



***A Review of Services  
Provided to  
Students with  
Disabilities***  
Brandywine School District

# *Three Facets of the Evaluation*

**LIFE Skills**



**Staffing Study**

**Quality Indicators**

# *History and Purpose of the Study*



- **To increase the success of students with disabilities and close the achievement gap between this group of students and their non-disabled peers;**
- ***To provide the third piece of a three component report for the district in it's goal to evaluate services for all students.***

# *Four Guiding*

## *Principles*

### *for this Study*



- ✓ Students with disabilities should be viewed as general education students who require some level of additional support (at this time) to be successful;
- ✓ It is not possible to separate an evaluation of services for students with disabilities from a review of the quality of instructional services provided to all students;
- ✓ This report is not a compliance review -- it is based on highly

# *Reason for National Attention to Inclusive Education*

- This is not a Delaware concern;
- It is a national concern and federal monitoring of this indicator is mandated.
- There is a strong pedagogical basis and a strong legal basis for more inclusive practices.
- The debate is not “why” but “how” responsible inclusion shall be implemented and this is the crux of the question for BSD educators and parents.



# *Standards for Meeting*

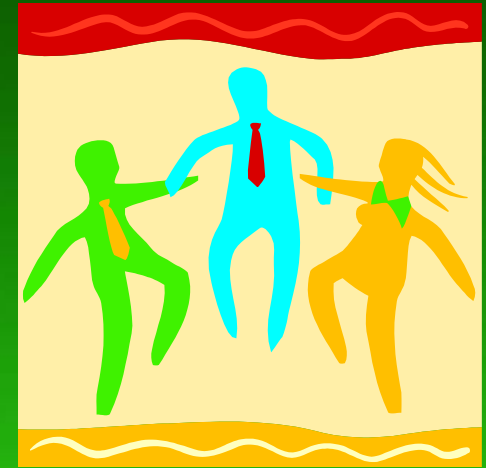
## *LRE (or Inclusive*

## *Schools) Requirements*

- Instructional setting must be individually determined, student by student .....
- Neighborhood school (few or no cluster sites);
- General education classroom is the first consideration.
- An array of options reviewed to make the general education classroom the most successful location for services.
- Services outside of the general education classroom is the last consideration.
- A “full inclusion” stance violates the “individually determined” requirement re: setting.

***Any evaluation of services for students with disabilities will include a review of:***

- The extent to which there is shared ownership for all students in the schools(is special education a separate system?)
- The leadership role of the principal in establishing responsible inclusion as a non-negotiable for the school;
- The level of support, training, and collaboration between the central office and the principals and parents.
- Any many other factors.



# *Sources of Information*



- **Focus groups (22) composed of educators and parents;**
- **A faculty survey (463 respondents for 52% return rate)**
- **A parent survey (292 for 22% return rate)**
- **Structured classroom observations**  
(All of the 18 schools, including 81 classrooms visited);
- **A comparison review of eight Delaware districts related to staffing issues.**



# *6 Major Themes*

***A Common  
Vision and  
Vocabulary for  
Students with  
Disabilities in  
the Context of  
Inclusive  
Education***

***Student-  
Centered  
Decision-Making  
Processes***

***Staffing Models  
that Support  
Student  
Success***

***Instructional  
Excellence  
for all  
Students***

***An Atmosphere  
on Collegiality  
and a Focus on  
Effective  
Collaboration***

***Respectful and  
Productive  
Parent-School  
Partnerships***

## 1st Theme

# A Common Vision for Students with Disabilities

- *Special education is viewed as a separate, parallel, system;*
- *Need for shared ownership;*
- *Lack of a structured, systemic process for staff development to support the new vision, build consensus, commitment and practical strategies for success;*
- *Mixed messages re: the status of students in Brandywine schools;*
- *Ineffective transitions of students from one classroom to another and from one level to another are impacted by the lack of a common vision and vocabulary.*



## 2nd Theme

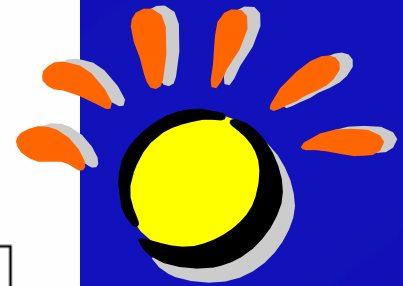
# *Decision-Making Processes that are Student Centered*

- ❑ Need to strengthen the Instructional Support Team (IST)
- ❑ Confusion that inclusion means 100% of the students 100% of the day regardless of student need;
- ❑ Limited access to elective classes as an issue of equity;
- ❑ Minimal use of special education staff to provide support inside the general education classroom;
- ❑ Need for an objective, consistent process across schools in the district for determining services locations required;
- ❑ Need to provide staff development specifically to provide inclusive education services.



# A Format to Guide Instructional Planning

*Using the General Education Classroom as a Reference Point for Planning*



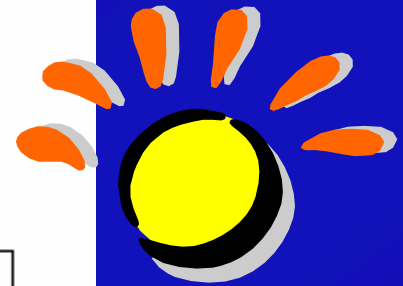
Student	
Teacher	
Date	

	Sequence of Instruction					
Objectives	Objective 1					
	Objective 2					
	Objective 3					
	Objective 4					
	Objective 5					
	Objective 6					
	Objective 7					



# A Format to Guide Instructional Planning

Using the General Education Classroom as a Reference Point for Planning



Student	
Teacher	
Date	

**EXAMPLE**

	Sequence of Instruction	8:30-8:45 Opening	8:45-9:15 and 9:45-10:15 Language Arts Large Group	9:15-9:45 Language Arts Small Group	10:15-10:45 Math Large Group	10:45-11:15 Math Small Group
<b>Objectives</b>	Objective 1	✓		✓		
	Objective 2		✓	✓	✓	
	Objective 3					✓
	Objective 4					
	Objective 5					
	Objective 6					
	Objective 7					



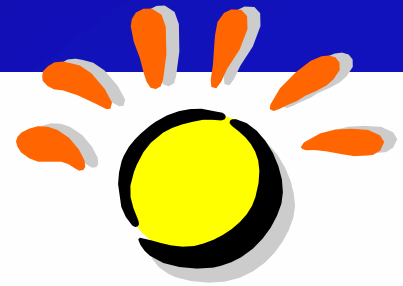
## Form 2 Classroom Activity Analysis Worksheet

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_



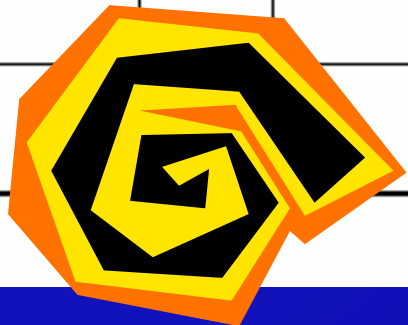
Classroom Information			Accommodations or Modifications?						Personal Assistance? (√ most appropriate support)												
Time	Class/Sub	Objective #	As Designed?		With Accommodations?		If yes, Describe Accommodations?		With Curricular Modification		If yes, describe mods.	Behavioral Interventions (If yes, describe.)	External Support <i>(adapt materials)</i>	In-Class Support <i>(support provided inside the general education classroom)</i>					Specialized Support <i>(outside the gen ed class)</i>		
			YES	NO	YES	NO		YES	NO			Peer	Paraprofessional	Special Education Teacher		Spec Populations Teacher		Speech/Language Pathologist	Related Services Staff		
																SF	CT	SF	CT		



# Form 3 Planning Grid to Determine Staffing Needs

Campus: \_\_\_\_\_

Time	Student	Class/ Subject	Gen Ed Teacher	Support Needs				Support Provider(s)				Analysis	
				External Support	In-Class Support			Specialized Support	Peers	Teacher	Para		Other
					Peer	SF	CT						



## 3rd Theme

# *Instructional Excellence for All Students*

Note: This theme reflects the results of the structured classroom observation visits to BSD classrooms serving students with disabilities.

- ➔ *Limited access to the general education curriculum in pull-out settings;*
- ➔ *Lack of varied instructional strategies;*
- ➔ *Predominance of whole class grouping;*
- ➔ *Perceptions versus observations re: use of accommodations and modifications;*
- ➔ *Need to improve the use of positive behavioral supports and response to behavioral concerns;*
- ➔ *Need to provide staff development that builds teacher competence with diverse learners;*
- ➔ *Expand student access to instructional technology supports.*





# Definitions of 2 Key Terms

## ACCOMMODATION

A change made in the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

**How**

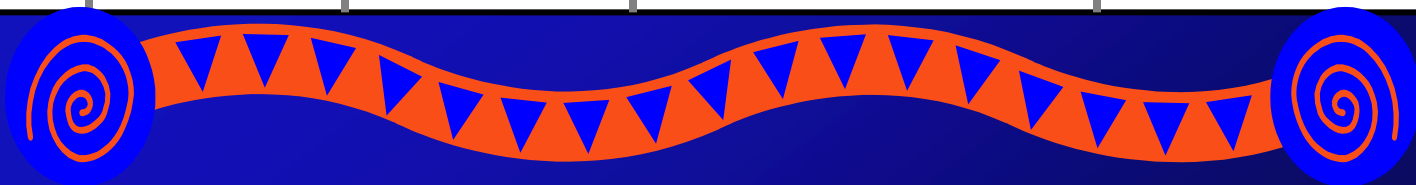
## MODIFICATION

A change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

**What**

## Instructional Decisions for 4 Students

<i>Student</i>	<i>As Designed?</i>	<i>Accommodations?</i>	<i>Modified Learning Expectation?</i>	<i>Personal Support?</i>
Jerome				
Keesha				
Brad				
Maria				



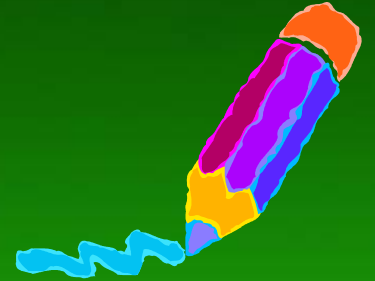
# *Staffing Models that*

# *Support Student*

# *Success*

## **4th Theme**

- ❑ Sufficiency of staffing and support;
- ❑ Efficiency of staffing;
- ❑ Appropriateness of Staffing



## 5th Theme

# An Atmosphere of Collegiality and a Focus on Effective

- Collaboration between: **Collaboration**
- General education teachers, special education teachers, paraprofessionals and other campus staff;
  - Central office administrators and campus administrators;
  - Campus administrators, central office diagnosticians, and general education teachers re: IST;
  - Central office administrators and campus administrators re: resources provided;
  - District administrators and campus administrators ensure that district initiatives are clearly understood and consistent support is provided;
  - Campus staff and parents of students with disabilities;
  - Central office administrators and parents of students with disabilities.



*Respectful and*

**6th Theme**

*Productive Parent-School Partnerships*

- Collaboration between parents of students with disabilities and Brandywine schools;
- Collaboration between parents of students with disabilities schools.



# *Conclusion*

- Brandywine is recognized as a district in which excellence is encouraged.
- Need for a clear vision of a single system - not a parallel system.
- Need to align research-based, highly effective practices with this new vision and provide practical training for educators and parents;
- Must be supported from top of the organization and modeled through school to school and level to level collaboration and coordination;
- Brandywine clearly possesses the capacity to accomplish all recommendations.



# The Purpose for the LIFE Skills Evaluation

**LIFE SKILLS**

Review of Extent to which  
Effective Practices are in Place

Analysis of Stakeholder Opinions