

# Special Education Board Update

Date: 03/27/2023  
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# Vision for Inclusive Learning



To the greatest extent possible, all students will learn in inclusive environments, with rigorous curriculum and teachers that recognize their strengths and provide differentiated supports.

# AIR Comprehensive Program Review 2018

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## Third Party Independent Special Education Program Review

### American Institutes for Research (AIR)

- 10 month in-district audit of services
- 8 special education experts on-sight
- Focus groups, data analysis, school observation, surveys, and records review

# 5 Main AIR Audit Recommendations

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Proactive &  
preventive  
services for  
all students

Simplify  
procedures for  
referral and  
identification

Access to high-  
quality  
instruction

Comprehensive  
professional  
learning  
framework

Greater central  
oversight of  
budget, staffing,  
and resources

# Strategic 5 Year Plan

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## Three Primary Focus Areas:

- Proactive & Timely Communication to Rebuild Trust with Families
- Instructional Excellence to Meet Student Needs (High-Quality Curriculum & MTSS)
- Systems to Ensure Quality and Compliance



# Commitment Overview

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IF...we provide students with disabilities

- timely evaluations, data-based goals with progress monitoring;
- responsive teaching using evidence-based curriculum with accommodations;
- and proactive reliable family communication,

THEN...we will improve learning outcomes and compliance measures for students receiving special education services..





# Commitment Leaders

STRATEGIC PLAN IMPLEMENTATION

| Sub-Commitment                                 | Initiatives  | Leader                                |
|--|--|---------------------------------------|
| Proactive & Timely Communication               | Monthly Parent Trainings<br>Biannual SPED Parents' Summit<br>Parent Partner Group Meetings<br>Prompt parent responses  | Ardalia Idlebird                      |
| Instructional Excellence to Meet Student Needs | Strong teachers provide specialized services<br>Cross-departmental collaboration to increase academic skills   | Nicole Ayen-Metoyer and Candice Lewis |
| Systems to Ensure Quality and Compliance       | IEP Progress reported every 6 weeks<br>IEPs showing standards-based goals<br>Timely Initial Evaluations<br>Develop and Implement Early Childhood Transition IEPs by third birthday | Mary Kay Kinnett                      |

# Communication with Families

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- Promote opportunities for parents to learn more about SPED processes, advocacy, and supports. These are currently offered through:
  - Monthly Parent Trainings (**new for 2022-23**)
  - Biannual SPED Parents' Summit
  - Parent Partner Group Meetings
- The goal is to increase attendance at these sessions.



# Parent Support Dashboard

## Total Count of Ticket

1241

## Filter by Date Range

3/29/2022



12/21/2022



## Total Count of Ticket in Field Managers Workspace

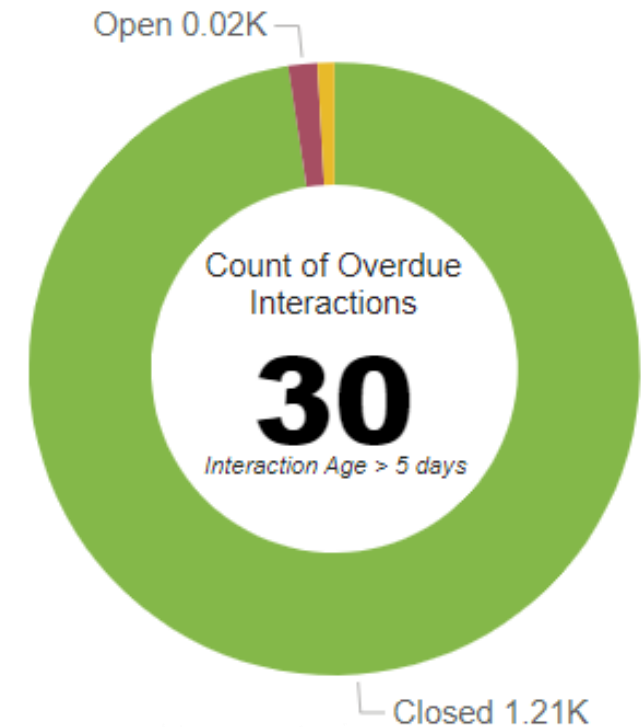
815

## Total Count of Tickets Assigned to Parent Liaisons

426

| Status       | COUNT of Tickets | MIN       | MAX        | MODE      | AVERAGE       |
|--------------|------------------|-----------|------------|-----------|---------------|
| Closed       | 1211             | 1         | 94         | 1         | 7.07          |
| Open         | 19               | 14        | 164        | 15        | 31.89         |
| Updated      | 11               | 16        | 162        | 16        | 71.18         |
| <b>Total</b> | <b>1241</b>      | <b>31</b> | <b>420</b> | <b>32</b> | <b>110.14</b> |

## Count of Tickets by Status

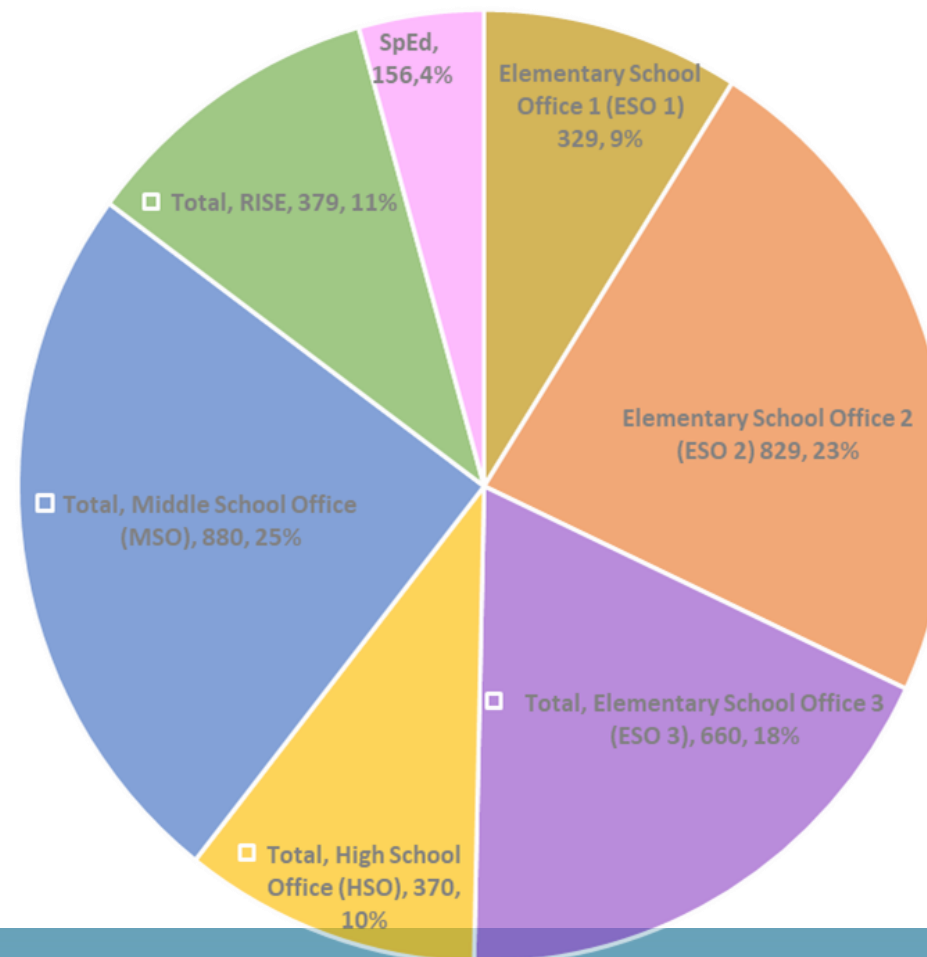


# Campus Support Dashboard

Special Education Campus Support Hours by Area August 2022 – December 2022

Total Hours: 3, 595

This represents a screenshot of dashboard available to staff to internally track progress on support provided to campuses.



# Progress Report Monitoring Example

| Area Office           | Grading Cycle 1 | Grading Cycle 2 | Grading Cycle 3 | Grading Cycle 4 |
|-----------------------|-----------------|-----------------|-----------------|-----------------|
| ESO 1                 | 64%             | 92%             | 93%             | 93%             |
| ESO 2                 | 67%             | 91%             | 97%             | 91%             |
| ESO 3                 | 68%             | 98%             | 97%             | 97%             |
| MS                    | 72%             | 96%             | 94%             | 99%             |
| HS                    | 70%             | 93%             | 96%             | 93%             |
| RISE                  | 69%             | 93%             | 98%             | 97%             |
| <b>District Total</b> | <b>69%</b>      | <b>93%</b>      | <b>95%</b>      | <b>95%</b>      |

# Multi-Tiered Systems of Support

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- In order to provide seamless support for all students:  
Cross-functional and multi-departmental collaborative facilitated by Region IV
  - Tier I: Universal Design for Learning & High-Quality Instructional Materials
  - Tier II: Classroom Interventions & Acceleration
  - Tier III: Diagnostic/Parent Communication

# Behavior Support Plan

Ongoing behavior challenges require alignment of our central and campus resources

Cross departmental collaboration to create systems, procedures, and training related to behavior and discipline

- Social Emotional Learning
- Interventions Office
- Special Education
- Wrap-Around
- Counseling
- Research & Accountability
- Schools Office



# Co-Teaching/Inclusive Practices

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- Weekly/Ongoing Curriculum Trainings & Collaboration
- Creating Embedded Supports within our new High-Quality Curriculum Modules
- Ensuring Special Education Staff attend all Curriculum & Assessment Workshops
- Launching summer & fall Co-Teach Training



# Focused Time with School Leaders

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- Monthly Principals Meeting Agenda
- Weekly School Office Leadership Meetings
- Professional Learning (principals & tier II leaders) facilitated by Region IV Special Education leaders focused on
  - Child Find
  - Prior Written Notice
  - Procedural Safeguards
  - Areas of The IEP

Thank you

