Getting to the Yes: Equity for All Students

“All Means ALL”

Harvest Park Preschool Center
iPals - Inclusive Play and Learning

Pleasanton Unified School District
Inclusion Collaborative Conference
October 25, 2018
Welcome & Introductions

With your elbow partner, do the following:

- Share your name and the impact your job has on promoting equity and access to a rigorous learning opportunity for all students in the least restrictive environment
- Discuss how “All means ALL” speaks to you
- Identify on a “post-it” something you hope to receive from today’s session
Purpose of Presentation

• Facilitate a discussion regarding the impact of the achievement/opportunity gap on student success and our belief system.

• Reflect on the invisibility of underserved students in the least restrictive environment.

• Review the Harvest Park Preschool iPals Program as a model to promote equity and access for all students in an academically rigorous learning environment.
THE CHALLENGE

Our challenge is to provide an academically rigorous education for the kind of kids we have. Not the kind of kids we used to have or want to have or the kind who exists only in our dreams.

Every Child Counts!
PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

WE BELIEVE...
- With guidance and support all students can reach their greatest potential;
- All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- It is our responsibility to inspire curiosity and a passion for life-long learning.

MISSION
Our students will make a better world.

VISION
Every student will be a resourceful, resilient, responsible and engaged world citizen.

<table>
<thead>
<tr>
<th>CURRICULUM &amp; INSTRUCTION</th>
<th>LEARNING ENVIRONMENT</th>
<th>PERSONAL GROWTH</th>
<th>FISCAL STEWARDSHIP</th>
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<tr>
<td>All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.</td>
<td>All students and staff are provided a high-quality physical environment that facilitates teaching and learning.</td>
<td>Empower all students to develop character, compassion, civility, and community consciousness.</td>
<td>Students will be central to all fiscal decisions.</td>
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<td>Optimize student learning by utilizing innovative technologies.</td>
<td>Every student and staff will feel safe, respected, and enjoy positive connections.</td>
<td></td>
<td>Ensure fiscal health through investing in today while planning for tomorrow.</td>
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Ed Services Goals and Initiatives for 2018-20 - All means “ALL”

Increase Achievement of All Students

Using Essential Standards to align and define effective instruction, curriculum, and assessments.

Close Achievement/Opportunity Gap Between Student Groups

Clearly defining Response to Instruction and Intervention (RTI²) Tiers (1, 2 and 3) instructional and behavioral strategies, including differentiation techniques.

Utilizing Professional Learning Communities (PLCs) in collaboration

Ensure A Supportive and Safe Learning Environment

Embracing and enhancing the use of Positive Behavior Intervention and Support (PBIS), including restorative practices; Seeking Educational Equity and Diversity (SEED); and professional development focused on equity for all students.
Multi Tiered System of Support (MTSS)

Pleasanton Unified School District Response to Instruction Pyramid

**Tier 1: Core Instruction**
- All student access to essential grade level academic and behavioral standards

**Districtwide Supports**
- Universal Screening
- CORE curriculum
-Certificated Specialists
- Reading/English Support
- Classified Specialist

**Schoolwide Supports**
- Leadership Team
- RTI Advisory Team
- Universal Access
- PLCs
- PBIS

**Tier 2: Strategic Intervention**
- Certain access to differentiated and systematic reteach/extension of essential standards.

**Universal Screening, Progress Monitoring, and Diagnostic Assessments**
represented & supported in all tiers

**Positive Behavioral Intervention Support (PBIS)**
represented & supported in all tiers

**Tier 3: Intensive Interventions**
- Certain access to intensive curriculum and instruction to close learning gaps.

**Extended-Day Academic Intervention**
- Curriculum / Materials
- Summer School

**Special Education, English Learners, GATE and 504’s**
represented & supported in all tiers
What is MTSS?

Multi-Tiered System of Support (MTSS) provides a basis for understanding how Pleasanton Unified educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RTI²) as well as additional, distinct philosophies and concepts.

What’s under the MTSS Umbrella?

- Response to Instruction and Intervention (RTI²)
- Positive Behavior and Intervention and Support (PBIS)
- Social and Emotional Learning (SEL)
- Professional Development
- 21st Century Tools
- Family and Community Engagement
- School Community Collaboration
- Additional Resources
According to our District Mission Statement, public education should focus on the whole child, provide equitable opportunities for all students, and create socially responsible individuals with character and integrity. Further, we are working to empower all students to develop character, compassion, civility, and community consciousness.
Researchers have found that typically developing children in inclusive classrooms are better able to accept differences, are able to see their classmates achieving despite their disabilities, and seem to be more aware of the needs of others.
Further, studies have shown that typical children in inclusive settings learn how and when to assist a child with a disability to be independent. Helping is, in turn, a positive experience for young children. It makes them feel good about themselves and what they can do, thereby increasing self-esteem.
Do We Have the “Will” to Educate All Children?

The knowledge and skills to educate all children already exist. Because we have lived in a historically oppressive society, educational issues tend to be framed as technical issues, which denies their political origin and meaning....There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children.

If we embrace a will to excellence, we can deeply restructure education in ways that will enable teachers to release the full potential of all our children.

Asa G. Hilliard
The Maroon Within Us
Whose Fault is It? Certainly Not Mine

The college professor said, “Such wrong in the student is a shame, lack of preparation in high school is the blame.”

Said the high school teacher, “Good heavens, that boy is a fool. The fault, of course, is with the middle school.”

The middle school teacher said, “From stupidity may I be spared, they send him to me so unprepared.”

The elementary school teacher said, “The kindergartners are block-heads all. They call it preparation, why it’s worse than none at all.”
The kindergarten teacher said, “Such lack of training never did I see, what kind of mother must that woman be.”

The mother said, “Poor helpless child, he’s not to blame. For, you see, his father’s folks are all the same.”

Said the father at the end of the line, “I doubt the rascal’s even mine!”

Anonymous
Achievement Gap vs. Opportunity Gap

“The so-called “achievement gap” is not about the pervasive failure of young people. It is a result of institutional, systemic, and collective community failure….it’s about our looking for new things and not looking to what is already working. The educational disparities facing so many of our young people today are the result of an opportunity gap.
“The Prologue” from
_Invisible Man_

By
Ralph Ellison
I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe, nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination – indeed, everything and anything except me.

Nor is my invisibility exactly a matter of biochemical accident to my epidermis. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although most often wearing on the nerves. Then too, you’re constantly being bumped against by those of poor vision. Or again, you often doubt if you really exist. You wonder whether you aren’t simply a phantom in other people’s minds. Say, a figure in a nightmare which the sleeper tries with all his strength to destroy. It’s when you feel like this that, out of resentment you begin to bump people back. And, let me confess, you feel that way most of the time. You ache with the need to convince yourself that you do exist in the real world, that you’re a part of all the sound and anguish and you strike out with your fists, you curse and you swear to make them recognize you. And, alas it’s seldom successful.
Reflection Questions

1. As you reflect upon the words of Ralph Ellison in his prologue of *Invisible Man*, underline and/or circle the phrases that speak to you the loudest.

2. Why do you feel some student groups are invisible in achieving the goal of academic excellence in a least restrictive environment?
Summary/Statement of Need

In the public schools we are charged with ensuring that *to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled* (34 C.F.R. 300.114). Prior to March of 2017 we offered students with special needs a dynamic and developmentally appropriate program at our Preschool Center, without access to typical peers.
By creating a preschool setting where children with and without special needs participate together in an inclusive setting, we created an environment where all children prepare for entrance into elementary school while learning important life skills that are necessary for thriving in our increasingly diverse world.
Proposed Program

We proposed to create a Public Recreation Program that would be exempt from State Licensure in that it is provided to children under the age of four years and nine months with sessions that run 12 hours per week or less and are 12 weeks or less in duration.

Childcare Center General Licensing Requirements Section 101158-7C
Proposed Program (con’t)

Currently, we have 5 classrooms for children with special needs ranging from mild to severe. We offer spots to typical peers either three or four days per week for three hours per day.

Given our current classroom availability and schedule, we are able to accommodate 48 typically developing students or iPALS.
Finances

The program operates under the auspices of the Special Education Department, which provides a majority of the funding as it always has.

The typical peers are charged tuition at the rate of $8.00 an hour, which is comparable to the tuition charged by the the City of Pleasanton for their preschool program.
Staffing

Four of our five classrooms are inclusive classrooms and are staffed by 1 certificated Early Childhood Specialist, 1 classified Behavior Technician, and 1 classified Preschool Assistant.

This required that 4 of our Behavior Technicians be replaced by Preschool Assistants. The BT’s were encouraged to take the units necessary to become a PA.
The Preschool Assistant is funded 50% by Special Education and 50% by the tuition monies.

Students in the remaining classroom are regularly mainstreamed in the inclusive classrooms.
Goals

● To bring the District into compliance with state and federal law by providing specialized instruction in an inclusive setting.
● To provide a high quality preschool program for the PUSD community in the Least Restrictive Environment.
Goals (con’t)

- To provide our students with the components of a STEAM (Science, Technology, Engineering, Arts, Math) curriculum in order to prepare them for entry into Elementary School.
- To provide small class size and individualized attention through low staff student ratios.
Operations Plan

- Open to the public
- Enrollment offered on a first come, first served basis with a waiting list to be maintained after full enrollment
- Teacher to student ratio 3:1 or 4:1
- Quarterly fees: $850 for 3 days/week, $1135 for 4 days/week
Budget/Start-Up Costs

- Revenues would continue through the Special Education Department and the Tuition that would be charged for the students without IEPs.
- Expenditures would remain largely unchanged and include staff salaries and classroom supplies. As funds become available, playground upgrades would be desirable.
Start-up costs would not be necessary as the tuition collected during each trimester would cover the cost differential between the current Behavior Technician salary and the Preschool Assistant salary.
<table>
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<th>Tasks</th>
<th>By When</th>
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<tr>
<td>Board Approval</td>
<td>January 2017</td>
</tr>
<tr>
<td>Finalize MOU with CSEA regarding movement of Behavior Technicians to</td>
<td>January 2017</td>
</tr>
<tr>
<td>Preschool Assistant positions.</td>
<td></td>
</tr>
<tr>
<td>Market the iPals Program</td>
<td>February 2017</td>
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<tr>
<td>Register students</td>
<td>February 2017</td>
</tr>
<tr>
<td>Start program</td>
<td>February 27, 2017</td>
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Voice of our Student
“Do you believe in me?”
Video clip: Dalton Sherman, 5th Grader
Keynote Speech inspiring Dallas teachers

https://www.youtube.com/watch?v=hMe8NIl2i20
9 years old in 2008
Teaching & Learning Belief Systems

Consider the following questions:

■ What beliefs about student achievement do we hold dear and act upon without thinking?

■ Which of the following Four Belief Statements most closely align with the belief of your classroom? School site? District Office?
Belief Statement One

BASED ON THEIR ABILITY

We believe that all students can learn, but the extent of their learning is determined by their innate ability or aptitude. This aptitude is relatively fixed, and as teachers we have little influence over the extent of student learning. It is our job to create multiple programs or tracks that address the different abilities of students, and then guide students to the appropriate program. This ensures that students have access to the proper curriculum and an optimum opportunity to master materials appropriate to their ability.
Belief Statement Two

IF THEY TAKE ADVANTAGE OF THE OPPORTUNITY TO LEARN

We believe that all students can learn if they elect to put forth the necessary effort. It is our job to provide all students with this opportunity to learn, and we fulfill our responsibility when we attempt to present lessons that are both clear and engaging. In the final analysis, however, while it is our job to teach, it is the student’s job to learn. We should invite students to learn, but honor their decision if they elect not to do so.
Belief Statement Three

WE WILL ACCEPT RESPONSIBILITY FOR ENSURING THEIR GROWTH

We believe that all students can learn and that it is our responsibility to help each student demonstrate some growth as a result of their experience with us. The extent of the growth will be determined by a combination of the student’s innate ability and effort. It is our job to encourage all students to learn as much as possible, but the extent of their learning is dependent on factors over which we have little control.
Belief Statement Four

WE WILL ESTABLISH HIGH STANDARDS OF LEARNING THAT WE EXPECT ALL STUDENTS TO ACHIEVE

We believe that all students can and must learn at high levels of achievement. It is our job and moral responsibility to create an environment in our classrooms that results in this higher level of performance. We are confident that with our support and help, students can master challenging academic materials, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents/guardians to achieve this shared educational purpose.
School Site Belief Statement Five

Each person prepares a statement that reflects the school’s belief about ALL students, as evidenced by:

- Quantitative and qualitative disaggregated student achievement data results
- Student course placements and enrollment in the school’s most academically rigorous classes
Eliminating the Student Opportunity Gap
Random Acts of Improvement
Lack of a Clearly Defined Focus for All Programs/Courses of Study

= Programs/Courses of Study

Student Improvement Goals
Eliminating the Student Opportunity Gap
Major Benefits of Aligned Acts of Improvement

In an aligned system...

Student
Achievement
Measurable Performance
GOALS

… systemic improvement efforts are integrated and RESULTS-oriented

=Programs/
Courses of Study
The more a child is spoken to, sung to, read to, danced with, played with, exercised, and encouraged to explore in a safe environment, the more her brain and body will develop.

Neurons to Neighborhoods
Appendix
About Us

The Preschool Assessment and Educational Team’s mission is to offer an inclusive early childhood program and educationally relevant services to all preschool children enrolled in the program. Services provided will nurture and educate children in a warm and safe school environment. We provide a continuum of individualized services including educational resources and programming, parent support and transition services in the least restrictive environment. Our goal for each educational placement is to provide a developmentally appropriate and a supportive environment to promote and stimulate each child’s social/emotional, physical, cognitive and language development. The environment and curriculum are based on research and the developmentally appropriate practice guidelines set by the National Association for the Education of Young Children and the California Preschool Learning Foundations. We offer ideal student to teacher ratios which enable our educators to have a direct impact on each child’s growth and development during their preschool years.
Specifically we strive to

- Teach independent learning/classroom readiness skills so that our students have successful transitions to elementary school.
- Focus on social-emotional development, fostering healthy peer interactions and relationships.
- Individualize our program to address the strengths and areas of need for each child.
- Develop functional and interactive social play skills.
- Focus on developmentally appropriate pre-academic skills including the motor, cognitive and language skills required for participation in the least restrictive educational environment.