Cajon Valley Union School District
Special Education
A five year journey to LRE and Inclusion
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Our Journey

The ideal journey...
The reality...

Year 1: 2014-2015
The “Why”

Year One: Big Ideas (2014-2015)

Starting with why:
- Why are we here and what is our mission?
- Why does our system need to change?
- Why do we need to bring everyone on board?
- Why are we going to change now, even if people feel they are not ready yet?
- Why do we need to rebuild rather than restructure?

- Started with the "Why": Simon Senick, Admin, teachers, paraprofessionals (SECAs)
- Provided a "Road Show" to all school sites
- Presented Least Dangerous Assumption to Administration
- Developed the Mission Statement for Special Education in Cajon Valley
- Restructured location of Education Specialists throughout the district to ensure services are available and begin the process of resident school services.
- Re-allocated and increased the number of SECAs based on programs within school sites.
Year Two: Big Ideas (2015-2016)

Developing Relationships:
- Collaboration with Ed Services
- Breaking down silos
- Support to administrators and school site staff
- Helping manage the grief cycle of change
- Continuing our why on a more personal level

Year Two: Action (2015-2016)
- Provided **job-aids sessions** for Special Education teachers, which covered mission, Q&A sessions, and stakeholder input.
- Provided high level of support for school sites, teachers, admin, and parents as change became a reality (this was hard).
- Developed **quality indicators** for specialized mod/severe programs (assistance from Ginger Joyce of SDUSD).
- Built working relationship with Ed. Services, collaborating regularly.
- Developed and presented a year-long **UDL training** with Coordinator from Ed. Services.
- Training included pieces on Co-teaching.
- Ongoing side by side work with site administration to develop confidence and leadership in special education matters.
Year Three: 2016-2017

The “Red Tape”

Year Three: Big Ideas (2016-2017)

Creating Systems and Reducing Barriers:

- Created a professional development series
- Saw need to change job descriptions
- Moved preschool classes
- Staffing changes - one system at site
- Set three year goal for LRE!

Year Three: Action (2016-2017)

- Continued to move services to the student, rather than students to the school where services are available.
- Built inclusive playyards on elementary school sites with mod/severe programs.
- Converted BOCES to school assigned, rather than teacher assigned (allowing for more flexibility).
- Developed new teacher cohort
- Developed an ongoing PD plan: New teacher cohort, TK/K cohort, and IEPs for Ed Benefit to be presented in current and future years
- Preschool Special Education program delayed start of school year for three days as staff supported K transitions to school of residence.
- Formed stakeholder groups for input to change Special Education teacher job description from RSP/SDC to Education Specialist
- Transitioned 6/9 preschool classes for the fall of 2017 from the District’s Early Childhood Special Education site to comprehensive campuses with state funded preschool classrooms.
- Adopted yearly FTE projections/allocation process with personnel.
Year Three Goal: (2016-2017)

Created three year goal to meet PIR indicator #5 by the end of the 2018-19 school year.

**GOAL:** 49% of students receiving special education will be served in the general education setting 80% or more of the day. Less than 20% of students receiving special education services will be removed from the general education setting 40% or more of the day.

**BASELINE:** 47.6% of students receiving special education are served in general education 80% or more of the day. 37.6% of students receiving special education are removed from the general education setting 40% or more of the day.

Year 4: 2017-2018

Stay On Target!

Year Four: Big Ideas (2017-2018)

Holding Our Ground:
- Reinforce what is already going...digging deeper
- Here to stay - not a phase
- Finalizing procedures
Year Four Actions: (2017-2018)

- Continued to move services to the student, rather than students to the school where services are available (moving more students to school of residence).
- Job description for Education Specialist passed by school board: All Ed. Specialists now expected to teach 0% to 100% SAI.
- Job description for school psychologists passed by school board, created “formula” for caseloads and lowered caseloads based on the formula.
- Began implementing or continued developing trainings, TK/K/1 cohort, New teacher cohort, IEPs for Ed Benefit.
- Developed Vision Deck.
- Developed Special Education Guidelines which allows sites to take ownership of their students and programs. Held stakeholder groups to seek input.

This was a HOLDING OUR GROUND year!

Year Four Actions: (2017-2018)

- Began series of professional developments for Site Admin (SEIS, IEP).
- Transitioned remaining 3 preschool classes from the District’s Early Childhood site to elementary campuses with state funded preschool or other general education preschool classes.
- Used transfer process for students (same as general education) rather than using Admin moves and SPED placements (except specialized programs).
- 5th - 6th transitions are all to school of residence, 17/18 and 18/19 (except specialized programs).

Year Four Goal: (2017-2018)

GOAL: 49% of students receiving special education will be served in the general education setting 80% or more of the day. Less than 20% of students receiving special education services will be removed from the general education setting 40% or more of the day.

2017-18: 48.05% of students receiving special education are being served in the general education setting 80% or more of the day. 32.8% of students receiving special education services are being removed from the general education setting 40% or more of the day.
Year Five: Big Ideas (2018-2019)

Expectations:
- Holding staff accountable
- Sites owning Special Education
- Utilizing tools, resources and guidelines
- Fostering independence and building capacity!!!

Year Five: Actions (2018-2019)

- Continued to move services to the student, rather than students to the school where services are available (moving more students to school of residence).
- Distributed the Special Education Guidelines.
- Provided training on Case Management based on special education guidelines.
- Organized tools for case management based on gallup survey feedback.
- Continued all previous training for teachers and administration.
- Transitioned final preschool classes from the District's Early Childhood site to campuses with state funded preschool classes.
- Continued monitoring and assessment of previous actions.
- Developed a TKK Transition Expo Slide Show. TKK Transition Expo
Five Year Summary: Reaching Our Goal!

At the start of the 2016-2017 school year, the following three year goal was developed.

**GOAL:** 49% of students receiving special education will be served in the general education setting 80% or more of the day. Less than 20% of students receiving special education services will be removed from the general education setting 40% or more of the day.

During the 2018-2019 School Year, CVUSD exceeded this goal, and we are no longer in PIR for indicator #5!

**CURRENT:** 52.90% of students receiving special education are being served in the general ed setting 80% or more of the day. 16.76% of students receiving special education services are being removed from the general education setting 40% or more of the day.

Next Steps

- Building a resource lab
- Creating inclusive preschool classrooms - breaking down barriers
- Continued collaboration
- Continue professional development cycles
- Stay the course!

Final Reflections

- It was important to include stakeholders throughout the process.
- We had to let people grieve through the process.
- We had to train ourselves to not own outcomes and solve problems.
- Had to let the sites go through the process - rather than telling them how.
- We needed to transition slowly and naturally