Special Education Improvement Planning

Administrators' Conference

July 20-22, 2015

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State Systemic Improvement Plan (SSIP)

- **State Improvement Planning Process**
  - 18+ months
  - Large number of stakeholders involved
  - Analyzed Data & Infrastructure
  - Recommendations for focus area, infrastructure/capacity building, strategies

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Focus Area

- Improve services to students identified with the following needs:
  - Behavioral
  - Social/Emotional
  - Social Communication
  - Mental Health

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Success Measured By:

6 Year Extended Graduation Rate for Students Identified with an Emotional Disability

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Strategy

Continuous Improvement Planning

(Already Required for School Accreditation)

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Special Education Continuous Improvement Planning

- Each Public School Required to have a Goal Specific to this Effort in their CIP- before end of January, 2016
  - Developed by Special Education Unit using New Model, Fall of 2015

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Authority in Century Code

- **15.1-06-06**- Schools- Approval of Public Schools
  - School participates in & meets requirements of review process approved by the Supt.
    - Focus on Student Achievement
- **15.1-02-11**- Supt. of Public Instruction
  - …rules governing the accreditation of schools. Must incorporate measures of student achievement & bear a direct relationship to improving student achievement.

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Special Ed. Planning Model

- Process- Based on AdvancED Internal Review Process
  - **Internal Review- Evaluate System Performance using Evaluative Criteria**
    - Standards, Indicators, Performance Rubrics

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Emphasis on Adjusting, Changing or Adding To

Evidence Based and Promising Practices that:

Keep Students in School

Bring Students Back to School

Assist Them to Earn a Diploma

Alignment to AdvancED

- Standard- Teaching and Assessing for Learning
  - Indicator 3.3- Teachers Engage Students in Their Learning
  - Indicator 3.12- School Provides Unique Learning Supports
- Standard- Resources and Support Systems
  - Indicator 4.6- School Provides Support Services to Meet the Physical, Social and Emotional Needs of Students

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Special Ed. Planning Model

- Standard- **Instruction/Engagement**
  - Indicators
    - Teaching of **Self-Regulation Skills**
    - Teaching of **Executive Function Skills**
- Standard- **Supports**
  - Indicators
    - Implement variety of **Academic Supports**
    - Implement variety of **Behavioral Supports**
    - Involve Parents, Students, Family, Community

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Initial Needs Assessment

- **Elementary & Middle Schools**
  - Classroom teachers- Planning & Use of Multiple Means to Engage these Students (Survey)
  - Indicator 1.1- Self-Regulation Skills included in IEPs (File Review)
- **High Schools**
  - Indicator 2.2- Behavior Supports
    - Functional Behavior Assessment drives Behavioral Planning (File Review)
    - Inclusion of behavior, social/emotional measures in Early Warning Systems (Admin. Survey)

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Special Ed. Unit Sends Each School:

- Special Ed. Written Summary
- Organizational Goal- AdvancED format
  - Goal/Objective, Strategy, Activity
- Formative and Summative Information

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AdvancED External Reviews

- **Before January 31**, 2016
  - No Expectation of Goals
- **After January 31**, 2016
  - Expectation of Goals
- **Next Accreditation Cycle**
  - All Schools- Summary, Goals, Updates

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More Information

- Local Special Education Unit Director
- Planning Model, Process Guide, PowerPoints
  - NDDPI Website, Special Education Unit
- Gerry Teevens or Kevin McDonough, NDDPI Special Education Unit
  - 701-328-2277
    - gteevens@nd.gov
    - kcmcdonough@nd.gov

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