

TARGETED STRATEGY PLAN—MCD OUTCOME 7B

INTRODUCTION

The following amendments have been made to the Targeted Strategy Plan for Outcome 7B approved by the Independent Monitor on August 26, 2011.

CONTINUED Strategy 7B-1: Target general education schools with students with MDO eligibility who are in general education less than the MCD target for the purposes of providing support from integration support teams and focus professional development for increasing general education placement to 40%.

CONTINUED 7B-1.1: Target general education schools with students with MDO eligibility (Ages 6-18) to provide intensive Central and Local District assistance and professional development on research-based integration strategies and appropriate special education instructional and behavioral support and services within general education classrooms.

COMPLETED 7B-1.2: General education sites will continue to receive a bi-monthly letter and an attached list of students with MDO eligibilities, whose IEPs are coming up for review and who spend 61% or more of the instructional day in a special education classroom. Special education schools/centers will also receive a bi-monthly letter to consider the integration of students into general education programs.

COMPLETED 7B-1.3: Targeted general education schools not meeting Outcome 7B will complete a Schoolwide Integration Checklist for the purpose of guiding discussion and identifying additional supports for targeted schools.

COMPLETED 7B-1.4: Division of Special Education and Local District staff will in each Local District, randomly select targeted schools where IEP data indicates that students with MDO eligibility are within range of 55-65% of time in general education. Staff will ensure that IEP percentage of time outside of general education data matches individual students' instructional schedules.

COMPLETED 7B-1.5: Target general education schools with students with MDO eligibility who are not currently meeting Outcome 7, will be provided with intensive support from Division of Special Education staff in the implementation of the "School Observation Checklist" as a systematic process for ensuring maximum integration of students with moderate-to-severe disabilities.

ADDED 7B-1.6: Division of Special Education, Central and Local District offices will assist targeted general education schools in verifying that the IEP percentage of time in general education for students with MDO eligibility matches the student's individual schedule.

ADDED 7B-1.7: Division of Special Education, Central and Local District offices will assist targeted general and special education schools in completing the School Integration

Inventory as a tool to evaluate current performance that will include a plan for improving the integration practices of students with MDO eligibility.

COMPLETED Strategy 7B-2: Collaborate with a team of District and out of District experts to design and provide a professional development module that addresses the diverse needs of students with multiple disabilities/orthopedic (MDO) in the general education classroom.

COMPLETED 7B-2.1: Convene a team of District experts including representatives from Special Schools, and out of District experts with expertise in supporting students with MDO eligibility to design a research-based professional development module to build capacity for general and special education teachers and paraprofessionals in supporting the needs of students with multiple disabilities in a general education classroom.

COMPLETED 7B-2.2: Provide professional development to targeted school integration teams who have a need to build capacity in general education classrooms for providing supports for students with MDO eligibility.

REVISED Strategy 7B-3: Division of Special Education will collaborate with the Local District Principal Leaders and Support Unit Administrators to develop viable programs for students with MDO eligibility on general education school sites.

COMPLETED 7B-3.1: As stated above, collaborate with the Division of Special Education's Director of Program/Fiscal Accountability, the Support Unit Administrators, and Local District Principal Leaders to develop and implement a plan to transition students with MDO eligibility in special education school sites to general education school sites.

COMPLETED 7B-3.2: Convene a focus group of parents, students, advocates, administrators from schools and centers, and other appropriate District staff to advise the District on how to build support necessary for transitioning students with MDO eligibility from special education schools/centers to general education campuses.

ADDED 7B-3.3: Collaborate with the Division of Special Education's Director of Program/Fiscal Accountability, the Support Unit Administrators, Local District Principal Leaders, and the Facilities Division to maintain existing and develop additional viable programs for students with MDO eligibility on general education school sites.

2010-2011 TARGETED STRATEGY PLAN

The following activities were performed during the 2010-2011 school year to support the integration of student with MDO eligibility in general education settings.

- Clarified purpose and roles to be performed by the School Integration Team.
- Developed and published strategies to support successful integration of students with MDO eligibility.
- Developed method of monitoring the completion of a four-part professional development on “Differentiated Instruction–Students with Multiple Disabilities” by School Integration Teams.
- Created and monitored the completion of the online training “Integrating Students on the Alternate Curriculum” for school staff members.
- Completed the data verification process for selected students to ensure the percentage of time in general education matched the student’s individual instructional schedule.
- Provided in-person training for School Integration Teams on effective strategies to support the integration of students with MDO eligibility.
- Completed School Observation Checklists for schools not meeting the required percentage for Outcome 7B.
- Provided consultative and direct support in implementing strategies discussed in the School Observation Checklist for schools not meeting Outcome 7B.
- Distributed bi-monthly data of upcoming IEPs to support School Integration Teams in identifying and planning for integration of students with MDO eligibility.
- Collaborated with Local District and Support Unit staff to identify general education sites for MDO programs to facilitate the transition of students with MDO eligibility from special school campuses.
- Identified potential students with MDO eligibility to transition to a MDO program located on a general education campus.
- Opened a MDO program on a general education campus during the 2010-2011 school year for students transitioning from a special education center.
- Planned for the September 2011 opening of six MDO programs on general education campuses.

CONCLUSION

In efforts to support the achievement of Outcome 7B during the 2010-2011 school year, the District focused on developing and training School Integration Teams to facilitate the integration of students with MDO eligibility. This included providing targeted schools with consultative and direct support in implementing strategies discussed in the School Observation Checklist. An emphasis was also placed on establishing methodology for and

completing a study to verify that the percentage of time in general education matched the individual instructional schedule of selected students. In addition, ongoing efforts were made to identify general education sites for MDO programs to facilitate the transition of students with MDO eligibility from special education school campuses.

Based on the District's findings, targeted school teams will receive training, data, and resources needed to support the implementation of a systematic process for integrating students with MDO eligibility. Targeted school teams will be provided with data and resources necessary to verify that the percentage of time in general education matches the student's instructional schedule. Teams will receive training in strategies to plan for and implement integration plans as determined in a student's IEP. Additional efforts will also be made to maintain programs serving students with MDO eligibility on general education campuses.

Currently, the majority of students with MDO eligibility receive instruction on special education school sites. In order for the District to meet the target for Outcome 7B, the majority of these students would need to transfer to general education school sites and participate in general education classes. These decisions are made by IEP teams, including the meaningful input of parents. Long-term planning by school-site personnel and parents in the transition of their students with MDO eligibility from a more segregated setting to general education classrooms on general education sites is key to the achievement of Outcome 7B.

TARGETED STRATEGY PLAN

Outcome 7B: Placement of Students with Disabilities (Ages 6-18) with MDO Eligibility. The District will demonstrate a ratio of not less than 23% of students placed in the combined categories 0-20% and 21-60% and not more than 77% of students placed in the 61-100% category utilizing instructional minutes as the methodology. In determining whether the District has achieved its outcome, any fraction percentage of .51 or above shall be rounded up to its nearest whole number.

CONTINUED 7B-1	Target general education schools not meeting the outcome with students with MDO eligibility who are in general education less than the MCD target for the purposes of providing support from integration support teams and focused professional development for increasing general education placement to 40%. RESOURCE ALLOCATION: No Additional Cost
---------------------------	---

Note: Targeted schools are those general education schools that have students with MDO eligibility and are not meeting the required Outcome 7B percentage of integrating 23% or more of their students for 40% or more of the instructional day. (Monitoring of schools' performance will be ongoing throughout the school year to determine compliance with the required Outcome 7B percentage).

Schools that have students with MDO eligibility who are meeting the required Outcome 7B percentage will be monitored centrally to ensure ongoing achievement of Outcome 7B. Schools meeting the required percentage will not be required to perform activities identified in the Outcome 7B Targeted Strategy Plan.

CONTINUED 7B-1.1: *Target general education schools with students with MDO eligibility (Ages 6-18) to provide intensive Central and Local District assistance and professional development on research-based integration strategies and appropriate special education instructional and behavioral support and services within general education classrooms.*

Accountable Personnel:

Executive Director, Division of Special Education

- Identify targeted schools for Outcome 7B.
- In collaboration with the Support Unit and Local District, provide professional development opportunities for targeted schools.
- Train support personnel comprised of Central office, Local District office, and Support Unit office staff with expertise in instructional and behavioral support for students with MDO disabilities to increase capacity to support targeted schools.

- Assist targeted schools in completing required on-line training that includes verifying the percentage of time students spend in general education, research-based strategies, disability awareness, and the purpose and benefits of integration.
- Review MCD Outcome 7B data with Local District Superintendents, Division of Special Education administrators, and other District administrators, as appropriate.

Local District Superintendents

- Review MCD Outcome 7B data with Support Unit Administrators and Local District Principal Leaders responsible for school sites.
- Ensure that Local District Principal Leaders are reviewing data with their school administrators.
- Ensure that targeted schools complete on-line training that includes verifying the percentage of time students spend in general education, research-based strategies, disability awareness, and the purpose and benefits of integration.

Targeted School Principals

- Identify key personnel to serve on a team to support the integration process; including the review of Outcome 7B *Welligent Reports* to verify the percentage of time in a student’s IEP matches their individual instructional schedule.
- Work collaboratively with the school team, Local District and Support Unit staff to provide increased opportunities for students with moderate to severe disabilities to be integrated into the general education classroom.
- Monitor the completion of required on-line training that includes verifying the percentage of time students with MDO disabilities spend in general education settings, research-based strategies, disability awareness, and the purpose and benefits of integration.
- Supervise implementation through quarterly review of IEP data by the implementation team to determine increase of students with MDO eligibility in general education classrooms with appropriate special education supports and services 40% or more of the instructional day.

Initiation Timeline: September 2011

Progress Monitoring:

Intervals	Indicators
October 2011	Distribute list of targeted schools who are not meeting the required percentage of 23% or more for Outcome 7B.
November 2011	Selected staff from targeted schools will complete on-line training regarding the data verification process.
December 2011	Targeted schools will complete on-line training in research-based strategies, disability awareness, and the purpose and benefits of integration.

COMPLETED 7B-1.2: *General education sites will continue to receive a bi-monthly letter and an attached list of students with MDO eligibility whose IEPs are coming up for review and who spend 61% or more of the instructional day in a special education classroom. Special education schools/centers will also receive a bi-monthly letter to consider the integration of students into general education programs.*

COMPLETED 7B-1.3: *Targeted general education schools not meeting Outcome 7B will complete a Schoolwide Integration Checklist for the purpose of guiding discussion and identifying additional supports for targeted schools.*

COMPLETED 7B-1.4: *Division of Special Education and Local District staff will, in each Local District, randomly selected targeted schools, where IEP data indicates that students with MDO eligibility are within range of 55-65% of time in general education. Staff will ensure that the percentage of time outside of general education data matches individual students' instructional schedules.*

COMPLETED 7B-1.5: *Targeted general education schools, with students with MDO eligibility who are currently not meeting Outcome 7B, will be provided with intensive support from Division of Special Education staff in the implementation of the "School Observation Checklist" as a systematic process for ensuring maximum integration of students with moderate-to- severe disabilities.*

ADDED 7B-1.6: *Division of Special Education Central and Local District offices will assist targeted general education schools in verifying that the IEP percentage of time in general education for students with MDO eligibility matches the student's individual schedule.*

Accountable Personnel:

Executive Director, Division of Special Education

- Assign staff to assist and monitor targeted schools in the completion of the verification process for students with MDO eligibility.
- Provide training to staff in how to verify that IEP percentage of time outside of general education data matches individual students' instructional schedules.
- Provide targeted schools technical assistance to correctly align IEPs and instructional schedules.
- Review findings of verification process with the Local District Superintendents and Principal Leaders, Support Unit Administrators, School Administrators and Central Office Administrators.
- Provide schools with reminders of upcoming IEPs to support the integration planning process for students with MDO eligibility.

Local District Superintendent

- Hold targeted schools responsible for correcting discrepancies between student's IEP indication of percentage of time out of general education and the student's class schedule.
- Ensure that Local District Principal Leaders are reviewing the IEP data with their schools.

Targeted School Principals

- Develop and maintain a process for reviewing the IEPs of students with MDO eligibility to ensure that the percentage of time outside of general education indicated in the IEP aligns with the student’s schedule.
- Ensure completion of the verification process for students with MDO eligibility including submitting required documentation to the Division of Special Education.
- Outline action to be taken and submit evidence of realignment of the percentage of time outside of general education indicated in the IEP with the student’s class schedule to the Division of Special Education as needed.

Initiation Timeline: September 2011

Progress Monitoring:

Intervals	Indicators
November 2011	Selected staff from targeted schools will complete online training regarding the data verification process.
January 2012	Targeted schools will validate and submit to the Division of Special Education required documentation to verify student percentage of time in general education matches the students’ individual instructional schedule.

ADDED 7B-1.7: *Division of Special Education, Central and Local District offices will assist targeted general and special education schools in completing the School Integration Inventory as a tool to evaluate current performance that will include a plan for improving the integration practices of students with MDO eligibility.*

Accountable Personnel:

Executive Director, Division of Special Education

- Review and analyze data to identify general education sites successfully integrating students with MDO eligibility and those struggling to meet Outcome 7B.
- Develop a profile for successful strategies for integration of students in consultation with school site personnel and disseminate to all schools with current and/or prospective population of students with MDO eligibility.
- Assign staff to assist and monitor targeted schools in the completion of the School Integration Inventory for students with MDO eligibility.
- Provide staff, including both general education and special education principals and Local District Principal Leaders with professional development in integration strategies, curriculum, scheduling and support for meeting the needs of MDO students transitioning to general education campuses.

Local District Superintendent

- Ensure that Principal Leaders/Designees regularly visit targeted schools.
- Ensure that Principal Leaders/Designees review strategies for integrating students with MDO eligibility.
- Monitor that targeted schools complete the School Integration Inventory.
- Ensure that targeted schools submit a School Integration Inventory to the Division of Special Education.

General Education and Special Education School Principals

- With school staff review the School Integration Inventory to determine successful strategies for integration.
- Work with IEP teams to use the School Integration Inventory as a systematic approach for determining necessary actions that will enable students to be educated in the least restrictive environment.
- Ensure that the School Integration Inventory is completed and submitted to the Division of Special Education with a plan for improvement.

Special Education Schools:

- Targeted school principals will develop a plan of instructional activities that include groups of students integrating with typical peers on the special education and general education campuses using the profile of strategies for successful integration issued by the Division of Special Education.

Initiation Time Line: September 2011

Progress Monitoring:

Intervals	Indicators
October 2011	Issue the Modified Consent Decree (MCD) Outcome 7A/7B: School Integration Inventory.
October 2011	Issue a memorandum containing a profile of strategies to promote successful integration of students with MDO eligibility.
December 2011	Targeted schools will complete and submit the School Integration Inventory with a plan for improvement to the Division of Special Education.
December 2011	Special education school sites will develop a plan of instructional activities that include groups of students integrating with typical peers on the special education and general education campuses.

January - April 2012	Division of Special Education staff will conduct follow up visits with targeted schools to review strategies discussed in the School Integration Inventory and the school's plan for improving the integration of students with MDO eligibility.
----------------------	--

COMPLETED 7B-2	Collaborate with a team of District and out of District experts to design and provide a professional development module that addresses the diverse needs of students with multiple disabilities-orthopedic (MDO) in the general education classroom.
-----------------------	---

COMPLETED 7B-2.1: *Convene a team of District experts, including representatives from Special Schools, and out of District experts with expertise in supporting students with MDO eligibility to design a research-based professional development module to build capacity for general and special education teachers and paraprofessionals in supporting the needs of students with multiple disabilities in a general education classroom.*

COMPLETED 7B-2.2: *Provide professional development to targeted school integration teams who have a need to build capacity in general education classrooms for providing support for students with MDO eligibility.*

REVISED 7B-3	Division of Special Education will collaborate with the Local District Principal Leaders and Support Unit Administrators to develop viable programs for students with MDO eligibility on a general education school sites.
---------------------	---

COMPLETED 7B-3.1: *As stated above, collaborate with the Division of Special Education's Director of Program/Fiscal Accountability, the Support Unit Administrators, and Local District Principal Leaders, to develop and implement a plan to transition students with MDO eligibility in special day programs on special school sites to general education school sites.*

COMPLETED 7B-3.2: *Convene a focus group of parents, students, advocates, administrators from schools and centers, and other appropriate District staff to advise the District on how to build support necessary for transitioning students with MDO eligibility from special education schools/centers to general education campuses.*

ADDED 7B-3.3: *Collaborate with the Division of Special Education's Director of Program/Fiscal Accountability, the Support Unit Administrators, Local District Principal Leaders, and the Facilities Division to maintain existing and develop additional viable programs for students with MDO eligibility on general education school sites.*

Accountable Personnel:

Executive Director, Division of Special Education

- Work with Central Office Administrators, Local District Superintendents, and the Facilities Division to identify general education school sites for opening MDO classes in the 2012-13 school year.
- Meet with principals at special education schools to identify opportunities for integrating students with MDO eligibility on general education sites.
- Hold informational and planning meetings with parents of students with disabilities who attend special education schools regarding the potential for integration or transition to general education sites.
- Hold informational and planning meetings with general education principals and staff at receiving schools to prepare for students integrating or transitioning to general education campuses. Identify the integration strategies for students.
- Provide staff with professional development in preparation to receive and integrate students. Professional development to include integration strategies, curriculum, scheduling and support for meeting the needs of students.
- Monitor completion of School Integration Inventory from general education targeted school sites and special education school plans for integrating and/or transitioning students to a general education campus.

Local District Superintendent

- Monitor completion of School Integration Inventory from targeted general education schools and special education school plans for integrating and/or transitioning students to a general education campus.
- Collaborate with Central Office Administrators, Support Unit Staff, and the Facilities Division to identify appropriate general education school sites for opening MDO classes.

Targeted Special Education School Principals

- Complete the plan for integrating and/or transitioning students to general education campuses.
- Work with the general education principal in establishing an instructional environment that would be welcoming to students and parents.

Targeted General Education Principals

- Collaborate with the Special School Principal, Local District Principal Leader and Support Unit in implementing a plan to support the integration of students with MDO eligibility from a special education school site.
- Prior to the Prop. 39 deadline, notify the District regarding available classroom space for the 2012-13 school year.

Initiation Timeline: September 2011

Progress Monitoring:

Intervals	Indicators
September 2011	Provide support to the staff and students recently transitioned from a special education school to a MDO program located on a general education campus.
November 2011	Identify and list additional students from special education schools to potentially transition into MDO programs that opened September 2011. Division of Special Education, Special Education and General Education principals will meet with parents to discuss this opportunity.
November 2011	Prior to the Prop. 39 deadline, general education school sites are to provide the District with a list of available classroom space for opening MDO classes.
December 2011	Targeted schools will complete and submit the School Integration Inventory with a plan for integrating and/or transitioning students with MDO eligibility to general education campuses to the Division of Special Education.
January - February 2012	Collaborate and complete a screening tool with pre-school staff to identify students with MDO eligibility who may benefit by transitioning into programs located on a general education campus. Parents will be informed of options available through the IEP process.