



Cross Country Education Update

Tina Hill, February 13, 2024

Executive Summary

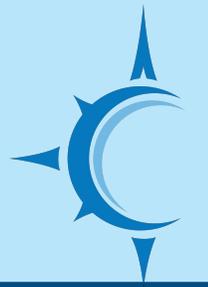
- Last Fall, Navigator hired Cross Country Education to review, and make recommendations to strengthen, our full inclusion SPED programs
- Review team found effective practices at all school sites
- Suggested areas for continued growth/adjustment can be addressed through role definition, training and facilities work
- All facilities plans need to include space for student de-escalation

Last Fall, we hired Cross Country Education to review, and make recommendations to strengthen, our full inclusion SPED programs

Objective: To gain information that will assist the schools in successful implementation of a full inclusion model. Taking into consideration growth with effective, consistent practices and optimal functional behavioral strategies.

1. What current practices are effective?
2. What areas would benefit from continues growth/adjustment?
3. What are solutions to consider?





What current practices are effective?

Gilroy Prep

- Full Inclusion Instructors' (FII) worked in close proximity with students
- Classrooms kept up momentum, reducing the opportunities for students to be off task
- Organized, efficient system of helping whole class maintain focus during outbursts of high need student
- All staff appeared to be aware of IEP goals and accommodations
- Well coordinated roles with teacher, SGI, FII, and Ed Specialist, made classrooms run smoothly
- Students were encouraged to problem solve



Hayward Collegiate

- Use of hand signals from staff and students, limits shouting out
- Teacher lowered their voices when class became louder, helped to refocus students
- Rotating around learning stations kept students actively engaged
- Reduced over-verbalization of instructions by using visuals and manipulatives



Hollister Prep

- Sensory regulation tools used in class for younger students with unique needs.
- Staff circulating the room and helping every student, not just approaching the more compliant or attention seeking students
- Quick transitions, lowers opportunity for off task behaviors
- Clear and consistent expectations for students
- Minor behaviors were ignored; more moderately disruptive behaviors were addressed with proximity and helping students get re-engaged with task



Watsonville Prep

- Keeping up class momentum and keeping students engaged
- Students sought attention/help from all staff in the room
- Classroom organization, visuals on the walls, and lighting to help students with alertness and calm
- Structure play opportunities within the kindergarten classroom





What areas would
benefit from
continued
growth/adjustments?

Suggested areas for continued growth/adjustment can be addressed through role definition, training and some facilities work

- Classroom needs
 - Teacher has a secure location within the classroom for IEPs/504s/SST so they are readily accessible
 - Beneficial for students to be able to access a quiet sensory regulation items
- Behavior needs
 - Support with behaviors from unresolved problems at recess
 - How to teach students to gain attention appropriately
 - Desire for Psychologist/Behavior specialist to increase push in support for modeling behavior interventions
 - Stronger/consistent follow through on behavior consequences at a tier 3 level
 - Sensory regulation/Deescation space

Suggested areas for continued growth/adjustment can be addressed through role definition, training and some facilities work (continued)

- Collaboration needs
 - Classroom staff would like more information on the IEP process, goal tracking, and accommodation implementation
 - Need for a visual print out of student goals
 - Clearly defined roles, not having too many roles for one person
 - More training on functionally equivalent replacement behaviors and working with students with ASD
 - Training on the legal aspects of behaviors and implementation of plans

Next steps

- Look at the logistics of adding a sensory/physical de-escalation space available at each campus
- Look at designated behavior specialist/s
- Provide teachers with hard copies of student plans and a secure location within the classroom to store them
- Develop a closer, consistent collaborative system for administrators to be the “next step” to follow through on student consequences and restorative repair acts
- Provide training for staff (ABA, Accommodations/UDL, FERPA/Legal, IEP/504 implementation)



Thank You!



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