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Special Education
Updates
Special Education PTO

October 6, 2022

The logo for Eau Claire Area School District, featuring a stylized graphic of three people holding hands and the text "EAU CLAIRE AREA SCHOOL DISTRICT" to its right.

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Who are We? The Big Picture

Early Learning

Prairie Ridge
Community Sites

Elementary

Flynn	Northwoods
Lakeshore	Putnam Heights
Locust Lane	Robbins
Longfellow	Roosevelt
Manz	Sam Davey
Meadowview	Sherman
Montessori (charter school)	
ECVS (charter school)	

Middle School

DeLong
Northstar
South
McKinley (charter school)
ECVS (charter school)

High School

North
Memorial
McKinley (charter school)
ECVS (charter school)
18-21-year-old programming



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Organizational Structures

Teaching & Learning Department

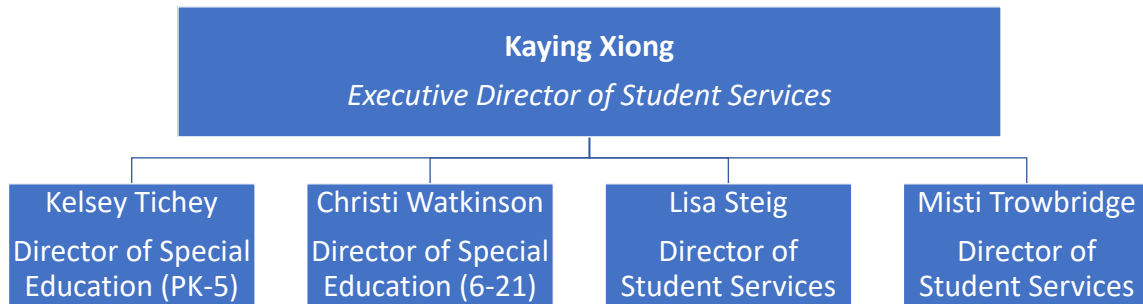
Mandy Van Vleet
Executive Director of
Academic Services

Kaying Xiong
Executive Director of
Student Services



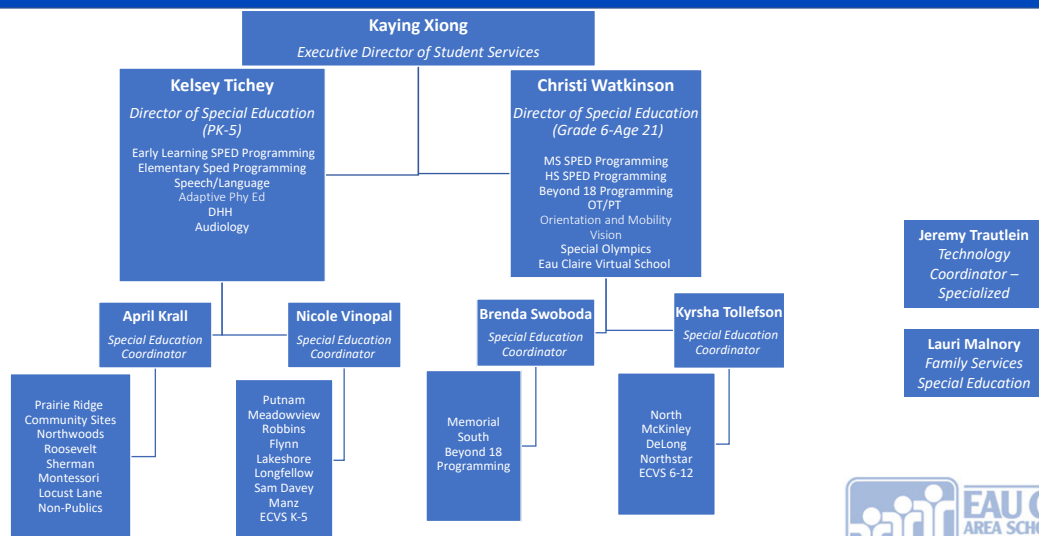
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Organizational Structures

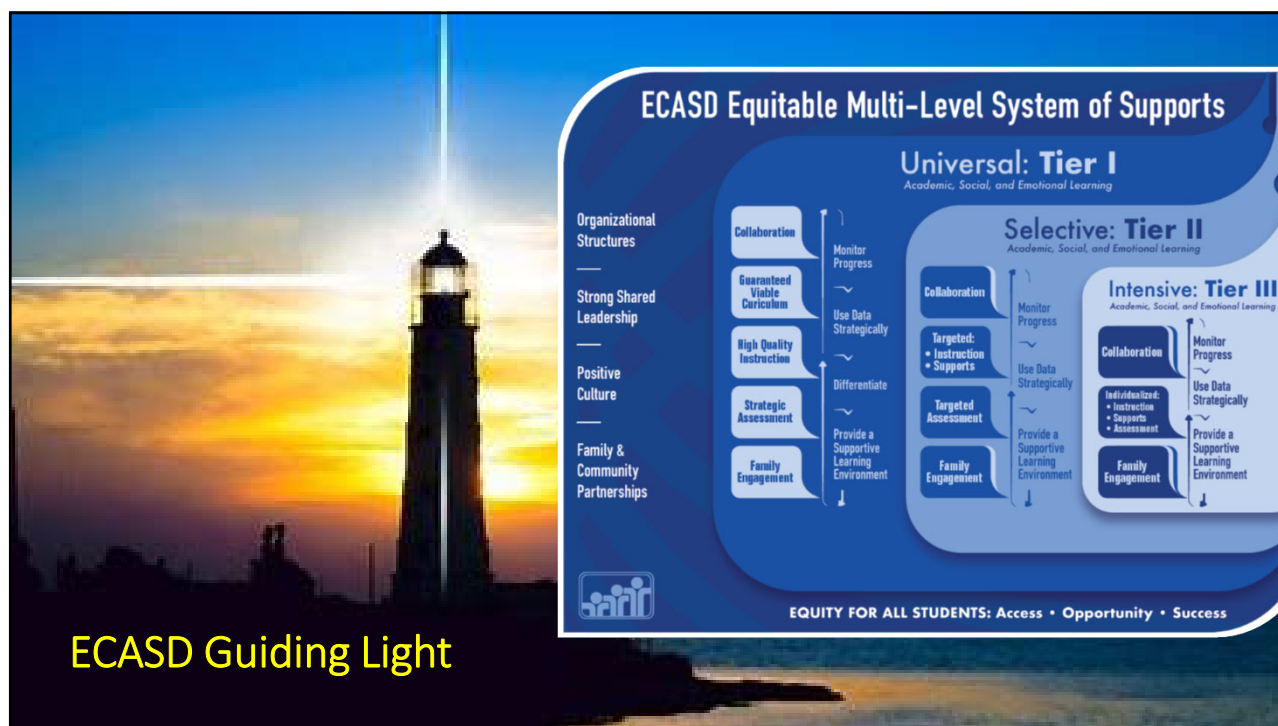


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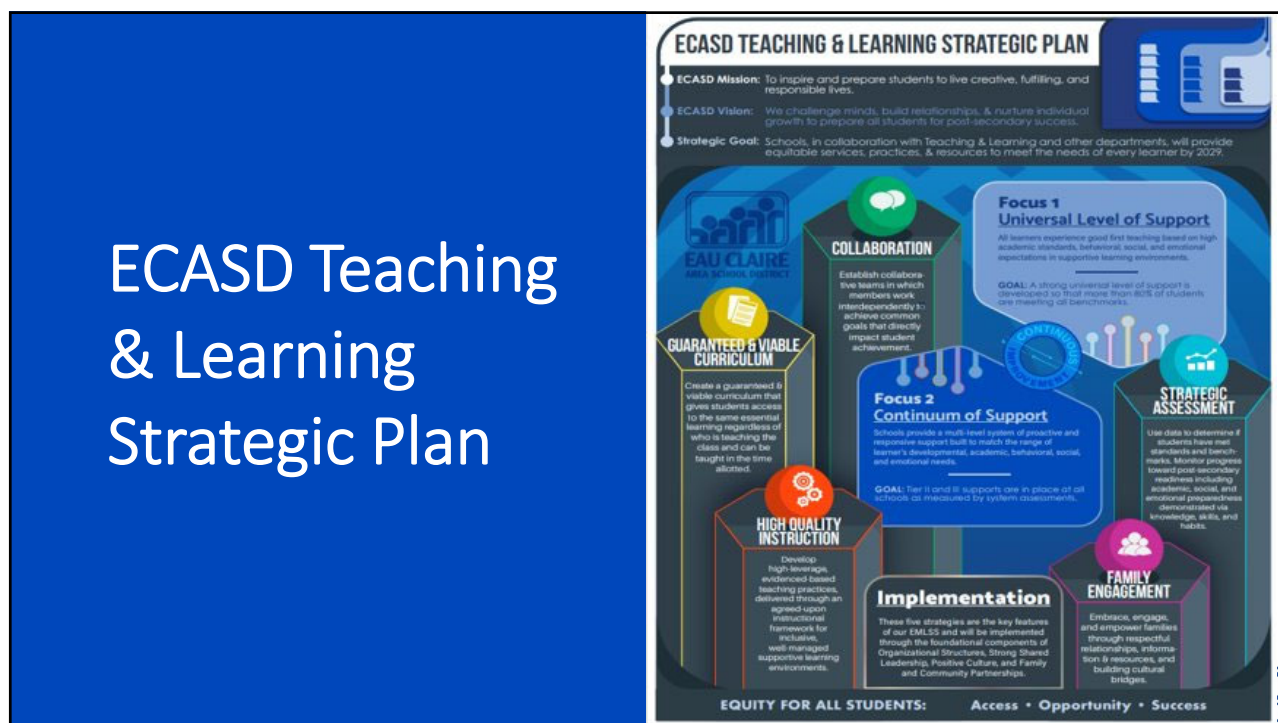
Organizational Structures



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Teaching and Learning Strategic Goal

ECASD TEACHING & LEARNING STRATEGIC PLAN

- **ECASD Mission:** To inspire and prepare students to live creative, fulfilling, and responsible lives.
- **ECASD Vision:** We challenge minds, build relationships, & nurture individual growth to prepare all students for post-secondary success.
- **Strategic Goal:** Schools, in collaboration with Teaching & Learning and other departments, will provide equitable services, practices, & resources to meet the needs of every learner by 2029.



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Focus 1 & 2

Focus 1

Universal Level of Support

All learners experience good first teaching based on high academic standards, behavioral, social, and emotional expectations in supportive learning environments.

GOAL: A strong universal level of support is developed so that more than 80% of students are meeting all benchmarks.

Focus 2

Continuum of Support

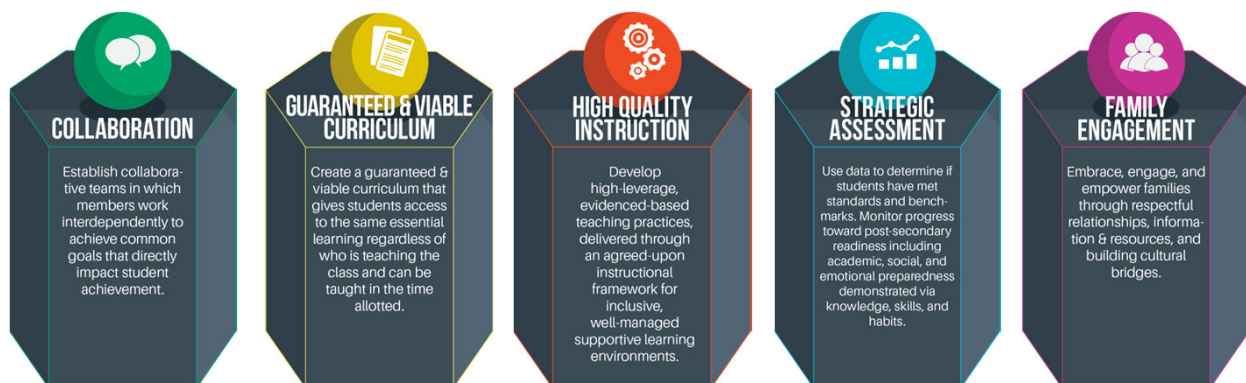
Schools provide a multi-level system of proactive and responsive support built to match the range of learner's developmental, academic, behavioral, social, and emotional needs.

GOAL: Tier II and III supports are in place at all schools as measured by system assessments.



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Strategies and Action Steps



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Why Family Engagement?

Families are key collaborators in equitable multi-level systems of supports.

- **Embrace:** Through words and actions, staff convey a welcoming environment, respectful of families' home cultures, values, and languages.
- **Engage:** Families participate meaningfully in school and district level decision making. Family perspectives are intentionally sought through two-way communication, paying particular attention to family input from populations underserved by the school and district.
- **Empower:** As children proceed through the system, schools and districts involve families as active partners in their child's learning.

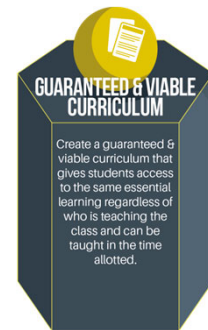


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Why Guaranteed & Viable Curriculum?

Effective Districts:

- Provide students with access to the same curriculum content in a specific course and at a specific grade level, regardless of their assigned teacher
- Ensure teachers can teach the curriculum in the amount of instructional time provided



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Why Collaboration?

Establishing a sustainable system of supports relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. This means collaboration occurs:

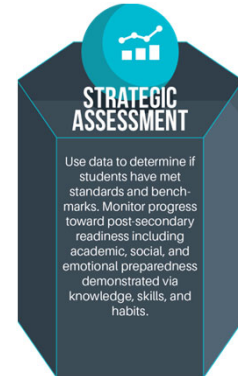
- District
- Settings
- Levels of support
- Among diverse stakeholders
- Programs
- Beyond the school system



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Why Strategic Assessment?

Strategic Assessment Systems measures progress towards college and career readiness, including academic preparedness and social-emotional competence, across classrooms, schools, and districts.



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Why High Quality Instruction?

ECASD's Instructional Framework is an interrelated set of systems implemented with fidelity to provide high quality instruction within a supportive learning environment across all classrooms and schools.

Guaranteed and Viable Curriculum

- Essential standards, learning targets, and questions
- Pacing guides and unit plans
- Common Assessments and proficiency scales

Instructional Delivery

- Evidence-based Instructional Strategies & Practices
- Strategic Assessment Practices
- Differentiated Instruction

Professional Learning

- Collaboration
- Coaching
- Mentorship
- Professional Development & Training



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Focus 2 Continuum of Supports

Focus 2 Continuum of Support

Schools provide a multi-level system of proactive and responsive support built to match the range of learner's developmental, academic, behavioral, social, and emotional needs.

GOAL: Tier II and III supports are in place at all schools as measured by system assessments.

Supports are equitable and appropriate for the learners being served, validating their knowledge and experiences and acknowledging their diverse identities.



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Why Tier II and III supports?

Tier I

- Universal instruction of academics and Social and Emotional Learning

Tier II

- Selective interventions of academics and/or social and emotional supports

Tier III

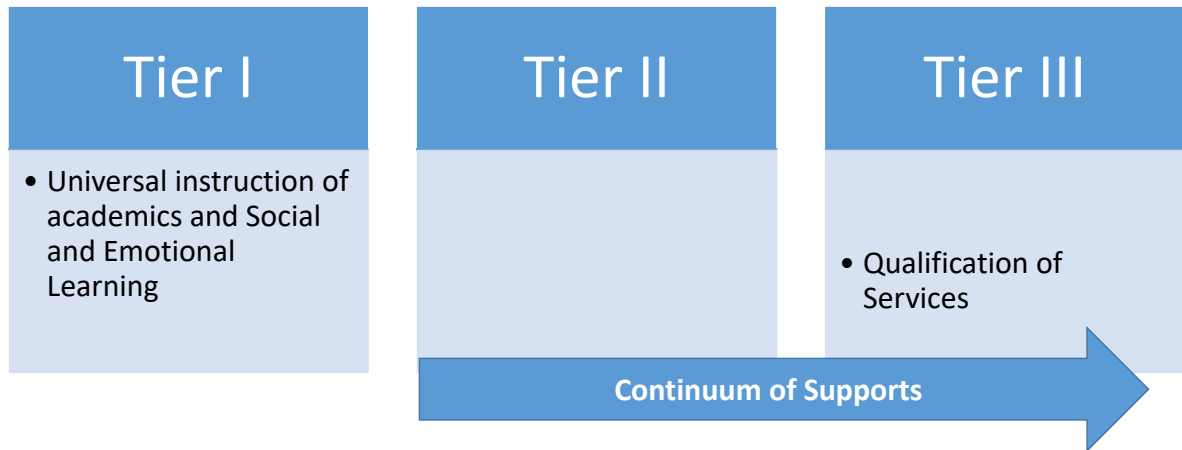
- Intensive interventions of academics and/or social and emotional supports
- Qualification of Services

Continuum of Supports



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Why Tier II and III supports?



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Impact on Students and Goals for Change

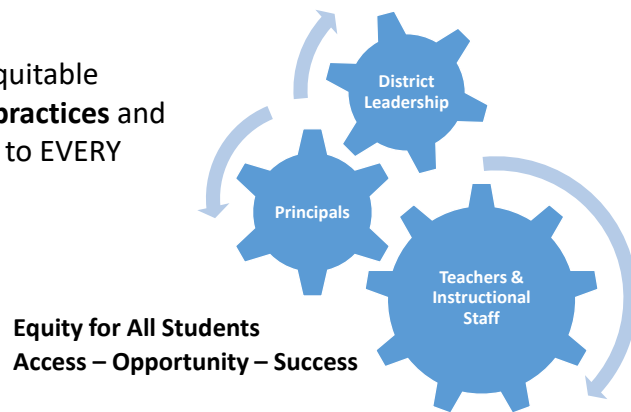


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Creating Systems to Change Student Outcomes

Programs, practices, roles and expertise **aligned** and **coordinated** into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

Provide equitable **services, practices and resources** to EVERY learner.



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Thank you!



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