

# **Special Education in District 113**

**February 22, 2023  
Dr. Tiffany Rowe**



# Objectives

By the end of this workshop you will gain insight into the role of special education in District 113

- What is the purpose is behind special education?
- How is special education going to support my student without Survey level classes?
- What does the law says and how Specially Designed Instruction is delivered in D113?
- What is MTSS and how does it work with special education?
- What is the role of the case manager?
- What are other supports that are in place to assist your student?





# Special Education

Special Education is defined under the Individuals with Disabilities Education Act of 2004 (IDEA) with two primary purposes:

- 1) to provide students with specially designed instruction and supports that meets the individual needs of the child in preparing the student for postsecondary success, and
- 2) to protect the rights of students with disabilities and their families.

Wrightslaw: Special Education Law, 2nd Edition (Wright and Wright, 2006)

113



# Background

## DM Group Audit:

- *Increase access to rigor for all students by reducing the number of lower level courses, raising expectations in all levels, and adding more higher order thinking to curriculum and instruction.*
- *Acknowledge the pressure that special education and social emotional, and behavioral staff feel within the current system and provide opportunities for these staff to play to their strengths.*

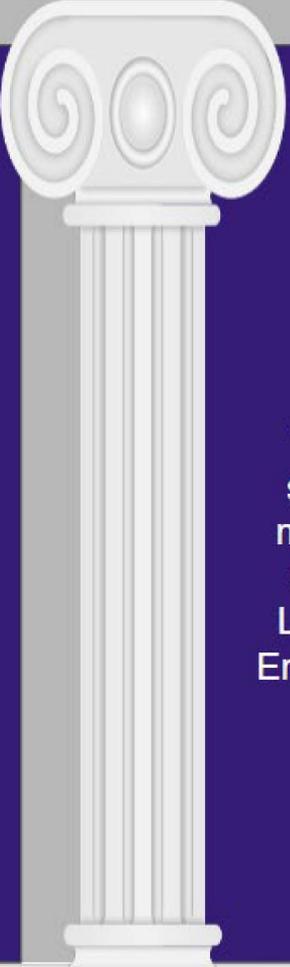


# Three Pillars of the Multi-Year Plan



## *Pillar 1*

To create and implement IEPs with greater fidelity and increased rigor



## *Pillar 2*

To improve the service delivery model to support students in the Least Restrictive Environment (LRE)



## *Pillar 3*

To increase students' levels of independence in reaching their post-secondary goals



# Key Concepts Regarding Special Ed

Students with IEPs are general education students first and must be placed in the Least Restrictive Environment (LRE).

Special education is not a place, it is a service.

The IEP is developed to close the gap to enable successful mastery of the general education curriculum.



# De-Surveying



# De-Surveyed Course Staffing

- Section freshman de-surveyed classes at 20 with a sectioning cap at 22
- Provide co-teaching in classes in which students' IEPs indicate learning in a co-taught setting
- Section survey classes in grades 10-12 at 18
- Section courses in departments with de-surveyed courses at 24 (minimum 20, maximum 26)
- Provide lab classes for skill development in reading and math for students whose skill levels require that level of time and intensity
- Direct Tier II/III interventions to support students at all grades (MTSS)

113



# SDI vs. Accommodations

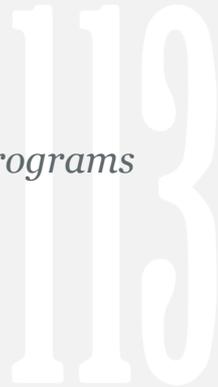
**Accommodations** can be provided by general education staff and are meant to level the playing field without changing the standards or the delivery of instruction. It can be considered differentiation based on the learning style of the student.

**Specially designed instruction** is organized and planned activities provided by a qualified special education professional that may modify the standards, the content, the methodology, or the delivery of instruction based on the individual needs of the student as defined by the student's IEP goals and objectives in order for students to ENSURE access to the general education curriculum.



# What does this mean for my student?

1. On rare occasion, adapt the content
  - a. *Examples: alternative text, elimination of content, lower-level standards*
2. Common form of SDI, adapt the instructional method
  - a. *Examples: multi-sensory methods for comprehending new vocabulary, alternative math strategies, guided study skills, scaffolding instruction*
3. Occasionally, adapt the instructional delivery
  - a. *Examples: small group instruction, decrease pacing, computer-based learning programs*





# How does SDI change post-secondary options?

**Does SDI change the transcript of my student?**

*No. By law, a transcript should be free of any red flags that indicate that a student may be receiving instruction outside of general education.*

**Does SDI limit my student's ability to get accepted/ be successful in their college of choice?**

*Maybe. It depends.*

*SDI will be documented in the IEP.*



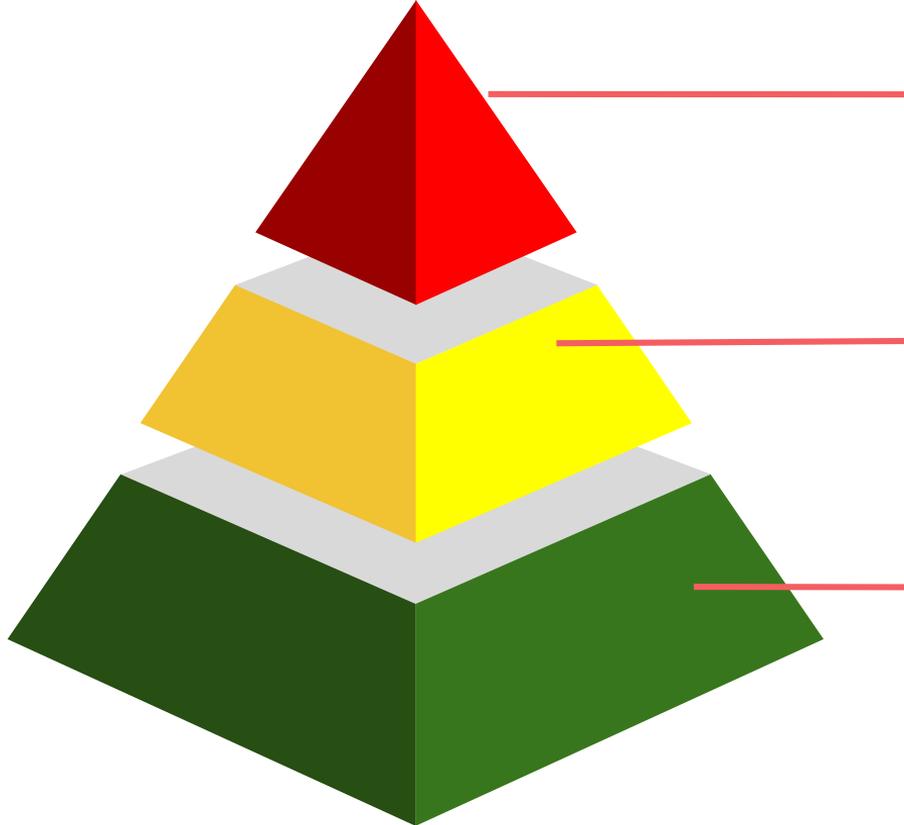


Questions?

MTSS



# What is MTSS?



## **Tier 3**

Edgenuity Classes (113), Flex (HPHS). LAP (DHS), Wellness Center, 1:1 Weekly Drop In Center Counseling (HPHS)

## **Tier 2**

EL Guided Study (HPHS), Attendance Intervention (HPHS), MTSS English, Math, Social Studies, & Science (113), Check & Connect (113), Drop In Center Group (HPHS), Exec Functioning/ Breathe Group (DHS)

## **Tier 1**

Drop In Center as-needed (HPHS), The Learning Center (TLC), ARC (DHS), School Counselor (113), Interns (113), Hispanic Community Liaison (HPHS), Homework Club (HPHS), Oasis (DHS)

*\*It should be noted that special ed students are not eligible for all of these interventions*



# When might my student be referred for MTSS?

- If the problem solving team identifies your student as needing supports based on data, the MTSS Coordinator will reach out to you (families do not make the referral)
- Scheduling this support(s) can sometimes be difficult
- This may be in an area of identified need based on the IEP or not
- Intensive interventions will be provided and monitored for 6-8 weeks
- The team may determine that further interventions are needed for another 6-8 weeks or longer
- If this need has not been identified as an area of disability, and the student is not making progress, the team will reconvene to determine next steps

# Case Management



# Role of the Case Manager

- Facilitates and coordinates the development of the IEP
- Provides instruction/ implementation and evaluation on the annual IEP goals and objectives of their student's IEP
- Advocates for student in the general education classroom (when needed) to ensure implementation of accommodations related to the student's disability.
- Promotes independence in academic and social emotional skill development
- Collaborates with staff, student, and parents on post-secondary plans related to current progress
- Ensures that families are involved in the development of the IEP
- Ensures accommodations and modifications are being provided
- Develops relationships with student, mentors, and encourages self-advocacy and independence
- Assists in directing parents to the right person to answer questions



# Role of the Case Manager Continued

True	It depends	False
<b>The IEP!</b>	<b>Homework completion</b>	<b>Homework completion unrelated to IEP goals. Content specialists to re-teach all curriculum</b>
<b>Gather information related to the IEP</b>	<b>Chronic absenteeism</b>	<b>Technology</b>
<b>Collaborate with team to create the IEP</b>	<b>Student Schedules</b>	<b>Occasional disruptive behavior in the classroom</b>
<b>Progress monitor and provide updates on goals designated to case manager</b>	<b>Ongoing mild disruptive behavior in the classroom</b>	<b>Grades within gen ed class</b>
<b>Access, create, implement transition plan</b>	<b>Tardies</b>	<b>Family concerns about gen ed teacher</b>
<b>Ensure the IEP is being implemented</b>	<b>Grades in classes supported by special education</b>	<b>Gen. Ed teachers' concerns about student's progress unrelated to the IEP</b>
<b>Grades in special ed classes</b>	<b>Develop social skills</b>	<b>Problem-solves issues outside of school or development of friendships</b>



# Other factors to consider

- Communicate with your student's case manager during school hours when you have concerns about your student's progress in relation to their IEP
- IEP meetings are limited to concerns about your student's progress on their IEP
- Contact your student's general education teacher about grades, progress, behavior unrelated to the IEP goals
- Good grades are only one small factor of determining progress on the IEP
- Collaborate with your student's case manager about post-secondary planning
- Collaborate with your student's team in the creation of your student's IEP
- Understand that your student's case manager will not remain the same for 4 years



# Other Supports and Recommendations

- Encourage your student to take advantage of supports outside of special education ARC (DHS)/ TLC (HPHS)
- Develop independence through promoting self-advocacy. Have your student reach out to their teacher for help
- Advocate for your student in ways that empower and preserve the relationship between your student and staff
- Empower your student to problem solve by building their independence and self-confidence
- Your student has the right to fail. Their effort in class determines their final grade. Though we provide the support, the student may not be willing to engage.



# Summary

- Special education provides specially designed instruction and supports to meet the individual needs of each student preparing them for post-secondary success.
- The 3 pillars of our Multi-Year Plan:
  - To create and implement IEPs with greater fidelity and increased rigor
  - To improve the service delivery model to support student in the Least Restrictive Environment (LRE)
  - To increase student's independence in reaching their post-secondary goals
- Specially designed instruction is provided to students with IEPs to ensure access to the general education curriculum in the LRE
- Some students may also qualify for MTSS supports
- The primary role of the case manager is to collaborate with team members in the development of the IEP, to instruct and progress monitor growth on the IEP goals



Questions?