



Public Schools of North Carolina

EC Director's March Institute

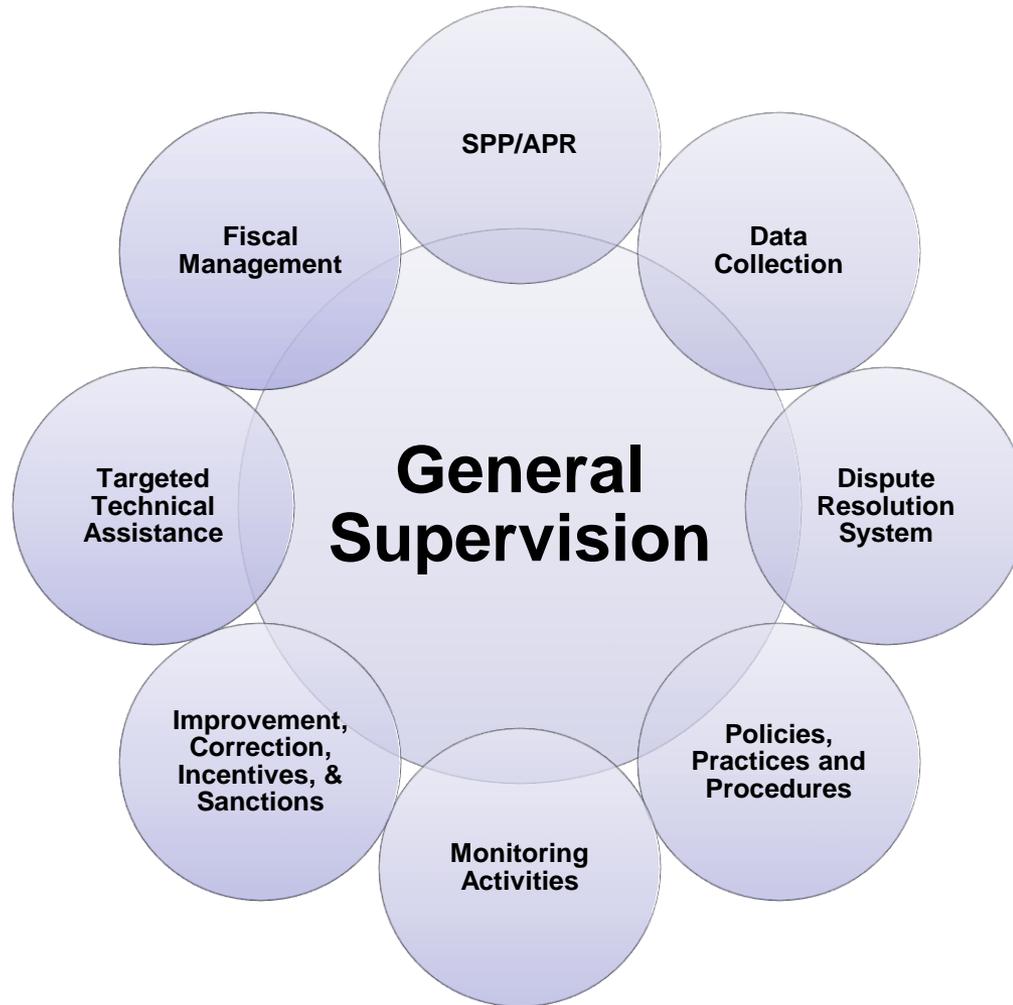
IEP Implementation in High School March 2016

IEP Implementation in High School

In this session, we will:

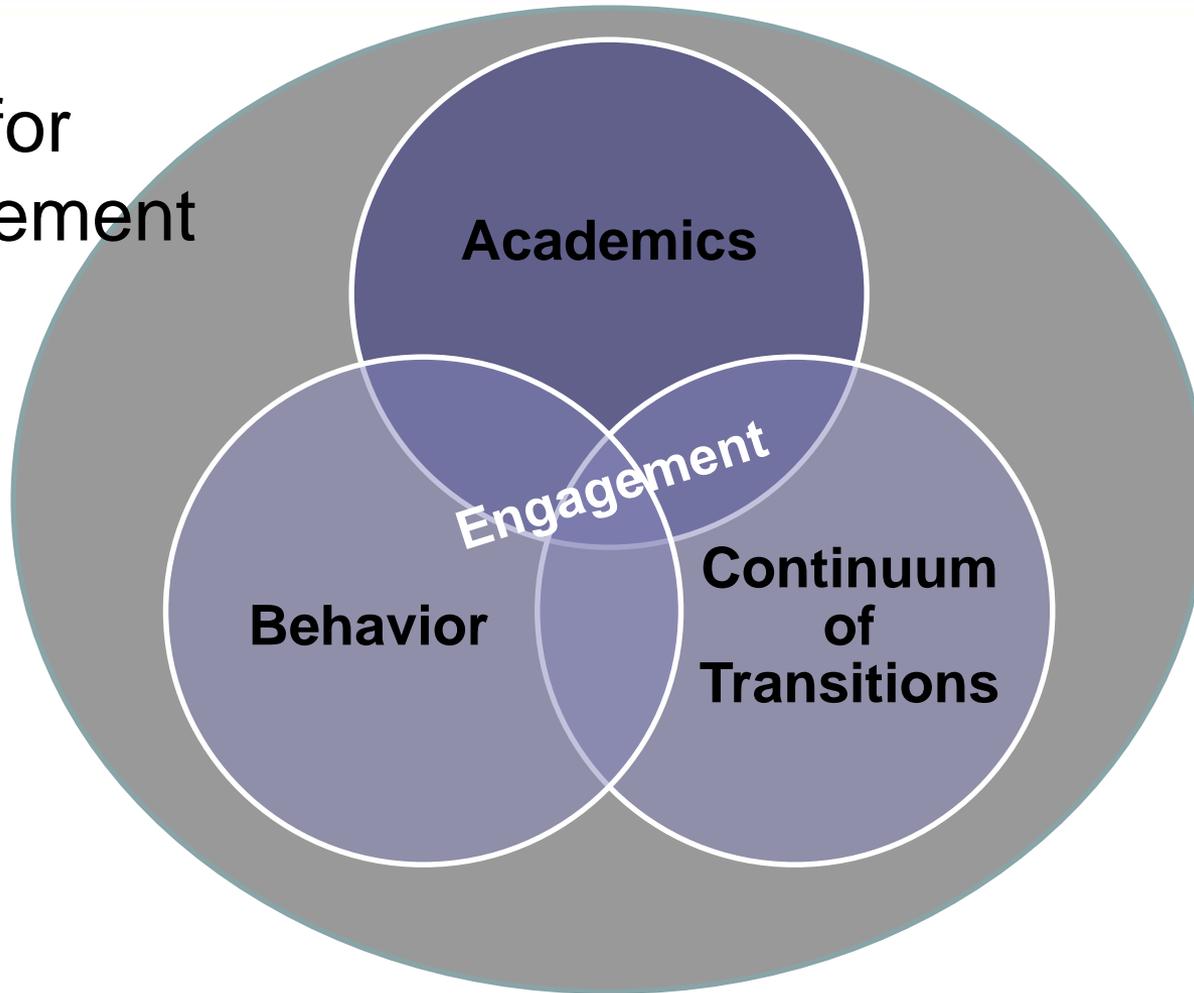
- Explore effective IEP implementation resulting in higher student achievement and graduation rates.







**SSIP:
Focus for
Improvement**



This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Behavior

- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Continuum of Transitions

- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities
- Student, Family, Staff, and Community Engagement



Welcome



High School Scheduling

Joan Ferrara
EC Director
Haywood County





HAYWOOD COUNTY SCHOOLS SUPPORTING HIGH SCHOOL IEP IMPLEMENTATION

Through Scheduling









Academic Success

- The best indicator for academic success is the high school 5-year cohort graduation rate for students with disabilities
- After starting in 2008 with a miserable 48.9% 5-year cohort graduation rate for students with disabilities which was below the state average of 54.2%, Haywood County Schools has surpassed the state average for 7 straight years! Our 5 year cohort graduation rate for 14-15 was 80% as compared to the state average of 69.3%.
-
- Analysis of our 5-year cohort graduation rate revealed we had one high school who had definitely figured out how to support students until they were able to walk across the stage and accept their well earned high school diplomas



Pisgah High School, Canton NC

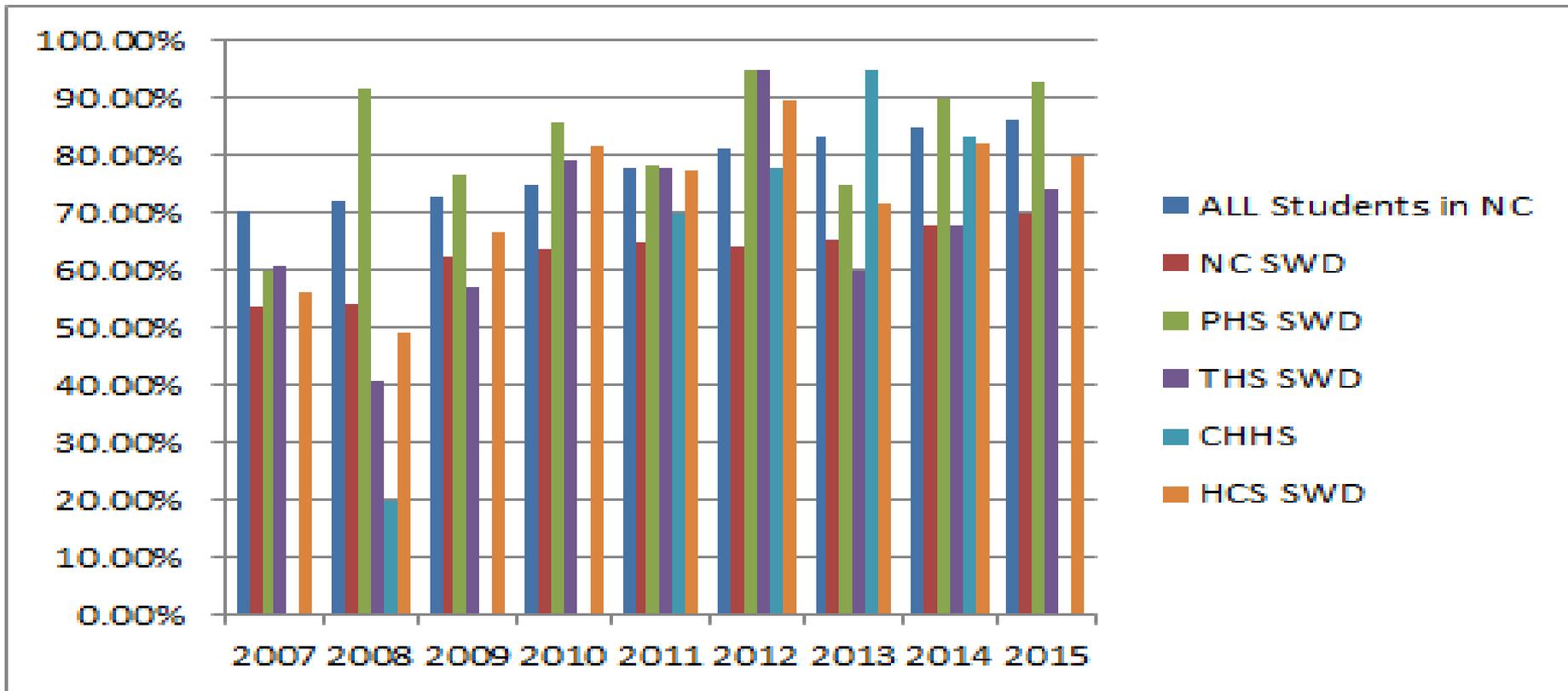
Cyrena Goodwin, Exceptional Children Chair



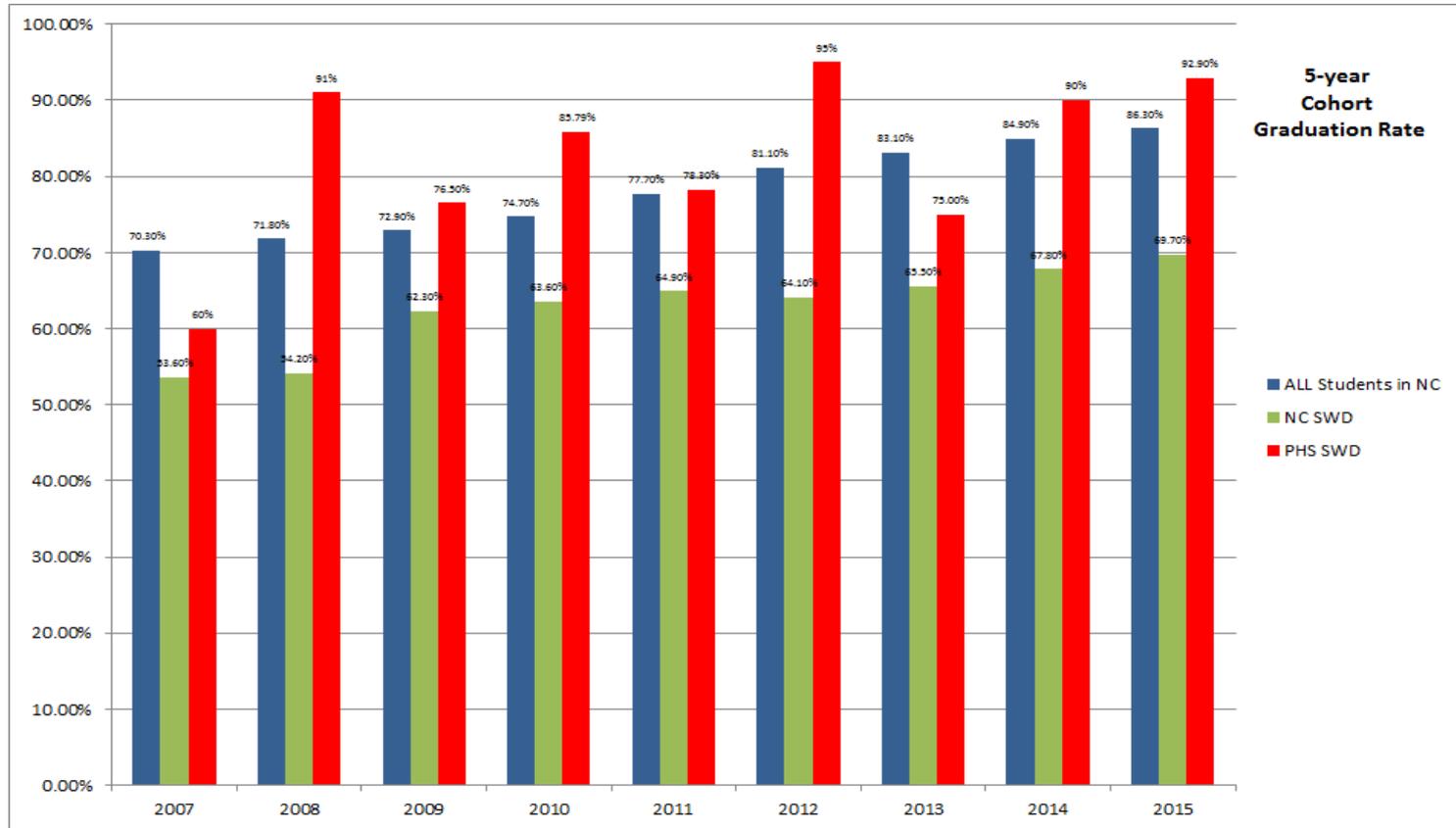
Pisgah High School has a total of 1004 students. Of the total student population 122 students have IEPs. They have 6 Exceptional Children Teachers, 1 Job Coach and 2 Exceptional Children Teacher Assistants. They had only 2 dropouts for the 14-15 school year and one of those has been recovered in our Community Learning Center.



5-Year SWD Cohort Graduation Rate Comparison 2007 through 2015



Pisgah High School SWD 5-Year Cohort Beat the North Carolina State Average for All Students for 7 of the last 8 years



What is the high school doing?

- Scheduling Focusing on the transition process from middle to high school
- students with IEPs first
- Relationships, relationships, relationships
- Smart Lunch
- Credit Recovery
- Transition to post secondary goals with VR involvement
- School To Work Transition Class at Haywood Vocational Opportunities
- NCVPS OCS Blended Learning for some OCS classes
- Career College at Haywood Community College
- Ongoing support and training from HCC Special Populations Coordinator
- Reduced EC teacher student ratio by adding another EC teacher
- Focus has changed from compliance to student outcomes
- Extremely competitive EC staff. They will not "quit" on a kid!
- Decision criteria is always "What is best for kids rather than what is administratively convenient."



Transition

- Most 8th graders have comprehensive evaluations to assist in course of study and course selection in high school and to assist their new high school case manager in understanding their strengths, needs and present levels of performance
- Middle School EC teachers meet with High School staff to discuss what they have learned that works and what things to avoid for each student
- 8th graders visit the high school with entire 8th grade class and then have a separate more focused visit with the PHS EC teachers, administrators and counselors accompanied by their middle school case managers



Scheduling at the High School Level: The Framework for Success

- January EC Department Chair emails EC Middle School 8th grade team to see which students are being recommended for Extended Content Standards, OCS, Resource or Inclusion and builds a skeleton schedule based on this data and EC projections for 10th, 11th and 12th
- 8th Grade night for parents to talk about electives and registration for high school classes
- High School EC teachers go to the feeder middle schools and talk to 8th grade students about electives and make a spreadsheet of their choices



Build Master Schedule

- Initial master schedule attempts to avoid conflicts with inclusion classes and popular CTE classes such as Intro to Trades, Auto Mechanics, Carpentry, Welding and Metals
- PowerSchool does the scheduling but high school counselors select the number of sections
- Students sit at a computer to select high school courses but the counselors preregister them for inclusion classes, curriculum assistance classes, etc.



Matchmaking: Analysis of Teacher and Student Match

- EC teachers review each student's schedule for the following year after registration is complete. They look for matches between the teacher and the student. For example, we have a student on the Autism Spectrum who needs a highly structured class, likes to read and loves class discussion. We have an English teacher who is very structured and does a lot of class discussion about the literature. This student needs the structure and will thrive in this class with an emphasis on class participation in discussions whereas another student who seldom talks in large groups would struggle.
- Teachers and administration do not take these match discussions personally but realize some teachers do better with some students than others. The EC teachers because of their longevity and track record are recognized and trusted as the "experts" in this area.



Sustainability and Tweaking

- The EC chair has included a newer teacher in these middle school visits and in these scheduling decisions so that when the more experienced teacher retires, the school will still have the expertise to consider relevant factors and make recommendations for scheduling that set students up for success
- When the semester starts, the high school EC teachers try to check in with all of their students and catch any issues during in the first couple of days. It is rare to have to change an EC student's high school schedule after the 5th day of class.



Schedule Change Protocol

- However, if a change needs to be made with a student's schedule, the EC case manager consults with a counselor who checks the student's transcript to insure the proposed change will not affect the student's graduation.
- The EC case manager also consults with the Lead Teacher to discuss any impact on state testing that the proposed schedule change might have
- The assistant principal for each grade may also need to be consulted
- The counselor makes the agreed upon schedule change in PowerSchool
- EC case managers and EC department chair monitor to make sure the schedule change addressed the concern and the student is being successful



We learn from mistakes and plan for next year!

- EC staff, counseling department and high school administration review lessons learned and start planning for the next year



Changes Over 8 Years

District Wide

- Expanded services at our Community Learning Center (Work experiences, VR services, online with read aloud, mental health counseling, connection with community resources to address obstacles to school attendance and academic performance, academic support, etc.)
- Added a Graduation Coach/EC teacher at Community Learning Center to recover students who drop out of high school
- Focused on all EC services from preschool to graduation-added Pre-K classrooms; expanded services for ages 3-5
- Monitored dropout data monthly in conjunction with Community Learning Center Director and EC Teacher
- Worked with mental health provider to provide mental health services at every school
- Trained staff in how to refer dropouts to the Community Learning Center and then follow up to make sure the students are enrolled and making progress in their courses
- Streamlined the referral process to the Alternative School and the Community Learning Center
- This year our largest traditional high school is changing from a 7 period day to a 4X4 and we anticipate an improvement in their graduation rate
- Developed non-negotiables instructional frameworks for faculty at elementary level and are expanding these to middle and high school level
- Added an instructional coach to support our EC faculty



High School Transition Planning

Doug Towle
EC Director
Currituck County



Planning for Success

- Currituck County Schools
Exceptional Children's Dept.
Plan for Secondary
'Planning and Support'

Doug Towle
Director of Exceptional Children
Services



Currituck County; Corolla, N.C.



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OuterBanksGuidebook.com





Framework

- Secondary level:
 - 1 traditional high-school
1100 students
 - 1 Early college
300 students
 - 2 traditional middle schools
340/ 600 students
 - 1 learning center
up to 12 students





Levels of support

- Currituck County High School:
 - 7 teachers for special education (2 self contained classes), 4 T.A., w/ 1 job coach.
 - Lead School Psychologist based at CCHS
 - 1 Principal, 3 Assistant Principals



Levels of support

- Currituck County Middle School
 - 2.5 Teachers for Special Education (1 self-contained class) 1 T.A.
- Moyock Middle School
 - 4 Teachers for Special Education (1 self-contained class) 2 T.A.



Levels of support

- J.P. Knapp Early College
 - .5 Teachers for special education services.



1st year partnership w/ Integrated Family Services



The logo for Integrated Family Services (IFS) is composed of several interlocking puzzle pieces in shades of blue, green, and grey. One piece prominently displays the letters 'IFS'. To the right of the puzzle pieces is a collage of photos of diverse children and adults, also framed as puzzle pieces.

Beaufort
Bertie
Camden
Chowan
Currituck
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Integrated Family Services
PLLC
Connecting the Pieces;
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MOBILE CRISIS TEAM

1.866.437.1821 / 24 hours a day / 7 days a week

For Help With People In Crisis That Have:
Mental Health Issues
Developmental Disabilities
Substance Abuse Issues

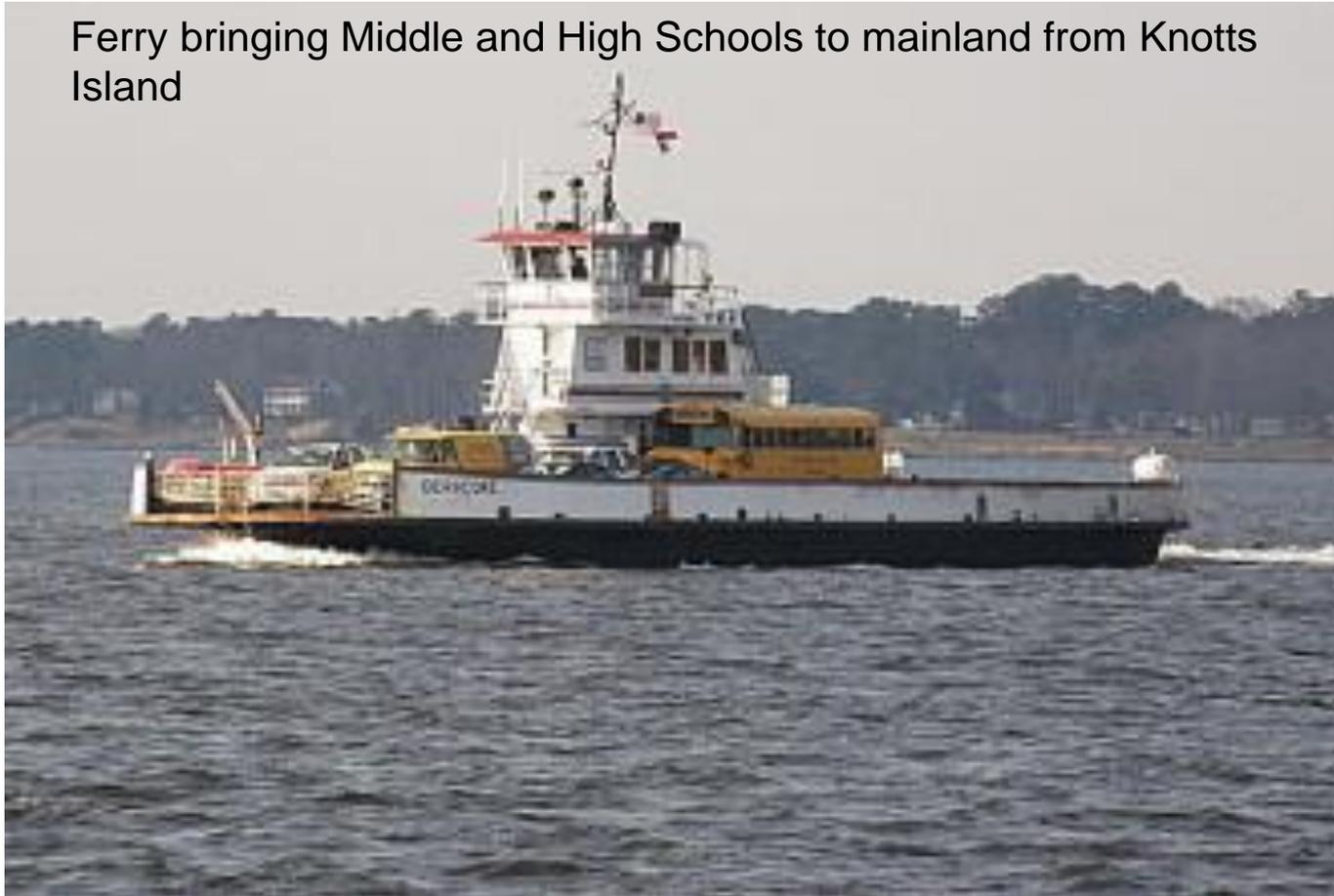
www.integratedfamilyservices.net

10 Years Serving Our Community

Through a locally designed referral process, students can receive Counseling, Substance Abuse and Family Mental Health Support, in the school setting.



Ferry bringing Middle and High Schools to mainland from Knotts Island



Structure of Support/ Prof. Dev.

- Monthly 'all-staff' P.L.C.'s (sometimes targeted so secondary/ elementary are separated).
- Each school has mandatory monthly E.C. P.L.C.'s which E.C. Leadership attends.
- Monthly L.E.A. Rep./ E.C. Case Mgr. P.L.C.'s lead by Compliance Specialist.
- Utilization of I.E.P. Service Fidelity Tool used to assess services, accommodations, IEP goals, compliance of I.E.P.



Structure of Support/ Professional Development

- Exceptional Children's Department Handbook:
- Transition Planning
- Passkey: work2day
- Targeted Audit Training lead by:
 - Lead School Psychologist
 - Compliance
 - Lead Teacher in Special Education (stipend)
 - *Taught to new Teachers to Currituck County utilizing 'Audit' sheets.



I.E.P. Service Fidelity Tool

- IEP fidelity tool used monthly.
- E.C. Leadership team meets to assign randomly selected students, and then review once completed.
- Assessed for strengths, deficits, patterns.
- Targeted professional development is developed based off of fidelity observations.
 - IE, 2nd round of audit training this month.



**Currituck County Schools
IEP Fidelity Tool**

Student Name:		Student grade:		Setting Observed:		Interview of Teacher/ Student service/ accom.
Staff observing:		Position:				
Date Observed:		Time Observed (10- 15 min):			Rating	
Attendance:	Good: 0-3 absences	Fair: 4-10 absences	Poor: > 10 absences			How often do you receive support from:
Discipline: OSS	Good: 0-2 days	Fair: 3-5 days	Poor: 5+ days			
Grades	Good: all grades above C	Fair: 1-2 grades D	Poor: 1+ grade F			
What is teacher doing?						Matches (Y/N)
What is student doing?						
Service Verification	Frequency/ Time	Observed receiving?	Comments:	Compliant: Y/N		What do you do when you see:
<i>Reading</i>						
<i>Writing</i>						
<i>Mathematics</i>						
<i>Content Support</i>						
<i>Other</i>						Matches (Y/N)
Related Services	Frequency/ Time	Observed receiving?	Comments	Compliant: Y/N		When you have tests/ quizzes, you:
<i>Speech</i>						
<i>O.T.</i>						
<i>P.T.</i>						
<i>Trans.</i>						
<i>Other</i>						Matches (Y/N)
IEP Goal (matches PLOP)	Timeframe	Conditions	Behavior	Criterion	Rating (1-5) *5	
Strengths of IEP:						
Area for Improvement:						
After IEP fidelity review, make two copies; one to Teacher, one to Doug Towle. Teacher would like to conference on walk-through? Yes/ No .						

Jan. 2016; Doug Towle, Director.



Plan for Success...

Currituck County High School



Begins Planning in January

- Jan: Prepare spreadsheet for rising 9th grade students.
- Feb: Meet w/ H.S. Admin, Counselors, EC Staff. Review rising 9th grade students, current service time.
- March: begin transition meetings. Update spreadsheet.

'Planning for Success'

- March (continued): Create first draft of H.S. schedule, based off of current H.S. and rising 9th grade students receiving specially designed instruction.
- April-June: Continue to hold transition meetings. Update spreadsheet. Hold monthly meetings to review and/or revise H.S. schedule.



June, July

- Finalize H.S. Schedule.
- Review current staffing, based off of:
 - Student level of services needed.
 - Courses needed.
 - Level of Edgenuity/ NCVPS offerings
 - Co-Teaching Settings



E.C. Leadership Team

Meet bi-monthly to review school and student performance. Follow up with action plan.

- Director
- P.K. Coordinator
- Lead School Psychologist ** *
- Behavior Liaison
- Director of Secondary/ CTE
- Lead Speech ***
- Elementary Principal
- Secondary Teacher in Special Education



Questions and/ or comments... Thank you.



Table Discussion

- What are your current challenges and strengths in scheduling high school SWD?



Table Discussion

- What tools do you have in place for monitoring and ensuring that the Secondary IEPs, including the Secondary Transition Plan, are being implemented as written?



Table Discussion

After hearing the panel and table discussion:

What actions could you put in place to support engagement and increase student success at the high school level?



Challenge

Using the **“We Support Student Success through engagement, secondary transition planning, improved scheduling, and monitoring ”** slip of paper

Record one thing that you will implement immediately to make a difference in improving engagement to increase graduation and decrease drop-out rates.



Thank you!

The ECD is here to collaborate with you and to support you with ideas and resources.

Stay tuned...more to come on this topic at your next Regional Meeting.

