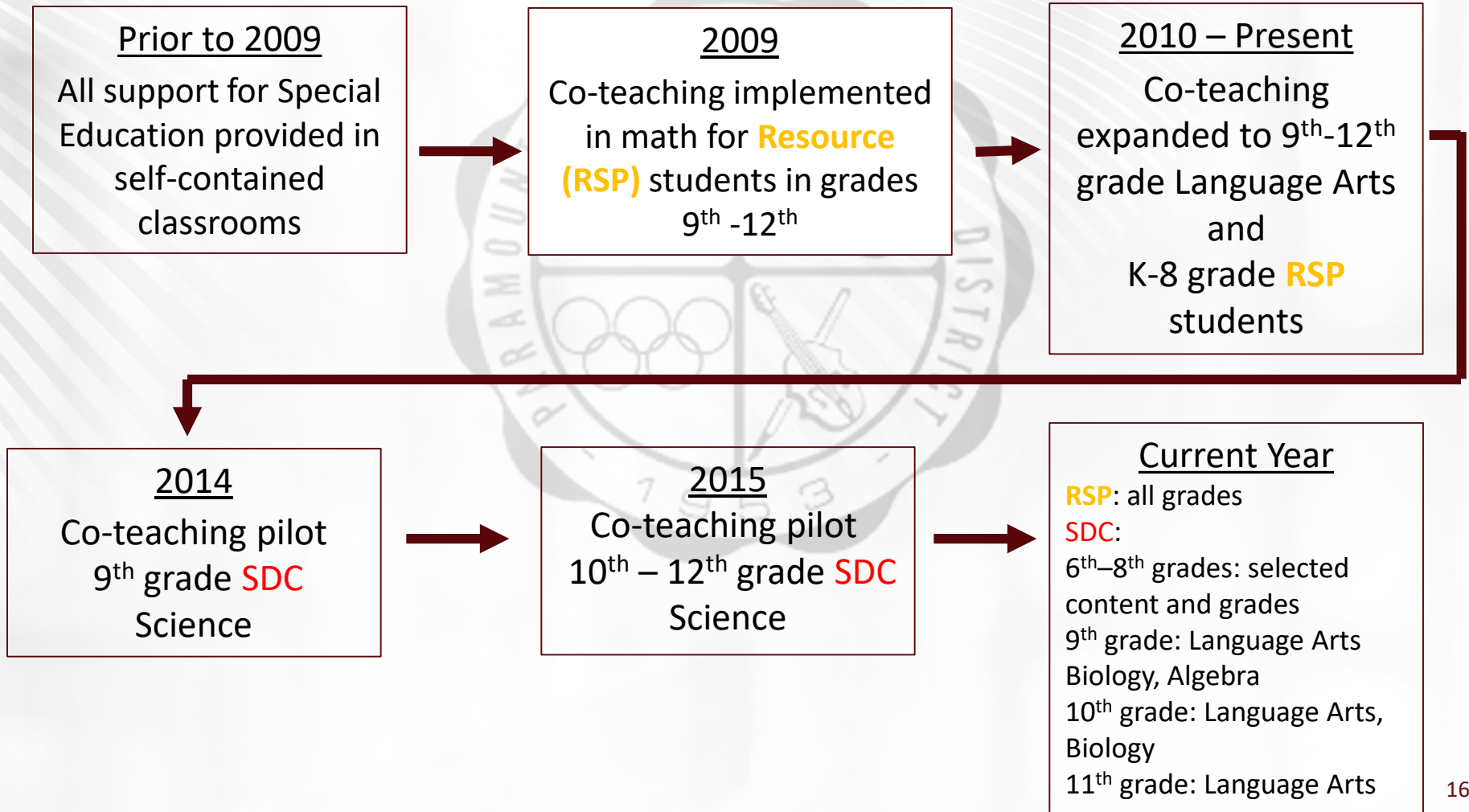


## What is Co-Teaching?

- 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.



# History of Co-Teaching in PUSD





## SDC Co-Teaching in PUSD

2017-18

- **Paramount Park, Jackson and Zamboni Middle Schools** (selected content areas and grade levels)
- **PHS-West** (English Language Arts, Algebra and Biology)
- **PHS-Senior Campus** (English Language Arts 2, English Language Arts 3 and Biology)



**A committee was developed to provide input into the expansion of co-teaching. The purpose of this committee is to:**

- Understand the benefits of co-teaching and learn about current practices in PUSD.
- Provide input into expansion of current practices in middle and high school.
- Provide input into the support and the professional development needed for successful implementation in 2018-19.



# Co-Teaching Committee

<b>Name</b>	<b>School</b>	<b>Position</b>
Angela Espericueta	PHS-West	Special Education Teacher
Claudia Rodriguez Gratelli	Zamboni	Special Education Teacher
Patricia Real Chagollan	Paramount Park	Special Education Teacher
Jennifer Arias	PHS	General Education Teacher
Julia Moncayo	Buena Vista	General Education Teacher
Serena Cowser	Paramount Park	General Education Teacher
Marya Hughes	District	Curriculum Specialist
Megan Bodholdt	District	Program Specialist
Michelle Ignash	District	Program Specialist
Alicia Megofna	PHS-West	Assistant Principal
Elizabeth Becerra	PHS	Assistant Principal
Kevin Longworth	Paramount Park	Principal
Mike Ono	PHS	Principal
Sue Saikaly	Zamboni	Principal
Kelly Morales	District	Facilitator/Supervisor
Sarah Higgins	District	Program Administrator
David Daley	District	Director – Special Education
Deborah Stark	District	Assistant Superintendent – Ed. Services
Dr. Perez	District	Superintendent
Vivian Hansen	District	Board Member



# Co-Teaching Committee Work

Date	Topic	Description
December 7, 2017	<ul style="list-style-type: none"><li>Least Restrictive Environment</li><li>Continuum of Services</li><li>Co-Teaching in PUSD</li></ul>	Brainstormed current co-teaching practices and what we need to learn about the impact of co-teaching in PUSD.
January 11, 2018	<ul style="list-style-type: none"><li>Identify Data Needed</li><li>Develop Considerations</li></ul>	Listed data to assess the impact of co-teaching.
February 8, 2018	<ul style="list-style-type: none"><li>Identify Non-Academic Benefits of Co-Teaching</li><li>Identify Questions to Support Survey Development</li></ul>	Discussed the need to collect social, emotional, and behavioral data and provided questions to support survey development.
February 22, 2018	<ul style="list-style-type: none"><li>Review Draft Parent, Student, and Teacher Survey Questions</li><li>Draft Input for Sites</li></ul>	<p>Selected questions to support data collection from parents, students and staff.</p> <p>Provided input into expanding co-teaching: meeting student's needs, professional development, staffing, planning, scheduling and data collection.</p>





# Co-Teaching Committee Input

Topic	Description
Meeting Students' Needs	<ul style="list-style-type: none"><li>• <b>Provide a Continuum of Services</b></li><li>• Grade Level Curriculum</li><li>• 1:3 Ratio of Special Education to General Education</li></ul>
Staffing	<ul style="list-style-type: none"><li>• <b>One SDC Teacher per Grade Level (Middle School)</b></li><li>• Timelines for Pairing Teams and Recruiting Co-Teachers</li></ul>
Scheduling & Planning	<ul style="list-style-type: none"><li>• <b>Common Planning Period for Co-Teachers</b></li><li>• Prioritize Co-Teaching in the Master Schedule</li><li>• Planning Time with Program and Curriculum Specialists</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• <b>Professional Development</b> on Universal Design for Learning and Strategies</li><li>• Professional Development for Administrators and Coaches</li><li>• Professional Development that Combines Content and Co-Teaching Strategies</li></ul>
Data Collection	<ul style="list-style-type: none"><li>• Academic</li><li>• <b>Social</b></li><li>• <b>Emotional</b></li><li>• <b>Behavioral</b></li></ul>



# Expansion of SDC Co-Teaching

School	2017-18	2018-19
Jackson	Math 8 Social Studies 8	*Expand to include an additional grade or section at each middle school
Paramount Park	Language Arts 7	
Zamboni	Language Arts 8 Science 8	
PHS West	Language Arts Algebra Biology	→
PHS	Language Arts 2 Language Arts 3 Biology	Add: *Additional courses based on students' IEP recommendations

\*Self contained class option available on an individualized basis for selected part of the day, as needed.



# Projected Funding

Role	Cost	Funding Source
Professional Development	\$35,000	LCAP



# Recommendation 3: Plan a Middle School Behavior Support Class



# Why is a Middle School Behavior Support Class Needed?

- The District contracts with a Non Public School (NPS) when a Special Education student requires a higher level of behavioral support to access their education.
- A middle school Behavior Class within PUSD would provide higher level of support on a district campus before moving a student to a NPS.
- This would decrease the number of NPS placements for PUSD students and accompanying costs.



# Current Non-Public School (NPS) Student Placements

	2017-18 Grade Levels		
	K-12	5 - 7	9 - 12
Students placed in an NPS	44	14*	6

\*Data and observation indicate six students are prepared to return to a District supported program.





## Benefits

### Student

Opportunity to attend a school within their community

Teaches all students the importance of tolerance for students with social, emotional and behavioral needs

### Families

Opportunity to attend school with siblings



# As the result of implementing a Middle School Behavior Support Class ...

2018-19

## Student

- Project six current NPS 5<sup>th</sup>-7<sup>th</sup> grade students return to PUSD for 2018-19.
- Project five current 5<sup>th</sup>-7<sup>th</sup> grade students remain on a District site to participate in the behavior support class versus a potential NPS placement for 2018-19.

## Staff

The following staff would be hired to support the program:

- Behavior Support Classroom Teacher
- AM/PM Aide
- Behavior Intervention Specialist



# Projected Funding

Role	Cost	Funding Source	
Teacher	\$ 95,000	General Fund	
Instructional Aide (2)	\$ 35,000	General Fund	
Behavior Intervention Specialist	\$120,000	LCAP	
Total	\$250,000	General Fund	LCAP
		\$130,000	\$120,000



# Potential Savings

Projected NPS Costs for 11 students	Projected Costs for Behavior Support Class	Projected Savings
\$ 514, 000	\$ 250, 000	\$ 264, 000



# Summary of Estimated Cost to Implement 3 Recommendations for Special Education

Recommendation	Details	Projected Cost	Funding	
			General	LCAP
1.) Increase SDC staffing at middle school sites to provide access to grade level instruction.	Teacher Instructional Aide (2)	\$130,000	\$130,000	
2.) Provide professional development to support the expansion of co-teaching at PHS and middle schools.	Professional Development	\$ 35,000		\$ 35,000
3.) Develop a Behavior Support Class at a middle school site.	Teacher Instructional Aide (2) Behavior Intervention Specialist	\$250,000	\$130,000	\$120,000
<b>TOTAL</b>		<b>\$415,000*</b>	<b>\$260,000</b>	<b>\$155,000</b>

\*Projected savings from Behavior Support class as a result of reduced number of NPS placements: \$264,000



# Next Steps

## 1.) Increase SDC Teachers at Middle Schools

Inform all stakeholders at middle school sites

Meet with parents of fourteen students to discuss change in school site for the 2018-19 school year

Work with Human Resources on staffing for 2018-19

## 2.) Expand PHS and Middle Schools Co-Teaching

Share Co-Teaching Committee input with principals

Provide professional development for new teams and ongoing support for existing teams

Support and monitor sites with implementation of committee input

## 3.) Develop a Middle School Behavior Support Class

Inform all stakeholders (Principal, Staff, Parents, Students)

Hire staff and hold addendums at comprehensive sites and NPSs for up to eleven students

Provide professional development for site staff supporting the class



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# Questions and Discussions

