

## 2021 SPP/APR Stakeholder Improvement Strategies Feedback Process

### SUMMARY OF BREAKOUT SESSIONS

#### INDICATOR 5 (Least Restrictive Environment (LRE)) and 6 (Preschool LRE)

The following information/feedback was collected from a representative group of Connecticut Stakeholders:

##### Factors:

- *CCSSO Building Inclusive Leaders (training/initiative).*
- *Include and reinforce content with the current CSDE PPT 8-day leadership training.*
- *Capacity of staffing in district and lack of resources as possible contributing factors for outplacement for students.*

##### Suggestions/Strategies

- *Disability specific information/training for parents and families.*
- *Disability specific training/information for students (inclusive practices) at the younger grades.*
- *Using peers as natural supports – training needed. Older students need special attention (upper elementary and middle especially).*
- *Create school climate modules to support this.*
- *Spotlight districts with successful inclusive practices.*
- *Partner with RESCs to help local school districts with inclusive programming.*
- *Provide inclusion coaches to LEAs to assist with in-district work.*
- *Focus on multi-tiered system of support (MTSS) – Embed interventions in the curriculum to be delivered within the general education setting.*
- *Work to highlight the differences between TIER 1 interventions and specialized instruction in the general education setting.*
- *Build parent knowledge and understanding of inclusive practices. Similar to the work being done with Birth to 3 transition for parents who are new to the special education process.*
- *Explore regional supports/programs for school districts to share services to support student needs.*
- *Special education practitioners would know best! Check with them.*

##### Resources & Guidance/Training

- *Provide school districts with additional resources to address inclusive staffing structures. (i.e., co-taught classrooms)*

## Indicator 5 and 6 Improvement Strategy Feedback

- *Self-assessments for effective inclusion—meaningful inclusion.*
- *Resources on inclusive environments (multi-pronged approach.)*
- *Job embedded professional learning.*
- *Parent Training. Teach parents that there are effective ways of meeting students' needs in an inclusive setting. Parent engagement and building trusting relationships. Parents need a better understanding of LRE.*
  - *Parent leadership and advocacy training.*
  - *Special Education 101.*
  - *Help parents with the knowledge to collaborate with the other PPT members.*
- *Emphasize the importance of Assistive Technology in increasing opportunities with peers.*
- *Ensure training/information is available for teams (general education and special education educators and administrators).*
- *Implementing SRBI with fidelity will help those who are not identified but will also have a benefit for students with IEPs. The hope is that teachers will have an opportunity to use accommodations and supports for any student that requires it thus making it easier to have an LRE environment.*

What data should the CSDE be using to inform the development of improvement activities and continuous improvement for students with IEPs?

- *Mirror Preschool activities.*
- *Present data in a practical manner to assist with parent understanding.*
- *The fidelity of Time With Non-Disabled Peer (TWNDP) data from IEPs. (sometimes students are not included in the general education setting as consistently as is documented in the IEP) How can the CSDE monitor this issue?*

What recommendations do you have for the CSDE to evaluate the effectiveness of these strategies?

- *Share progress data that compares the achievement levels of students in inclusive settings vs. segregated settings.*
- *Combine achievement and LRE data.*
- *Based upon the data, students with emotional disturbance are outplaced at higher rates than any other disability category. The CSDE should focus its efforts on this particular group of students.*

### **SUMMARY OF BREAKOUT SESSIONS**

#### **INDICATORS 6 (Preschool LRE) Improvement Strategies**

## Indicator 5 and 6 Improvement Strategy Feedback

**The following information/feedback was collected from a representative group of Connecticut Stakeholders:**

### **Factors:**

- *Impact of the pandemic on the data.*
- *Preschool opportunities differ from town to town. For example, some school districts offer a full day program, and others offer a half program. Additionally, opportunities to learn alongside non-disabled peers vary.*
- *For a subgroup of children with Autism proper, early interventions can really make a difference in a child's life.*
- *Staffing shortages, especially in related services areas.*
- *Transportation challenges.*

### **Suggestions/Strategies:**

- *Maintain Least Restrictive Environment as a priority.*
- *Strategic planning at the local school district level (submitted to the CSDE).*
- *Establish local inclusion coordinators to effect change for students of all ages.*
- *Advocate for universal preschool for all students.*
- *Get information/research out to related service providers regarding inclusive services (dispel misconception that pull-out services are more effective).*
- *Emphasize creative staffing solutions / staffing models for inclusive practices.*
- *Investigate dual certification for integrated preschool teachers.*
- *Look to increase the number of related services training programs, while also building capacity of general education teachers (dual certification).*
- *Incorporating data from initial DESSA (Devereux Student Strength Assessment).*
- *Continued emphasis on specialized instruction/strategies to support PK students, especially for those students with high, variable needs.*
- *Survey early education teachers*

### **Resources & Guidance/Training**

- *Assign local school district staff to be responsible for inclusive practices.*
- *Train Planning and Placement Team members on individual student competencies vs. assumptions based upon disability labels.*
- *Combine training (general education and special education staff).*
- *Provide additional resources to address staffing shortages.*
- *Assist districts in understanding the importance of proper/proactive interventions for students with Autism and the importance of data collection.*
- *Continue to work with Birth to 3 on collaborative training in understanding the differences between the two systems.*
- *Include the Organization called "Early Childhood Alliance" in list of resources for preschool educators.*

## Indicator 5 and 6 Improvement Strategy Feedback

- *There is a preschool leadership program that runs in conjunction with UCONN. It is a positive program to further develop individuals in leadership positions in the pre-school field. Advertise, include this program in the list of CSDE resources.*

What data should the CSDE be using to inform the development of improvement activities and continuous improvement for students with IEPs?

- *Create a state inclusion committee to make suggestions/recommendations based upon analysis of the data.*
- *Create a flow chart or check list to help individuals understand the different indicator data collections and connect the data to the improvement strategies to assist stakeholders in focusing on said improvement strategies.*
- *Study TWNDP changes in students when they transition from PreK to Kindergarten.*
- *Present child find data for children in PreK and Kindergarten (percentages eligible).*

What recommendations do you have for the CSDE to evaluate the effectiveness of these strategies?

- *Since the overall data show a high level of compliance, address issues of non-compliance on a case-by-case/district-by-district basis.*