

**Equity & Access in Small Learning Communities (SLCs)**  
**Integration of students in Special Education**  
**Implementation Rubric: Three Cs Model**

**Purpose: To assist SLCs in assessing their current practices and determine next steps for all stakeholder groups.**

<b>Students receiving Special Education services who are not currently integrated into SLCs</b>			
		<b>Transition to Full Integration</b> Collaboration & Consultation	<b>Full Integration- Ideal Practice</b> Collaboration, Consultation & Co-Teaching
<b>Integration Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select an SLC based on interest and SLC requirements *</li> <li><input type="checkbox"/> Know the SLC they are a part of and feel included to some degree</li> <li><input type="checkbox"/> Participate in Individualized Transition Plan (ITP) assessments to determine appropriate SLC/Industry Sector</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the SLC they are a part of and feel included as a pathway student</li> <li><input type="checkbox"/> Enroll in at least one SLC CTE elective or appropriate General Education (GE) core subject *</li> <li><input type="checkbox"/> Participate in some SLC field trips and some aspects of an SLC culminating project</li> <li><input type="checkbox"/> Articulate their ITP college/career goal(s) and plan(s) and identify strengths/interests with an industry sector</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll in one or more Pathway elective/core GE subjects</li> <li><input type="checkbox"/> Appropriately engage in integrated project of their SLC</li> <li><input type="checkbox"/> Participate in all SLC field trips and activities</li> <li><input type="checkbox"/> Know the SLC they are a part of and can articulate the student outcomes associated with their pathway</li> <li><input type="checkbox"/> Progress monitor their own ITP college/career goal(s) and plan(s)</li> </ul>
<b>Resources</b>	<p>STAFF:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP Case carrier/teacher</li> <li><input type="checkbox"/> Special Education Administrator</li> <li><input type="checkbox"/> Special Education Department Chair</li> <li><input type="checkbox"/> Career Transition Specialists (CTS) on site</li> <li><input type="checkbox"/> SLC Leads/SLC Coordinator on site</li> <li><input type="checkbox"/> Counselors</li> </ul> <p>WEB/DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLC industry sector assessment (e.g., Who Do You Want to Be? <a href="http://www.whodouwant2b.com">www.whodouwant2b.com</a>)</li> <li><input type="checkbox"/> School Website</li> <li><input type="checkbox"/> Pupil Self-Interview (available on LBUSD SPED Intranet)</li> <li><input type="checkbox"/> Web resources: School-Loop, Linked Learning Website, ConnectEd</li> <li><input type="checkbox"/> Job Accommodation Network (<a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a>)</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> </ul> <p>OTHER</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Transition Plan (ITP)</li> <li><input type="checkbox"/> College and Career Center</li> <li><input type="checkbox"/> High School Catalog</li> </ul>		

\* Please see attached Support Pyramid for examples of differentiation within these levels of integration.

<b>Special Education Department Chairs &amp; Teachers</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration- Ideal Practice Collaboration, Consultation &amp; Co-Teaching</b>
<b>Implementation Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand performance mapping process</li> <li><input type="checkbox"/> Collaborate regularly with GE core subject and elective teachers through attendance at SLC meetings, conference period meetings, or other site-based meetings</li> <li><input type="checkbox"/> Align with an appropriate SLC</li> <li><input type="checkbox"/> Know appropriate SLC Pathway Courses of Study</li> <li><input type="checkbox"/> Know appropriate SLC culminating projects and integrate pieces into SDC core subject courses to some degree</li> <li><input type="checkbox"/> Align Individualized Transition Plans (ITPs) to Industry Sector of students' interest</li> <li><input type="checkbox"/> Assist administrators with providing staff development on disability, accommodations, modifications, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in performance mapping with appropriate SLC</li> <li><input type="checkbox"/> Know appropriate SLC Pathway Course of Study student outcomes</li> <li><input type="checkbox"/> Plan lessons with appropriate GE core subject/elective teachers</li> <li><input type="checkbox"/> Align mixed grade level caseload to an appropriate SLC</li> <li><input type="checkbox"/> Assist SLC teachers in differentiating/accommodating/modifying for students with disabilities in their SLC.</li> <li><input type="checkbox"/> Roles of RSP and SDC teachers include being the strategy expert for differentiation and implementation of accommodations/modifications</li> <li><input type="checkbox"/> Assign paraeducators/instructional aides as support to GE SLC courses as needed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Deliver lessons with appropriate SLC core/elective teachers to support all learners and differentiate for students with disabilities</li> <li><input type="checkbox"/> Assist with developing instructional accommodations/modifications for daily lessons and performance mapping project</li> <li><input type="checkbox"/> Share caseload responsibilities/management for all students on campus</li> </ul>
<b>Resources</b>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Department Chair</li> <li><input type="checkbox"/> Special Education Administrator</li> <li><input type="checkbox"/> Special Education Curriculum Leader</li> <li><input type="checkbox"/> Career Transition Specialists (CTS) on site</li> <li><input type="checkbox"/> SLC Leads/SLC Coordinator on site</li> <li><input type="checkbox"/> College and Career Center/Counselor</li> </ul> <p><b>WEB/DIGITAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLC industry sector assessment (e.g., Who Do You Want to Be? <a href="http://www.whodouwant2b.com">www.whodouwant2b.com</a>)</li> <li><input type="checkbox"/> Job Accommodation Network (<a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a>)</li> <li><input type="checkbox"/> Web-based Resources: SPED Intranet-Transition Tab, HS &amp; Linked Learning Website/School Loop</li> <li><input type="checkbox"/> Pupil Self-Interview (available on SPED Intranet-Transition Tab)</li> <li><input type="checkbox"/> General Education Teacher Report for the IEP (in OSSS Manual)</li> </ul> <p><b>OTHER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NEW Linked Learning Video</li> <li><input type="checkbox"/> High School Catalog</li> </ul>		

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<b>Small Learning Community (SLC) Lead Teachers/SLC Pathway Teachers</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration- Ideal Practice Collaboration, Consultation &amp; Co-Teaching</b>
<b>Implementation Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate regularly with Special Education SDC core subject teachers and RSP/SFS teachers through SLC meetings, conference period meetings, or other site based meetings</li> <li><input type="checkbox"/> Inform SDC teachers of SLC Pathway Course of Study and student outcomes</li> <li><input type="checkbox"/> Inform appropriate SDC Core Subject Teachers and RSP/SFS teachers of SLC Culminating project</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include appropriate SPED dept member in performance mapping with appropriate SLC</li> <li><input type="checkbox"/> Lesson plan with appropriate SPED dept core subject teacher</li> <li><input type="checkbox"/> Regularly consult their SLC Special Education consultant as instructional needs arise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and teach project(s) that can be used to support students with significant disabilities (e.g., students enrolled in MS SDCs)</li> </ul>
<b>Resources</b>	<p>STAFF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Teacher/Case Carrier</li> <li><input type="checkbox"/> Special Education Department Chair</li> <li><input type="checkbox"/> Special Education Administrator</li> <li><input type="checkbox"/> Special Education Curriculum Leader</li> <li><input type="checkbox"/> Career Transition Specialists (CTS) on site</li> <li><input type="checkbox"/> SLC Coordinator on site</li> <li><input type="checkbox"/> Head Counselor or SLC Counselor</li> </ul> <p>WEB/DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLC industry sector assessment (e.g., Who Do You Want to Be? <a href="http://www.whodouwant2b.com">www.whodouwant2b.com</a>)</li> <li><input type="checkbox"/> Web-based Resources: SPED Intranet-Transition Tab, HS &amp; Linked Learning Website/School Loop</li> <li><input type="checkbox"/> General Education Teacher Report for the IEP (in OSSS Manual)</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> <li><input type="checkbox"/> Job Accommodation Network (<a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a>)</li> </ul> <p>OTHER</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP Summary for General Education Teachers</li> <li><input type="checkbox"/> College and Career Center</li> <li><input type="checkbox"/> Parent of student in SPED</li> </ul>		

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<b>Counselors</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration- Ideal Practice Collaboration, Consultation &amp; Co-Teaching</b>
<b>Implementation Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform incoming 9<sup>th</sup> grade students of SLC options during middle school presentations</li> <li><input type="checkbox"/> Know incoming 9<sup>th</sup> grade students' SLC choices</li> <li><input type="checkbox"/> Attend IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule students from all SDC programs on site into Pathways courses based on data</li> <li><input type="checkbox"/> Ensure space in appropriate Pathway coursework is allocated for students from all SDC programs on site when master schedule is developed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure master schedules of SPED Dept and Master Schedule align conference periods of SPED teachers with SLC teachers</li> <li><input type="checkbox"/> Maximize enrollment in Pathway Course of Study for students from all SDC programs on site</li> </ul>
<b>Resources</b>	<p>STAFF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Master schedule team</li> <li><input type="checkbox"/> IEP Team/Case Carriers</li> <li><input type="checkbox"/> Special Education Department Chairs</li> <li><input type="checkbox"/> SLC Lead Teachers</li> <li><input type="checkbox"/> Principals</li> <li><input type="checkbox"/> Special Education Curriculum Leader</li> </ul> <p>WEB/DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Linked Learning Website</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> <li><input type="checkbox"/> Job Accommodation Network (<a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a>)</li> </ul> <p>OTHER</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Interest Survey data collected by contacting case carrier</li> <li><input type="checkbox"/> GENESEA IEP</li> </ul>		

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		<b>Parents</b>		
		<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration- Ideal Practice Collaboration, Consultation &amp; Co-Teaching</b>
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the purpose of SLCs and know SLCs available on their child’s campus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in discussion of career related info. in ITP portion of IEP meeting</li> <li><input type="checkbox"/> Participate in ITP activities prior to IEP meeting (with sped. ed. staff guiding them through process)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support student in ITP/IEP meetings</li> <li><input type="checkbox"/> Actively participate in ITP/IEP discussions/ meetings, gradually allowing student to advocate for self, as years in H.S. progress (if appropriate)</li> </ul>
<b>Resources</b>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEP Case carrier/teacher</li> <li><input type="checkbox"/> SLC Teacher(s)</li> <li><input type="checkbox"/> Special Education Administrator</li> <li><input type="checkbox"/> Special Education Department Chair</li> <li><input type="checkbox"/> Career Transition Specialists (CTS) on site</li> <li><input type="checkbox"/> SLC Leads/SLC Coordinator on site</li> <li><input type="checkbox"/> College and Career Center/Counselor</li> <li><input type="checkbox"/> Counselor</li> </ul> <p><b>WEB/DIGITAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School-Loop</li> <li><input type="checkbox"/> Office of School Support Services (OSSS) website</li> <li><input type="checkbox"/> SLC industry sector assessment (e.g., Who Do You Want to Be? <a href="http://www.whodouwant2b.com">www.whodouwant2b.com</a>)</li> <li><input type="checkbox"/> School Website/</li> <li><input type="checkbox"/> Pupil Self-Interview (available on LBUSD SPED Intranet)</li> <li><input type="checkbox"/> Linked Learning Website</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> <li><input type="checkbox"/> Job Accommodation Network (<a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a>)</li> </ul> <p><b>OTHER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community Advisory Committee (CAC)</li> <li><input type="checkbox"/> High School Catalog</li> <li><input type="checkbox"/> Individual Transition Plan (ITP)</li> <li><input type="checkbox"/> LBUSD Transition Fair (held in Spring)</li> </ul>			

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<b>Paraeducators</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration – Ideal Practices Collaboration, Consultation &amp; Co-Teaching</b>
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know their roles and responsibilities in all classes</li> <li><input type="checkbox"/> Know the SLCs offered on their campus</li> <li><input type="checkbox"/> Know students’ instructional accommodations /modifications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know their roles and responsibilities in all classes</li> <li><input type="checkbox"/> Know the SLCs offered on their campus and the student outcomes associated with each pathway</li> <li><input type="checkbox"/> Know students’ instructional accommodations /modifications for daily lessons and SLC projects</li> <li><input type="checkbox"/> Provide feedback on student performance and communicate to case carrier</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide academic and behavior support to all students in SLC classes</li> <li><input type="checkbox"/> Teach/assist students based on strengths, interests, skills aligned to SLC pathways</li> <li><input type="checkbox"/> Communicate with case carriers/teachers regularly</li> <li><input type="checkbox"/> Know their roles and responsibilities in all classes</li> <li><input type="checkbox"/> Implement students’ instructional and assessment accommodations /modifications for daily lessons and SLC projects</li> <li><input type="checkbox"/> Collect data on student performance and communicate to case carrier</li> </ul>
<b>Resources</b>	<p>STAFF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Teachers/Case Carriers</li> <li><input type="checkbox"/> SLC General Education Teachers</li> <li><input type="checkbox"/> Career Transition Specialists (CTS on site)</li> </ul> <p>WEB/DIGITAL RESOURCES:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School-Loop</li> <li><input type="checkbox"/> Linked Learning Website</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> </ul> <p>OTHER</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Development opportunities</li> <li><input type="checkbox"/> IEP Pages: Accommodations/Modifications, Behavior Support Plans, IEP goals and/or objectives</li> <li><input type="checkbox"/> College and Career Center</li> </ul>		

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<b>Administrators</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration – Ideal Practices Collaboration, Consultation &amp; Co-Teaching</b>
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and understand disability, accommodations, modifications, and special education programs on site</li> <li><input type="checkbox"/> Collaborate with counselor(s), SLC leads and SPED dept. chair to align special education teachers to appropriate SLCs</li> <li><input type="checkbox"/> Ensure opportunities for students in SDCs to being integrated into SLC pathway activities *</li> <li><input type="checkbox"/> Ensure SPED teachers attend SLC meetings as appropriate</li> <li><input type="checkbox"/> Provide staff development on disability/accommodations/modifications etc.</li> <li><input type="checkbox"/> Work with counselors on master schedule to align students to SLCs *</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with SPED Department Chair to assign SDC student caseloads by SLC pathway</li> <li><input type="checkbox"/> Provide planning time (e.g. extra hourly, release days) for teachers to plan/adapt SLC pathway projects to be integrated into SDC core subjects</li> <li><input type="checkbox"/> Ensure students in SDCs are being integrated into some SLC pathway activities and coursework *</li> <li><input type="checkbox"/> Ensure SPED teachers attend SLC meetings as appropriate</li> <li><input type="checkbox"/> Work with counselors on master schedule to enroll students in electives or regular courses in areas of strength *</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with SPED Department Chair to determine co-teaching opportunities for SPED teachers and SLC pathway teachers</li> <li><input type="checkbox"/> Ensure SPED teachers and SLC teachers have common conference periods</li> <li><input type="checkbox"/> Ensure students in SDCs are being integrated into all SLC pathway activities and coursework.</li> <li><input type="checkbox"/> Ensure SPED teachers attend SLC meetings as appropriate</li> <li><input type="checkbox"/> Work with counselors on master schedule to get students enrolled in electives and core courses.</li> </ul>
<b>Resources</b>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Master schedule team</li> <li><input type="checkbox"/> IEP Team/Case Carriers</li> <li><input type="checkbox"/> Special Education Department Chairs</li> <li><input type="checkbox"/> SLC Lead Teachers</li> <li><input type="checkbox"/> Special Education Curriculum Leader</li> <li><input type="checkbox"/> Special Education Administrator</li> </ul> <p><b>WEB/DIGITAL RESOURCES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> OSSS Resource Manual</li> <li><input type="checkbox"/> Linked Learning Website</li> <li><input type="checkbox"/> NEW Linked Learning Video</li> </ul> <p><b>OTHER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Interest Survey data collected by contacting case carrier</li> <li><input type="checkbox"/> GENESEA IEP</li> </ul>		

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<b>Data to Assess School Progress</b>			
	<b>Minimal Integration Collaboration</b>	<b>Transition to Full Integration Collaboration &amp; Consultation</b>	<b>Full Integration – Ideal Practices Collaboration, Consultation &amp; Co-Teaching</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLC &amp; SPED Dept meeting agenda/minutes</li> <li><input type="checkbox"/> Faculty meetings</li> <li><input type="checkbox"/> Linked Learning Website resources</li> <li><input type="checkbox"/> LBUSD metrics resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Percentage of students enrolled in SLC Coursework</li> </ul>	

“Three Cs Model” adapted from: Dukes & LaMar Dukes (2007). Conceptualizing special education services in small learning communities, *Urban Education*, 42(5), 412-431.

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