

CASHMERE SCHOOL DISTRICT #222
Board Work Session
October 5, 2015

CALL TO ORDER: Chairman Christensen called the meeting to order at 6:32 A.M.

DECLARATION OF QUORUM: Board members, Roger Perleberg, Kelly Green and Paul Nelson were present. Brian Maydole was absent. There were four others present including Superintendent Johnson.

1.0 Flag Salute

1.1. Chairman Christensen led the Pledge of Allegiance.

2.0 Approval of the Agenda - On a motion by Kelly Green, the Board approved the agenda as presented.

3.0 Reports, Correspondence and Program –

3.1 Board Report – Kelly Green said she had attended the Vale “Fun Run” which was very well organized and a lot of fun. Paul Nelson said he thought the students raised over \$18,000 during the event.

Chairman Christensen said there was a great turnout for Apple Days, which he had attended this weekend at the Museum. He commented that it was good to see so many people in the community engaged in a local activity.

3.2 Superintendent’s Report –

3.2.1. Budget/Enrollment Report –Business Manager Dwight Remick reported that enrollment was still strong and above the budgeted number although the enrollment for the high school is still down a bit. He stated he is waiting for a report from the ESD on fund balances but we are on track for the ending fund balance to be at or above last year’s figure. Mr. Remick indicated that the District would be test-driving a vehicle for Driver’s Ed training this week but was not sure whether the purchase would be of a new or used vehicle and that we might consider leasing.

3.2.2. ALICE Program– Deputy Brent Patterson, the District’s School Resource Office, gave a presentation on the ALICE Program (Alert Lockdown Inform Counter Evacuate) he is proposing the District use to help prepare staff and students to respond to a violent intruder. The ALICE Program emphasizes proactive versus passive response strategies. (PowerPoint included in minutes.)

3.2.3. Title I Board Policy and Procedure - Superintendent Johnson provided the Board with a copy of the revised procedure with the District's portion completed. He indicated he hoped to bring it back to the Board for approval at the October 26 meeting.

3.2.4. Special Education Program Report – Special Education Director Lisa Avila presented a very detailed overview of the District's Special Education Department (PowerPoint and handout included in minutes).

4.0 Visitors – There were no visitors.

5.0 Discussion Item

6.0 Adjournment

On a motion by Roger Perleberg, and there being no further business to discuss, Chairman Christensen adjourned the meeting at 8:24 AM.

Secretary

Chairman

Citizen Response to a Violent Intruder

Alert **L**ockdown **I**nform **C**ounter **E**vacuate

ALICE is based on premise that informative, authorization, and proactive training are the key to surviving the Active Shooter.

- **Alert:** all are authorized to announce, no codes are used
- **Lockdown:** must include barricade training
- **Inform:** use technology to provide play-by-play information
- **Counter:** interrupt the skill set needed to shoot accurately
- **Evacuate:** get away from danger if possible

Passive vs. Proactive Response Strategies

Why is Citizen Preparation in Proactive Response Necessary?

- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:

Why is Citizen Preparation in Proactive Response Necessary?

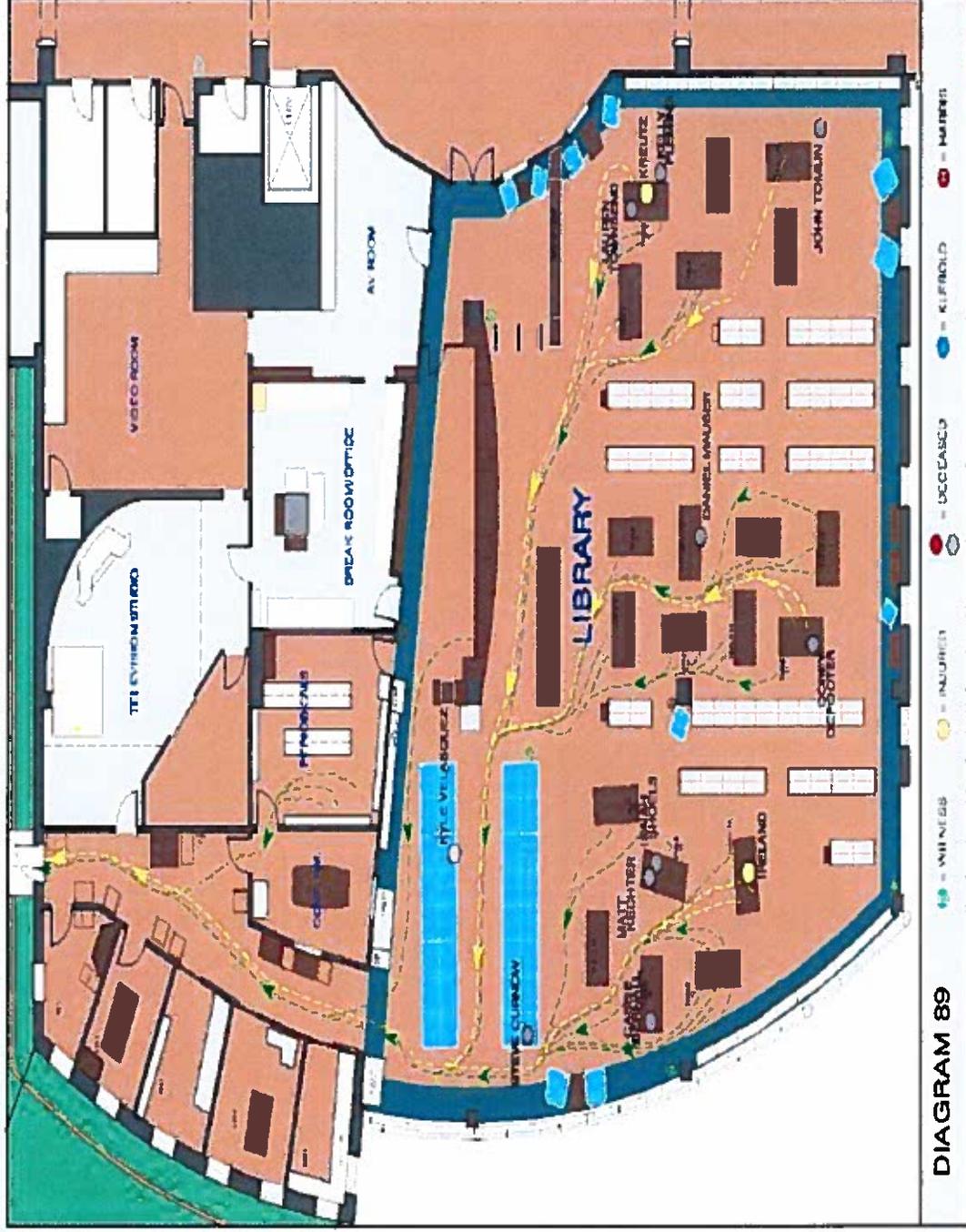
- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:

5-6 Minutes

14 Years of Passive Response Strategies

	Columbine Library 1999	Virginia Tech 2007	Sandy Hook 2013
Number of Bad Guys	2	1	1
Minutes of Shooting	8.5	8	5
Numbers Present	56	Approx. 100	Approx. 50
Age of Victims	Minors	Adults	Minors and Adults
Casualty Percentage	About 50%	About 50%	About 50%
Number Wounded	12	17	2
Number Killed	10	30	26

Why did 54 students STAY for 5 minutes?



Should they have STAYED?



Is this really all they need to know in order to respond to a Violent Intruder?



Why they need to know more:

Attack Resolution

The NYPD organized attack resolutions in the active shooter data set into four categories: applied force, no applied force, suicide or attempted suicide, and attacker fled.

Table 2 shows that the vast majority of attacks in the active shooter data set ended violently, either by force applied by law enforcement, private security, bystanders, or the attackers themselves. Only 14% ended without applied force, such as by a negotiated surrender.

Table 2: Number of Incidents by Incident Resolution

Resolution	Number of Incidents	Percentage
Applied Force	93	46%
No Applied Force	28	14%
Suicide/Attempted Suicide	80	40%
Attacker Fled	1	1%
Total	202	100%

Why they need to know more:

Attack Resolution

The NYPD organized attack resolutions are categorized into three categories: applied force, no applied force, and no force.

Table 2 shows that the vast majority of attacks are resolved violently, either by force applied by police or by force applied by attackers themselves. Only 1% of attacks result in a surrender.

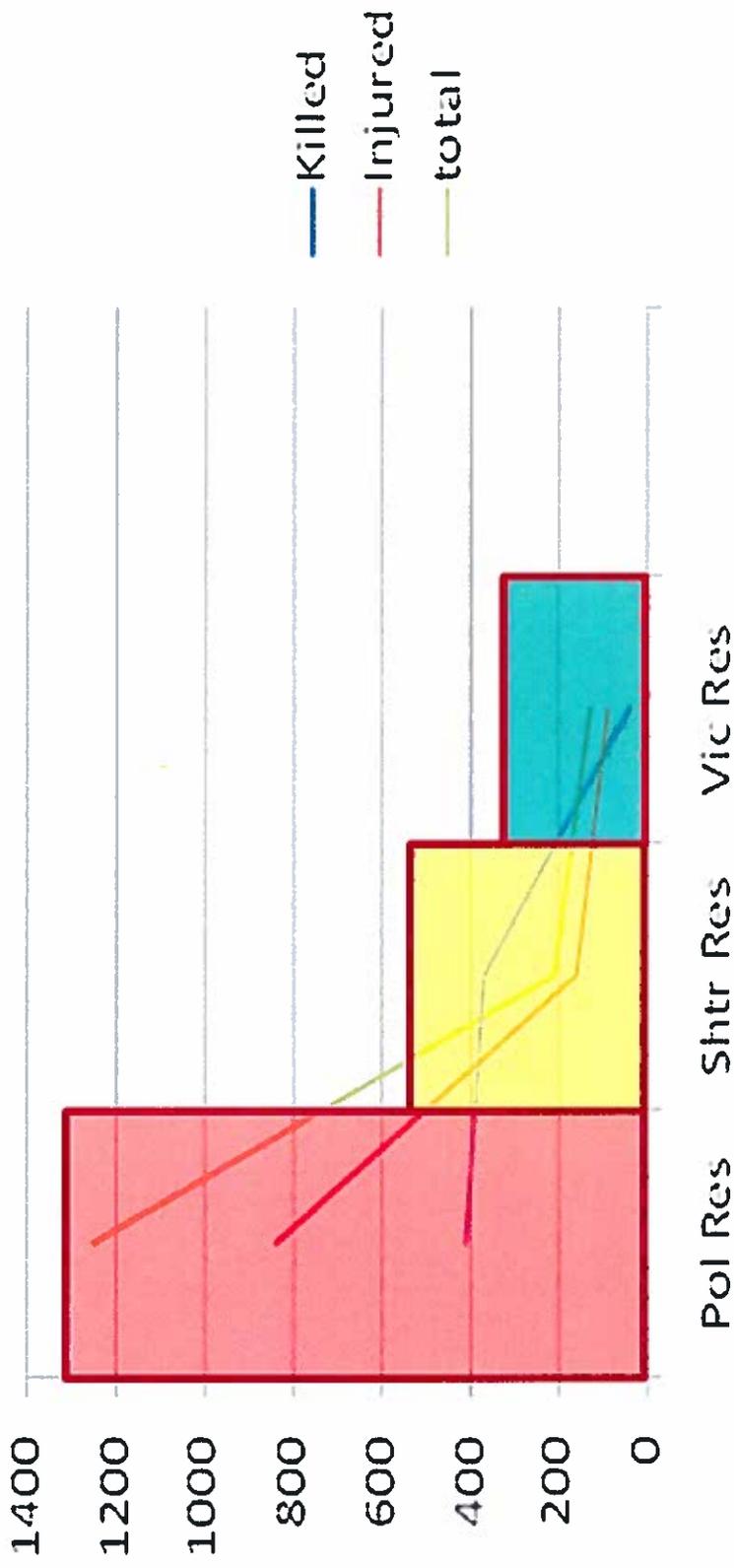
If it is going to take an aggressive act to stop the killing, who do we hope is committing this act first?

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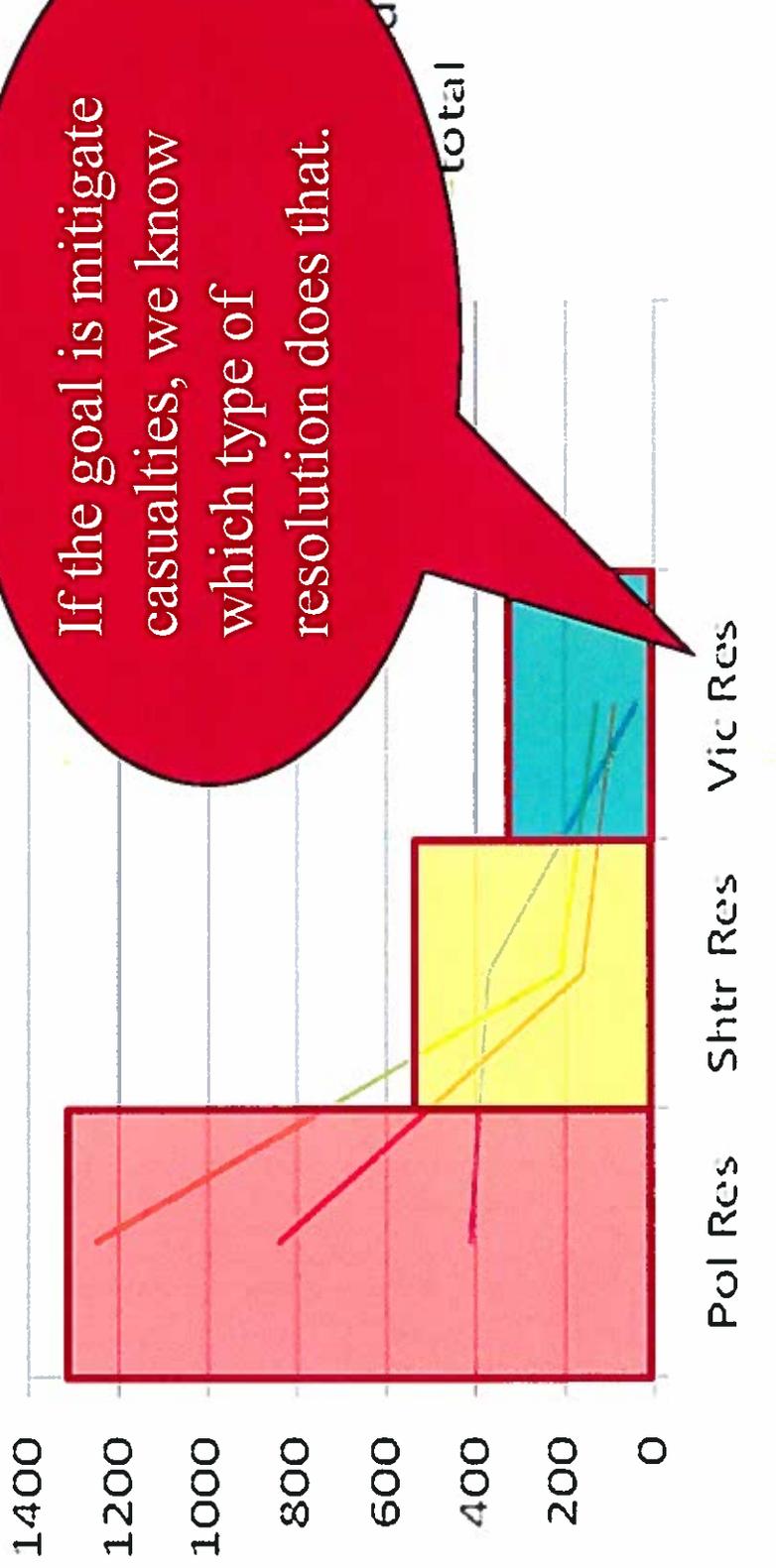
Casualties by Category Since 1966

Note: Graph includes Beslan casualties



Casualties by Category Since 1966

Note: Graph includes Beslan casualties

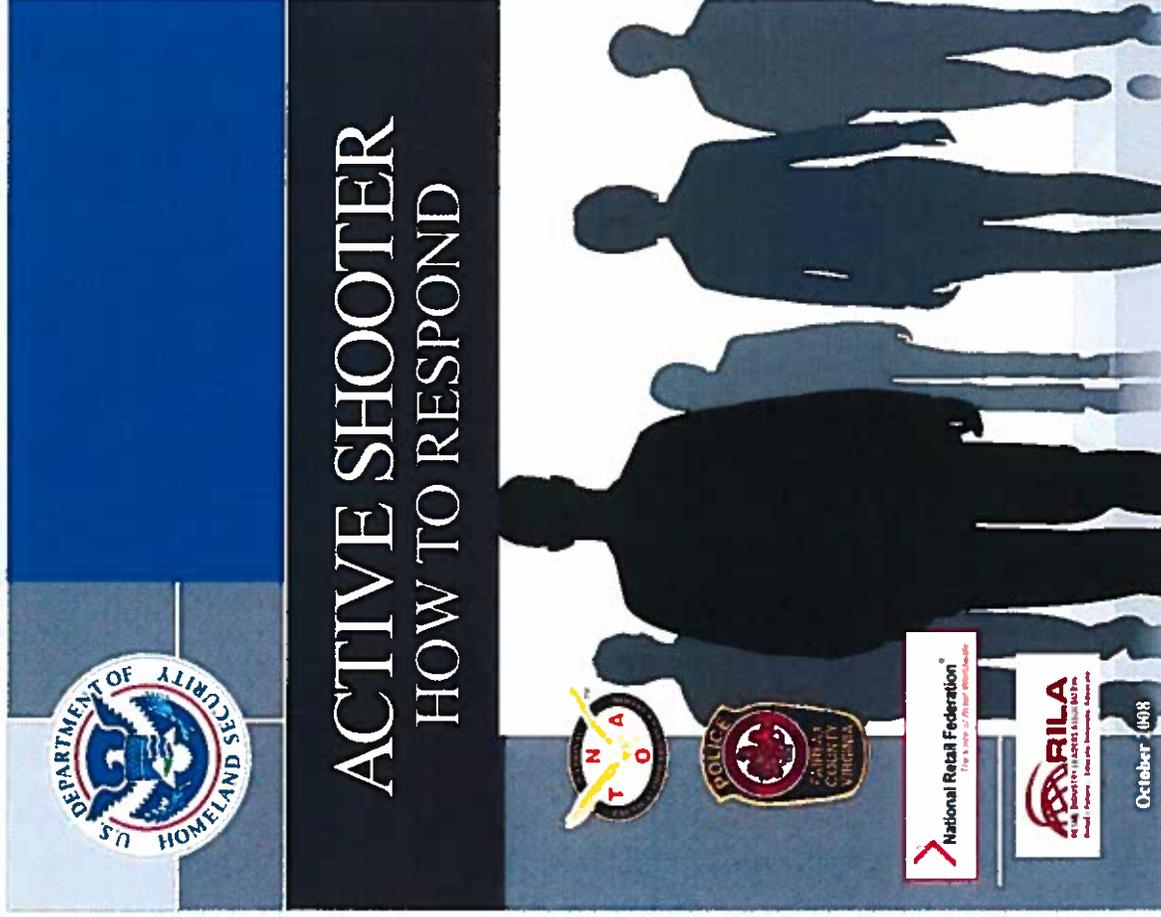


Courtesy of Bill Barchers, www.hardtactics.com

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There is now a movement towards Proactive Response at official levels:

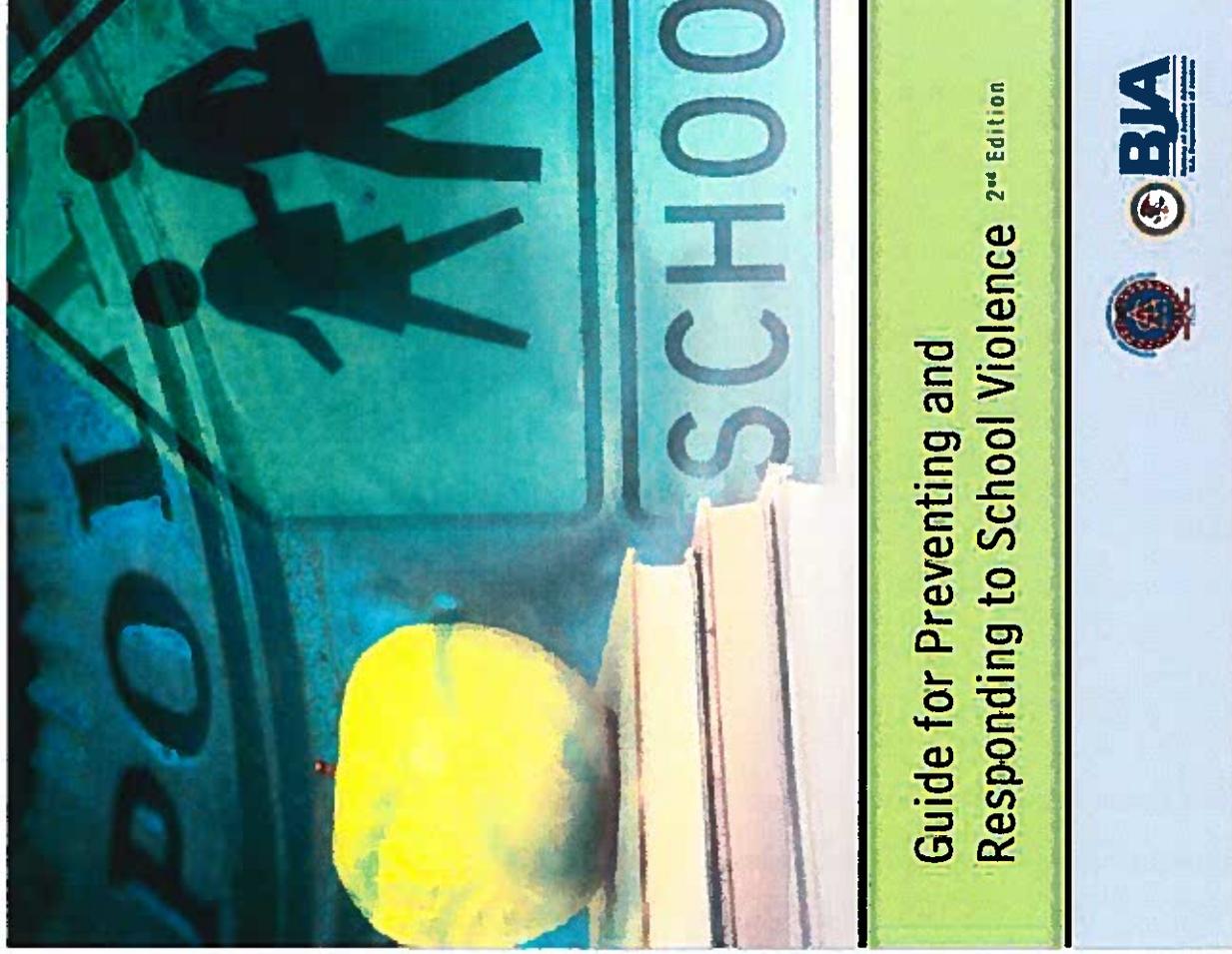


DHS

Recommendations

- October 2008
- Known as the 3-Outs Program
 - Get Out
 - Hide Out
 - Take Out

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IACP Recommendations

- October 2009
- Do not have a one-size fits all plan.
- Teachers choose to Evacuate or Lockdown
- Authorize decisions to be made
- Active Resistance is an option



New York City Police Department

Active Shooter

*Recommendations and Analysis
for Risk Mitigation*

2012 Edition

Raymond W. Kelly
Police Commissioner



NYPD Recommendations Jan 2012, 2013

Training:

- Train building occupants on response options outlined by the Department of Homeland Security in "Active Shooter: How to Respond" when an active shooter is in the vicinity.
 - **Evacuate:** Building occupants should evacuate the facility if safe to do so; evacuees should leave behind their belongings, visualize their entire escape route before beginning to move, and avoid using elevators or escalators.
 - **Hide:** If evacuating the facility is not possible, building occupants should hide in a secure area (preferably a designated shelter location), lock the door, blockade the door with heavy furniture, cover all windows, turn off all lights, silence any electronic devices, lie on the floor, and remain silent.
 - **Take Action:** If neither evacuating the facility nor seeking shelter is possible, building occupants should attempt to disrupt and/or incapacitate the active shooter by throwing objects, using aggressive force, and yelling.

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The State of Alabama Active Shooter Response

Strategic Plan

February 2013



AL Gov't and Homeland Security

- February 2013
- Specifically names ALICE and Run, Hide, Fight as official State recommendations for AS response plans.

School Safety Task Force

Recommendations and Resources



Local Partnerships are Vital in Managing School-based Critical Incidents

June 2013



Ohio Attorney General and Safety Task Force Recommendations

- June 2013
- Lockdown does not mean stand-alone defensive strategy of Securing in Place
- Evacuate, Barricading, Counter
- For Staff and Students

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US Dept. of Ed

REMS

Recommendations

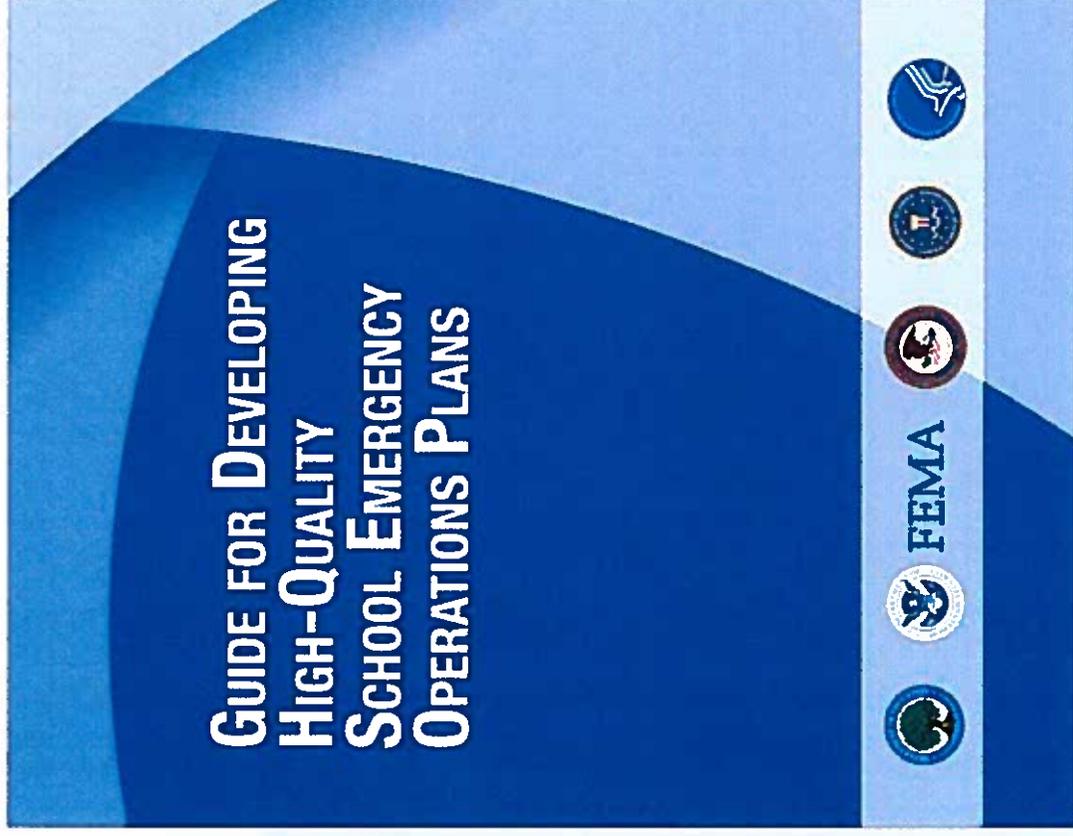
- June 2013
- Has to be the end of LOCKDOWN only as the response plan for schools.

Are your plans in agreement with these recommendations, or contrary?

ALICE has led this movement since 2001.

alicetraining.com

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Usual Opponent Concerns:

1. There could be more than one shooter.
2. They could run into the shooter if they evacuate.
3. How will we account for those who left?
4. Who will be liable?
5. Small children aren't capable. "Stranger Danger"?
6. Special Ed is not addressed.
7. Rally Point could be a secondary attack location.
8. Evacuating folks will get in the way of police.
9. How will police distinguish friendlies from shooter if they get the gun away?
10. Counter Strategies are ridiculous

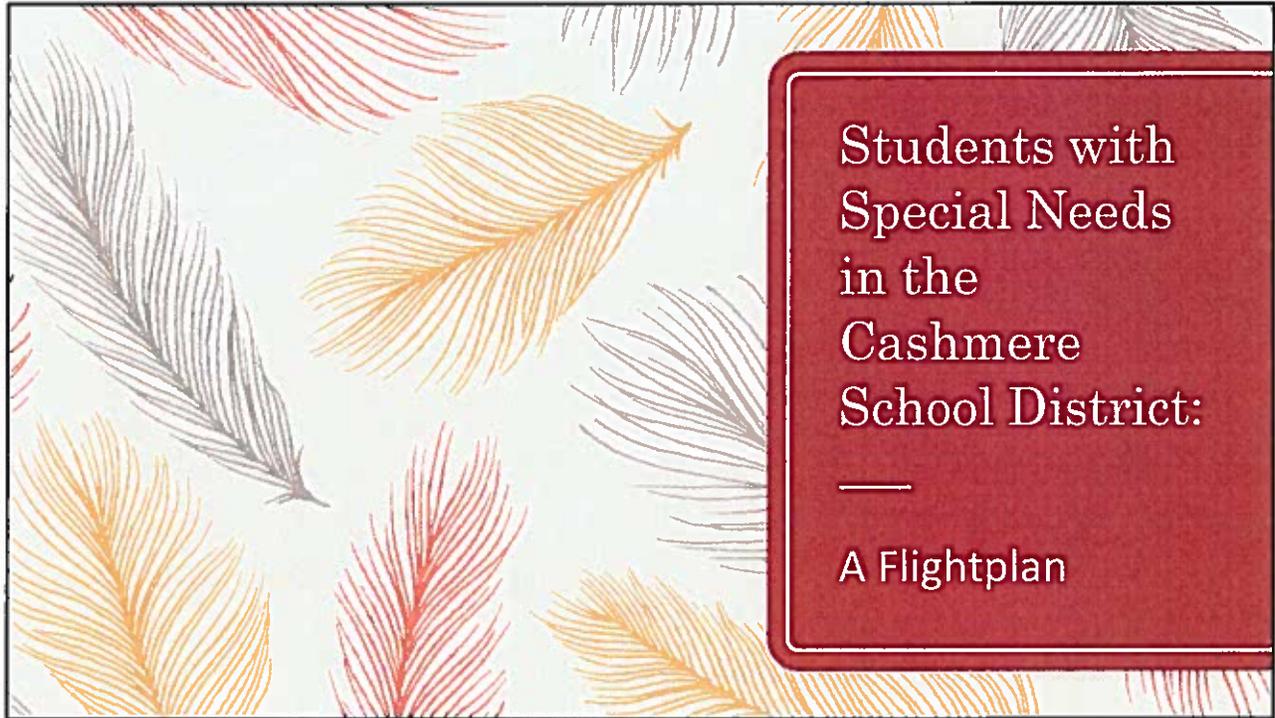
Questions?

Thank you and Stay Safe!

**Need more information or
host requests:**

330-661-0106

www.ALICetraining.com



Learning Targets:

- **Examine how students qualify for an IEP**
- **Inclusion: Responsible v. Irresponsible Practice**
- **Review the Mission/Vision for the CSD Special Education Department**
- **Continuum of Services within the CSD**
- **Clarify the difference between Accommodations and Modifications**
- **Receive feedback on what the Special Education Department could do better to support General Education teachers and students with IEP's in general education classes.**

How Does A Student Get on an IEP?



13 Qualifying Areas:

1. Specific Learning Disability
2. Speech/Language Impairments
3. Intellectual Disability
4. Emotional Disability
5. Hearing Impairment
6. Orthopedic Impairment
7. Visual Impairment
8. Multiple Disabilities
9. Health Impaired
10. Deaf and Blind
11. Autism
12. Traumatic Brain Injury
13. Developmental Disability

National Percentages (2011)

1.	Specific Learning Disability	37%
2.	Speech/Language Impairment	22%
3.	Other Health Impaired	11%
4.	Intellectual Disability	7%
5.	Autism	7%
6.	Emotional Disability	6%
7.	Developmental Disability	6%
8.	Multiple Disabilities	2%
9.	Hearing Impairment	< 1%
10.	Orthopedic Impairment	< 1%
11.	Visual Impairment	< 1%
12.	Deaf and Blind	< 1%
13.	Traumatic Brain Injury	< 1%

Specific Learning Disability:

Two Ways to Qualify:

- ❖ **Response To Intervention (RTI)**
 - ❖ **Within the MTSS (Multi-Tiered System of Support Model)**
- ❖ **Severe Discrepancy Model**

Severe Discrepancy

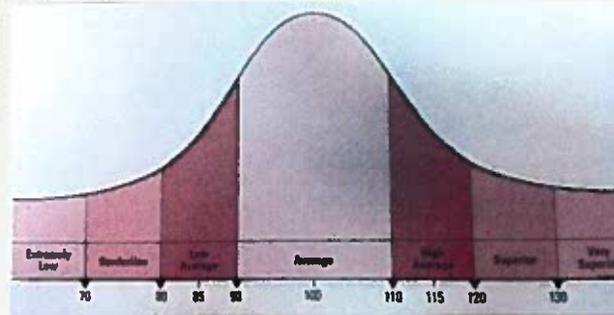
- A discrepancy between a students IQ and their performance in one of the following areas:
 - Basic Reading
 - Reading Comprehension
 - Written Expression
 - Mathematics Calculation
 - Mathematics Reasoning

Severe Discrepancy Table:

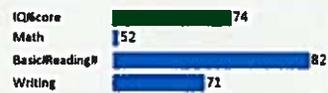
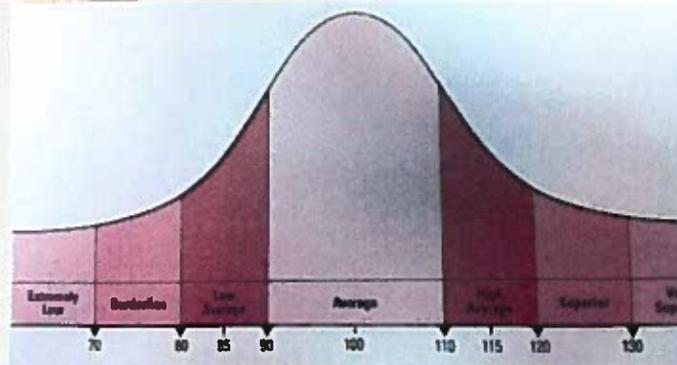
69	62	97	80
70	63	98	81
71	64	99	82
72	65	100	83
73	66	101	84
74	67	102	85
75	68	103	86
76	69	104	87
77	70	105	88
78	71	106	89
79	72	107	90
80	73	108	91
81	74	109	92
82	75	110	93
83	76	111	94
84	77	112	95
85	78	113	96
86	79	114	97
87	80	115	98
88	81	116	99
89	82	117	
90	83	118	
91	84	119	
92	85	120	
93	86	121	
94	87	122	
95	88	123	
96	89	124	
		125	

This table is intended for use only for students in Grades 1 and above

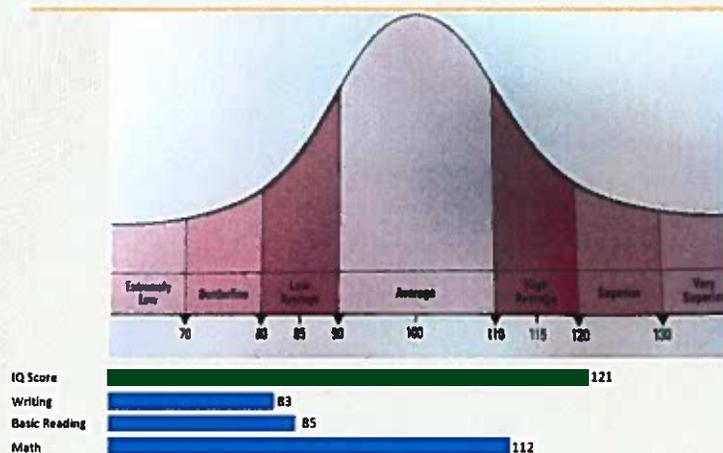
Student 1 with SLD



Student 2 with SLD



Student 3 with SLD



Inclusion:

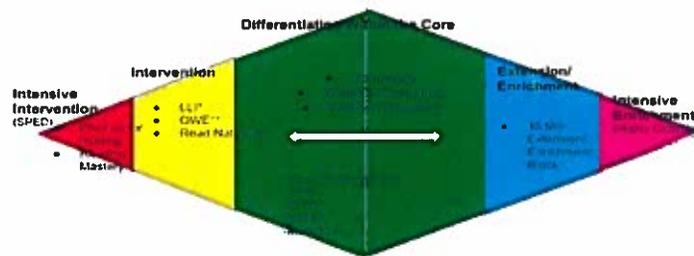
- **Responsible vs. Irresponsible Inclusion:** "Inclusion will not successfully occur by simply having students with disabilities present in general education classrooms."
- **Diverse Learners benefit from classroom climate of equity:**
 - Access to instruction that matches Potential
 - Emulate learning process when they see it modeled by classroom teacher and peers.
 - Academic language rich environment
 - Develop familiarity with peers and establish themselves as valued/contributing members of a classroom community.

Benefits of the MTSS Model:

- **Prevention oriented: knowing who needs support as early as possible each year and putting those supports in place (Behavior/Academic/Communication/etc.)**
- **Implementing evidence-based interventions for all students and tailoring interventions based on student's needs**
- **Using progress monitoring data to know when to make a change in instruction**
 - *(Students who did not qualify for Special Education services may qualify under the RTI/MTSS Model)*

Qualifying for Special Education: RTI (Response to Intervention)/MTSS (Multi-Tiered System of Support) Model

Literacy Multi-Tiered Systems of Support

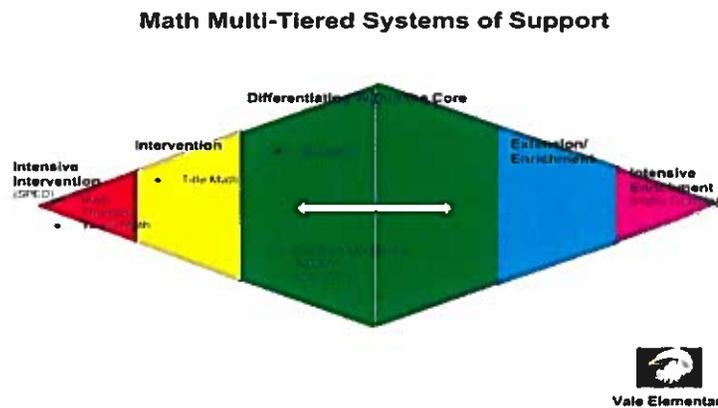


*Leveled Literacy Intervention
**On Our Way to English (OWE)
(Grades 1-4, L1&L2)



Vale Elementary

Qualifying for Special Education: RTI (Response to Intervention)/MTSS (Multi-Tiered System of Support) Model



Mission:

- It is our mission to prepare each student to be a contributing member of society and to participate successfully in our local, as well as the global, community.
- We assure student achievement through the provision of a continuum of appropriate, specialized services, and supports.

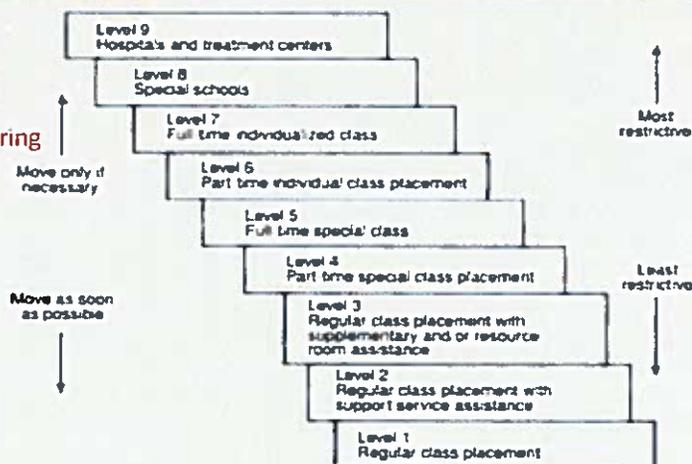
Vision:

"Inclusion starts with a belief in what is possible, not what is impossible."

- Our students are educated in a school community that embraces diverse learners. Every attempt is made to educate students with special education needs in the least restrictive environment.
- A continuum of student needs based on individual assessment data (social/emotional, academic, communication, fine motor, gross motor) is what forms the foundation for Inclusive Education Services within the Cashmere School District.
- Successful Inclusion is operationalized through Professional Learning Community members who support each other in reviewing data, differentiating instruction, providing accommodations, modifications and supplementary aids and services in an effort to foster school-wide success.

The Placement Continuum

*Movement across levels is fluid based on progress-monitoring data.



The Placement Continuum: Level 4&5 Students

Level 5 Students:

- **Placed in Full-time Special Education Class:**
 - Receive core instruction from Adaptive Teacher.
 - Require intensive discrete-trial/ABA (Applied Behavior Analysis) training.
 - Assessment data shows inclusion in general education setting is not least restrictive environment, receive core instruction in Sped. classroom.

Level 4 Students:

- **Placed in Special Class for partial day:**
 - Receive core instruction in Special Education Classroom from Resource or Adaptive Teachers.
 - Attends specialists/field trips/recess/assemblies and general education classes in subject areas consistent with capabilities/appropriateness of exposure (assessment data).
 - Inclusion is facilitated through one-on-one aid who adapts/modifies general education class activities as defined by the IEP team.

The Placement Continuum: Level 2&3 Students

Level 3 Students:

- **Placed in General Classroom for majority of the school day.**
 - Access to General Education Core Curriculum (accommodations/modifications developed in collaboration with Resource Room Teacher).
 - Receives Specially Designed Instruction in accordance with IEP minutes as intervention.
 - May receive supplementary aids/service para-aid support depending on assessment data and available resources.

Level 2 Students:

- **Placed in General Classroom for all of the school day:**
 - Receives General Education Core Curriculum (resource room teacher in consultative role with general education teacher).
 - Accommodations/modifications developed in collaboration with General Education Teacher.

Long Range Goals: How can we best prepare our students for take-off after high school?

- Transition Services at the middle/secondary level for all IEP students
 - Level 4&5 students begin to receive job/life skill training beginning at middle school level
 - Self-Advocacy skills are directly taught
 - Collaboratively Develop/Create own IEP (self-advocacy/interest survey)
 - 18-21 Vocational Program

Accommodations vs. Modifications: What's the Difference?

Modifications:

- Changes what is being measured/assessed.
- Alters curriculum.
- Does not require all of curriculum be mastered or attempted.
- May change grading criteria.

Accommodations

- Maintains what is being assessed, but with a change in timing, format, response or presentation.
- HOW they acquire or present information, or WHEN they acquire/present the information is changed, but what they need to know stays the same.

Alignment & Improvement



"Ensuring a Quality Education for All Students..."

- **(CELSD+) Assessment for Student Learning:**
- The IEP team uses a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student to make data-based decisions.
- The IEP team utilizes progress monitoring and ongoing formative assessment data to make adjustments to Specially Designed Instruction within the Least Restrictive Placement on the Continuum.
- **PLC (Professional Learning Communities)**
 - Strong collaboration between General Education and Special Education; with Special Education teachers becoming more of a resource/support to General Education teachers