Urban Collaborative Recommendations
Quarterly Report 3
December 12, 2013

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Director, Student Services
Urban Collaborative Report

- **Who:** Urban Collaborative Team—External experts
  
  Study Session February 21, 2013

- **Why:** Poor outcomes for students with disabilities

- **What:** 18 recommendations with emphasis on implementing multi-tier system of supports and inclusive education
Key Data Findings

- 65% Graduation rate for students with disabilities
- 43% of students with disabilities are not attending their neighborhood schools (Spring 2012)
- 44% of students spend 80% or more of their day in general education classes
1. Developmental Delay Data
2. Embed Common Core State Standards (CCSS) in Multi-tiered System of Supports (MTSS) Framework
3. Multi-tiered System of Support (MTSS)
4. Inclusive education
5. Time out logs
6. Postsecondary transition
7. Student Services reporting
8. Student Services organization
9. Staffing ratios
Recommendations - Quick Reference

10. English Language Learners (ELLs)
11. Materials and Assistive Technology (AT)
12. Professional Learning
13. Electronic IEP system
15. Fiscal Considerations
16. Parent Involvement
17. Accountability
18. Student Data
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Action to Date: Early Learning (Rec 4)

- Presented Tacoma’s progress at Urban Collaborative Fall Meeting
  - Increased typical peers from 56 to 134
  - 29/35 elementary school sites offer at least one preschool
- Customer service: **one** phone call accesses all options
Action To Date: Para Educator (Rec 9)

• Collective bargaining agreement-MOU for 13-14
• Addressing flexibility regarding para-educators
  • Assign Para Educators based on student needs
  • Flexibility with absences (student and staff)
• Partnership with Student Services and Human Resources
Action to Date: Stakeholders (Rec 12)

- October 30, 2013
- 38 participants
- Focus:
  - Multi-tiered System of Support
  - Differentiation
  - Parent Advisory Committee
  - Inclusive Schools Week
Action to Date: Stakeholders

Multi-tiered System of Support (Rec 3, Rec 17) (Assessment, Curriculum and Pedagogy, 5D)

- Five year goal
- Educate principals and staff
- Consistent universal screening
- Building schedules designed to support intervention time
Action to Date: Stakeholders

- **Differentiation** (Rec 4) (Curriculum and Pedagogy, Classroom Environment, 5D)
  - Acknowledge existing differentiation strategies
  - Create mentoring opportunities
  - Offer professional development
  - Generate weekly differentiation strategy
Action to Date: Stakeholders

- Parent Advisory Committee (Rec 16)
  - Guided by Minnesota model
  - Purpose is to advise regarding Special Education issues; no authority to issue directives
  - Invite parent and community members to apply for membership on committee
  - Clarify membership roles
  - Initial meeting scheduled for January 29, 2014
Action to Date: Stakeholders

- Inclusive Schools Week (Rec 4)
  - Awareness
  - December 2-6, 2013
  - Daily highlights of current inclusive services
  - Daily email reminders of inclusive services
  - Website highlights
• Celebrate Inclusive Schools Week, December 2-6!

• Thought for the day: Inclusion is identifying and meeting every student’s needs every day; it is providing meaningful and relevant educational experiences for each student.

• Shout out! Grant Elementary has used inclusive practices for numerous years ... follow a co-teaching model ... opportunities to participate with peers in academically supported general education classrooms... Students are greeted and supported by all staff as they walk between classes ...

• One thing to do today: Ask a peer to share a success story regarding one student who receives specially designed instruction and is included in a general education classroom at some time throughout the day.

• Watch tomorrow for more thoughts, shout outs and things to do!
Action to Date

- Student Services Website (Rec 8, 12, 16)
  - New and Improved!
  - Urban Collaborative focus
  - Public Service Links
  - Employee resources moved in intranet
  - Adding parent resources
Action to Date

- Arlington
- Blix
- Delong
- Downing
- Fawcett
- Manitou Park
- Mann

- Reed
- Sherman
- Whitman
- First Creek
- Stadium
Action to Date: Coach Summary

Total Minutes

[Bar chart showing total minutes for various categories]
Action to Date: Coach Summary

- Professional Learning Communities/Professional Development
- Collaboration with Administration/Instructional Coach/PLC
- Ongoing Development/Implementation
- Learning Focused Conversations
Action To Date: Coach Summary

- CBFBA – Behavior Mtng
- CA – Collab with Admin
- DCR - Data Collection/Review
- ES - Environmental set-up
- GC - Goal Setting with Cert
- IEP - Meeting/Support
- IM - Instructional Modeling
Action To Date: Coach Summary

- LFC-Learning Focused Conversations
- LP-Lesson Planning
- ODI-Ongoing development/implementation
- PT – Para training
- PLC/PD-Professional Learning Community, Professional Development
- RA-Research/Assistance
- SRT-SRT/Intervention
Action To Date: Coach Summary

- SM-Staff Meetings
- SO-Student Observations
- SSO-Student Specific Observations
- TEC-Teacher/ESA Consultation
- TA-Technical Assistance
- TC-Technical Collaboration
- 5D
## Timeline At-A-Glance

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Recommended Next Steps

- Continue with Stakeholder meetings
- Advertise and review applications for Parent Advisory Committee
- Conduct first meeting of Parent Advisory Committee
- Professional development, in collaboration with Curriculum and Instruction, to review math and reading best practices and determine necessary material procurement
- Select electronic resources to support building implementation
- Initial planning for expansion in 14-15
Feedback

- The entire staff at Boze Elementary has made MANY changes this year to their service delivery model .....They have incredible support from their Principal, Arron Wilkins, and ALL of the staff members ...EVERY STUDENT in a general education classroom EVERY DAY. Support services are delivered according to individual needs and students are given valuable time and experience with their grade level peers.... beginning to see awesome benefits for staff, students and families... Initiating PBIS and MTSS are huge keys ...every single student who had been in self-contained classrooms last year has continued to make academic and non-academic progress toward their goals. . .
Feedback

“Today my heart is happy.”

Kindergarten student
Future Reporting

- March 20, 2014
- June 12, 2014
- September, 2014
- December, 2014

- Quarterly reports will be posted on district website and social media, communicated with all staff, and provided to future parent advisory committee members.