

Opportunity Center: Board of Education Meeting



March 12, 2020

District Goals



- Increase student achievement
- Improve transparency throughout our communities
- Practice fiscal responsibility

Tonight's Agenda

- Opportunity Center Rebranding
- Opportunity Center Progress
- MythBusters
- Moving Forward

Opportunity Center is changing....



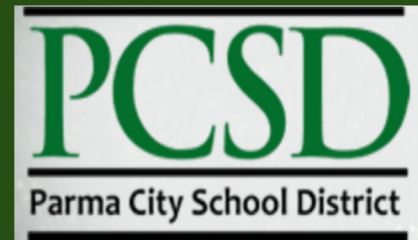
Introducing



- A.C.E.S. Center for Education
 - Accept
 - Champion
 - Educate
 - Support

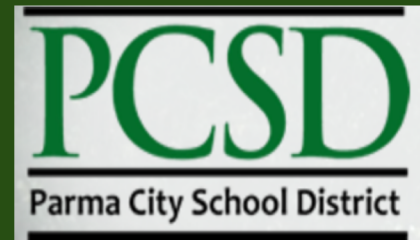


A.C.E.S. Center for Education; Progress



- **Identify Student Population to Serve**
 - Students in grades K-5 with a medical and educational primary diagnosis of Autism
 - Need to be taught in a different way and require a highly individualized, therapeutic-based program.
 - **WHY?**
 - Our continuum of services currently offered do not offer a highly individualized, therapeutic-based program for students with autism
 - Proximity to Community
 - Research supports early intervention
 - 21st Century Special Education

A.C.E.S. Center for Education; Progress



- **Location**
 - Parma Senior High School
 - 3 classrooms and room to grow!
 - Partnership with CTE and High School students
- **Opening**
 - 2020-2021 School Year

A.C.E.S. Center for Education; Progress



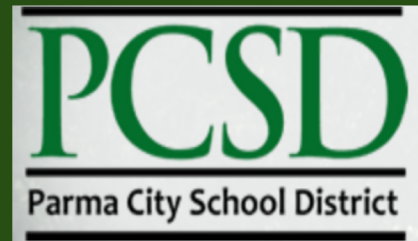
- **Build Generalized Student Profile**

- Assessed needs demonstrated at the building level that are difficult to address
- Student needs may include:
 - Verbal Communicator
 - Non-Verbal Communicator (use of device for communication)
 - Sensory Needs
 - Fine Motor Needs
 - Average to Significant Delays in Cognition
 - Adaptive Needs
 - Social Emotional Needs
 - Academic Deficits
 - Gross Motor Needs
 - Executive Functioning Needs
 - Behavioral Support and Intervention (FBA/BIP)

*"If a child
can't learn
the way we teach,
maybe we
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teach the
way they learn."*

- Ignacio Estrada

A.C.E.S. Center for Education Progress

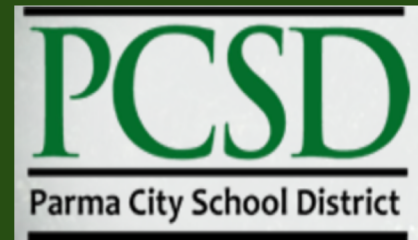


A.C.E.S. Center for Education will be a therapy-based educational model rooted in developmental practice.

- Development
- Therapeutic
- Instruction



A.C.E.S. Center for Education; Progress



What does this mean for our Students and Families?

- **Curriculum**
- **Behavior**
- **Related Services**
- **Family Support**
- **Least Restrictive Environment**

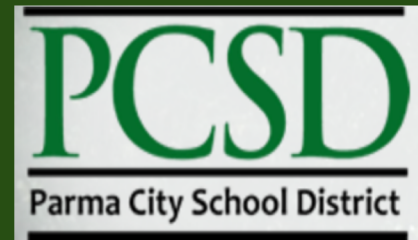
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Curriculum

- Individualized Functional Curriculum driven by the Extended Standards (Not a packaged curriculum)
- Student Centered Approach (meeting student where they are and working through the learning progression)
- Therapeutic Collaboration (Communication Objectives and Sensory Plans embedded throughout their day)

A.C.E.S. Center for Education; Progress



Behavior

- Students may be observed by BCBA prior to attending the Center with parent consent.
- All students will have a Behavior Profile developed
- Development of a Sensory Profile, if applicable
- BCBA support

Related Services

- As required per Student IEP:
 - For Example: Speech, Occupational Therapy, Physical Therapy, Teacher of Children with Visual Impairments, Teacher of the Deaf, Transportation

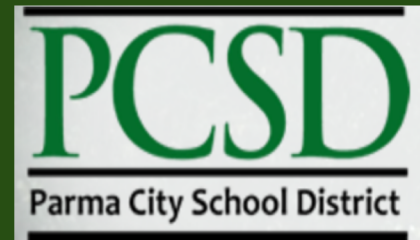
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Family Support

- Parent Mentor to provide Trainings/Support
- Family Outings
- Home Implementation of Intervention/Behavioral Support

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Least Restrictive Environment

- **Separate Facility within the PCSD Community**
 - Opportunity to stay within their community, be near typical peers who live in their neighborhoods
- **Partnerships with Career and Technical Education Programs within the district**
- **Community-Based Learning**
- **Reintegration- Consistency of Transition and Support back to Home School/Program**

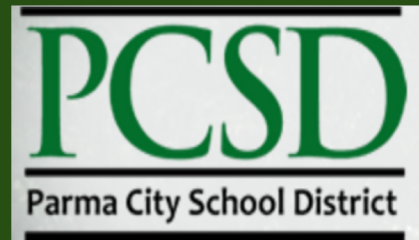
MythBusters

Clarification



- **School Location:**
 - We are considering locations that will not impact or disrupt the current learning environments of our students within the Parma City Schools, while also looking at options that will afford the opportunity for our students to interact with typical peers.
 - **Update:** We will be officially moving to Parma Senior High.
- **Current Outplaced Students:**
 - We are not planning to bring back specific students who are currently outplaced, but rather offer options for IEP teams and families to consider.
 - **Update:** We are continuing to offer this setting as an option for IEP teams and families to consider. Conversations are welcomed with teams and families of outplaced students if desired.

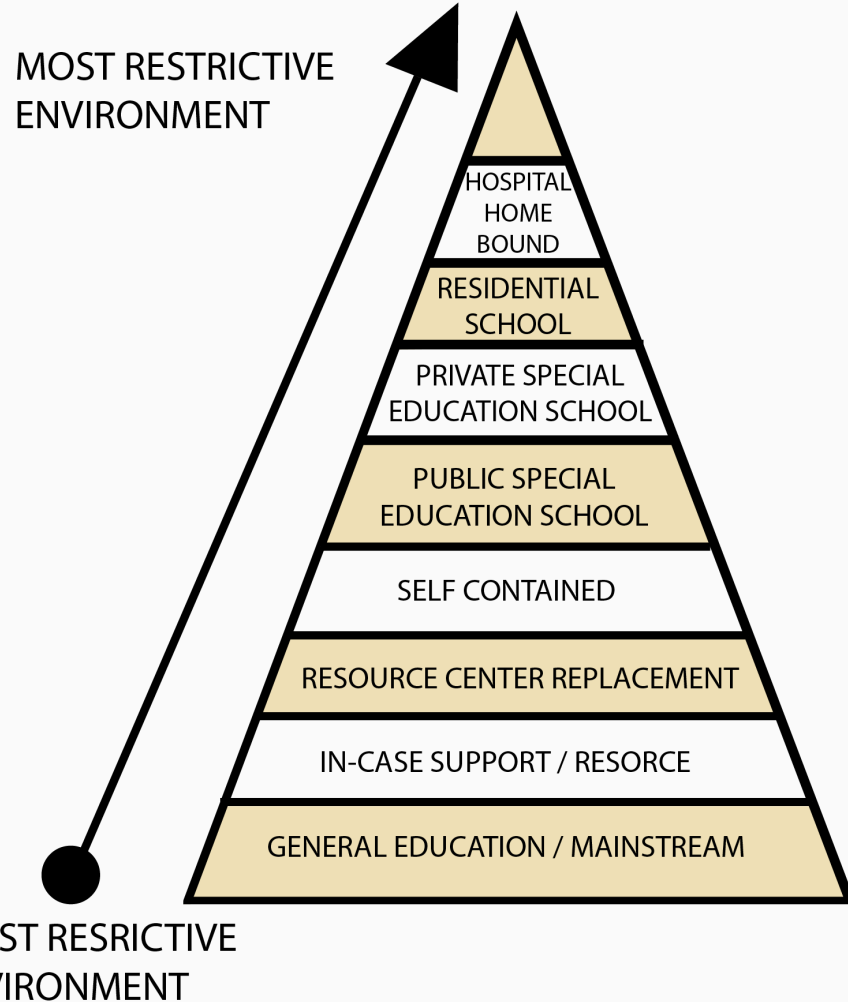
Clarification



- Planning Process:
 - We want your feedback on how to meet the needs of our specific student population, as a community-based approach.
 - **Update:** We continue to want your feedback on how to meet the needs of our specific student population, as a community-based approach. Please visit the PCSD website: Departments>Exceptional Student> A.C.E.S. Center for Education (Left Side) to complete the A.C.E.S. Center Survey and/or Parent Survey.
- Continuum of Services
 - Separate Facility with the Parma City School District

Least Restrictive Environment

- Our continuum of services currently offered does not offer a highly individualized, therapeutic-based program of support for our students with Autism. Because these services are not offered at this time, students may be outplaced to a separate facility outside of the Parma Community.



Moving Forward

Moving Forward



- Meet with IEP Teams and/or Families who are considering students for this option.
- Staff A.C.E.S. Center for Education
- Create specific instructional programming and research-based behavioral supports.
- Continue to work through the process with GPD on the physical development of A.C.E.S.
- Begin to establish partnerships with our Schools, Office of Strategic Initiatives and Community Businesses

