Vicksburg Community Schools Proposal Form and Guidelines

Send completed proposal and required forms to the Curriculum office by March 1, 2013
Use the Vicksburg Community Schools Proposal Form and the form outline as indicated. This form will be used as your cover sheet. Check each item as you edit or create your final draft.

- <u>Proposal Background & Overview</u> – Write a narrative that includes:
  - ☐ Relevant background/history.
  - ☐ Problem or other basis for the proposal (i.e. student needs, etc.).
  - ☐ Reasons for making the change.
  - ☐ Targeted School Improvement Goals
    - ✓ See attached Power Point and course syllabus
    - ✓ School Improvement Goals are:
    - ✓ Due to the significant increase in students with Autism Spectrum Disorder (1/88 diagnosed) there has become a need to teach to the deficit areas (communication, social reciprocity and behavior) by peers modeling appropriate social skills within the natural context of the school day. Previous methods such as: pull out support groups and isolated teaching models of social skills, organization, and communication skills has proven ineffective in generalizing to all environments for our students on the spectrum. It has come to our attention that the west side of the state is lacking in their Peer-to-Peer programs and therefore need to implement more programs to support our students on the spectrum within the school atmosphere. Larger districts such as Grand Ledge have been the front runner in peer programs for over 10 years, recruiting hundreds of students as peer mentors. Our students in Vicksburg, although smaller in number, should be given the same opportunities for peer models.

- <u>Complete Description of Proposed Change(s):</u>
  - ☐ List all major changes, components and/or strategies of the proposal.
  - ☐ Give rationale for each change (base the rationale on research or best practice information).
  - ☐ Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
  - ☐ Attach the current content expectations, course outline, and/or general syllabus.
    - ✓ See attached course syllabus which includes course work, content expectations, outlines, grading criteria and required materials.

- <u>Implementation Plan</u>
  - ☐ Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
  - ☐ *Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (Texts, soft/hardware, consumables, substitute cost, training, equipment, personnel). Use *Purchase Requisition form to itemize all costs.
    - ✓ See attached Peer-to-Peer Check sheet for implementation. The cost per district is for promotional items, i.e. Banners, PR, and brochures (printed in the office). Future costs which are minimal can be addressed through fund raising activities at the building level. The teacher of record agrees to add this project to her current caseload with minimal shifts to his/her current duties that will not affect her services provided to students but enhance the amount/quality of TC support.

- <u>Anticipated/Expected Impact</u>
  - ☐ Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

General Education Peer Benefits:

- ✓ Increases socialization
- ✓ Improves responsibility
- ✓ Facilitates respect
- ✓ Develops awareness and insight into individuals with Autism Spectrum Disorder.
- ✓ Builds friendships
- ✓ Teaches patience, tolerance and acceptance.
- ✓ Recognizes common interests
- ✓ Develops leadership qualities
- ✓ Provides another meaningful elective to choose from
- ✓ Changes the culture of the school setting
- ✓ Reduces bullying
- ✓ Increases experiences with those with differences
- ✓ Increases attendance

Students with disability benefit:

- ✓ Improves socialization skills
- ✓ Develops skills to interact with others
- ✓ Indentifies social cues in a natural setting
- ✓ Develops friendships
- ✓ Increases independence
- ✓ Enhances communication skills
- ✓ Increases academic output
- ✓ Recognizes common interest
- ✓ Integration into school culture
- ✓ Improved attendance
- ✓ Increased involvement in extracurricular activities
- ✓ Improved organizational skills
- ✓ Decreases student anxiety

- Proposal Evaluation Plan and Student Achievement
  - ☐ Explain the means of assessment & grading (semester project, term paper, objective-based tests, surveys, workshop feedback).
  - ☐ Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, National, State, and District assessments), and how the evaluation will be reported.
  - ✓ See attached syllabus and grading rubric.

Title of Proposal: ___Peer-to-Peer Elective Course Credit Program_____

Proposal Author(s): __Keevin O'Neill, Kellie Vanderkolk, Kim O'Neill (KRESA, ASD Teacher Consultant, and Megan Scott (KRESA, ASD Teacher Consultant) _____

Department and Curriculum Area: __Elective Course_____ Building: _____VHS_

Committee Members: _____ Keevin O'Neill, Kellie Vanderkolk, Kim O'Neill (KRESA, ASD Teacher Consultant, Megan Scott (KRESA, ASD Teacher Consultant)

_____

Principal's Signature: _____

Dates of Board Review and Action: _____   _____

*Include Attachment

Proposal Background & Overview:

Proposal History and Background.

- The student enrolled in the Peer-to-Peer program (P2P) will be a mentor, role model, and friend to an ASD student. In this role, the peer student will be with their assigned ASD student a minimum of one class period per day, except for "Training Day". In addition to being a mentor, role model, and friend, they will assist the ASD student in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. The P2P student will attend P2P staffings to discuss the progress of their ASD student, and contribute ideas on how to more effectively help the ASD student progress toward his/her goals.

- During a normal school week, the P2P student will be attending a P2P seminar class one day a week where you will learn more about the autism spectrum, as well as methods/techniques for working with ASD students. There will be assignments that will be worked on the remainder of the week, as well as tests, quizzes, midterms, and final exams. Much of this will be done online and with communication through a blog. Four days out of the week P2P students will be with their assigned ASD student during their P2P class.

- Peer to peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner.
- A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils.
- Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer to peer course/credit program. Depending on the optional model(s) implemented, the teachers may be in special education or general education programs.

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Complete Description of Proposed Change(s):

Major changes, components or strategies of proposal.

6B – PEER TO PEER ELECTIVE COURSE CREDIT PROGRAM

A) Definition

Peer to peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner.

A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. Benefits are derived by both pupils.

Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer to peer course/credit program. Depending on the optional model(s) implemented, the teachers may be in special education or general education programs.

B) Models for implementing Peer to peer Courses

MODEL 1: *General education elective* taught by special education teacher who is general education certified in the grade level of the elective.

Educational Environment Status: Special Education

a. A pupil with an IEP is enrolled in a special education program.

b. A general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.

c. The general education peer to peer pupil attends a special education program with the pupil with an IEP and is under the direction of a special education teacher for the class period. The general education peer to peer pupil reports to the special education peer to peer teacher for attendance and is graded as a peer to peer pupil by the peer to peer special education teacher.

d. If there is more than one special education teacher, the peer to peer special education teacher will grade the peer to peer pupil in collaboration with the other special education teachers to whom the peer to peer pupil is assigned for that class period.

e. The special education teacher (general education certified for the grade(s) the elective is offered) teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course. Additional training and or case conferences between the peer to peer pupil and special education teacher may take place outside of the special education class to which the peer to peer pupil is assigned.

MODEL 2: *General education elective* for pupils with an IEP is taught by a peer to peer teacher certified in general education in the grade the elective is offered.

Educational Environment Status: General Education Pupil with an IEP is enrolled in a general education content course (e.g. pre-algebra) and receiving instruction and a grade in the course.

a. The general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.

b. The general education peer to peer pupil reports to the elective peer to peer teacher for attendance but then attends the general education content course with the pupil with an IEP.

c. The peer to peer teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupils in the elective course. Supervision of the peer to peer pupil will be ongoing by the peer to peer teacher and in coordination with the general education teachers to whom the peer to peer pupil is assigned for that class period.

d. Additional training and or case conferences between the peer to peer pupil and elective teacher may take place outside of the general education class to which the peer to peer pupil is assigned.

MODEL 3: *General education elective* for pupils with an IEP taught by general education teacher who is also teaching a general education content course. **Exception**: A general education teacher will instruct, assess and assign grades for two separate inter-related courses at the same time. One is a general education content course in which the pupil with an IEP is enrolled and the other is the general education peer to peer elective that the general education pupil is taking.

Educational Environment Status: General Education Pupil with an IEP is enrolled in a general education content course (e.g. pre-algebra) and receiving instruction and a grade in the course.

a. The general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.

b. The general education peer to peer pupil reports to the general teacher who is both the peer to peer teacher and general education teacher for attendance in the general education content course with the pupil with an IEP.

c. The general education teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course. At the same time, the general education teacher is teaching the content course in which the pupil with an IEP is enrolled. Additional training and or case conferences between the peer to peer pupil and general education teacher may take place outside of the general education class to which the peer to peer pupil is assigned.

Michigan Department of Education Pupil Accounting Manual

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MODEL 4: *General education elective* for pupils with an IEP taught by special education teacher who is also teaching a special education program. **Exception**: Required -- A special education teacher will instruct, assess and assign grades for two separate inter-related courses at the same time. One is the special education program in which the pupil with an IEP is enrolled and the other is the general education peer to peer elective that the general education pupil is taking.

Educational Environment Status: Special Education.

a. The pupil with an IEP is enrolled in a special education program and receives instruction in that program.

b. The general education peer to peer pupil is enrolled in a general education elective course and is receiving elective course grade.

c. The general education peer to peer pupil reports to the special education teacher for attendance and attends the special education program with the pupil with an IEP.

d. Special education teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course, which is delivered in the special education class. The special education teacher is teaching the special education program at the same time. Additional training and or case conferences between the peer to peer pupil and special education teacher may take place outside of the general education class to which the peer to peer pupil is assigned.

C) Requirement for Counting in Membership

▪ Pupil must be enrolled in grades 6-12

▪ Curriculum is approved by the local board of education

▪ Instructional objectives are established by the approved peer-to-peer support curricular content

▪ Pupil is provided a course syllabus

▪ The peer to peer teacher must provide lesson plans and the grading criteria for each peer to peer course/credit

▪ Daily attendance for participating pupils is recorded by the teacher

▪ Pupil assessment and grading is completed by the teacher of record

▪ Pupil meets all other enrollment and pupil eligibility requirements

Implementation Plan:
Implementation strategies

<u>Setting up a Peer-to-Peer Program</u>

Determine who will initiate, teach and facilitate the Peer-to-Peer program ☐

Get administrative support, School Board Approved ☐

Gather members of team to design program (letters, brochures, and syllabus) ☐
Present P2P to parents of students with ASD and receive their consent
Present P2P with background about ASD to staff
Recruit students (start with seminars, 10-15 discussions about program)
Send home permission slips/brochures with gen. ed. peers
Students fill out application, interview students for compatibility
Evaluate interviews and match peers with students with disabilities
Design schedule (4 days active with peer, 1 day for case conference)
Schedule peer trainings and case conference times
Set up website through Edublogs (your technology people may be your best friend!) for
       Student journaling
Hand out syllabus and discuss grading criteria ☐
START putting the peers into action!
Review, Revise as needed
Start fundraising for school banners, T-Shirts for all P2P students, spread the word! ☐

Anticipated/Expected Impact:

Proposal outcomes

Leadership skills – The ability to formulate a plan of action, influence other students with their ideas, and lead others.

- Effective communication skills (both written and verbal) – communication with teachers, other students and special needs students.
- Skills related to Human Service occupations – having a positive impact on others, helping others succeed.
- About autism, what it is, and techniques in working with autistic individuals
- Problem solving techniques – you will be faced with circumstances that require imagination and perseverance.
- Applied psychology in dealing with others – you will learn psychological principles AND be able to apply them.
- Goal setting – formulating a goal, writing it down, and measuring you progress.
- Applied Behavior Analysis (ABA) – gathering information, establishing a base line and implementing a plan for behavior change
- Special Education disabilities in addition to ASD
- How to understand and adapt to individual differences – tolerance and patience
- How to accept responsibility -- being responsible is a primary character trait for LINKS
- Teaching skills and modeling techniques – this is how you will impact the student you are working with.
- Citizenship responsibilities – recognizing your role in your society and the responsibilities you have.
- Reflective listening – learning how to let a person know you are listening.
- Journaling – you will be writing a daily journal regarding your LINK experience
- Group process skills – working in a group to solve a problem.
- How a behavior management plan works – exploring the makeup of a behavior management plan.
- How to identify and deal with stereotyping and discrimination – this is something special needs students face every day.
- How to advocate for others (and self) – learning how and when to speak up.

Proposal Evaluation Plan and Student Achievement:

Evaluation and assessment

Evaluation/Grade Calculations:

•Trimester Grades:

-Blogging	30%
-Teacher Observation	25%
-Seminar Participation	25%
-Tests & Quizzes	20%

<div align="center">•Overall Trimester Grade:</div>

-Trimester Grade	80%
-Trimester Exam	20%

Types of Evaluation and Assessment:
Daily attendance, participation in assigned meetings, completion of reports as required, journaling on the class blog, posts on the class blog, trimester final exam, positive interactions with staff and students at VHS, being a good role model, being a good mentor, bonding indicators such as time spent with ASD student and interaction with ASD student.

Grading Scale:

93-100	A		73-76	C
90-92	A-		70-72	C-
87-89	B+		67-69	D+
83-86	B		63-66	D
80-82	B-		60-62	D-
77-79	C+		0-59	E

Blogging Expectations:
Blogging on the P2P website is a very important part of the P2P class experience. This process allows us a direct link to the classroom and the ASD student you work with.   You will blog on the areas of **socialization**, **independence**, and **academics.** Daily blogs are worth 25 points, 5 points for each category and an additional 10 points earned for getting the blog online in a timely manner. Blogs are to be entered daily, but must be entered online by seminar the following week for full credit. Late blogs will be accepted for **one week after the due date,** after this it becomes a zero. Late blogs will not be accepted after this time period.

Daily Blogs Grading Criteria

Socialization	Independence	Academics	On-Time	Total
5	5	5	10	25

Weekly Blogs Grading Criteria

Socialization	Independence	Academics	On-Time	Total
20	20	20	40	100