

Department of Special Education (DSE) Parent Night



August 30, 2018

Desired Outcomes

By the end of this meeting, we will have:

- A shared awareness of department updates/priorities so that our DSE families know our major areas of work.
- A shared awareness of the Transition Parent Night feedback so that we can move forward on improving processes and partnerships.
- A celebration of the many who contribute to the success of the program!

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.

Updates for the 2018-2019 school year

- Educational Equity
- Department Staff and Structure
- Professional Learning for teachers
- IEP facilitation
- DSE Parents' Nights
- Transition Night Feedback



Educational Equity

Equity Action Plan



Department Staff

- Director, Frances Holt
- Coordinator, Frank DeFilippo
- Parent Mentor, Cheryl Grant
- *2 Special Education Lead Teachers or SELTs*
 - 2 new positions; board approved
 - Tatrabian Lockwood, P-5
 - Jessica Sturm, MS/HS
 - School based: Classroom observations/feedback, coaching, mentoring, etc.
 - Centrl Office based: Reviewing IEPs, FTE, Professional Development
- 8 Speech Language Therapists (SLPs)
- 1 OT and 1 COTA
- 1 PT (part-time)





District-Wide Professional Learning

The Power of Teachers

“Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996).”

“Improving Student Learning by Supporting Quality Teaching: Key Issues, Effective Strategies”
Published by Editorial Projects in Education, Inc. (the non-profit that publishes *Education Week*)

District-Wide Professional Learning



CSD University

CSD University

WHO	WHAT	WHEN
Teachers, Birth-12	<p>All teachers will be required to sign up for a 6 session course. Some of the course topics are:</p> <ul style="list-style-type: none">● Specially Designed Instruction● Effective Co-Teaching● Assistive Technology● Student-led IEPs● Foundational Behavior Management● Culturally Relevant Teaching● Differentiating for Gifted and Talented Learners● Tier 2 ELA and Math Interventions in the General Ed Classroom● New Teacher Mentoring● Intellectual Disabilities Programming● Assessing for Early Reading Skills● Supporting Students' Social, Emotional, and Academic Development● Creating Visual Supports for Students with Communication Needs● Focusing Strategies	<p>6 Monday afternoons (no subs required and we keep teachers in classrooms teaching!)</p> <p>October to April</p>

Facilitated IEP

Facilitated IEP (FIEP)

What is it?

- IEP Team Meeting Facilitation is an *optional* process, not required by the IDEA, but can be provided by the state or district to families and schools.
- A facilitated IEP Team meeting is the same as any other IEP Team meeting, except that a *facilitator joins the meeting*.
- IEP Team Meeting Facilitation is a collaborative dispute prevention and resolution process used *when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem solving*.
- IEP Team Meeting Facilitation can be especially useful when there is a history of communication challenges or a meeting is expected to be particularly complex or controversial.
- In a facilitated IEP Team meeting, an impartial facilitator helps to keep members of the IEP Team focused on the development of the IEP while addressing conflicts and disagreements that may arise during the meeting.

Facilitated IEP (FIEP)

What are some benefits of IEP Team Meeting Facilitation?

- May build and improve relationships among IEP Team members
- Team members may feel better heard when a facilitator is involved
- Allows all members of the IEP Team the chance to participate fully
- The IEP Team may work together more effectively and efficiently to create an IEP that benefits the student and is supported by all IEP Team members
- Keeps decision-making with the IEP Team members who know the student best
- Helps resolve disagreements more quickly than other dispute resolution processes

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

Facilitated IEP (FIEP)

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

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.

DSE Parents' Nights Topics

DSE Parents' Nights Topics for 2018-2019

Month	Topic
August	Annual Updates
September	9/12/18 - Special Education Program Evaluation Report Q&A 9/26/18 - Psycho-Educational Evaluations
October	Special Needs Trust
November	Transitions from Middle School to High School
December	TBD
January	Georgia Medicaid Basics and Home/Community Based Services
February	TBD
March	TBD
April	TBD



Feedback from Parent Night on Transition

Who was involved?

Parents were invited to collaborate with the district to help determine the needs in special education concerning *the transition of students with IEPs.*

Information was gathered through 2 modalities:

- Parent Night
- Online Survey

What questions did we explore?

1. What are activities that are occurring around the district that DSE should keep/build upon?
2. What are activities that are occurring, but not working well?
3. What are activities that parents would like to see start occurring?

How did DSE process the responses?

1. What is urgent?
2. What is most impactful?
3. What is sustainable?
4. What is doable/priority for 2018-2019?
5. What is within departmental scope?
6. What is within our collaborative relationship with parents?

What are activities that are occurring around the district that we (DSE) should keep or build upon?

- Opportunity for parent and student to meet a representative from the new school or grade level
- Communication about school transition nights in school newsletters
- Teacher-to-Teacher communication
- Additional orientation/tour opportunities for SWD
- Parent/Teacher communication
- Opportunities for special education (SpEd) to be included with general education (GenEd)

What are activities that are occurring around the district that are **not working so well?**

- New teacher not aware/fully aware of IEP or 504 Plan
 - Not enough communication between GenEd and SpEd teachers
 - More opportunities are needed for students to go out in the community
 - Looking at capabilities and job readiness
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- *Not enough PL for new General Education Teachers doing co-teaching*
 - *Consistency with implementing co-teaching*

What are the activities that you would like to see (start) occurring?

- Training for teachers in best practice and technology
- PL/Mentoring program to educate the whole school on inclusive practices
- More focus on practical life skills that can help the child in future life

Department Priorities/Projects

- 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
- SELTs coaching and mentoring teachers with data collection, instruction, IEP meetings including transition meetings, and compliance best practices
- Consistent practices for Transition (DSE Transition handbook)



Collaboration is Key!

We have connected with Special Education PTA (SEPTA) to collaboratively work on the priority actions for 2018-2019.



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

