

# **High School Post-Secondary Plan Strategies Curriculum for Grade 11 and Post-Secondary Preparation Curriculum for Grade 12 in Cross Categorical Special Education Settings**

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**Presenters:**

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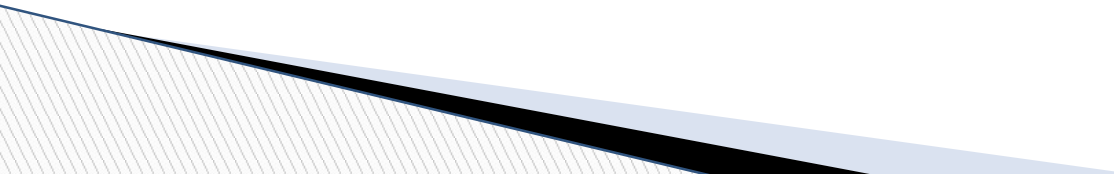
<b>Committee Member/Assignment</b>	<b>School</b>
Brooke McGrath-SSS Instructional Teacher Leader	ESC
Caitlyn Druger-SSS Assistant Principal	EHS
Lauren Stewart-SSS Assistant Principal	SEHS
Leah Wilkins-CC Special Education Teacher	EHS
Marie McKee-Social Worker	Dream Academy
Mary Mangione-Special Education Administrator, Assistant Principal	Dream Academy
Matthew Murphy-SSS Assistant Principal	BHS
Reyna Sankey-CC Special Education Teacher	EHS
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

# Adoption Committee Meetings and Process

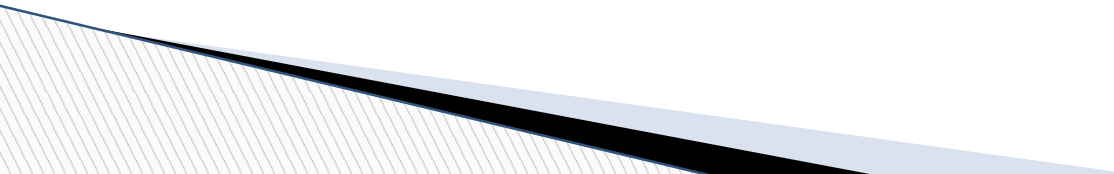
- The Call to Committee was initiated in 2019 and publicized in the Weekly Newsletter. Grades 9 and 10 Study Skills curricula were finalized last school year.
- Meetings to address grades 11 and 12 continued over the summer and during the school year (6/17/21, 6/18/21, 6/21/21, 6/22/21, 6/23/21, 12/20/21, 1/28/22, and 2/18/22).
- The committee members worked on curriculum writing with the support of Kim Brandon, the UbD consultant.
- The resource of Purpose Prep continues; however, the Executive Functions resource is not considered for grades 11 and 12 and resources such as Naviance, IEP transition plans, and Summary of Performance are already available.

# Purpose

This proposal is seeking approval of Post-Secondary Plan Strategies Curriculum for Grade 11 and Post-Secondary Preparation Curriculum for Grade 12 along with Social Emotional Learning (SEL) resources to support common specialized strategies and instruction in cross-categorical special education 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, assignment completion support and in grades 9 and 10, instruction on executive functions. What is known as the Study Skills course in grades 11 and 12 does not have a developed standards-based curriculum and the resources and case management process vary at the high school and classroom levels.
  - In 2020-2021, the proposal for high school Study Skills curriculum and resources for grades 9 and 10 was approved by the Board of Education and currently these grades are implementing standards-based curriculum.
  - As Phase 2 of this process, standards-based curriculum aligned to Social Emotional Learning Standards was developed for grades 11 and 12 to support the consistent case management process and development of common strategies for current and post-secondary success of students.
  - The adoption of the curriculum will allow for all grade levels to receive aligned support and guidance in achieving post-secondary plans.
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# Alignment to the U-46 Strategic Plan



# Curriculum and Resource Adoption Process

- Call to Committee, Curriculum Writing Process, and Selection of Resources
  - Development of Standards-Based Learning Assessments (SBLA) rubrics, units of study, and performance tasks
  - Professional Development Team Feedback
  - Instructional Cabinet Feedback
  - Instructional Council Steering/Instructional Council Feedback
  - Professional Development Committee Feedback
  - Special Education Committee Feedback
  - Board of Education Presentation
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# Learning Outcomes

- With grades 9 and 10 already completed, the committee has finalized the curriculum for grades 11 and 12 following the Standards-Based Learning Assessments (SBLA) framework and structuring the learning to build student independence and teamwork necessary to become an active participant in our own learning and contributing to a larger community. This structure supports the U-46 Rising efforts of students' active engagement and agency.
- Having standards-based curriculum with aligned resources for grades 11 and 12 allows for:
  - targeting instruction, student learning, and assessment
  - building consistency across high schools and classrooms in the delivery of case management supports
  - having students stay connected to their case managers for SEL and academic support
  - focusing the work on postsecondary outcomes
  - providing access and opportunities for modeling of successful choices and decision-making, managing time and materials for post-secondary success
  - ongoing collaboration between the case manager and social worker in addressing SEL components of the curriculum

# Learning Outcomes

Course names and focus:

Grade 9 focuses on successful transition to high school, and teaching Executive Functions skills to plan, organize, and manage larger environment, and resources provided with staff support.

Study Skills 1

SE515CC1/2

Study Skills 1

SE515BC1/2

Study Skills 2

SE520CC1/2

Study Skills 2

SE520BC1/2



Grade 10 shifts the focus to the utilization of the Executive Functions organizational skills in the development of long-term goals and relationships which lead to self-awareness and problem-solving.

# Learning Outcomes

Course names and focus:

11th grade-Post-Secondary Plan Strategies-

SE525CC1/2

12th grade-Post-Secondary Preparation-

SE530CC1/2

Grade 11 targets knowledge of career opportunities aligned to self interest, SMART goal setting, Summary of Performance Project, and IEP transition plans

11th grade-Post-Secondary Plan Strategies-

SE525BC1/2

12th grade-Post-Secondary Preparation-

SE530BC1/2

Grade 12 centers around:

- Self-evaluation of goals and entry into collaborative goal setting
- Cultural perspectives and working as a team
- Initiating and impacting change to benefit larger community



# Curriculum Implementation

- We recommend that standards-based curriculum for high school special education **Post-Secondary Plan Strategies** course for Grade 11 and **Post-Secondary Preparation** course for Grade 12 be approved and that the selected Purpose Prep teacher resource be purchased with district educational funds for 2022-2023 school year for all high school cross-categorical teachers/case managers in grades 11 and 12 and social workers supporting SEL components through ongoing collaboration with case managers.
- Implementation of Study Skills curriculum for grades 9 and 10 and newly developed curriculum for grades 11 and 12 in special education settings will allow for consistent progression in teaching independence skills of students transitioning to post-secondary education.

# Curriculum Implementation

- The format of curriculum aligned to SEL standards also allows for scaffolded implementation.

This means that emphasis on building executive function skills in grades 9 and 10 shifts to building skills for purposeful transition planning and completion of the Summary of Performance specific to students receiving special education services.

embedded  
into IEPs



## Secondary Transition

Complete for students age 14 1/2 and older, and when appropriate for students younger than age 14 1/2. Post-school outcomes should guide the development of the IEP for students age 14 1/2 and older.

### Post-Secondary Outcomes (address by age 14 1/2)

**Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and independent living skills. ?**

Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): **AND**

# Resource Cost

Purpose Prep teacher licenses were selected by the committee after the review of SEL topics within the license. No additional resources are required as the curriculum provides projects involving Summary of Performance and other portfolio-based student activities.

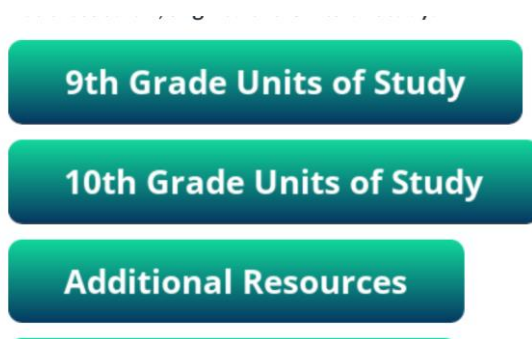
<b>Resources</b>	<b># of Years of Access</b>	<b>Quantity Needed</b>	<b>Item Cost</b>	<b>Total Cost</b>
<b>Purpose Prep teacher license</b>	1 year	45	\$49.00	\$2,205.00
<b>Professional Development-Purpose Prep</b>	2022-2023	2	\$850.00	\$ 1,700.00
	<b>Total Cost:</b>			<b>\$3,905.00</b>

# Professional Development

- Professional development will continue to be two-fold. Internal professional development to review the curriculum for both grades would be scheduled as a half-day session at the beginning of the 2022-2023 school year. The Purpose Prep Getting Started webinar would also be scheduled at the beginning of 2022-2023. Initial professional development would be recorded and provided as an asynchronous option as well.
- As previously done, we would utilize New Teacher Orientation to offer the in-person training and compensate teachers/social workers. Such live session would be recorded and posted in Canvas.
- Follow up and customized internal curriculum professional development sessions would be scheduled throughout the school year during District Collaboration Days (DCD) and Professional Practice Days (PPD) opportunities and based on teacher feedback. Purpose Prep follow up and customized webinars would also be scheduled during DCD/PPD opportunities. Sessions would be recorded to allow for late hires to receive adequate professional development to implement the curriculum.
- Special Education High School Assistant Principals additionally meet with their staff for support in building department meetings.

# Professional Development

- In addition to in-person, and asynchronous sessions, Professional Learning Communities (PLC) may be initiated similarly to current Study Skills PLC to provide an opportunity for teacher collaboration and sharing of implementation ideas. Ongoing support from special education teacher leader, will also continue.
- We have created a Canvas Resource Course for Study Skills, where curriculum for Grades 11 and 12 would be added.



# Unit Scavenger Hunt

Curriculum Learning Activity



- Assignment into teams by grade of student caseloads

9th Grade- Unit 2

10th Grade- Unit 1

- As a team, answer the following questions on chart paper:

1. What are the learning targets?
2. Summarize learning targets in your own words.
3. As a group, come to an agreement on 2 activities that you will use and share why.
4. Think of a student who you worked with in the past, how would you differentiate the performance task?

Peer groups will work together as teams allowing for the use of academic teaming tools.

## UNIT 2

<b>Course: Post Secondary Preparation</b>	<b>Grade Level: 12th</b>
<b>Unit Title: Working with Others and The Cultural Perspective</b>	<b>Length of Unit: Quarter 2, 9 weeks</b>
<b>Unit Summary: Students will work with peers to determine how marketing and media shapes the perception of social and cultural groups. Students will examine how working with a diverse group of individuals can enrich the working/learning environment and build a strong community of learners.</b>	

Unit Summaries allow for determining learning targets and timeline of aligned activities.

Interactive format of professional learning and breaking down the information using a team approach.

# Evaluation of Change

- Evaluate curriculum and resources implementation using standards-based grading.
  - Monitor the completion of the professional development in Canvas.
  - Survey staff on the effectiveness of professional development and future needs.
  - Survey students on their perception of supports within the course.
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