From:	Matthew Conway
Sent:	Friday, September 6, 2019 11:07 AM
To:	Dina Gotowala
Cc:	Stacey McCoart; Aimee Misset; Shelley Sheridan
Subject:	Fwd: SERC Contracted PD
Attachments:	image001.jpg; ATT00001.htm; Proposed Scope of Work--Derby 2019-2020 AP edits.docx; ATT00002.htm

Please add Learning Center to our BOE Agenda. Please include this email as an attachment to the agenda item.

Thanks,

Matt

Dr. Matthew J. Conway, Jr.
Superintendent of Schools
Derby Public Schools
35 Fifth Street
Derby, CT 06418

Office: 203-736-5027
Fax: 203-736-5031
www.derbypride.org

Begin forwarded message:

> **From:** "Pickett, Amanda" <Pickett@ctserc.org>
> **Date:** September 6, 2019 at 9:44:59 AM EDT
> **To:** Aimee Misset <amisset@derbyps.org>, Shelley Sheridan <ssheridan@derbyps.org>, "mconway@derbyps.org" <mconway@derbyps.org>, "mizzo@derbyps.org" <mizzo@derbyps.org>, "jolson@derbyps.org" <jolson@derbyps.org>
> **Cc:** "Proffitt, Stephen" <proffitt@ctserc.org>, "McKnight, Eben" <mcknight@ctserc.org>
> **Subject: SERC Contracted PD**
>
> Good Morning!
>
> Eben and I were extremely impressed by the commitment, engagement, and level of reflection from Aimee, Shelley, and the Learning Center staff during our 2 days with them. We are hopeful that we were able to get some concrete first steps in place to start the year off in a smoother fashion. Having clear behavioral expectations for the LC, a method to teach them, a way to reinforce the PBIS implementation happening school wide at Irving, a more defined crisis response, and some first steps at common classroom experiences for students in the LC was A LOT of work!
>
> Attached is a revised plan of possible next steps for Irving, the Learning Center, and Derby as a district. SERC would love to continue supporting a more effective system of support for ALL students in

1

Derby. Please be in touch regarding next steps. We'd be more than happy to have a meeting with you to further discuss our recommendations and firm up a plan of action.

Thanks again, and please remember/remind all that participated in the 2 days to complete the evaluation below:
https://ctserc.org/eval
Enter: 5537

Also, you can find our training materials and resources here - https://ctserc.net/irving

-Amanda & Eben

||||SER

Amanda Pickett
Consultant
State Education Resource Center
Tel: 1-860-632-1485 x 303

www.ctserc.org

From: Aimee Misset <amisset@derbyps.org>
Sent: Friday, August 9, 2019 10:07 AM
To: Pickett, Amanda <Pickett@ctserc.org>
Cc: Proffitt, Stephen <proffitt@ctserc.org>; McKnight, Eben <mcknight@ctserc.org>; Shelley Sheridan <ssheridan@derbyps.org>
Subject: RE: SERC contract for 8/26 and 8/28

Hi Amanda,
We are very excited as well. Let me see if I can answer all your questions.

Participants: 5 LC teachers, BCBA and admin (as much as possible)
We typically run PD days as 8-3 with an hour for lunch. I'm sure the team would be fine taking a shorter lunch and finishing at 2:30 if that works for you.
You will have access to an ENO board, computer, speakers, etc. and there are nice round tables (library)
Our LC students are integrated into all of our activities at Irving as much as possible, they are considered part of Irving school and we make sure they feel that way. They typically participate in morning meeting time, lunch/recess, unified arts and any assemblies or school events.
Yes, we still use PBIS and the Respect expectations. We use Wildcat tickets to promote the expectations and once a month students can use them to shop at the Wildcat Way "store".
We will also slowly be adding pieces of the RULER system for emotional intelligence, but that is just starting as our team just went to training over the summer.

2

We are working with a new provider for BCBA and RBT services, Constellations. They started working during our ESY program and so far I've been very impressed. I think it's important that they are a part of this conversation and planning, especially since they have had a chance to meet many of the students at ESY.

In addition to your proposed agenda, I would like to have some discussion around how we can effectively document more severe behaviors and how do we determine the threshold between an event that is managed strictly per the student's BIP and documented versus when it goes beyond the consequences provided in the BIP and needs to become an official discipline office referral. That is something we have struggled with as a team, so facilitating a discussion around that would be helpful. I also think it's important that we give the teachers a chance to discuss amongst themselves and with you (since you'll be working with them throughout the year) about what else they see as priorities for our work together. For example, I know they really want to put specific entrance/exit criteria in place that aligns with our SRBI processes.

If you have any other questions, please let me know. I look forward to working with you!
Aimee

From: Pickett, Amanda <Pickett@ctserc.org>
Sent: Thursday, August 8, 2019 12:37 PM
To: Aimee Misset <amisset@derbyps.org>
Cc: Proffitt, Stephen <proffitt@ctserc.org>; McKnight, Eben <mcknight@ctserc.org>
Subject: SERC contract for 8/26 and 8/28
Importance: High

Good Morning Amy!

Steve Proffitt passed along your contact information as the one we should reach out to regarding our 2 days of professional development and technical assistance on 8/26 and 8/27. My colleague, Eben McKnight, and I are excited to work with your team of teaching staff in your self-contained programs. We do have a few questions that we are hoping you can assist with!

?   Who will be participating in the 2 days with us? The teachers from the self-contained program? Paras? BCBC? Admin?
?   Logistical information:
    o   Start/End time
    o   Lunch break – how long? When?
    o   Projector? Screen? Internet? Speakers?
    o   Can we please have available workspace (ie. Tables)? Eben and I plan on doing much more of facilitation of activities then sit and listen PD.
?   We know that the programs are hosted in Irving School – do the students at all participate in Irving School events or classes (ie. Lunch, gym, assemblies)?
?   If so - Does Irving still implement PBIS and/or have existing artifacts of the expectations – Respect Yourself, Respect Each other, Respect Our School? The reason for our asking, is that Eben and I will be working with the self-contained program to set up foundational pieces in their classroom. If students interact or are part of the larger community at Irving, we want things to be aligned. Is there a school-wide acknowledgment system that is being used? If so, can you provide us some insight on how this is functioning.

Here is a rough outline of our plan for the 2 days. We want to leave the teachers prepared to welcome their students into their classroom, and have some consistent foundational pieces in place to set students up for success. You will see why we are wondering about the tie to Irving :o)

- ? Classroom Expectations
  - o Define them
  - o Apply them to routines
  - o Develop lesson plans for them
- ? Acknowledgement System
  - o Refine/Create a classroom acknowledgement system that can be used universally and also individualized for students
- ? Continuum of Responses
  - o Develop a continuum of responses for classroom managed behaviors – a consistent approach to responding to challenging behaviors within the self-contained setting.
  - o Define decision rules for use of more heightened responses (ie. Time out space, etc.) – this may just get developed as a draft depending on the participation of administration.

Please let us know what you think!

-Amanda & Eben

Creating a Multi-tiered Systems of Support Framework
Derby Public Schools

Short Term Plan:
- Work with Teachers/Administrators in the Intensive Intervention settings to:
  - Develop the goals and purpose of the
    - What are the specific needs of the students?
    - How can we accomplish the goal/purpose? What will the designated curriculum be? What will become the agreed upon Evidence based strategies and High Leverage Practices be for behavior and academics? What will be the agreed upon environmental Classroom Routines and Processes be across all rooms for coherence?
    - Specific Roles/Responsibilities of all staff in the room
    - What will be the plan from now until the end of the year to make this a systematic priority for this programming?
  - Decision-making Rules for the Intensive Intervention settings
    - Entrance/Exit Criteria (Specific decision-making protocol defined as to why a student should be placed in the LRC program and what is the decision-making protocol for having students return to general education with the appropriate supplementary supports and aids)
    - Progress Monitoring data to determine appropriate progress for educational benefit and to ensure fidelity of implementation
  - Plan for students who do **NOT** meet criteria for the Intensive Intervention settings
    - What do we know about the student (ABC data), development of PTR (prevent, teach, respond) plans, academic progress monitoring data
    - What supports will Tier 1/classroom teachers need? Specific TA and Training for General and Special Education teachers upstairs around Universal Design for Learning, Evidence-based Practices on Supporting and Responding to Student Behavior
    - Plan for students who are currently in the Intensive Intervention settings that can be successful in the less restrictive settings with the appropriate supplementary aids, supports and services

Long Term Planning:
- How is Derby looking at their data to determine trends? What are large/broad based concerns that should be addressed in Tier 1? What trends of concerns can be used to guide Tier 2 strategies? How are the individualizing supports at Tier 3? How are students with disabilities part of this framework?
- Explicit instruction on the use of High Leverage/Evidence Based Teaching and Learning Strategies with job-embedded coaching
- Fading Supports for Students in LRC programs—Share specific tools and protocols to support this process so that students can have opportunity to benefit from least restrictive environment/general education environment
- Building capacity of General Education and Special Education staff around Evidence-based Practices/High Leverage Practices/Universal Design for Learning to better support students with disabilities in the general education environment/LRE

Comments:

Commented [JA1]: Using existing data on the student: IEPs, behavioral data, classroom observations, office discipline referrals, attendance, visits to the nurse/SW/etc…

Determine the skill gap using Habits of Mind (counseling standards), CASEL, or Executive Functioning Skills – whatever most aligns to their efforts.

Commented [JA2]: How will we explicitly teach, practice, prompt, and reinforce these?

How will they share common lessons on Literacy, SEL, Relationship Building?

Commented [JA3]: Using Data from above

Commented [JA4]: Who will collect the data? What team will be reviewing the data and determining if supports need to be faded, changed, stopped…

Commented [JA5]: What will they use to determine fidelity?

Commented [JA6]: Including Gen Ed staff that will be receiving the students.

Commented [JA7]: AND critical features of Tier 1 classroom management

Commented [JA8]: What community supports could Derby partner with to provide supports?

Commented [JA9]: Explicit instruction on data based decision making? Do they run data teams? Is behavioral data part of their data cycles? How can gen ed teachers adapt their tier 1 instruction based on this data?

Activity: CRISIS PLAN – COMPLETED	TA Time Needed	Derby Action Steps	SERC TA supports
Identify Classroom Expectations • Matrix by routine • Explicitly defined • Lessons to teach students Identify Classroom Acknowledgement System • Providing Explicit Praise to Students • Adult reminder system – tangible • How to do classwide and individualize for students Identify Classroom based response continuum for behaviors • What is the continuum of adult responses to behaviors Classroom Routines and Data • CICO as a class wide intervention • Roles and Responsibilities • Use of Daily Point Sheet	At least 3 full days	What their current expectations, acknowledgement, and response strategies are Data they currently have	Work with Classroom Staff and Leadership • Defining Behavior Expectations for Intensive Setting • Define Classroom Acknowledgement system and how to indivisualize that to student needs • Determine Classroom Contiuum of response strategies • Set up classroom behavior routines – CICO as a whole class intervention, data collection, use of data.

Activity: SHORT TERM PLAN – Work with Teachers/Administrators in the Intensive Intervention settings (October – January)	TA Time Needed	Derby Action Steps	SERC TA supports
Determine Needs of Students	1day 1 Consultant	Access to Student Data	Quick teach piece on function of behavior, and understanding behavior as a skill gap.

Mapping activity of student skill gap/function

Develop a Precise Statement of Concern

Complete inventory of initiatives/curriculum using Hexagon tools |
| How can we accomplish the goal/purpose? What will the designated curriculum be? What will become the agreed upon Evidence based strategies and High Leverage Practices be for behavior and academics? What will be the agreed upon environmental Classroom Routines and Processes be across all rooms for coherence? | 4 days 1 Consultant | List of curriculum they have related to behavior, SEL, Executive Functioning | Training on High Leverage and Evidence Based Strategies; importance of classroom routines and explicit teaching.

Complete step one of the Hexagon (what is their need, capacity, and fit). Using information from Day 1.

Review existing curriculum resources, and other evidence based strategies

Job Embedded coaching on implementation – observation/debrief |
| Specific Roles/Responsibilities of all staff in the room

What will be the plan from now until the end of the year to make this a systematic priority for this programming?

What supports will Tier 1/classroom teachers need? Specific TA and Training for General and Special | 1 day 1 Consultant | Listing of all staffing/current roles and responsibilities | Adapt Team Purpose tools from TIPS to outline the purpose of the intervention, and then the roles and responsibilities of staff

Adapt Action Plan tool from TIPS to develop a short term action plan. We will continue to work on this |

Education teachers upstairs around Universal Design for Learning, Evidence-based Practices on Supporting and Responding to Student Behavior			action plan and add to it/make it more specific.
Entrance/Exit Criteria (Specific decision-making protocol defined as to why a student should be placed in the LRC program and what is the decision-making protocol for having students return to general education with the appropriate supplementary supports and aids)	2 days 1 Consultant		Use intervention grid to outline supports. Determine Entrance/Exit Criteria Determine Progress Monitoring Data Determine Fidelity Check Determine how this will be communicated to staff at large Where does this fit with their SRBI process currently?
Planning for Students who DO NOT meet Criteria, and those who do. What do we know about the student (ABC data), development of PTR (prevent, teach, respond) plans, academic progress monitoring data Plan for students who are currently in the Intensive Intervention settings that can be successful in the less restrictive settings with the appropriate supplementary aids, supports and services (fading plan)	3 days 1 Consultant	Must attend with student data/information Communication with Gen Ed teaching staff Include social work/psych/couns eling staff	Training on ABC, Initial Line of Inquiry, and Prevent Teach Respond Plans. Importance of Team process – who needs to participate? Fishbowl exercise to practice Action Plan on when they will complete these - SERC can attend and observe/offer feedback, but they need to own the process (job embedded coaching)
IEP Goal Writing	2 days # of consultant s dependen t on audience size	Redacted IEP's to work from	Training on IEP goal writing – academic and behavioral
Supporting Tier 1 Implementation of PBIS at Irving School: • Complete TFI	3 days 1 Consultant	PBIS Team Materials	Complete assessment of fidelity of implementation across the tiers Define Tiered interventions

• def of behaviors, classroom practices, flowchart, acknowledgement • Alignment with other initiatives - attendance, SEL • Requesting assistance - decision rules Outlining tiered behavioral supports		Refine request for assistance process Align other initiatives

Activity: LONG TERM PLAN	TA Time Needed	Derby Action Steps	SERC TA supports
How is Derby looking at their data to determine trends? What are large/broad based concerns that should be addressed in Tier 1? What trends of concerns can be used to guide Tier 2 strategies? How are the individualizing supports at Tier 3? How are students with disabilities part of this framework?		What is their current process – flow chart of tiered supports, data used, teams, request for assistance process	Work with District Leadership Team and SRBI members from Schools to outline a streamlined process: • Expectations for Tier 1 • Screening Data used to identify students in need of additional supports • Request for Assistance Process • Team Meeting Process (TIPS Training for district leaders and school based SRBI teams is HIGHLY recommended) • Replicate student need mapping activity with each school team • Determine Tiered Interventions • Outline Community partners, what could their role be? Draft MOA language and intervention grid • Defining supports - BCBA, RBT, social work, interventionist, etc.
Explicit instruction on the use of High Leverage/Evidence Based Teaching and		All certified Staff?	• Replicate our 5 day statewide training

Commented [JA10]: This is a 1-5 year process...not sure number of days. Depends on the number of staff receiving training. Coaching, and support.

Commented [JA11]: 2 days of training, and we should provide on site observation and feedback support after training with each team.

Commented [JA12]: We could do this with all teams together, and have additional SERC consultants to support the activity

Learning Strategies with job-embedded coaching Building capacity of General Education and Special Education staff around Evidence-based Practices/High Leverage Practices/Universal Design for Learning to better support students with disabilities in the general education environment/LRE		Paras should also receive an adapted version	• Each grade level team gets a ½ day of on-site TA/coaching • All Paras receive understanding of Tier 1 practices, and clarity on their role • Job Embedded coaching and support
Fading Supports for Students in LRC programs—Share specific tools and protocols to support this process so that students can have opportunity to benefit from least restrictive environment/general education environment			Not sure what this looks like…My thoughts: Explicit training on: Inclusion Collaboration
Adaptive Mindset support (First with District leadership, and then a plan for full staff role out). Training and TA: • Culture/Equity • Family Engagement			
Leadership Training (district and school based leaders) – defining their role in supporting staff…what will their tiers of support be? How will they coach, support, and hold staff accountable? How will they reinforce staff that are doing what is needed? We may want to add in a staff buy in tool			
Supports for SWD. Training and TA/Coaching including: • Ed Benefit • IEP training, • inclusive practices • Co-Teaching			