Taking the Steps toward a Consistent Program

Dr. Paula Lawrason
Dr. Jan Peronto
A little bit about Killeen

The Killeen Independent School District is a growing, thriving district in Central Texas serving a 400 square mile area including the communities of Killeen, Harker Heights, Nolanville, and the Fort Hood military installation. With an enrollment of 43,826 students, the district is the 26th largest in Texas.
A little bit about Killeen

The student population is ethnically diverse, with 34.6% African American, 29.4% Hispanic, 23.8% Caucasian, 2.4% Asian, 1.9% Pacific Islander, and 0.63% Native American. Students identified as at-risk account for more than 43.9% of the population. In the 2016-2017 school year, KISD served 1,488 homeless students.
Special Education in Killeen

5256 Students under the special education umbrella

2209 Students that are Speech Impaired
Special Programs in KISD

Preschool Program for Children with Disabilities (PPCD) Outreach Skills
Skills II
Therapeutic Learning Class (TLC)
Vocational Adjustment Class (VAC)
Visual Impairment (VI)
Speech
Auditory Impaired (AI)
Communication, Academic, and Social Development (CASD)
Content Mastery Class (CMC)
Functional Skills
Homebound
Inclusion
Positive Behavior Support (PBS)
Preschool Program for Children with Disabilities (PPCD)
Frame Work Process--First Steps

**FIRST**

Where we want to go

**FUTURE VISION**
Where we want to go

- Visualize preferred future state
- Draft vision statement
Group Norms-Chips and Salsa

• C- Care for yourself
• H-Hear other’s ideas
• I- Inquire and Innovate
• P—Positional power stays outside
• S—Silence or vibrate devices

• S—Share experiences to enrich others and the process
• A—Agree to disagree but with respect and politeness
• L—Learn by doing
• S—Side conversations limited
• A—Ask questions
Vision Statement

Special Education within Killeen Independent School District will be known for its excellence in ensuring that students are prepared to be successful in their current and future endeavors. The program will be characterized by:

• A positive, supportive, and professional culture;
• Collaboration among KISD staff, parents, students, and community; and
• A full continuum of exemplary programs and services.
Next Steps

CURRENT STATE ASSESSMENT
Where we are today

- Create Guiding Principles
- Gather inputs
- Review source documents
- Conduct individual SWOT analysis
Guiding Principles

• Frameworks will be research-based and grounded in data

• Special Education program will operate in compliance and with highest quality

• Meeting the needs of students and families will be our primary focus
Focus Groups

Consisted of:

- Teachers
- Administrators
- District Coordinators
- District Special Education support staff (behavior specialists, social workers, etc.)

Selection based on recommendations from:

- Campus principals
- District Coordinators
- Instructional Leaders
SWOT Analysis for Special Programs
Success, Weakness, Opportunities, Threats

Meeting 1

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Steps

Finally

How we get there

- Develop Components
- Define Program Elements
- Implement
- Monitor implementation/rubric
## Developed Components

<table>
<thead>
<tr>
<th>Definition</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Equipment/materials</td>
</tr>
<tr>
<td>Placement</td>
<td>Staffing</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Appendices</td>
</tr>
<tr>
<td>Instruction</td>
<td>– Teacher Role</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>– Paraprofessional Role</td>
</tr>
<tr>
<td>Grading</td>
<td>– Resources</td>
</tr>
<tr>
<td></td>
<td>– Example Documents</td>
</tr>
</tbody>
</table>
Creating a Clearly Defined Purpose

Meeting 2

• Created a clearly defined purpose
• Gallery Walk
## Building the Framework

### Meetings 3-8

Continue the Work

Research Best Practices

<table>
<thead>
<tr>
<th>Framework Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
</tr>
<tr>
<td><strong>Grading Assignment</strong></td>
</tr>
<tr>
<td><strong>Equipment/Materials</strong></td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>
Checks and Balances—the last meetings

Round Robin Review

PROGRAM: ____________________________________________

Questions/Comments/Concerns

• How are students exited
• Any program that we need to provide purchase and training for the particular program
• How are students out classed/what would warrant them to be returned to their self-contained environment
• Classroom arrangement—Ex: small group settings/independent work space...
• Content/curriculum/technology/computer programs/supplemental materials
• Progress monitoring/documentation—is it addressed—is there a point sheet—what programs does this apply to
• How are we tracking if students are being successful?
• Researched based programs—have we viewed this...
• Grading requirements for program - self-contained
• Expectations for transitions—ELRM-MS-HS
• Transportation—CBVI-VAC—what does this look like...
# Rubric

Special Program Framework Rubric

<table>
<thead>
<tr>
<th>School: __________________________</th>
<th>Teacher: __________________________</th>
<th>Program: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer: ______________________</td>
<td>Observation Date: __________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Level 3 (Proficient)</th>
<th>Level 2 (Developing)</th>
<th>Level 1 (Improvement Needed)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Curriculum Components    | 1) Teachers can articulate how students with disabilities are accessing the same curriculum and resources as general education peers. Where curriculum and resources are modified, teachers can articulate the basis for the modification.  
2) There is a direct correlation between the curriculum and resources and the students’ IEP goals | 1) There is some evidence that students have access to the same curriculum and resources that their general education peers receive, but some students may be working on different curriculum or using different resources that are not supported by their IEPs.  
2) There is little or no evidence that student’s work is modified based on students’ IEPs. The correlation between the curriculum and resources and the students’ IEP goals is not readily evident. | 1) There is no or little evidence that students have access to the same curriculum and resources that their general education peers receive. Students with disabilities are using different curricula and resources that are not based on IEP goals. It is difficult to determine if grade level TEKS are modified to meet the students’ needs and are generally unable to articulate the basis for the curriculum and resources being used for students with disabilities. |                                                                                                    |
| Instructional Components | 1) It is evident that instructional activities are planned to incorporate IEP goals and objectives. A variety of large- | 4) There is some evidence that instructional activities are | 1) There is no or little evidence that instructional activities are planned to |                                                                                                    |
Framework Implementation

- Summer Professional Development
- Meetings with Campus Principals
- Campus visits to review frameworks
- ARD Administrator Meetings
Frameworks

KILLEEN INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION TLC SERVICES

DEFINITION

Therapeutic Learning Class (TLC) is a K-12 self-contained environment designed to meet the needs of special education students with serious physical or psychological self-harming behaviors, which preclude their inclusion in the general education setting.

PURPOSE

The TLC setting provides students the opportunity to learn successful coping and behavioral strategies to better control and manage their behaviors, communicate their needs in an appropriate manner and interact appropriately with peers and adults. The goal is for students to successfully reintegrate into the general classroom setting as they gain the composure needed to allow their academic participation to the maximum extent possible in the least restrictive environment.

PLACEMENT

Students are considered for TLC if they exhibit a pattern of internalized disruptive behaviors usually resulting in self-injurious physical or psychological behaviors over an extended period of time in which lesser restrictive interventions have been exhausted.

Entrance Criteria: the ARD committee will follow the steps in the Operational Guidelines for placing students in Change in Restrictive Placement Operational Guidelines for placing students in Consideration of Change in Restrictive Placement or Program. Upon entering the TLC setting the student shall remain in the self-contained TLC classroom for no less than 15 days.

For a student who has been previously identified as eligible for special education services and is returning to a campus from a mental health facility, the home campus and potential receiving campus shall conduct a staffing to determine whether TLC placement would be in the best interest of the student. The home campus should strive to intervene to the maximum extent appropriate and necessary prior to self-contained placement.

Exit Criteria: the ARD committee will evaluate the student’s progress toward IEP behavioral goals and the outclass data that proves success. A student may exit TLC if behavioral goals and objectives have been mastered as determined by the ARD committee. A review of behavioral and academic data must be conducted to ensure student readiness for exit from the program. The ARD committee will decide if the student should remain at the TLC campus for a period of time after being exited from TLC or if the student should return to the home campus with appropriate support.
**Framework Process**
Killeen ISD Special Education 2016

**NEXT**
Where we are today

**FINALLY**
How we get there

**FIRST**
Where we want to go

---

**CURRENT STATE ASSESSMENT**
Where we are today
- Gather inputs
- Review source documents
- Conduct individual SWOT analysis

**Final Product-Frameworks**
How we get there
- Develop Components
- Define Program Elements
- Implement
- Monitor implementation/rubric
- Revise as needed
- Celebrate/share success

**FUTURE VISION**
Where we want to go
- Visualize preferred future state
- Draft vision statement
Ongoing Steps

Celebrate & Share Success
Summer Focus Groups
Revise Frameworks & Rubric
Implement
Monitor
Questions