

# Special Education Services Board Workshop

Presented by Central and Site Staff

February 16th, 2022

**Stronger Together.**

**Berkeley**  
PUBLIC SCHOOLS  
Berkeley Unified School District

# Presentation Topics

- Continuum of Special Education Services and Programmatic Details
- Data Snapshot
- Student and Site IEP Team Testimony
- Data Snapshot
- Areas of Growth
- Future Projects

Stronger Together.

**Berkeley**  
PUBLIC SCHOOLS  
Berkeley Unified School District

# Central Support Staff Special Education Services

## **Administration:**

Shawn Mansager: Executive Director

Stephanie Dictado: Supervisor (Early Ed/Elementary)

Flor Anne Palma: Supervisor (Elementary)

Lena Sweeney: Supervisor (Middle and Elementary)

Eileen Jacobs: Program Manager (BHS/BTA)

Kristen Hardy: Supervisor (BHS and Transition Services)

Elissa Eseman: TSA Private School Assessment/Coach

Sonia Abrahams: Speech Private School

Karen Sukenic: TSA Reading Specialist/Elementary Coach

Tyra Herr: Assessment Specialist

Erin Turner: IEP Coach

Monica Salvador: TSA BHS

Alexia Olivarez: TSA Middle

Andrea Jason: BCBA\*

Anthony Catanzaro: BCBA

Monica Knapp: BCBA

Keith Storey: BCBA

Shayna Stuemfig: Lead Psychologist

\*Board Certified Behavior Analyst

# One Berkeley High School Students Journey Through BUSD

# Our Mission and Commitments

**BUSD Mission:** The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world

**BUSD Special Education Mission:** To create and sustain an educational community where each child, respecting their exceptionalities, are: welcomed, valued, appropriately supported, made to feel safe, can equally participate, and expected and challenged to learn and achieve.

## **Central Special Education Services' Commitments to our Staff, Families and Students**

- Work hand in hand with IEP teams in setting high standards and expectations for students with disabilities through professional development and counsel
- Guide our IEP teams as they work to implement the procedural requirements of IDEA\*
- Advocate and support the inclusion of students with IEPs into the general education setting
- Continue to educate on BUSD's child find responsibility in a manner consistent with IDEA
- Empower site teams to develop strong relationships with families using a cultural lens to ensure students are successful academically and socio-emotionally

\*Individuals with Disabilities Education Act

# What is Educational Benefit and Why is it Important?

- IDEA requires
  - school districts to provide a “free appropriate public education” (FAPE\*) to eligible children with disabilities
  - that the individualized special education program developed by the IEP\* team result in “progress over time”
- Educational benefit is determined by reviewing the progress of goals at least annually and overall over a three year span
- Rowley – US Supreme Court 1983: set standard that a child’s IEP must provide “some education benefit”
- Endrew F – US Supreme Court 2017:
  - “every child should have the chance to meet challenging objectives.”
  - “must be appropriately ambitious in light of the child’s circumstances.”
  - purposefully vague language for IEP team to determine what is appropriate based on the individual child which sometimes leads to legal challenges

*\*Free and Appropriate Education \*Individual Education Plan*

## Introducing the Cragmont Elementary IEP Team



### **Presenters:**

Candyce Cannon: Principal

Nichelle Pete: Inclusion Specialist (MM)

# Does 'Full Inclusion' Work?

- Legal support for inclusion is a cornerstone of the reauthorization of IDEA\* which provides that children with disabilities are entitled to receive special education services and that children are placed, to the maximum extent appropriate, in classes with typically developing peers (Least Restrictive Environment)
- Inclusion is an **evolutionary process** through which the needs of the individual students are addressed by general and special education staff who help provide the necessary support to meet the students' needs.
- Some quality Indicators: site inclusion visions, planning time, variety of delivery models, access to extracurricular activities with general education peers, families full members of the IEP team
- The inclusion framework teaches staff and students the value of diversity. It provides a learning environment intended to better prepare everyone for academic success, independence and cooperative living in a diverse community.

\*Individuals with Disabilities Act

[\\*History of Inclusion in BUSD](#)

[\\*2017 Fiscal Study](#) (Dr. Gillaspie)

# Questions from the Board



## Data: Quick Glimpse

# Federal and State Areas of Growth

## Significant Disproportionality (\*CCEIS) CYCLE 1

2020  
(3 Years Disproportionate for  
Black/African American Students in  
Special Education)

- Other Health Impaired
- Specific Learning Disability
- Intellectual Disability
- Overall

## Significant Disproportionality (CCEIS) CYCLE 2

2021  
(3 Years Disproportionate for  
Black/African American Students in  
Special Education)

- Other Health Impaired
- Specific Learning Disability
- Intellectual Disability

\*development of plan in progress

## Special Education Plan\_(2019)

- Graduation Rate
- ELA and Math Participation (Testing)
- Least Restrictive Environment Separate School
- Overall Disproportionality
- Disproportionality by Disability Areas

\*awaiting 2022-23  
improvement areas from CDE

## Data: Quick Glimpse

### Total Student Enrollment and Percentages in Special Education for BUSD

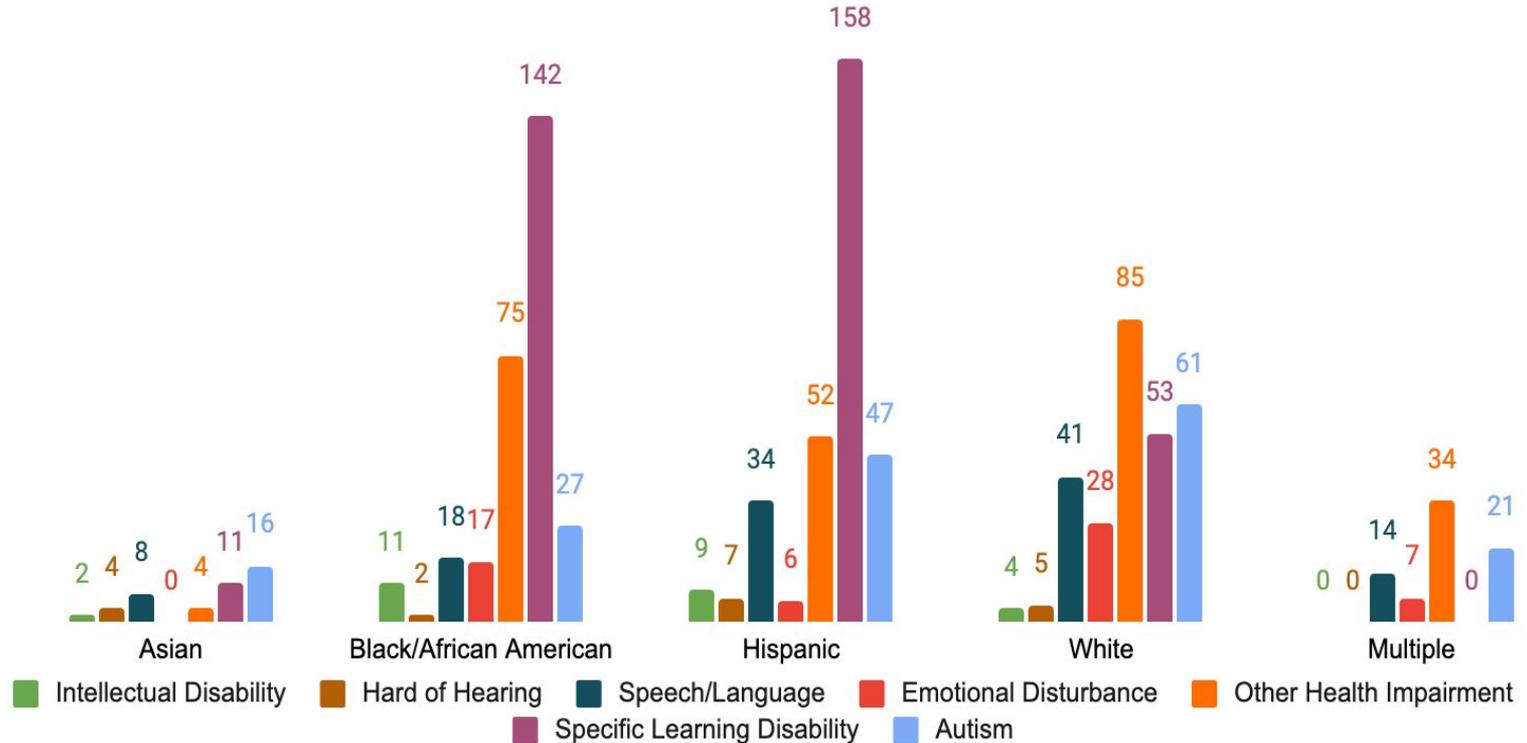
2016-17 Pupil Count		2017-18 Pupil Count		2018-19 Pupil Count		2019-20 Pupil Count		2020-21 Pupil Count	
Enroll	0-22								
9643	1120	9809	1136	9811	1165	9844	1140	9409	1115
	11.61%		11.58%		11.87%		11.58%		11.85%

### Total Student Enrollment Percentages in Special Education for State

2016-17	2017-18	2018-19	2019-20	2020-21
11.1%	11.5%	11.9%	11.9%	12.6%

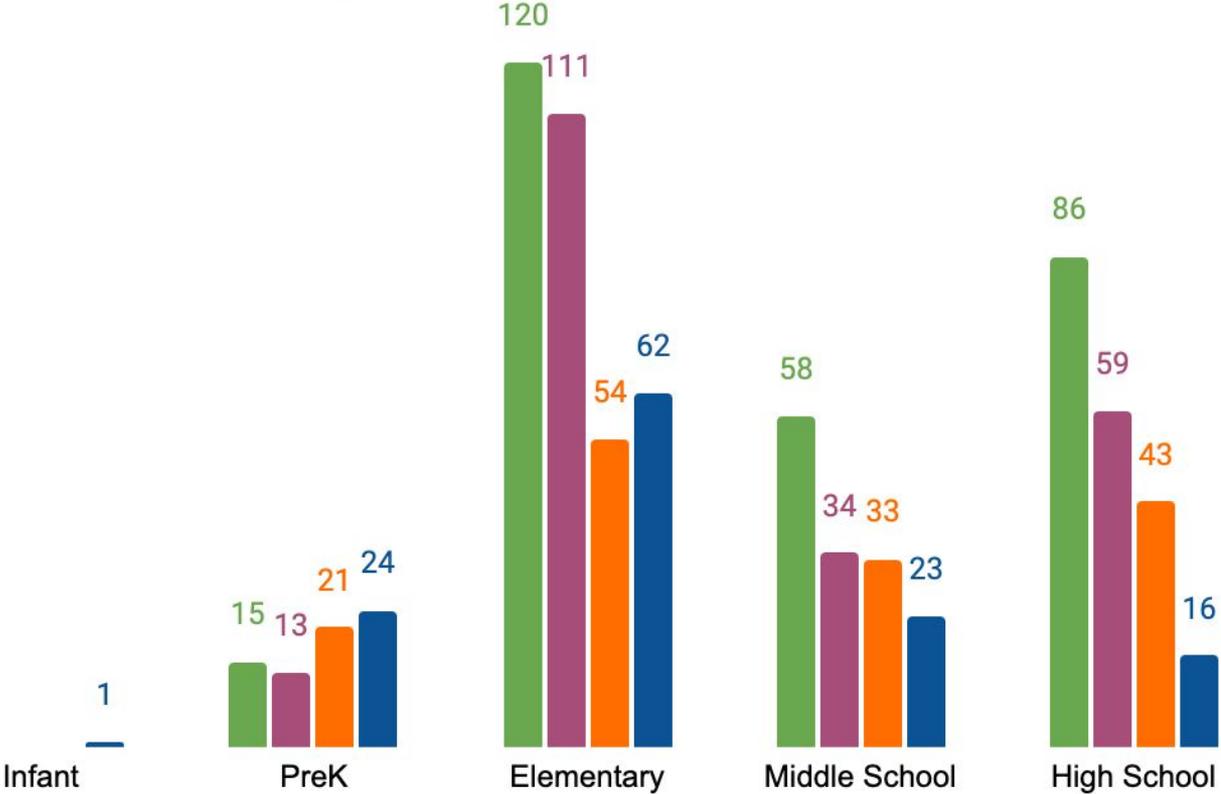
<b>% of Students with Disabilities</b>	<b>2017- 2018</b>	<b>2018-2019</b>	<b>2019- 2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Asian</b>	<b>6.18%</b>	<b>6.46%</b>	<b>6.95%</b>	<b>6.52%</b>	<b>7.13%</b>
<b>Black/AA</b>	<b>25.28%</b>	<b>26.28%</b>	<b>27.17%</b>	<b>26.80%</b>	<b>28.15%</b>
<b>Latinx</b>	<b>13.78%</b>	<b>14.82%</b>	<b>16.04%</b>	<b>15.50%</b>	<b>16.36%</b>
<b>Multi/Eth</b>	<b>10.35%</b>	<b>10.09%</b>	<b>10.53%</b>	<b>10.11%</b>	<b>10.13%</b>
<b>White</b>	<b>6.12%</b>	<b>6.37%</b>	<b>6.47%</b>	<b>6.64%</b>	<b>7.36%</b>
<b>District Overall</b>	<b>11.35%</b>	<b>11.65%</b>	<b>12.08%</b>	<b>11.79%</b>	<b>12.20%</b>

# Current Disability Numbers by Race

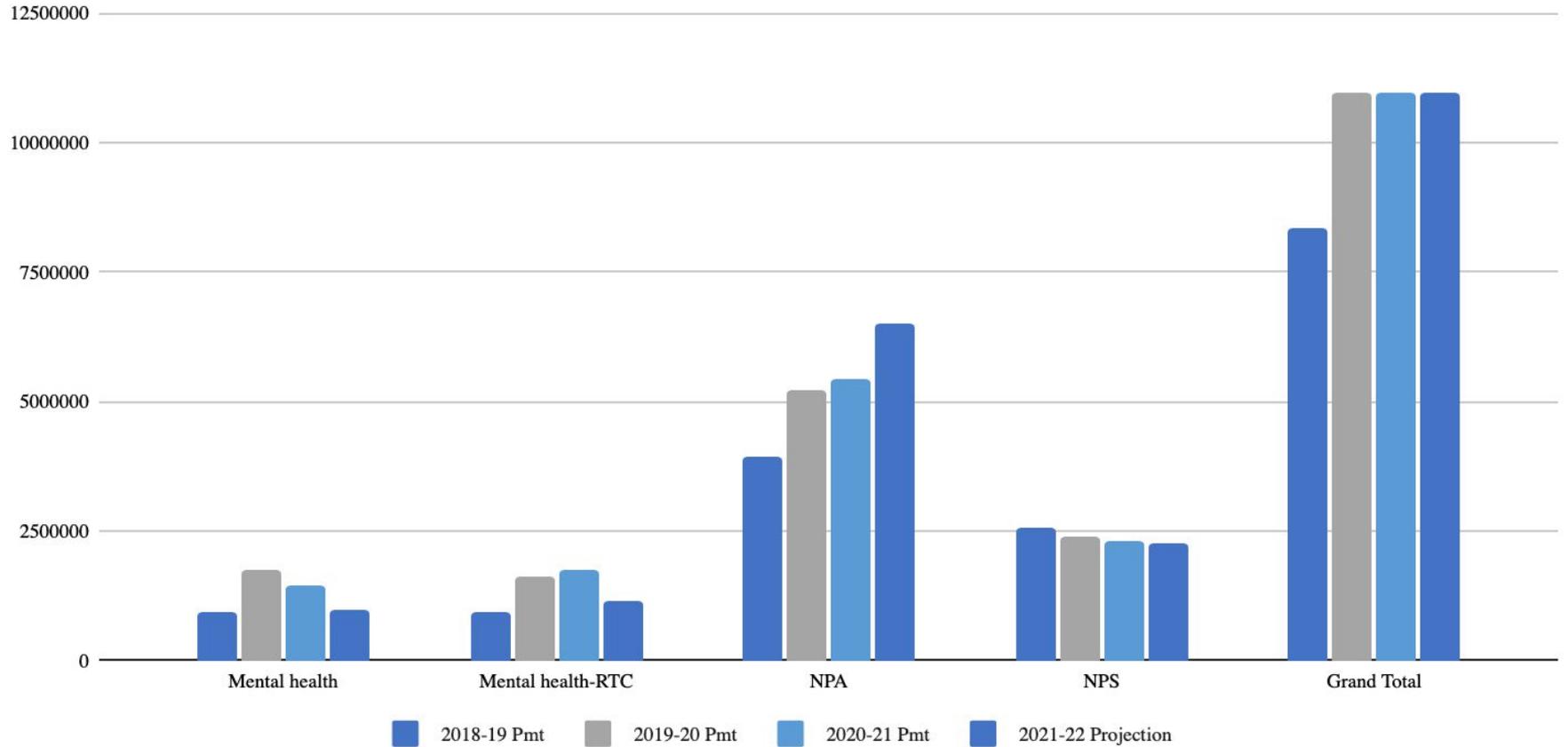


# BUSD Initial Evaluations by Year

2018-19   2019-20   2020-21   2021-22 (YTD)



## 2018-19 to 2021-22 SY SPED Contract Payment Comparison



# Response to Areas of Growth and Concern

## Compliance:

- Monthly Educational Specialist Professional Learning Communities (PLCs)-Led by TSA
- Bi-Annual Special Education Legal Symposium FFF
- Educational Benefit Training for Principals and SELPA Coaching Supports
- Response to Intervention (RTI) Teacher Collaboration: Standardized Systems
- Training for Berkeley High School Admin to attend as more effective Lead Agency Representatives (LEA)
- IEP Coach

## Staffing

- Human Resources, Personnel Commission, BCCE Partnership to recruit and retain Instructional Aides/Paraprofessionals (IAPP) and reduce reliance on Non-Public Agencies
- Trained sites to utilize the Special Circumstances Instructional Assistance (SCIA ) process
- Increasing trainings for our Instructional Assistants/ParaProfessionals (Dyslexia, Behavior, Autism)

# Response to Areas of Growth and Concern

## Family Communication

- North Region Special Education Directors working collaboratively with the Community Advisory Council (CAC) to develop family friendly Procedural Safeguards
- School site IEP teams regularly reach out to families to report on progress (quarterly progress reports and annual IEP meetings)
- Alternative Dispute Resolution
- Adhere Model Training for Site IEP Teams
- Family Advocacy Workshop Series (Dr. Mary Bacon)
- Family Interviews (CCEIS and Special Education Plan)

The infographic is titled "ADHERE Responding to COVID-19 Distance Learning Concerns". It features a large vertical word "ADHERE" on the left side, with each letter corresponding to a section of the process. The sections are: **A**CKNOWLEDGEMENT (LET'S LISTEN), **D**ATA COLLECTION (WE NEED THE COMPLETE PICTURE), **H**OLD IEP MEETING (LET'S MEET AND TALK), **E**VIDENCE REVIEW (LISTEN, ACKNOWLEDGE, AND CLARIFY ALL INFORMATION), **R**ESOLVE (CREATE POSSIBILITIES TOGETHER), and **E**XPLORE OTHER OPTIONS (DON'T GIVE UP YET, IS THERE SOMETHING ELSE?). Each section includes a list of bullet points and a small illustration. At the bottom, it says "North Region SELPA" and "We're in this together!" with a lightbulb icon.

**ADHERE**  
Responding to COVID-19 Distance Learning Concerns

**A**  
**ACKNOWLEDGEMENT**  
LET'S LISTEN

- The student is everyone's top priority.
- Actively listen and receive concerns with respect and empathy.
- Reframe solutions (e.g. specific programs) as concerns (e.g. reading difficulties).
- Restate concerns to confirm you understand.
- Reserve judgment or defensiveness.

**D**  
**DATA COLLECTION**  
WE NEED THE COMPLETE PICTURE

- Staff and parent/caregiver gather and exchange information related to concern prior to the meeting.
  - Educational assessment/baselines
  - Progress on IEP goals, work samples, grades
  - Service/communication logs
  - Observation data (participation, moods, motivation, distractions, engagement with learning and others, etc.)
- Pull data from before school closures, during distance learning, and after school re-opening as appropriate.
- Reflect on data strengths and gaps prior to the meeting.

**H**  
**HOLD IEP MEETING**  
LET'S MEET AND TALK

- Schedule a mutually agreeable time to meet.
- Include administrator and all other team members relevant to the concern.
- Provide meeting norms, agenda, and room set-up for a positive environment.
- Bring information, suggestions, an open mind, and a cultural lens.

**E**  
**EVIDENCE REVIEW**  
LISTEN, ACKNOWLEDGE, AND CLARIFY ALL INFORMATION

- Hear parent/caregiver concerns and information. Document in IEP notes.
- Present and document district information.
- Together, consider all information presented.
- Determine if more information is needed.

**R**  
**RESOLVE**  
CREATE POSSIBILITIES TOGETHER

- Consider possible solutions based on all information presented.
- Document IEP team's agreement/discussion on IEP notes page.
- Appreciate the team members for collaborating and close the meeting.
- Implement the plan.
- If agreement is not reached, see next step.

**E**  
**EXPLORE OTHER OPTIONS**  
DON'T GIVE UP YET, IS THERE SOMETHING ELSE?

- Inform parent/caregiver how you will follow up with next steps.
- Be specific when communicating, let them know what you will do and when.
- Deliver on all of what you have promised.
- Document all efforts, meet again to explore new strategies if what's planned doesn't work.
- Thank team members.

North Region SELPA *We're in this together!*

**ADHERE**

# Response to Areas of Growth and Concern

## **Out-of district placement/Least Restrictive Setting**

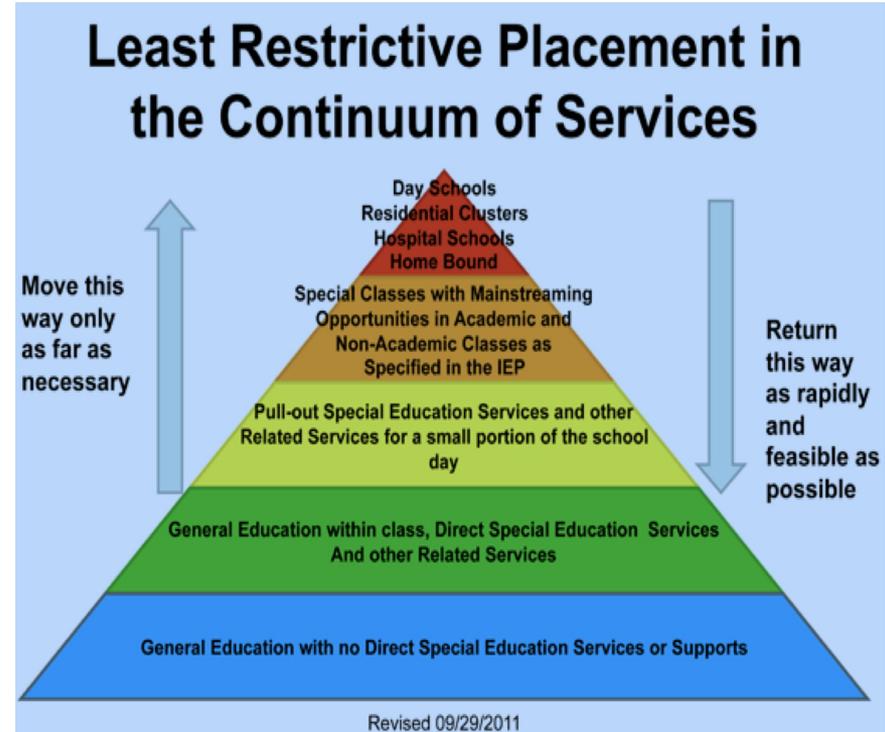
- Continue to work hand in hand with General Education educators in incorporating Universal Design for Learning (UDL) in all lesson design
- Monthly Inclusive Education Advisory Committee (Special Education Staff)
- Student Services/Sped Services/Principals updating Culturally Responsive Discipline Matrix
- Exploring the expansion of our continuum of services by adding a Home Base Moderate Severe Class at elementary level
- Explore a small scale therapeutic model for high school students with high anxiety and mental health needs.
- Monthly Literacy Action Plan Implementation Team Meetings
- Visit NPAs annually or more to review progress to ensure Least Restrictive Environment (LRE)
- Working with SELPA Directors to ensure a continuum of services across SELPA that serves many student needs

# Questions from the Board



# Continuum of Services in BUSD

- BUSD Full Inclusion Model
- Special Educations Roles and Responsibilities with [Response to Intervention](#):
- A variety of ways to support students:
  - Learning center support: 1-1, small group, stations
  - Push in support: 1-1, small group, co-teaching, flexible grouping
- Longfellow Therapeutic Home Base/CEC
- BHS: Counseling Enriched Classroom (CEC), Collaborative Learning Model (CLC), Home Base Program



# Early Childhood Education

## **Programs:**

Integrated Preschool Program-15 students enrolled, 8 students with an IEP, 7 neurotypical, 5:1 ratio

**Sites:** 2 classrooms Hopkins CDC, 2 classrooms King CDC, 1 classroom Franklin

Inclusion Preschool Program: 24 students enrolled (16 students during the pandemic), 3 students with an IEP -21 neurotypical, 24:2 ratio **Site:** Franklin CDC

Physical Therapy & Speech Only Students: Students requiring speech service only - **Site:** Hopkins CDC

## **Highlights:**

- \* Motor Groups
- \* Push in Speech and Language services
- \* Modified social skills in response to COVID protocols
- \* Transition services: Part C to Part B, Preschool to elementary
- \* Response to Intervention Model

## **Current G projects**

\*Inclusive Early Education Expansion Program (IEEEP) - Supporting 3 areas

1. Professional Development (Picture Exchange System - 2 staff per class received training), Series of Inclusion PLC - all preschool teachers
2. Adaptive Equipment (\$168,972) - Adaptive Equipment Library, plus BAHIA, Inc. and Head Start also received \$56,324
3. Renovating playgrounds - \$350,000 from grant, plus \$350,000 the district

**Curriculum:** Creative Curriculum, Second Step

**Focus Area:** Collaboration with Head Start, Staffing, and continued PD

# Elementary

**Program:** Full Inclusion

**Highlights:**

- Great collaboration between SPED staff, general education teachers and administration (regular SPED staff meetings)
- All SPED teachers, 9 Literacy Coaches, and 3 RTI teachers are trained to implement the Wilson Reading Program (structured literacy program)
- SPED Teacher Supports provided: monthly Professional Learning Community meetings, monthly Wilson coaching, office hours, IEP Coach
- Weekly meetings/collaboration between SPED teachers and Instructional Assistants
- Non-Violent Crisis Intervention training completed for most site teams

**Curriculum:** Wilson Reading Program, Lexia Learning, Unique Learning System, Accessible Literacy Learning (ALL) Reading Program, Zones of Regulation, Social Thinking Curriculum, Handwriting Without Tears

# Middle

**Program:** Full Inclusion with special education supports; co-teaching, push-in interventions, pull-out interventions, ERMHS services, Structured Literacy classes and Social Emotional learning classes

## **Highlights**

Wilson/Lexia classes- mild moderate case managers at the middle school level.

Co-taught literacy and math classes

District IEP counseling- middle school psychologists- 25 students

Therapeutic Homebase Program

Teachers on Special Assignment- Educational Specialists- Coaching role and assessment roles.

## **Spring 2022 Focus:**

Continue Supporting New Teachers in delivering services

Transition Meetings

Increased need for social emotional supports for our students- pandemic related

# Berkeley High School and Berkeley Technology Academy

## **Programs - Continuum of Services and Supports**

- Inclusion - flexible enrollment and service delivery to provide maximum access to general education courses
- CLC (Collaborative Learning Center) - course that supports access to adopted curriculum in all content areas with supplemental curriculum to address study skills, executive functioning, transition curriculum, and student's IEP goals. Provides elective credits.
- CEC - Counseling Enriched Classroom
- TPP / WorkAbility - available to all students with IEPs as part of transition planning
- Homebase - students earn a Certificate of Completion - curriculum focuses on practical application of essential academic skills for independent living, community access, and vocational skills
- Transition (serving students beyond 12th grade who earn a Certificate of Completion up to age 22) - partnership with ALA COSTA - community based program focusing on community access, independent living skills, pre-vocational skills, personal agency and self-advocacy

## **Focus Areas:**

- Align continuum of Rtl supports and structures across the district
- Expand continuum of social emotional / mental health supports for students

# Questions from the Board



# Mental Health: Shifting Role of the School Psychologist

## Then...

1. Conduct Psychoeducational Evaluations
2. Collaboration with school teams including COST and Special Education
3. Consultation with teachers and parents
4. Threat Assessment
5. Suicide Assessment
6. Crisis Response

## Now with the addition 3.0 FTE...

1. ERMHS assessments are completed by school psychologists
2. Once the IEP is signed, the services can begin with the school psychologist
3. No need to refer out to agencies, no need to wait for assessment
4. We bill for our services to recoup funds
5. Biweekly counseling consultation
6. Biweekly mini trainings at the school psychologist meetings

# Full Service School Psychologist Model

- National Association of School Psychologists (NASP) Recommendations

  - 1:500-700

- Role includes support across the tiers of support

- Tier 1-Staff trainings, classroom presentations on social-emotional learning, participation in COST, participation in PBIS, behavior consultation

- Tier 2-Check-In/Check-Out, group counseling, short-term individual therapy, lunch bunches, use of evidence-based curriculum to support all students before a referral to SPED

- Tier 3-Assessment, IEP counseling

## Transitioning Counseling Services (3 Years)

FY: 18-19 195 (County)  
FY 19-20: 234 (County)  
FY 20-21: 203 (County)



FY 21-22: 100 (County)  
FY 21-22: 140 (BHS IEP Counselors/Interns, School  
Psychologists)  
Total: 240

# Professional Development for the School Psychologist Role

- Crisis Prevention Institute (CPI)-BCBAs
- Creation of BUSD ERMHS/IEP counseling manual
- Crisis Response, Suicide Assessment, and Threat Assessment Manual
- Acceptance and Commitment Therapy (ACT)
- Culturally Responsive Parent Communication
- Introduction to Dialectical Behavior Therapy
- Short-Term Solutions-Based Therapy
- Motivational Interviewing
- Writing Effective Goals
- School Refusal
- The Incredible 5-Point Scale
- ED versus OHI Decision Making

# Questions from the Board



A warm thank you to the Board and Community for this opportunity!