



SPECIAL EDUCATION PLAN

2011-2016

PACIFICA SCHOOL DISTRICT VISION FOR SPECIAL EDUCATION

The Pacifica Special Education Program respects, values, and builds on the strengths and differences of our students. Through high-quality instruction and strong partnerships with families, we instill a life-long love of learning. We provide students with the tools to form meaningful relationships and to become successful, independent, and thriving members of the community.

As a community of learners and educators we believe the following:

- *Providing access to high-quality curricula, services, and support in an inclusive environment allows children to reach their academic potential.*
- *Working in partnership with students and families creates opportunities for connections that nurture our students and enrich our community.*
- *Educating the whole child prepares our students to follow their own paths and fulfill their hopes and dreams.*

SPECIAL EDUCATION PLANNING COMMITTEE 2010-2011

VIRGINIA HARRINGTON, FACILITATOR
JON MOYER, RESOURCE
JOANNE SIMONSON, PSYCHOLOGIST

BETH BOLDT, SDC TEACHER
GINGER JONES, PARENT
SHELLEY DENNY, SDC TEACHER

BETSY BARTLETT, SDC TEACHER
KALIMAH SALAHUDDIN, PARENT
TERI VOORHES, PARENT

ERIN BRAZILL, RESOURCE
PATTY MCNALLY, TEACHER
SHEILA HANSEN, COMMUNITY



GUIDING PRINCIPLES FOR SPECIAL EDUCATION

| Providing access to high-quality curricula, services, and support allows children to reach their academic potential | Working in partnership with students and families creates opportunities for connections that nurture our students and enrich our community. | Educating the whole child prepares our students to follow their own paths and fulfill their hopes and dreams. | Acting with integrity ensures the best interests of the child are paramount. |
|---|--|---|---|
| <ul style="list-style-type: none"> ▪ Current, research-validated curricula with accompanying training enable special education staff to nurture, expand, and deepen their expertise and knowledge to best meet the unique needs of all their students. ▪ Providing students with I.E.P.'s access to curriculum aligned to the core content standards as well as opportunities to participate in enrichment activities and programs that their same-aged peers enjoy to the maximum extent possible promotes equity and respects the rights of student. ▪ High-quality specialized services and supports tailored to their strengths and learning needs central to our core education belief. ▪ Continuity in student assignment and the ability to be a member of the same educational community in the way that their same aged peers enjoy. | <ul style="list-style-type: none"> ▪ The acknowledgement and recognition of the valuable contributions families, agencies, district staff, and service providers make to the team's understanding of the whole child is an essential aspect of an effective program. ▪ Welcoming and respecting families as knowledgeable and essential members of the team and partners is both a mandate and a value. ▪ Individual education plans are based on each student's strengths, interests, and preferences. ▪ Community understanding of differences in learning, behavior, and communication promotes inclusiveness, respect as well as both individual and community health. ▪ Creating and supporting opportunities for mutual understanding fosters connections among students and ensures that school and the larger district community is safe and welcoming. | <ul style="list-style-type: none"> ▪ Fostering students' understanding of their strengths and their needs empowers the student to become skillful self-advocates. ▪ Instruction in life-skills and social-skills is important for enhancing students' ability to reach their academic potential and achieve success after they leave school. ▪ Students do best when included with the general population to the greatest extent possible. | <ul style="list-style-type: none"> ▪ District personnel, families, agencies, and service providers respect students' confidentiality. Information is shared only with members of a student's education team in adhere of practices that are designed to promote and protect student and family privacy. ▪ All members of the education team are respected and valued. ▪ All members of a student's team are working in the best interests of the child. ▪ Open, honest, and timely communication respects team members' time. ▪ A commitment to respect students and families in adherence with special education law. |

INTRODUCTION

The Pacifica School District Special Education Plan was written as a collaborative effort involving parents, special educators, general educators, and district staff. The plan is not a detailed list of services, programs, or descriptions. It is a vision, set of guiding principles, and areas of strategic focus aligned with the newly adopted PSD Strategic Plan and accompanying curriculum plans. Both the development of the plan and the plan itself reflect the importance of collaboration and respect of all stakeholders and their contributions as essential for the success of our students. Additionally, the committee affirms each student's strengths as well as the desire to reject deficit language and models when speaking of students with IEPs. There is a strong belief that every child has strengths and is important members of our school community and district.

While not the focus of the Special Education Plan, District, and SEPAC express an ongoing commitment to working collaboratively as parents/guardians and district staff to provide each special education student with appropriate educational services under an IEP, in a nurturing and positive education community. The aim is to ensure every child with an IEP receives an appropriate educational program such as speech and language therapy, occupational therapy, physical therapy, assistive technology as well as student and family engagement within the school community and district.

The plan will be reviewed and updated on an annual basis.

STRATEGIC AREAS OF SPECIAL EDUCATION FOCUS:

The table below provides a snapshot of the strategic areas of focus identified by the district special education committee that will enable us to achieve our vision for special education. These areas of focus address the three interrelated components of the district strategic plan that recognize our students' right to learning that is rigorous, differentiated and holistic. These areas of focus address what students need to learn, how we can assess student progress, create and maintain healthy learning environments, and ways teachers collaborate and develop professionally in order to provide students with learning experiences that build a strong foundation for future choices.

| I. LEARNING THAT IS RIGOROUS | | | | |
|--|---|--|---|--|
| 1. Pacifica educators (including special education) use current, research-validated curriculum that is aligned with the Common Core State Standards, and professional development, and are encouraged to expand their expertise and deepen their knowledge to meet the unique needs of all their students. | | | | |
| I. A – Access to the CORE | I.B – Assessment and Instruction | I.C – Research-Based Curriculum | I.D – Professional Development | I.E – 21 st Century Learning Experiences |
| <p>Implement districtwide adopted curriculum, practices, and assessments to the maximum extent possible ensuring alignment across grade-levels and specialized special day class settings ensuring access to core curriculum and instructional program based on the Common Core State Standards (CCSS) and programs that their same aged peers enjoy.</p> <p>Are provided the opportunity and support to become knowledgeable about the Common Core State Standards.</p> | <p>Integrate the use of districtwide formative and benchmark assessments (with appropriate modification) as a key <i>instructional practice</i>.</p> <p>Every student will have access to the books and materials, assessments, daily schedules that include the same or similar activities as same aged peers in an inclusive educational environment.</p> | <p>Identify and maintain information and access to research based curriculum (including specialized curriculum including social skills, technology) to meet student learning and full implementation of Individual Education Plans.</p> <p>Ensure all special education teachers and students have access to core curriculum.</p> <p>Curriculum resource list, teacher surveys/input</p> | <p>Support and encourage special educators (teachers, aides, specialists, psychologist, and administrator) participate in ongoing districtwide and special education specific professional development to deepen expertise, preparedness, and knowledge that is consistent with current research validated educational practices. *</p> <p>For example: Pacifica special educators' participation in Balanced Literacy, Mathematics, inclusive practices, differentiation, and 21st century learning professional development with non-special education teachers and site administrators</p> <p>*Ensure teachers have an opportunity to participate in professional development based on staff/student needs.</p> | <p>Collaborate with PEF, PSV and other community organization to maximize the inclusion of special education students ensuring they have equity in access to the types of experiences as same school aged peers enjoy (For example: the 21 Century Education Experiences).</p> |

II. LEARNING THAT IS DIFFERENTIATED

2. Pacifica students with special needs receive differentiated high-quality specialized services and supports tailored to their strengths and learning needs within an inclusive setting.

II. A – RTI²: Special educators participate in the support and development and support implement of Tier I differentiated and enriched first instruction; additional Tier II support for students who are .5 - 2 years below grade level; and are directly involved in the support of Tier III students who are 2 or more years below grade-level (special education and non special education students. In this model Pacifica students with the greatest needs have access to high-quality services and supports provided by highly- qualified teachers and specialists.

II. B – Technology tools for differentiated support.

III. LEARNING THAT IS HOLISTIC

3. Promote opportunities that nurture students and enrich the community. Pacifica School District recognizes the valuable contributions families, teachers, support providers, administrators, and other agencies in understanding and upholding the whole child through high-quality specialized services tailored to student strengths and learning needs.

| III.A – Individual Education Plan (IEP) Teams | III. B – Promote Awareness of Differences as a Strength | III.C – Inclusiveness in Opportunity and Practices | III.D – Communication (Structures/Systems) | III.E –Special Education Advocacy and Law |
|---|--|---|---|---|
| <p>Nurture and maintain a district culture that recognizes the valuable contributions of all constituents with a specific emphasis on the contributions families, partnering agencies, and providers make in the teams understanding of the whole child.</p> <p>Honor the expertise and contribution of all members of the education team/community. With the team always keeping the students’ interests, learning</p> | <p>Build and foster inclusiveness in our school and district community by promoting acceptance, responsiveness, and understanding of differences in learning, behavior, and communication.</p> <p>The development of social skills is supported in an articulated and explicit manner in all special education classrooms and through social skills development groups as appropriate.</p> | <p>PSD across the district strives for and promotes inclusiveness. Special education students are included in many of the same activities as their typical peers (such as fieldtrips, enrichment and special events or programs).</p> <p>Non-special education teachers, special education teachers and paraprofessionals are provided with training and supports to increase students’ success in an</p> | <p>Communication structures are developed and maintained that promote mutual respect and collaboration.</p> <p>Parents/guardians and other IEP team members are considered in the IEP scheduling process with meetings scheduled a head of time as much as possible to ensure full team member participation.</p> <p>Continue the practice of regular ongoing meeting between the Laguna Salada</p> | <p>PSD is a community of learners with parents and educators keeping informed about special education law, procedural safeguards, timelines, educational benefits, and least restrictive environment etc.</p> <p>SEPAC and other opportunities are used to support educator and parent knowledge.</p> <p>Using knowledge, structures, and</p> |

| | | | | |
|---|---|--|--|---|
| <p>strengths, and preferences as a primary focus when developing Individualized Education Plans.</p> <p>Ensuring IEP teams have systems and structures to ensure consultation and collaboration between all team members. Including active and inclusive participation.</p> <p>The norm is for all IEP team members and other meeting participants to come to meetings prepared and ready to participate focused on student needs.</p> <p>Develop Library/Resource Center for Parents</p> | <p>Expand Ability Awareness program to all school sites through quarterly SEPAC Workshops that are open to educators, parents and community.</p> <p>Promote ability awareness, Diversity Days, and other opportunities for educating students and staff about differences as a means of promoting acceptance and responsiveness to all people.</p> <p>Expand reverse mainstreaming and mainstreaming opportunities in PSD classrooms and schools.</p> | <p>inclusive education community that includes mainstreaming etc.</p> <p>An Effort will be made at all meetings, conferences, and events to ensure all voices are heard and respected for the contribution made.</p> | <p>Education Association (LSEA) special education subcommittee that includes special educators, psychologist, specialist, and district administration to address special education related student and teacher needs.</p> <p>The Special Education Parent-Advisory Committee (SEPAC) will continue to meet quarterly and serve as a respectful and collaborative bi-directional communication and learning forum. These meetings are open to parents, educators, and the community.</p> <p>Social media tools and opportunities; such as Pacifica Tribune, Pacifica Patch, and Dandelion Magazine etc. are used to promote a positive image of diversity and student assets.</p> | <p>processes with integrity to make decisions that both support the student and maintain confidentiality.</p> |
|---|---|--|--|---|

2012-2013 SPECIAL EDUCATION

ANNUAL OUTCOME: *Initiate implementation of the finalized the PSD Special Education Strategic Plan, on the district website, and begin to implement strategic areas of focus.*

STANDARDS: ELA/Literacy and Math Common Core State Standards as well as California State Content Standards in all other content areas

INSTRUCTIONAL MATERIALS WE USE:

RESEARCH VALIDATED CURRICULUM AND EDUCATIONAL PRACTICES ALIGNED WITH THE COMMON CORE STATE STANDARDS

ASSESSMENT:

HOW WE KNOW STUDENTS ARE LEARNING

- Interim common running records, Developmental Reading Assessment (DRA2)
- MARS – Math Performance Assessment
- Performance Assessment, California Standards Test (CST), CMA, CAPA
- Individual Education Plan (including annual evaluation of progress towards goals) Conferencing, and classroom formative assessments

| TIMELINE/KEY PEOPLE | ACTIVITIES | MEASUREMENT/EVIDENCE | FUNDING SOURCE (s) |
|---|--|---|--------------------|
| 2012-17 Special Education Director and Special Education Teachers | Special Education Curriculum Audit (and ongoing monitoring to ensure access used) – 1. Ensure special education teachers have access to core instructional curriculum and supplemental materials 2. Curriculum and supplemental materials in use and accessible to students 3. Support (2012-13) and ensure implementation (2013-14) of the newly adopted Functional Skills Curriculum | <input type="checkbox"/> Curriculum Audit Survey Administered on an annual basis | |
| 8/2011 –Teachers, ELA Facilitator, Teachers College Reading and Writing Project staff developers, and district leadership | Support Balanced Literacy and Common Core State Standards for English Language Arts/Literacy (CCSS) Implementation: (2012-2014) 1. Provide the necessary instructional and supplemental materials to ensure student access to Reader's Workshop (2012-2014) 2. Support special education teachers in establishing the connection between Reading and Writing Workshops to ensure differentiate curriculum in both areas of ELA (2012-2014) 3. Provide structures and opportunities for special education teachers and general education teachers to <i>collaborate</i> and <i>reflect</i> with colleagues to process and share successful strategies and curriculum that focused on successful access for all students (2012-2016) 4. Evaluate students access to core curriculum through Reader's and Writer's Workshop (2011-16) 5. Audit of instructional curriculum and supplemental materials to continue to ensure access to the District's Balanced Literacy Program. | <input type="checkbox"/> Artifacts: PD agendas, reflections <input type="checkbox"/> Observations | |
| 8/ 2011 – | 21st Century Learning – 1. Provide special education students with differentiated opportunities to participate in PEF funded 21 st Century Education Experiences (2012-16) 2. Ensures students have access to assistive technology related to students with special needs with adequate professional development for staff and knowledge as a district (2012-16) 3. Professional development and/or consultation with special education staff regarding the use of technology that will support access to the core curriculum and address individual needs (2012- 16) | <input type="checkbox"/> Artifacts: PD agendas, reflections, observations <input type="checkbox"/> Annual District Technology Use Survey | |

| | | | |
|---|--|---|--|
| | <ol style="list-style-type: none"> 4. Ensure all special education teachers are issued a functioning (laptop, desktop and/or iPad/tablet computers) with reliable access to printer and internet access (2012-13) 5. Provide special needs students access to computers/tablets, etc., to support access to curriculum materials (2012-16) 6. Equip primary and secondary special education (SDC) classrooms with the same technology (ELMO, etc.) as general education classrooms at the same grade level (2012-16) 7. District will develop the role of the assistive technology specialist(s) within our district (2013-14) 8. Specialist(s) will consult with all special education teachers regarding classroom and individual needs, prior to making a referral for SMCOE or agency based assistive technology services (2013-16) 9. Use Edmodo (online education community) to create a special education group that promotes ongoing dialogue between PSD special educators (2011-16) | | |
| 8/ 2011 – Parent/Guardians, teachers, administration, and community members | <p>Family and Community Engagement</p> <ol style="list-style-type: none"> 1. Include Special Day Class families are in all school/district/PTO communication Create survey for SEPAC Rep's to complete for status at each campus by assisting each school community in establishing and maintaining the necessary structures and support (2012-13) 2. Write by-laws and Board positions for SEPAC (2012-13). Maintain SEPAC membership – two active parent Rep's per campus, a principal, the Special Education Administrator, and a special Education staff member (2012-16) 3. Support and encourage participation on SEPAC Yahoo Group where Workshops, Community Resources and changes in the Special Education Dept. can be disseminated to all families (2012-16) 4. SEPAC will develop and maintain a parent-to-parent Library/Resource Center (using book donations from families and community) located at LMEC (2012-16) 5. Ensure six SEPAC members to attend SELPA Parent Resource Council Training (2012-13) 6. Collaborate with Ocean Shore staff and Diversity Leadership Group in documenting the process used in developing their annual Ability Awareness Day to serve as a resource for other schools (2012-13) 7. Begin sponsoring and supporting one campus at a time to have an Ability Awareness Day (2012-16) 8. Conduct monthly SEPAC meetings and sponsor three workshops per school year. Topics to include: Transition to High School, Resource Fair (2012-16) 9. Work with Special Olympics for District activities such as Super Sports Day and campus activities such as basketball tournament including general education and students with IEPs (2012-16) 10. Establish email communication flow for all families receiving services | <ul style="list-style-type: none"> <input type="checkbox"/> Agendas-Meeting minutes <input type="checkbox"/> Workshop Sign In sheets and parent feedback <input type="checkbox"/> Feedback from SELPA and SEPAC members will share out <input type="checkbox"/> Functioning Library and Inventory <input type="checkbox"/> Report out and implementation | |