SPECIAL EDUCATION UPDATE 2016

CAMPBELL UNION SCHOOL DISTRICT

GOVERNING BOARD PRESENTATION
MAY 12, 2016

Current Moderate/Severe and Preschool Programs

Special Day Class Continuum

- ❑ Forest Hill
  - ❑ Two Autism Spectrum Disorder Programs
  - ❑ Two Non-Categorical Programs
- ❑ Rolling Hills Middle (2)
  - ❑ One Autism Spectrum Disorder Program
  - ❑ Two Non-Categorical Programs

Preschool Programs (Rosemary and Forest Hill)

- ❑ Preschool Inclusion Program - Mild/Moderate Preschool Population
- ❑ Special Day Class Preschool Program
- ❑ Autism Spectrum Disorder Program with Behavioral Emphasis (full day)

Current Mild/Moderate Programs

Resource Specialist Program (RSP) is provided at all sites.

Special Day Class (SDC) Continuum:

- ❏ Lynhaven (4)
    - ❏ Two Mild/Moderate Programs
    - ❏ Two ASD/Social/Cognition Program
- ❏ Castlemont
- ❏ Capri
- ❏ Monroe Middle School
- ❏ Campbell Middle School
- ❏ Rolling Hills Middle School - (Includes a social/cognition emphasis class)

Therapeutic Day Class (TDC):

- ❏ Rolling Hills Middle

Data Driven Decision Making

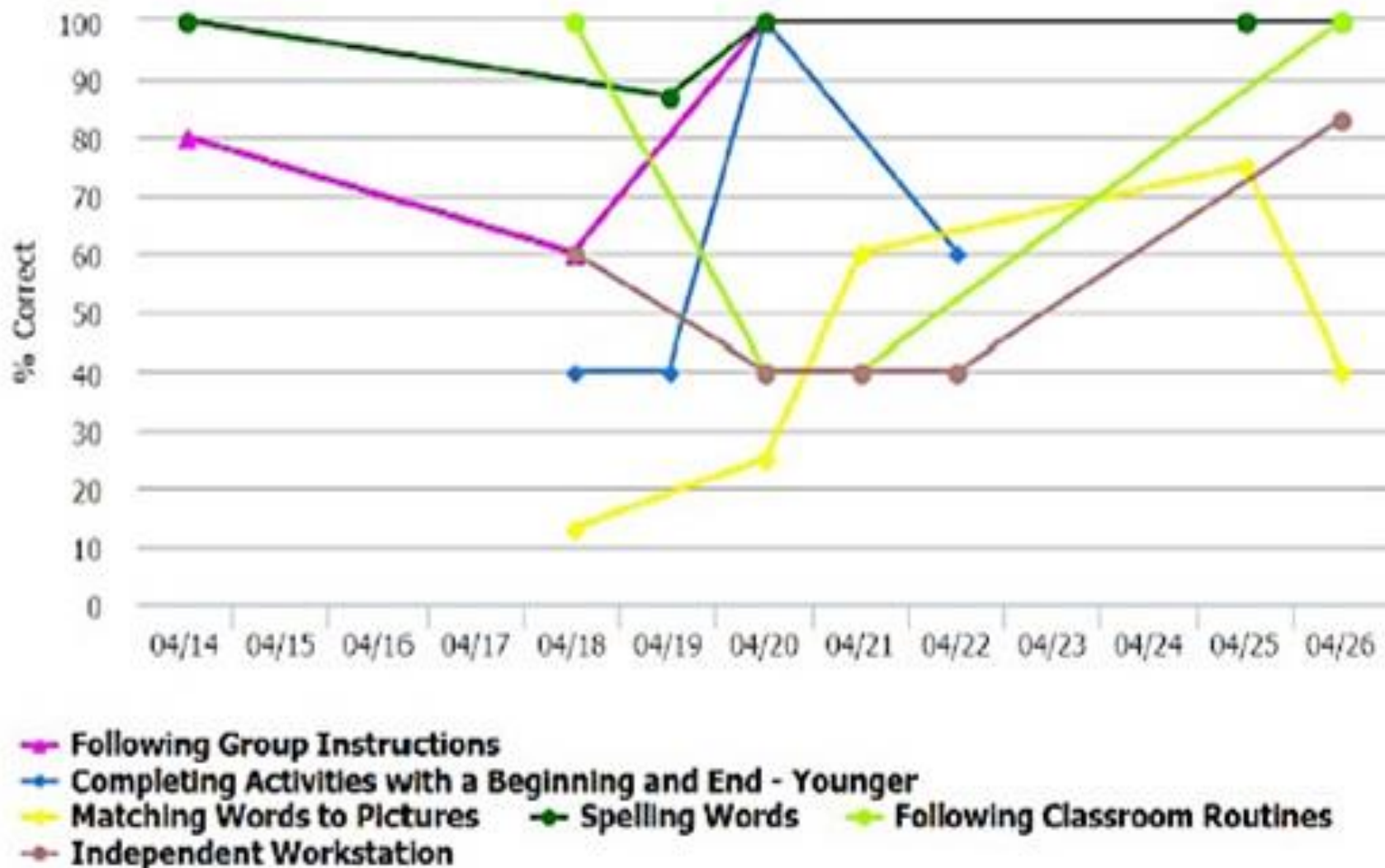rethink — Legally Defensible · Time Saving · On-Demand Training · Collaboration · Student Outcomes

❏ 353 Student targets acquired

❏ 170 Team educators registered

❏ 8317 Data points collected

❏ 4316 Educator logins

Data Driven Decision Making

Update on Preschool Inclusion

Identified Needs

- ❑ Partnering with the Inclusion Collaborative SCCOE

- ❑ Pilot to begin at Forest Hill

- ❑ Professional Development: **Inclusive Classroom Profile**

- ❑ Developing Philosophy statement

- ❑ ReThink is also being used to make data driven decisions for student learning

Update

- ❑ Bimonthly meetings with Inclusion Collaborative

- ❑ Pilot started on first day of school and will continue through June 8

- ❑ Inclusive Classroom Profile training will be available during the 2016-17 school year

- ❑ Philosophy statement was developed in August, 2015

- ❑ Participated in an Embedded Instruction pilot for the University of Florida and data has been collected using their learning target and data collection forms

Update on ASD Programs

Identified Needs

- Establish a baseline of knowledge.
- Identifying common profile markers/observations within the ASD population.
- Provide continuum of programs to support students on autism spectrum K-8.
- Share tips for teaching & supporting social thinking throughout continuum.
- Provide quality data-driven programs that support student learning.
- Provide opportunities in the mainstream to generalize learned skills.

Updates

- Continuum of ASD Programs developed to support students on the autism spectrum for all grades.
- All staff trained in Applied Behavioral Analysis (ABA) & data collection.
- Common vocabulary related to Social Thinking curriculum is used by all staff throughout continuum.
- Programs are behaviorally based with interventions designed to meet the individual needs of each student.
- Data collection continues to be supported through ReThink.

Professional Development

Identified Needs

Differentiation Resources

- Students need access to Core Content
- Multi-Sensory Instruction for diverse learners

Technology Integrtion

- Professional Development
- Student Access

Updates

Differentiation Resources

- Goalbook
- Orton-Gillingham Training for all RSP teachers
- Specialized Academic Instruction in the Core

Technology

- 14 Teachers participated in Ed Tech PD
- 4 SDC programs with one to one devices

Update and Next Steps

Special Education Task Force Committee

- Met quarterly to problem solve
- Survey Results
  - Social/Emotional Learning
  - Common Core
  - Communication

Partnerships

- San Jose State University
- Santa Clara County Office of Education

Least Restrictive Environment

- Dear Colleague Letter
- Professional Development
- Staffing
- Program Location and Design

Meaningful Inclusion

Invitations to Upcoming Events

- **"Concert Featuring Nathan"**
  May 11th @ 11:50 RHMS

- **Special Games**
  May 13th at West Valley College 10-12

- **Google Expedition Virtual Field Trip**
  May 16th @ 8-2:40 MMS