**Administrator Retreat**

August 22 & 23, 2022

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| Area of Focus: Student Learning Outcomes | | |
| Focus & Goal/Rationale | **Action Steps** | **Benchmarks & Summative Assessment** |
| Multisensory Reading for Students w/ Reading or Language based Disabilities – Dyslexia  Goal:  Improve outcomes for students with reading and language based disabilities. | Orton Gillingham (OG) is a phonetically based multisensory method of reading remediation for children with dyslexia.  For OG certification, teachers are required to complete twenty hours of coursework in the fall, prior to tutoring students.  Additional coursework during the academic year takes place twice a month.  The practicum requires tutoring two children two days per week during the academic year.  **Action Step # 1 - Fall 2022:** Identify a funding source. Local funds and ARP - IDEA funds ($20,000.00 for 5 teacher participants)  **Action Step # 2 - Fall 2022:** Select a provider to train a cohort of teachers (5) in the principles of OG.  The training will include coursework (50 hours) and a practicum (100 hours).  **Action Step # 3 - Fall 2022:** Disseminate applications to participate. Meet with interested teachers to explain the coursework and practicum.   * Review applications and select participants * Notify selected participants * Locate meeting room, dates, materials, etc. * **Fall 2022:**  Participants complete coursework and select students (2) to be tutored beginning late fall.   **Action Step # 4 - Winter- Spring 2023:** Work w/ building principals to create a plan for implementation of OG services across buildings.  **Action Step # 5 - Spring 2023:** Graduate Cohort #1  **Action Step # 6 - Fall 2023:** Begin formal implementation of OG services for students with reading and language based disabilities.   * **Fall 2023:**  Send application and select candidates for OG cohort # 2. | Up to five teachers would achieve ALTA accreditation annually.   * Baseline: 1-2 teachers with MSR (OG) certification - increase to (20) teachers in five years.   Increase MSR instruction for students with SLD (specific learning disabilities in reading-dyslexia) by up to 20% each year.  **Spring 2024:** Review student pre-post test data to determine the efficacy of the program.  Make changes accordingly |
| Behavior support for students with disabilities based on the principles of Applied Behavior Analysis (ABA)  Goal:  To create learning environments across schools that are structured to promote maximum productivity to assure responsible short-term and long-term allocation of resources toward the provision of high quality special education services for students with autism/attention-hyperactivity/anxiety. | Douglas Public Schools requested consultation to the Douglas Primary School, specifically to the FLEX classroom housed there.  The district requested observations, in-vivo modeling, data collection, and consultation to staff and administration.  The following action steps are based on evaluation recommendations.  **Action Step #1** **– Fall 2022**:  Identify a funding source -, SPED 240 IDEA increase $12,305.00 or left over $7,246.00  **Action Step #2** (based on evaluation recommendation): “A ‘safe room’ must be built in the classroom or directly next door to the FLEX classroom.  There must be a clear written criteria individualized for *each* student when they are to enter and exit the room.” **Completed: Summer 2022**  To use the “safe room” in a compliant, safe, and purposeful manner with students, the following protocols and professional development are planned as follows:   * **Fall 2022:** Clear written criteria individualized for *each* student will be visible when they enter and exit the room. * **SY 2022-23**:  Training for staff regarding data collection and analysis, specifically, how data will be collected on the antecedent and consequence events surrounding the episode (ABC data) as well as the duration of time students spend in this room.  How data should be graphed daily and analyzed 1-2 times per week.  The goal is for students to be monitored for safety in this room with minimal adult interaction.   Activities:   * **August 24, 2022** – Professional Development (3 hrs.) Topics:  Principles of ABA / Students with Special Needs * **August 30, 2022** – Professional Development & Program Observation (7 hrs.)   Topics: Functions of Behavior, Data Collection, Behavior Support Plans   * **October 7, 2022** – Professional Development (3 hrs.) Topic:  TBD * **January 13, 2023** – Professional Development (3 hrs.) Topic:  TBD   **Action Step #3** (based on evaluation recommendation): “Install dividers between students within the FLEX classroom at DPS to minimize distractions to students and peer maintained challenging behavior” Completed**: Summer 2022**  **Action Step #4** (based on evaluation recommendations): “Improve “hands on” contact with students to promote independence and preserve dignity, data collection, and an increase of evidence- based instructional methods (discrete trial teaching, incidental teaching).”   * **Fall 2022:** Each student will have their own visual schedule at their workstation. * **Fall 2022:** Teachers will be trained in the consistent use of warnings, visuals for choices, and a 7:1 ratio of positive statements vs. corrective statements. * **Fall 2022:** Classroom materials will be labeled in bins with text and a picture. * **Fall 2022:** Students will use visual schedules at their workstation. * **Fall 2022:** Training for teachers related to adaptive alternatives for each student’s behavior support plan including; coping skills, social skills, and functional communication responses (FCRs). * **Fall 2022:** Training for teachers related to student’s skill acquisition and challenging behavior data collection and analysis used to inform changes of the student’s programming and behavior support plans.   **Action Step #5 – 2022-23:**  Build a supportive sustainable structure for FLEX intensive programs districtwide.   * BCBA training to support and provide initial training for new staff entering roles in FLEX classroom as well as administration within the building.  Additionally, the BCBA will provide training on basic principles of ABA and common profiles of students with special needs to building based staff. * Use of Excel or another digital platform for graphing data so the BCBA can analyze data remotely if needed * Schedule consultation time for teachers, ABA paraprofessionals, special educators, the BCBA and other relevant school staff to discuss student behavior support plans.   Activities:  District BCBA Professional development   * Assess, mentor, and supervise in-district BCBA * Develop criteria and documentation process for “safe room” * Modeling of clinical / collaborative behavioral support with corrective feedback and reinforcement * Collaborate with in-district BCBA to develop and execute programming for all students in the FLEX program (based on IEPs * Develop and supervise implementation of data collection / progress monitoring procedure * Train and collaborate team in data-based clinical decision making * Model teaching and behavior strategies with feedback to paraprofessionals / ABA techs | TBD |
| Social emotional skill development to ensure that students obtain the skills needed to cope with stress, navigate social situations while maintaining educational focus, and be more prepared for what lies ahead for them after graduation.  Goal: Provide all students, regardless of (dis)ability, enrolled in the Douglas School District with a research based mental health support system to ensure optimal academic and emotional growth. This will be achieved through a multitier social emotional and behavioral instructional model using the components of Dialectical Behavior Therapy (DBT)*.*  Mindfulness has been proven to improve emotion regulation, healthy relationships, communication with others, problem solving, critical thinking, and more. The other modules help to improve emotion regulation, increase development of healthy relationships, increase interpersonal communication, and provide distress tolerance skills for high-crisis moments and long-term distressing life changes | DBT skills training has 4 components (modules) which are mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Mindfulness has been well studied and used in schools across the country in hopes to increase students’ abilities to stay present, regulate the stress-response system and emotions, increase attention and concentration, and improve stress management.  **Action Step #1- Fall 2022:** Identify a funding source - Title IV funds (SEL) $10,000.00 and ARP- IDEA $3,500.00  **Action Step #2: October 7, 2022:** Initial orientation of DBT in Schools - 2 hours   * Topics to be covered   + What is DBT in Schools   + Why DBT in school   + Details of the roll out plan   + Q & A   **Action Step #3: 2022-23 Academic Year** - Professional development for related staff   * Topics to be covered   + (4) skills modules (above)   + How to teach and implement skills in the classroom and group setting   + How to coach students in-crisis using DBT skills and   + How to apply DBT philosophy to student interventions   **Action Step #4: 2022-23 Academic Year** - Implementation Planning (Phase 1)   * Establish school goals and plans * Problem solve and make recommendations (e.g., scheduling, expectations, assessment, etc.) * Create a timeline for implementation * Create a sustainable plan   **Action Step #5: 2023-25 Academic Years** - Implementation (Phase 2)   * Evaluate progress * Continue goal setting * Solidify a sustainable plan | Students participating in Tier III supports will who meet their social emotional IEP goals and objectives will increase by up to 10% annually.  Staff will use measureable social emotional language to discuss goals and objectives  Others TBD |
| To better meet the changing needs of our students, review the efficacy of our current FLEX program structure and develop a systemized continuum for students with disabilities.  Goal: Create meaningful sub-separate FLEX programs districtwide | Action Step #1: Conduct observations, review student data, meet with FLEX teachers to determine vision, direction, goals, etc. |  |
| Create a robust tiered system of support (MTSS)  Goal: Work with School Psychologists to move the district forward with MTSS. | Action Step # 1: Meet with School Psychologists to discuss their role as SST Chair. |  |
| Focus Area II: Operations and Management | | |
| Action & Goal | **Action Steps** | **Benchmarks & Summative Assessment** |
| Develop systems and processes that are outcome and data driven, compliant, and student centered | After an administrative review of our paper files and eSPed we are non-compliant related to timelines throughout the month of September for grades 6-post grad and into October for PreK-5 (>25 of 40 IEPs are over due).  IEPs, consents, progress reports, evaluations have not been recorded accurately in eSped.  Currently, we pay for an archive system in eSPed, however, we do not utilize this filing system. Transition special education compliance documentation, evaluations, meeting invitations, IEPs, etc. from paper to electronic filing using or archive system. | By November 1, 2022, the OSS administrative team will be meeting all IEP timelines for initial, annual, and three-year evaluation team meetings.  By Spring 2023, the OSS will use the eSped archiving system with regularity. The OSS team will develop a plan for implementation and employ a systematized approach to submitting and archiving documents electronically, train staff, and provide ongoing support.  By August, 2022 conduct an administrative review of archiving and electronic processes (i.e., survey staff, administratively review files, etc.). Write a report for leadership regarding outcomes and possible next steps. |
| Focus Area III: Family and Community Engagement | | |
| Action & Goal | **Action Steps** | **Benchmarks & Summative Assessment** |
| Plan and schedule community services, events/programs, and education in collaboration with the Special Education Parent Advisory Council (SEPAC), parents, and families. Create social media resources (e.g., Facebook, continue with Twitter, etc.) to communicate the direction and accomplishments of Douglas Public School special education programs. | Meet regularly with the SEPAC board  Assist w/ hosting SEPAC events (e.g., parent rights, transition planning, bullying, MCAS ALT, Special Olympics, etc.)  Schedule “Chats w/ Dr. Merrick”- Coffee and Conversation with parent/community around special education topics, questions, concerns  Develop a plan for unified sports in the district  Build on and expand the district’s “Best Buddies” program  Use social media to communicate special education events and programs (e.g., Twitter, etc.) | TBD |
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