Special Education Board Update

Date: 03/27/2023
Cynthia Hoppman
Executive Director Special Education
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

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

- 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

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

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

• 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

<table>
<thead>
<tr>
<th>Status</th>
<th>COUNT of Tickets</th>
<th>MIN</th>
<th>MAX</th>
<th>MODE</th>
<th>AVERAGE</th>
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<tbody>
<tr>
<td>Closed</td>
<td>1211</td>
<td>1</td>
<td>94</td>
<td>1</td>
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<tr>
<td>Open</td>
<td>19</td>
<td>14</td>
<td>164</td>
<td>15</td>
<td>31.99</td>
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<tr>
<td>Updated</td>
<td>11</td>
<td>16</td>
<td>162</td>
<td>16</td>
<td>71.18</td>
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<tr>
<td>Total</td>
<td>1241</td>
<td>31</td>
<td>420</td>
<td>32</td>
<td>110.14</td>
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</tbody>
</table>

Count of Tickets by Status:
- Open 0.02K
- Count of Overdue Interactions:
  - 30 Interaction Age > 5 days
  - Closed 1.21K
This represents a screenshot of dashboard available to staff to internally track progress on support provided to campuses.
## Progress Report Monitoring Example

<table>
<thead>
<tr>
<th>Area Office</th>
<th>Grading Cycle 1</th>
<th>Grading Cycle 2</th>
<th>Grading Cycle 3</th>
<th>Grading Cycle 4</th>
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<tbody>
<tr>
<td>ESO 1</td>
<td>64%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
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<tr>
<td>ESO 2</td>
<td>67%</td>
<td>91%</td>
<td>97%</td>
<td>91%</td>
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<td>MS</td>
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<tr>
<td>HS</td>
<td>70%</td>
<td>93%</td>
<td>96%</td>
<td>93%</td>
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<tr>
<td>RISE</td>
<td>69%</td>
<td>93%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td><strong>69%</strong></td>
<td><strong>93%</strong></td>
<td><strong>95%</strong></td>
<td><strong>95%</strong></td>
</tr>
</tbody>
</table>
Multi-Tiered Systems of Support

• 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

• 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

- 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