

Reorganization Plan for Intervention and Support

We collaboratively created district TIES goals for achievement, equity and organization in November 2007. “TIES” stands for Tools of Inquiry for Equitable Schools, a data-driven analytical process that uses survey data and test results to identify challenges and develop goals to better meet district needs. In order to achieve those goals, we are designing a system of district support for school-based interventions that are uniquely crafted to ensure each student’s success and ability to make choices and contributions as a New Century Graduate. Many positions that previously have supported the Ed Center will no longer exist. The people in them will apply for promotions or jobs in schools. Some may be hired through money saved from the loss of these positions in new configurations of support for students at the school level. The departments of Language and Literacy Support Services, Special Education and Title I will all be reassigned to a new department of Student Success. The new jobs that will provide the expertise and guidance from the Ed Center are listed in an organization chart on the following page. This reorganization is part of Phase I. Phase II will be the communication and gathering feedback about the plan and its implementation which will begin with staff and parents after spring break.

To achieve our goals, there are two sets of issues that confront BVSD educators: academic and behavioral issues. As we proceed in this restructuring, the following questions must be answered in order to focus our efforts more efficiently and intentionally and achieve different results for students. They are as follows:

I. Academic Issues

- Question 1: What do we expect all students to know, do and understand? Do all students have access to the general education curriculum? (Guaranteed, Viable Curriculum)
- Question 2: What instructional experiences will we provide? What accommodations are in place to support all learners? (High Quality Classroom Instruction)
- Question 3: How will we know if all students have learned? Are there multiple ways students can demonstrate learning? (Assessment for and of Learning)
- Question 4: How will we respond when a student has not learned? How will we extend learning experiences for students who have already learned? (Interventions and Extensions)
- Question 5: How will we report progress to students and parents? How will we ensure all parents and students have access to information about progress? (Progress Monitoring and Grading)

II. Behavior Issues:

- Question 1: What behaviors are valued in our communities and expected of our students?
- Question 2: What evidence do we have that each student is learning and progressing toward these expected values and behaviors?
- Question 3: What are we doing when a student isn’t learning or progressing toward these values and behaviors?
- Question 4: What are we doing to celebrate demonstrations of these values and positive behaviors?

There are responsibilities required of both the district and the schools to effectively answer these questions for each child. The Department of Learning Services is expected to build the capacity of school personnel through district-based professional development to answer questions 1, 2, 3 and 5 of the academic issues. The Department for Student Success is expected to build the capacity of school personnel through district-based professional development in Response to Intervention (RtI) and positive behavior support as well as school-based professional learning communities to answer questions 2 and 4 of the academic issues and questions 1 through 4 in the behavioral issues.

Each school will be responsible for having four elements of an intervention system in place by 2009-10: a positive behavior support program that outlines expected behaviors and rewards; a student support process that screens all students for academic and behavior issues, monitors student progress and adjusts educational interventions; professional learning communities that collaborate to reflect on student learning and teacher practice; and a collaboratively designed professional development plan for the year.

In summary, our reorganization of personnel to provide more direct support to students in their schools suggests some basic differences from the way we have done things recently:

From

- Support often residing in district experts
- All schools designing their own student support processes
- An emphasis on support to staff members
- Coordinators serving many schools

To

- Support residing in flexible FTE for schools to hire unique expertise needed
- District providing guidance for all schools to design student support processes, positive behavior support processes, professional learning communities and related professional development plans
- An emphasis on direct student support and monitoring for learning
- Each school developing knowledge and systems to anticipate, prevent and respond to students' needs

Please contact Ellen Miller-Brown, Deputy Superintendent, ellen.miller-brown@bvsd.org, if you need more information.

2008 - 2009 Intervention and Support

