

Special Education Overview

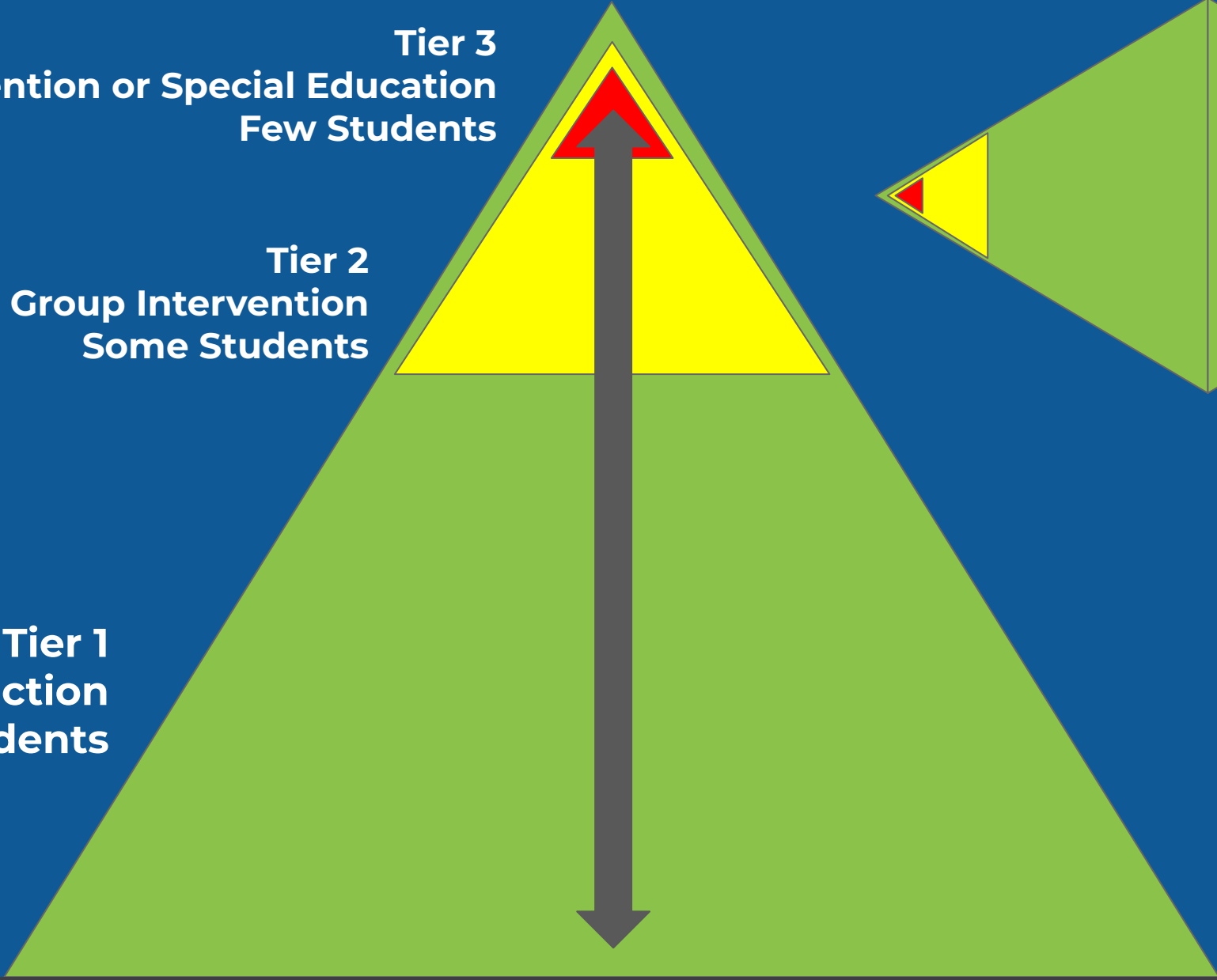
05.09.22



Tier 3
Individualized Intervention or Special Education
Few Students

Tier 2
Group Intervention
Some Students

Tier 1
Universal Instruction
All Students



Individuals with Disabilities Education Act (IDEA)

Zero Reject (Child Find)

Appropriate Evaluation

Free Appropriate Public Education (FAPE)

Least Restrictive Environment (LRE)

Individualized Education Program (IEP)

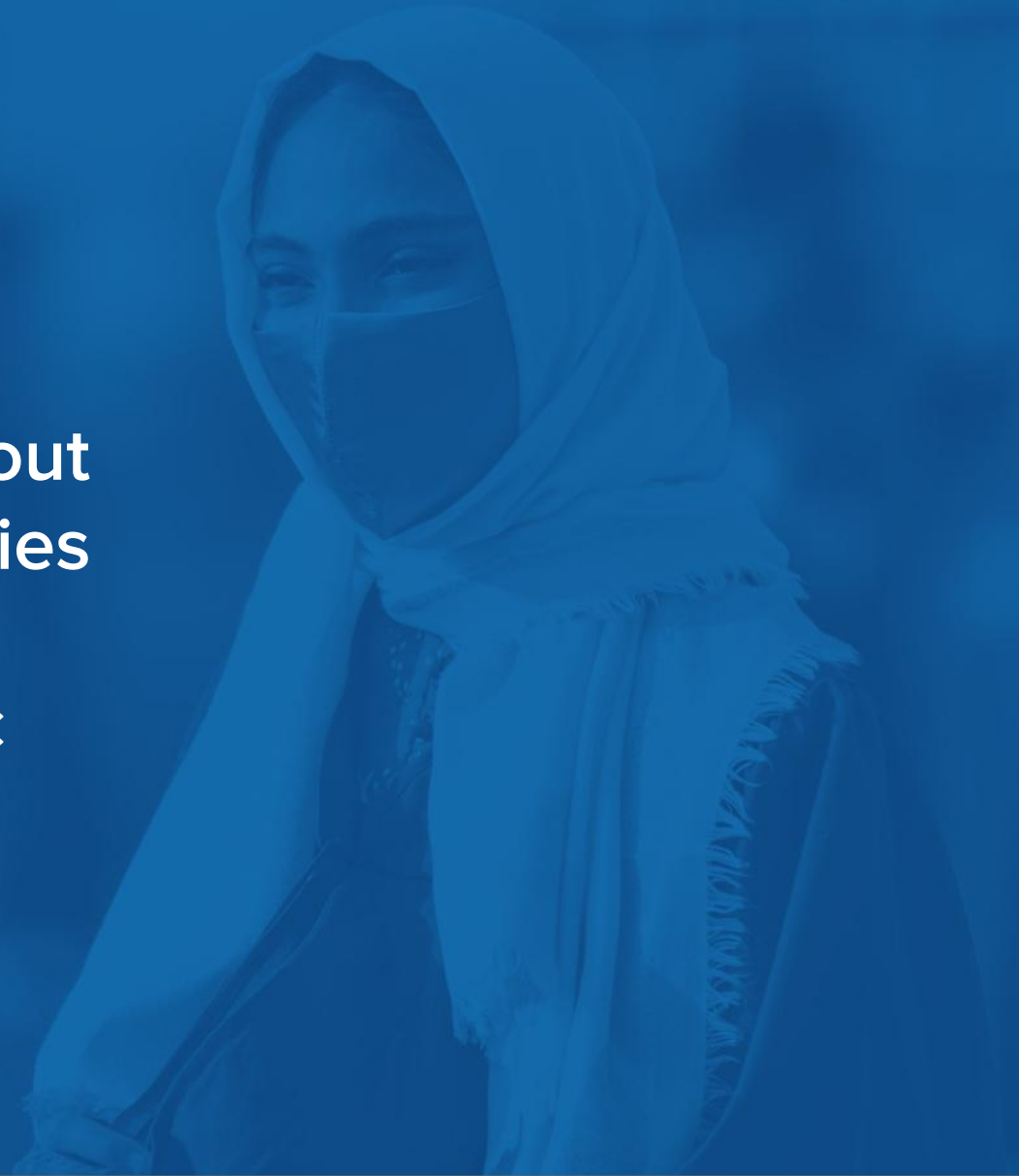
Parent and student participation in decision making

Procedural Safeguards



Zero Reject (Child Find)

School districts are required to seek out and identify all students with disabilities within their districts, regardless of whether those students attend public schools.



What Child Find Means to Us

School teams must meet on, determine interventions for, and potentially evaluate students who are struggling and suspected of having disabilities.

Students may be identified for an evaluation as part of the MTSS process.

When a child is recommended for an evaluation, we must respond with why we will or will not conduct an evaluation.



Evaluation

Evaluation procedures shall ensure that all students with disabilities are appropriately assessed for the purpose of eligibility determination, educational programming, and individual performance monitoring.

Evaluations shall be non-discriminatory.



What Evaluation Means to Us

An evaluation for special education eligibility involves a team of professionals, which may include a school psychologist, school social worker, speech/language pathologist, occupational therapist, physical therapist, school nurse, special education teacher, general education teacher, administrator, and others.

The team meets with parents and determines which assessments are appropriate for each student.

Parents must provide written consent for an evaluation.

Disability Categories

Autism spectrum disorder

Intellectual disability

Deaf/Blind

Deafness

Developmental delay

Emotional disability

Other health impairment

Hearing impairment

Multiple disability

Orthopedic impairment

Specific learning disability

Speech/Language impairment

Traumatic brain injury

Visual impairment

Free Appropriate Public Education (FAPE)

Special education and related services

Provided at public expense

Meet state educational agency standards

Provided in conformity with the

Individualized Education Program (IEP) - it
is decided on a case-by-case basis



Special Education

Specially designed instruction to meet the unique needs of a student with a disability
Based on a child's present level of performance

Instruction in a variety of different classroom settings, in or out of district, home, hospital, or other settings

Includes academic skills, physical and motor skills, language skills, vocational skills, and functional skills

Special education is designed to meet the unique needs of a student a disability and to help that student learn and make progress in the general education curriculum.



What FAPE Means to Us

We must design a program to meet a student's unique educational needs.

The program may include special education and related services.

The program should prepare students for further education, employment, and independent living.



The Individualized Education Program (IEP)

A statement of a student's special education and related services

The IEP must be in effect by the beginning of the school year.

LEAs are responsible for developing, implementing, and revising.

The IEP is developed in an IEP meeting in which:

- The assessment results are discussed

- A student's educational program is developed

- A student's placement is determined



What the IEP Means to Us

We review the student's assessment data and write present levels of academic achievement and functional performance.

We write measurable annual goals to address deficit areas.

We determine the special education and related services necessary for students to meet goals.

We establish how progress will be monitored.

We determine student placement.

We monitor progress as the IEP is implemented.



Least Restrictive Environment (LRE)

To the maximum extent appropriate children with disabilities are to be educated with children without disabilities

Removal may only occur when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

The District maintains a continuum of services to meet the needs of students with disabilities.



What These Mean to Us: LRE, Mainstreaming, and Inclusion

LRE

To the maximum extent appropriate, students with disabilities should be with kids in general education. Removal is only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Mainstreaming

A dated term, mainstreaming does not usually include supports and is based on a “readiness model” - students will be mainstreamed when they are ready to participate in general education without supports.

Inclusion

Based on the idea that students have the right to an education with their non-disabled peers. Supports are provided within the classroom. Incorporates the idea that the environment needs to be made ready for the student.



Procedural Safeguards and Parent Participation

Notice and consent requirements

Opportunity to examine records

Independent educational evaluation

Discipline

Mediation

Resolution session

Impartial due process hearing



D59 Snapshot



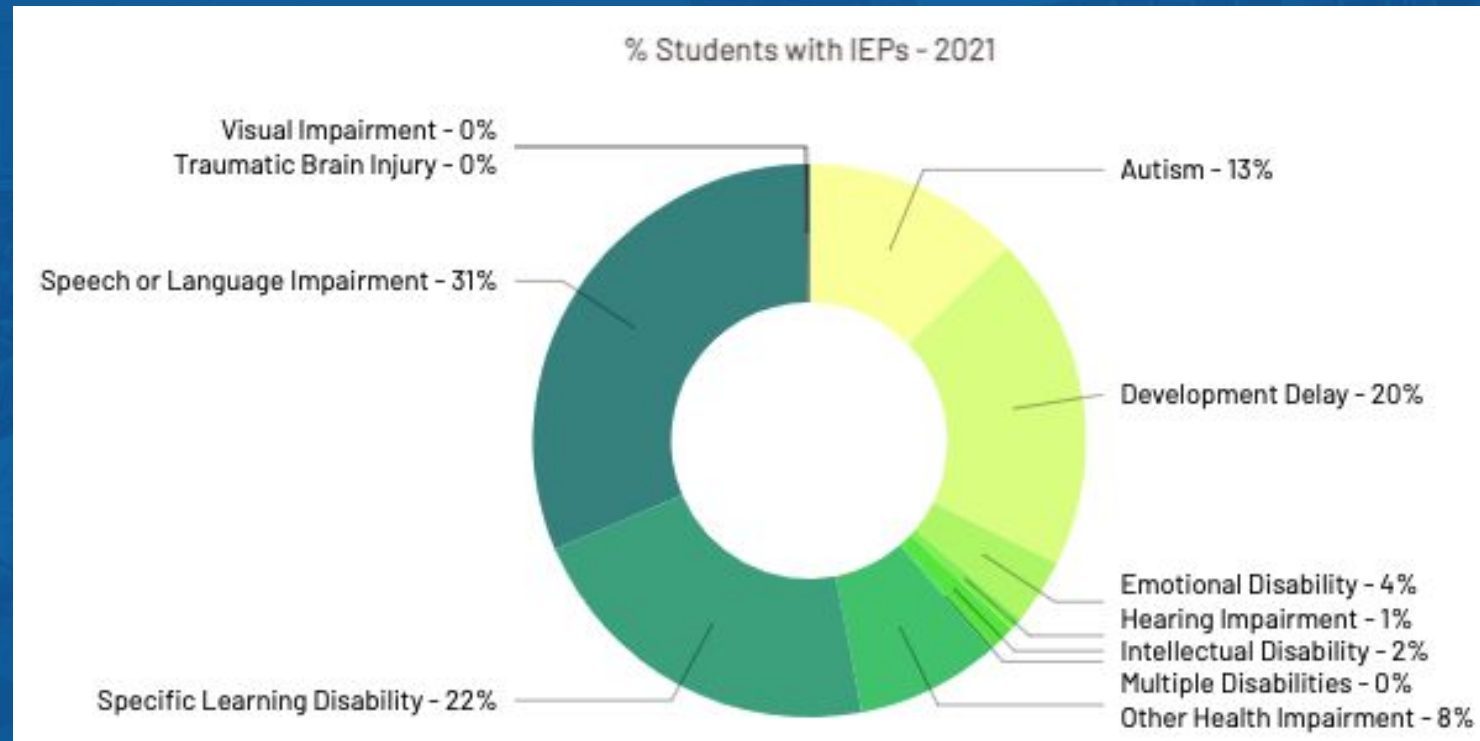
Enrollments

831 students with IEPs

775 in district buildings

Others in NSSEO schools,
private day school,
parentally placed &
homeschooled

About 13% of district
enrollment



Educational Services Staff

5.6 Coordinators

19 Early Childhood Teachers

53 Special Education Teachers

Program Teachers - 17

Inclusion Facilitators - 3

18 School Psychologists

20 School Social Workers

25 Speech and Language Pathologists (1 SLPA, 1 Speech Interpreter)

17 Nurses



Focus and Future Direction



Overarching Areas of Focus

Data Based Decision Making

Strengthening Inclusive Practices

Professional Learning for All Staff



Future Directions

Providing expanded and equitable opportunities for participation for students with disabilities

Building a global understanding of special education and working with students with disabilities

Creating the conditions for positive inclusive opportunities

Expanding parent engagement opportunities



Discussion and Questions

