

# Department of Special Education (DSE) Parent Night



September 19, 2019

# Department of Special Education (DSE) (district-wide)

- Director, Frances Holt
- DSE Coordinator, Frank DeFilippo
- Parent Mentor, Cheryl Grant
- Special Education Lead Teachers (SELTs)
  - Tatrabian Lockwood, P-5
  - Clair Rutherford, MS/HS

# Desired Outcomes

*By the end of this meeting, we will have:*

- A shared awareness of department and district updates.

# Group Norms

1. Assume *best* intentions.
2. Stay engaged with the goal of *making things better*.
3. Highlight and *celebrate* the positive.
4. Focus on "*building with*," not "doing to."
5. Explore and consider *multiple perspectives* when solving problems.
6. Commit to regular and clear communication.
7. Be inclusive.

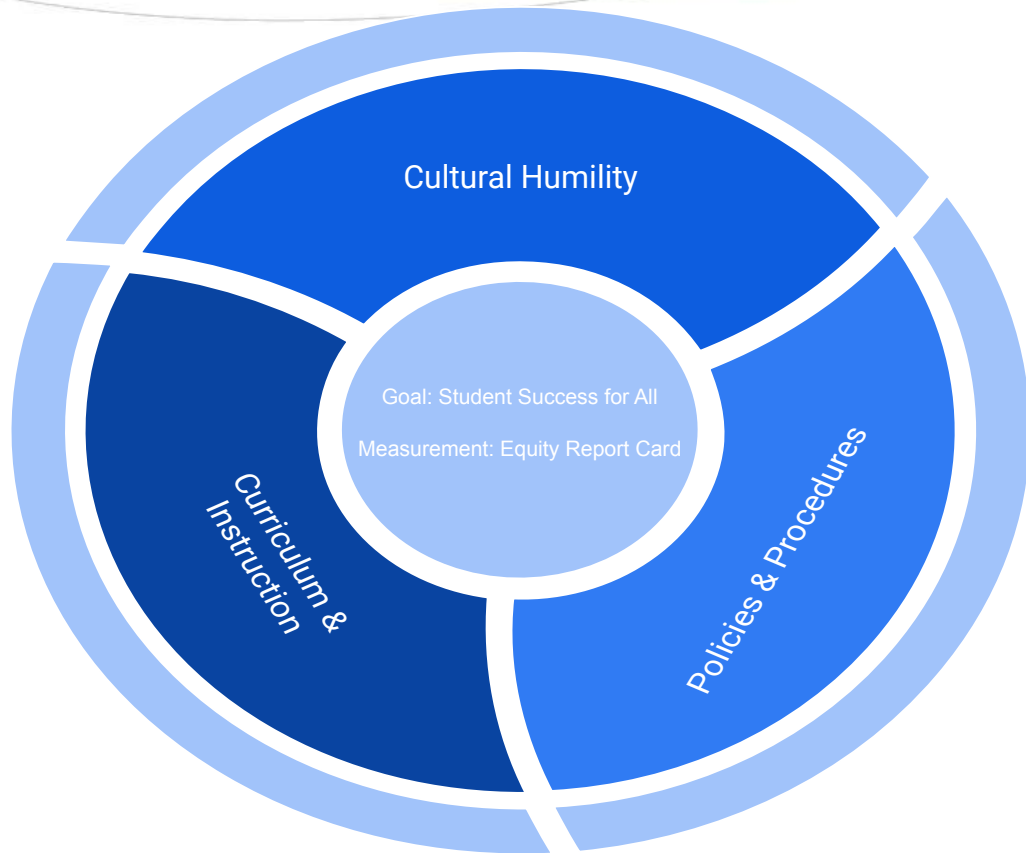
# The Collaborative Premise

If you bring the appropriate people together *in constructive ways* with *good information*, they will *create authentic visions and strategies* for addressing the *shared concerns* of *the organization and community*.

-David Chrislip



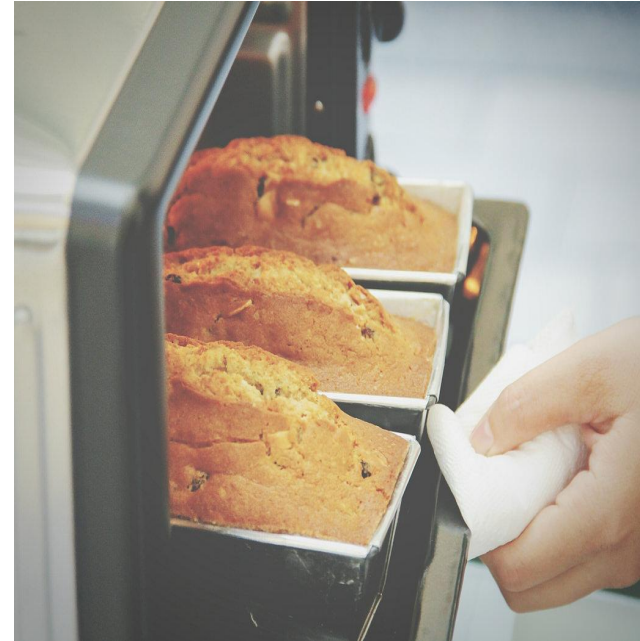
# Equity Action Plan



# Reflecting on progress thus far...

## Department Priorities/Projects *(2018-2019)*

- ☒ CSD University - District Wide PL
- ☒ DSE handbook - The goal of being a school system vs. system of schools
- ☒ Collaboration with the Executive Director of Schools (new position) and Executive Director of Student Supports
- ☒ Special Education Lead Teachers (SELTs) coaching and mentoring teachers with data collection, instruction, IEP meetings including transition meetings, and compliance best practices



# Updates for the 2019-2020 school year

- Department Staff, Goals, and Points of Contact
- Updates on (*improvements to*) district-wide procedures and processes
- Sensory spaces
- Post-secondary transitions
- Reminders:
  - IEP Facilitation
  - Parent Mentor
  - DSE Parents' Nights



# Staff, Goals, and Points of Contacts

# Our Growth!

**71 Special Education teachers in our 10 schools**

**32 Special Education paraprofessionals**

**Serving ~530 students with disabilities under IDEA in CSD**

# Service Providers

## Speech & Language Pathologists

Ava Myers      Elizabeth Nicholson

Heather Thaker   Kathy Hill

Kim Jeffrey      Maggie DeFilippo

Amy Clay      Inez Cox

## Assistive Tech Specialists (AT)

Heather Radlmann and Yael Cohen

## Occupational Therapist

Lisa Nye      Yael Cohen

## Physical Therapist

Laurie Sperry

## Transition Teachers (DHS)

Marca Tigner and Teresa Cross

## Vision Teacher

Teresa Cross

# Equity and Student Supports Department (district-wide)

- Dr. Lillie Huddleston, Executive Director of Equity and Student Supports.
  - Dr. Mari Ann Bank, Equity Coordinator
  - Ben Knaebel, Section 504 and School Psychology Coordinator
  - Dianne Thompson, Student Success Center Coordinator
  - School Psychologists
  - School Counselors
  - School Nurses
  - School Social Workers
    - Hospital Homebound (HHB)
  - Title IX

*This department is not Special Education, but we work closely together.* 12

# 2019-2020 DSE Goals

*The DSE goals are aligned to the District Improvement Plan (DIP) as that is the plan that focuses all of our work (schools and district).*

Based on data collected in the forms of classroom observations, review of IEPs, and feedback from multiple sources, it has been identified that as a district the DSE needs to focus on developing *professional learning, procedures and common expectations* around:

- Using formative assessment data to guide instruction
- **Specially Designed Instruction (SDI)**
- *Quality* IEP writing and IEP implementation



**Present Levels of Academic  
Achievement and Functional  
Performance**  
(Where the student is now)

## **Specially Designed Instruction**

**Georgia Standards of  
Excellence**

**Adapting  
Content**

**Adapting  
Methodology**

**Adapting Instructional  
Delivery**

**Addressing the unique needs of a child  
Ensuring access of the child to the general curriculum**

### **Methodology**

Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

### **Content**

Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

### **Delivery**

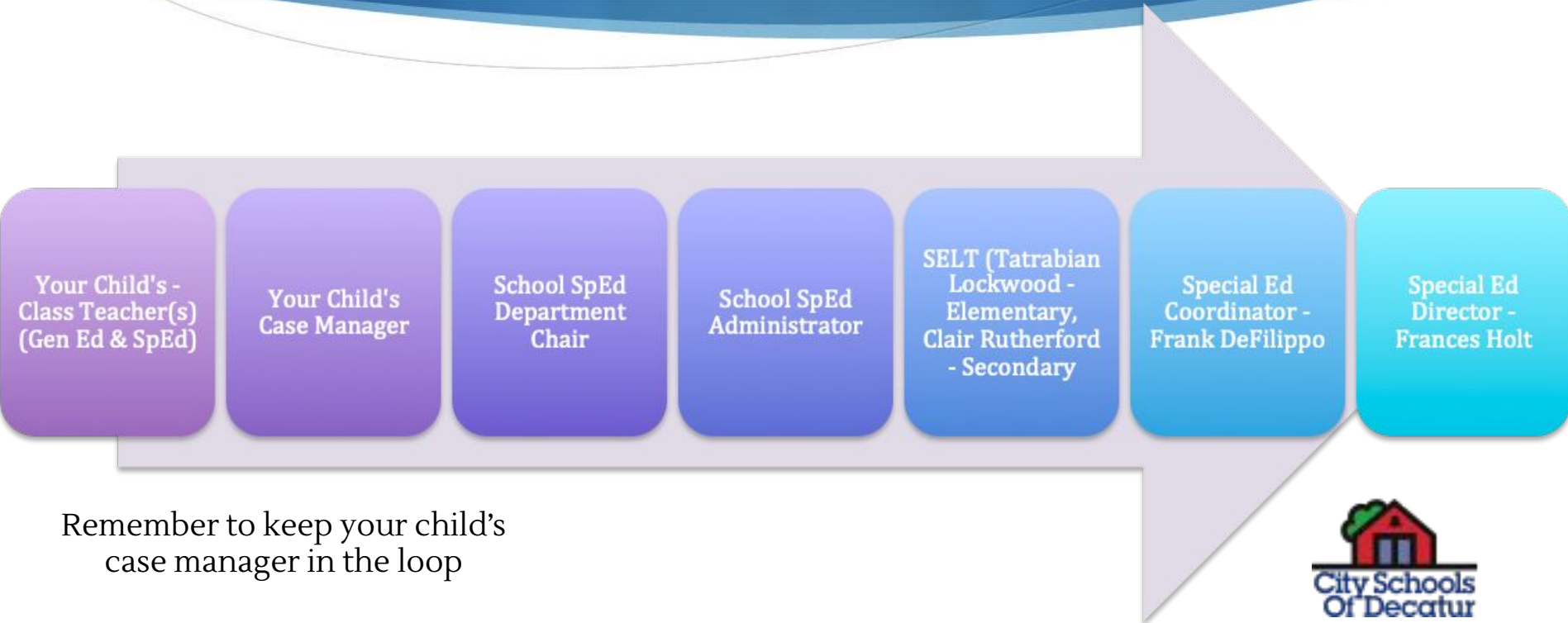
Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.

# Points of Contact

For Special Education



# Who do I go to for Special Education related questions/concerns?





# Special Education Department Chairs

Talley Upper Elementary	Sandi Walker
FAVE Upper Elementary	Mat Livermore and Elizabeth Hance
RMS	Karen Ehmer
DHS	Douglas LeGette



# IEP Case Manager - **First** point of contact

IEP case managers are both teachers/service providers and case managers.

Teacher / Service Provider	Case Manager
Prepare and deliver instruction	<ul style="list-style-type: none"><li>• Facilitate IEP meetings for students on their caseload (generally 6-10 students)</li><li>• Write IEP and complete sections of eligibility report</li><li>• Collect IEP goal data and complete progress reports (quantitative &amp; qualitative data)</li><li>• Monitor GO IEP for timelines associated with IEPs, progress reports, and re-evals</li><li>• <b>First</b> point of contact for parents, students, gen ed colleagues, and/or therapists</li><li>• Shares Behavior Intervention Plan (BIP) &amp; Supports with all teachers &amp; complete accommodations sign off.</li><li>• Informs school department chair (secondary) or Administration (lower elementary) of any concerns.</li></ul>
Equal part of co-teaching team	

# Other building-level contacts

Other Teachers (not the case manager)	Building Administrator(s) or their designee such as an Assistant Principal
<ul style="list-style-type: none"><li>• <i>For students with multiple teachers or service provider,</i> contact the individual who is closest to the concern or question and CC the case manager to keep them in the loop.</li><li>• For example, for Speech questions, ask the SLP or the ELA teacher for an ELA specific concern/question.</li></ul>	<ul style="list-style-type: none"><li>• Questions or concerns with IEP implementation or data collection</li><li>• Communication issues</li><li>• Scheduling questions/concerns</li><li>• Assignment of case manager</li><li>• Building specific activities or events such as student-led conferences, crew meetings, morning meetings, or with specific teachers or paraprofessionals.</li></ul> <p><i>Principals supervise the staff in the buildings.</i></p>

# District-Wide Support Contacts *and* Responsibilities

Special Education Lead Teachers (SELTs)	Coordinator	Director
<ul style="list-style-type: none"><li>● SE teacher support</li><li>● IEP compliance checks</li><li>● Conduct monthly professional development for teachers</li><li>● Assist schools with transition meetings from year to year or grade bans.</li></ul>	<ul style="list-style-type: none"><li>● GO IEP/Student Data/FTE oversight</li><li>● Processes new students to district</li><li>● Processes transportation</li><li>● Teacher Support/IEP Meetings</li><li>● Coordinates Therapy Programs</li><li>● Coordinates Assistive Technology</li><li>● Coordinates GAA and conducts professional learning for teachers</li><li>● Coordinates Extended School Year (ESY)</li><li>● Troubleshoots/problem-solves with principals.</li></ul>	<ul style="list-style-type: none"><li>● Manages and supervises the district-wide special education program (instruction, compliance, and budget),</li><li>● Federal &amp; State reporting on various District Annual Performance Indicators,</li><li>● Formal Dispute Resolution</li><li>● Liaisons with GaDOE</li><li>● Superintendent's Cabinet member</li><li>● Collaborates on projects with other Directors</li><li>● <i>Develops and provides Professional Learning for Principals on Special Education</i></li><li>● High level Compliance</li></ul>

# Addressing Concerns

**For concerns relating to a specific staff person - *Always contact specific staff person first.* Schedule a meeting to discuss and work through it.**

*If the matter is not resolved or depending on the gravity, contact the principal too.*

**For concerns with the principal, *contact the principal first.* Schedule a meeting to discuss and work through it.**



# Who do I go to for 504 or General Education related questions/concerns?

If you believe your child has a disability or have recently had testing that confirms that your child has a disability your first step would be to share these concerns with your teacher and request a **Student Support Team (SST)** meeting

Your teacher will share your concerns with with the **School Psychologist** and the request will be processed at the school level. You will be contacted to come to a **SST meeting**

At the SST meeting the team will explain the different options available to you including: Interventions implemented through the MTSS program, a referral for a special education evaluation or a referral for a 504 evaluation.



# Who do I go to for 504 or General Education related questions/concerns?

If the team agrees that MTSS interventions will be implemented and monitored to document progress, the school's MTSS lead will be the contact for questions and concerns. The MTSS coordinator for the district will be the secondary contact if questions are unresolved.

If the team agrees that a referral for a 504 plan evaluation is appropriate, the school's Local 504 coordinator will be the contact for questions and concerns.

If the team agrees that a referral for a special education evaluation is appropriate, the School Psychologist assigned to the school will be the contact for questions and concerns.

If questions or concerns are not resolved with last two options contact District 504 and School Psychology Coordinator Ben Knaebel



# Other Points of Contact

	School - Level			District	
Question / Concern	<b><u>1st Contact</u></b>	Specific Questions about the process	Administrator	Coordinators	Directors
<b>Section 504 and School Psychology</b>	Student's Teacher	School 504 Chair or Counselor	Principal or designee	Ben Knaebel	Dr. Lillie Huddleston
<b>Gifted</b>	Student's Teacher	School Gifted Specialist	Principal or designee	Christen Gibbons	Daryl Campbell
<b>MTSS</b>	Student's Teacher	School MTSS Lead	Principal or designee	Maima Simmons - Elementary  Madge Willis - Middle and Secondary	Daryl Campbell



# Updates on (*improvements to*) staffing, processes and procedures

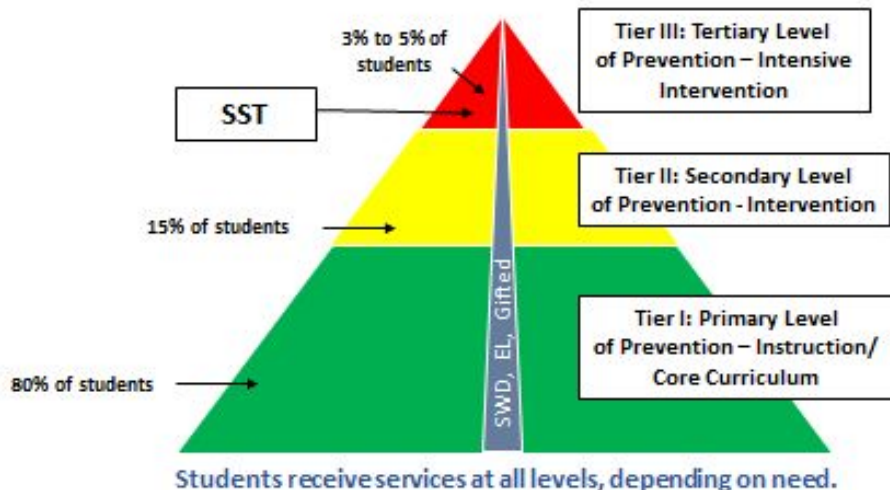
# Updates on Staffing, Process, and Procedures

- **Support Staffing Updates**
  - 2 - SELTS
  - 2 - MTSS Coordinators
    - District Literacy and Elementary MTSS Coordinator - Maima Simmons
    - Math and Secondary MTSS Coordinator - Madge Willis
  - 1 - Section 504 and School Psychology Coordinator
  - 1 - *Additional* Psychologist
  - 1 - Professional Learning Coordinator (district-wide)
  - 1 - Communications Specialist (Office of Communications)
  - *Coming soon!*
    - 1 - Behavior Specialist
    - 1- Supporting Behavior Para
    - 1 - *Additional* Social Worker

# Updates on Staffing, Process, and Procedures

- [Multi-Tiered System of Supports](#) (MTSS)
- DSE Handbook
- Section 504 Handbook

## Essential Component: Multi-Level Prevention System



# District-wide process and procedures

- Beginning of the Year (BOY) Checklist for SE teachers
  - Goes out first day of pre-planning.
  - Sets up common expectations for BOY processes such as:
    - Read/Review IEPs for students on caseload and steps to prepare to receive students
    - Verify student's schedule is aligned with IEP
    - Open the lines of communications with families
    - Accommodations sign off
    - Transportation forms
    - Review timelines for the year
    - Set up data binder and organization system

# District-wide process and procedures

- End of Year (EOY) for SE teachers
  - Goes out late April to the principals -> Principals share with teachers.
  - Sets up common expectations for EOY processes such as:
    - Ensuring all annual reviews and other required meetings are held by the required timeline
    - Securing all required documents are in GoIEP
    - Final Progress Reports
    - Preparation for ESY
    - Transferring of information about services, etc to the next school/grade

# Updates to Post-Secondary Transitions

# Post Secondary Transition Support



## Georgia High School High Tech Program

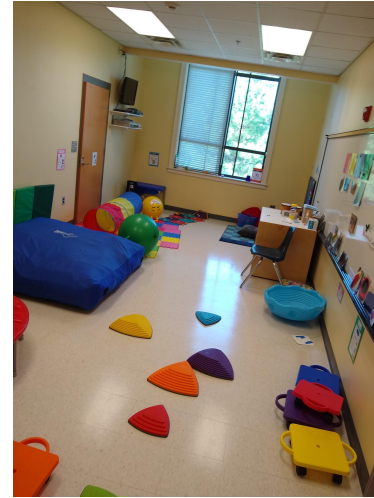
The **goal of the Georgia High School High Tech Program** is to provide information and services to students with all types of disabilities to assist them with identifying a realistic vocational goal, transitioning to post-secondary education and/or gainful employment.

- Tours to post-secondary education sites
- Tours to industry sites
- On-site Training (job-readiness, self-advocacy, social media, financial literacy)
- Motivational speakers
- Virtual Job Shadowing
- College Fair or Career Day
- Awards Ceremonies

# Updates to Sensory Spaces



# Sensory Spaces



# Sensory Spaces



# Professional Learning



# Professional Learning for ALL teachers



**CSD University**

# DSE Specific Professional Learning (for SE teachers)

- August
  - Beginning of Year setting up data binder and progress monitoring
  - Scheduling and holding an IEP meeting
  - Best practices in communication
- September
  - Using formative assessment to write IEP goals
  - Understanding Specially Designed Instruction (SDI)
  - Progress Reporting
  - New Re-Evaluation and Consent for Services Procedures based on GaDOE updates
  - AT Referral Process
- October
  - Using formative assessment to plan instruction including models of co-teaching
- November and December
  - Specially Designed Instruction
  - Using formative assessment for determining LRE
- January
  - Using formative assessment to determine accommodations (classroom and standardized assessments)
- February
  - Using formative assessment to determine ESY

# DSE Specific Professional Learning (for leaders)

June 2019 - Ready, Set, Go!

- Training on the models of co-teaching and collaboration and how to support inclusive practices.

June 2019 - Proactive Approach to Discipline

- Proactive strategies and working through the discipline process proactively and restoratively

August 2019 - Using Multi-tiered Levels of Support (MTSS) for students with disabilities

- The supports are tiered, NOT the students; Students with IEPs are general education students first!

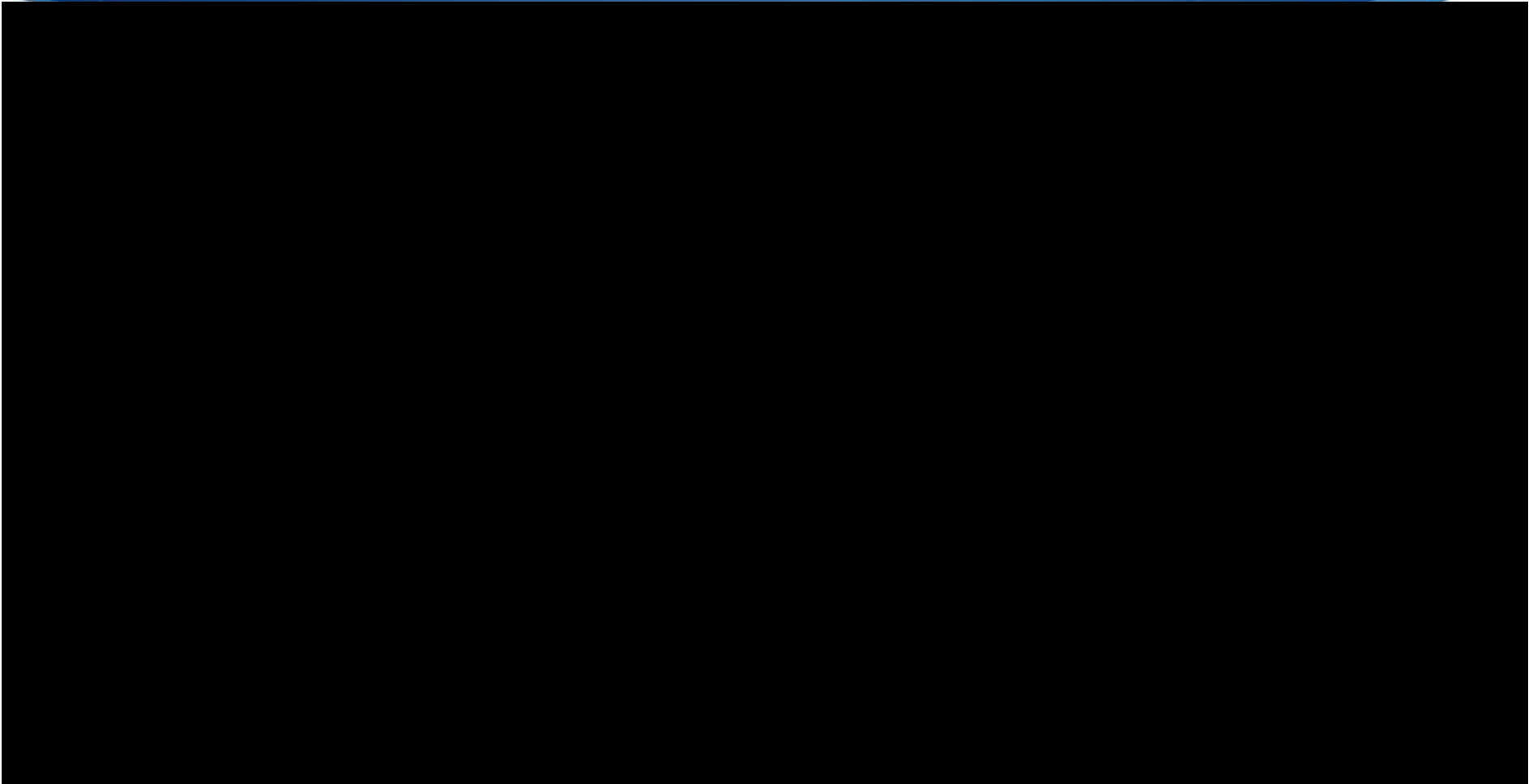
Coming soon!

- Instructional Leadership and Specially Designed Instruction



# Facilitated IEP (FIEP)

FIEP video provided by the GaDOE





# Facilitated IEP (FIEP)

The Facilitator:	The Facilitator does NOT:
<ul style="list-style-type: none"><li>• Helps IEP Team members develop group norms, an agenda, and desired outcomes for the meeting</li><li>• Guides discussions by asking student-focused questions</li><li>• Keeps the IEP Team on task and the meeting on schedule</li></ul> <p>Asks questions to clarify points of agreement and disagreement and assists parties in identifying workable solutions</p>	<ul style="list-style-type: none"><li>• Does not make decisions about services to put on the IEP</li><li>• Does not judge IEP or it's contents.</li><li>• Does not address issues unrelated to the IEP.</li><li>• Does not write or implement the IEP.</li></ul>

# Facilitated IEP (FIEP)

How do you request a Facilitated IEP Team meeting?

- Parents or district personnel may initiate the process by completing the IEP Team Meeting Facilitation Request form located on the participating school district's website.
- Both the district and parents (or student if 18 years or older) must agree to participate.
- A complete and signed request form (Signed by SpEd Director) and notice of meeting must be submitted to the GaDOE *at least 7-10 days* before the scheduled IEP Team meeting.
- Upon approval, a facilitator will be provided at no cost to the parent or district.

For more information visit the [CSD Special Education Website](#)

# DSE Parents' Nights Topics

2019-2020



# DSE Parents' Nights Topics for 2019-2010

Month	Topic
August 29th	GA Microboards
September 19th	Special Education Meet & Greet
October 10th	Sexual Health & Safety of Person with Disabilities
November 7th	Path to Graduation
December	Happy Holidays (No Special Education Meetings)
January 22nd	OT Winter Games
February (TBA)	Assistive Technology Night
March 12th	Helping Your Teen Find Summer Employment
April	(Open)

# The Collaborative Premise

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