

High School Study Skills Curriculum in Cross Categorical Special Education Settings Board of Education Proposal June 7, 2021



Presenters:

Dr. Josh Carpenter- Assistant Superintendent of Teaching and Learning

Dr. Leatrice Satterwhite- Director of Specialized Student Services

Alicia Fabianczyk- Assistant Director of Specialized Student Services

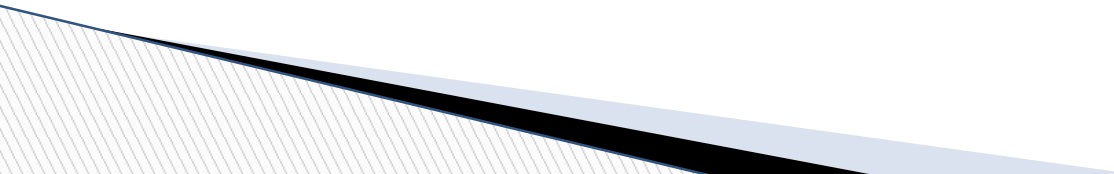


Study Skills Curriculum Committee

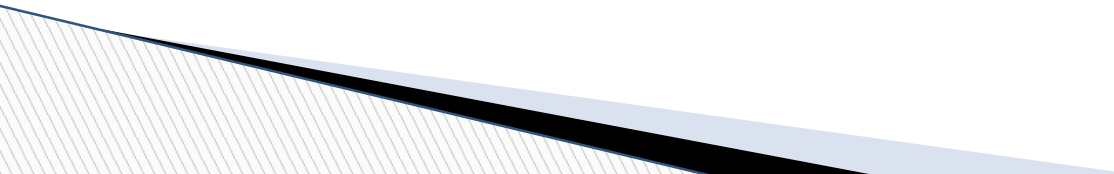
Committee Member/Assignment	School
Alicia Armato-CC Special Education Teacher	SHS
Brooke McGrath-SSS Instructional Teacher Leader	ESC
Caitlyn Druger-SSS Assistant Principal	EHS
Daniel Galuszek, Special Education Teacher	CSP
Hayley Graves, CC Special Education Teacher	SEHS
Jennifer Menke-SSS Instructional Teacher Leader	ESC
Karian Schnite, CC Special Education Teacher	LHS
Kyle Wright, Assistant Principal Freshman Success	SHS
Lauren Stewart, SSS Assistant Principal	SEHS
Leah Wilkins, CC Special Education Teacher	EHS
Marie McKee-Social Worker	Dream Academy
Mary Mangione, Special Education Administrator, Assistant Principal	CSP
Matthew Murphy, SSS Assistant Principal	BHS
Reyna Sankey, CC Special Education Teacher	EHS
Sarah Seward, SSS Assistant Principal	SHS
Tennile Tarrant, SSS Assistant Principal	LHS
Zachary Novick, CC Special Education Teacher	BHS
Alicia Fabianczyk-Assistant Director of Specialized Student Services	ESC
Committee Consultation with: Kimberly D. Brandon	Educational Consultant and UbD Trainer

Purpose

This proposal is seeking approval of Study Skills high school curriculum for grades 9 and 10 and executive functions/Social-Emotional Learning (SEL) resources to support common specialized strategies and instruction in cross- categorical special education Study Skills settings.



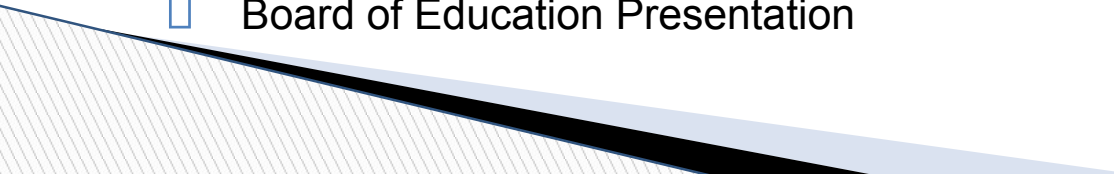
Rationale

- Currently, special education high school students who are enrolled in cross-categorical or co-taught courses take the Study Skills course to receive case management support, which includes the provision of special education accommodations, transition planning, and in some cases, instruction on executive functions. The Study Skills course does not have a standard-based curriculum developed and the resources and case management process vary at the high school and classroom levels.
 - In light of these inconsistencies, standard-based curriculum aligned to Social Emotional Learning Standards was developed for grades 9 and 10 to support the consistent case management process and development of common strategies in teaching executive functions skills for current and post-secondary success of students.
- 

Alignment to the U-46 Strategic Plan



Curriculum and Resource Adoption Process

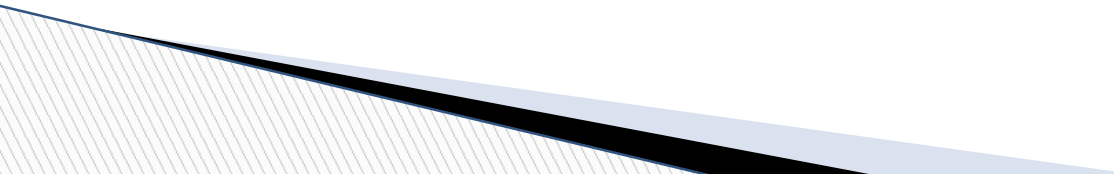
- Call to Committee, Curriculum Writing Process, and Selection of Resources
 - Development of SBLA rubrics, units of study, and performance tasks
 - Professional Development Team Feedback
 - Curriculum and Instruction Plus Team Feedback
 - Instructional Cabinet Feedback
 - Instructional Council Steering/Instructional Council Feedback
 - Board of Education Presentation
- 

Learning Outcomes

- A proactive and consistent approach to teaching executive functions skills will allow for intervening early with special education students entering 9th and 10th grades so that organizational and higher order thinking skills are explicitly taught as students progress, gain independence, and achieve school success.

- Having standard-based curriculum and resources in Study Skills course will allow for:
 - ✓ targeted instruction, student learning, and assessment;
 - ✓ building consistency across high schools and classrooms in the delivery of supports;
 - ✓ having students stay connected to their case managers for SEL and academic support;
 - ✓ focused work on post-secondary outcomes;
 - ✓ narrowing the academic gap between special education and general education students;
 - ✓ providing access and opportunities to modeling of successful choices and decision-making, staying motivated, having short and long-term goals, and managing of time and materials; and,
 - ✓ case manager and social worker ongoing collaboration in addressing SEL components of the curriculum and supports needed for students.

Curriculum Implementation

- Implementation of the high school Study Skills curriculum for grades 9 and 10 in cross categorical special education settings is proposed for the 2021-2022 school year.
 - Instructional resources identified by the committee include Purpose Prep teacher licenses and Executive Functions-A Blueprint for Success Guide (student workbooks and teacher notebooks).
 - While teacher licenses allow for the use of digital materials and sharing within Canvas LMS platform, the workbooks are consumable and provide executive functions tools for students to plan, organize, manage time, and refer back to strategies learned.
- 

Resource Cost

Resources	# of Years of Access	Quantity Needed	Item Cost	Total Cost
Purpose Prep Teacher License	1 year	110	\$49.00	\$5,390.00
Executive Functions Blueprint-Consumables	1 year	Currently available		\$0.00
Shipping and Handling				\$0.00
Professional Development-Purpose Prep	2021-2022	3	\$850.00	\$ 2,550.00
	Total Cost:			\$7,940.00

Professional Development

- Professional development would be two-fold. In-district professional development to review the curriculum and Executive Functions resource would be scheduled as a half-day session at the beginning of the school year 2021-22. Purpose Prep Getting Started webinar would also be scheduled at the beginning of 2021-22.
- Follow up and customized in-district Study Skills curriculum professional development sessions would be scheduled throughout the school year during DCD and PPD opportunities and based on teacher feedback.
- Purpose Prep follow up and customized sessions in the format of two-hour webinars would also be scheduled during DCD/PPD opportunities. Internal sessions would be recorded to allow for late hires to receive adequate professional development to implement the curriculum and the resources.

Evaluation of Change

- Evaluate curriculum and resources implementation using standard-based grading.
 - Survey staff on the effectiveness of professional development and future needs.
 - Finalize internal professional learning with the support from the committee members.
- 