

Charter Starter Workshop

Welcome...

Special Education

What is it?

- A set of services (**not a place**)
- Processes and procedures for administering services
- Protections for students with disabilities
- Defined by IDEA – Individuals with Disabilities Education Act & COMAR ---- Code of Maryland Regulations

Special Education

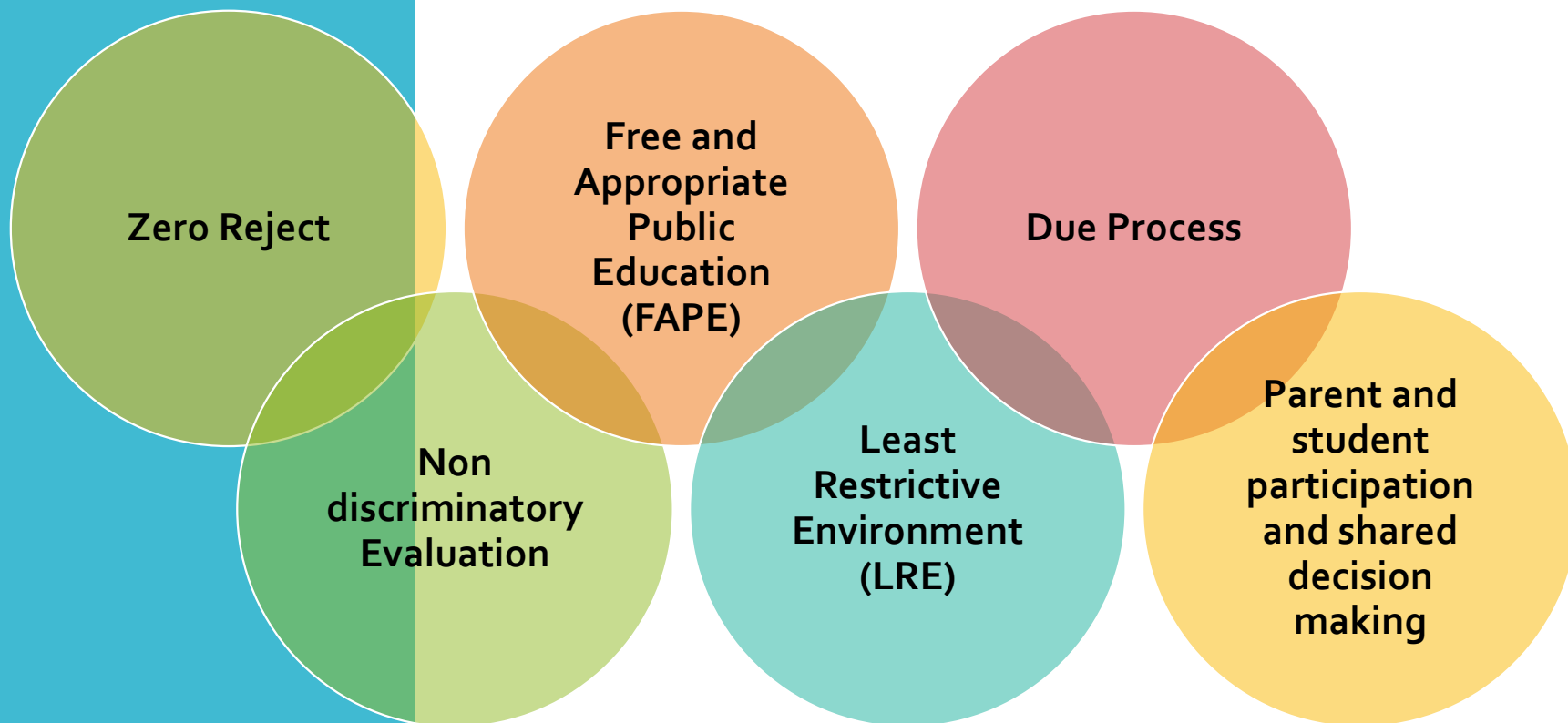
- To Keep in mind..
 - Student population
 - Regulatory expectations (federal and state laws)
 - Funding
 - Special education landscape
 - Program Design according to students' needs

Basic IDEA Processes

- Pre referral
- Child Find
- Evaluation
- Eligibility determination
- Placement and services
- Review and reevaluation
- Due Process

Key Principles of IDEA 2004

Chart summary or picture description here.



- **IDEA includes 14 types**
- **State regulations specify eligibility criteria**
(See www.dsd.state.md.us/comar for a copy of **Maryland special education regulations**)
 - Intellectual Disability
 - Hearing Impairment
 - Deafness
 - Deaf/Blindness
 - Speech and Language Impairment
 - Visual Impairment including blindness
 - Emotional Disability
 - Orthopedic Impairment
 - Other Health Impairment
 - Specific Learning Disability
 - Multiple Disabilities
 - Traumatic Brain Injury
 - Autism
 - Developmental Delayed

- ◆ The concept of FAPE (free appropriate public education) in the LRE (least restrictive environment).
- ◆ The continuum of alternative placements must be available:
 - instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
 - supplementary services include resource room or itinerant instruction to be provided in conjunction with regular class placement.

Maryland charter schools are part of the LEA

Not independent LEAs

Responsibility remains with the district

Arrangements for service delivery will vary—according to students' needs

Establish strong relationship with district staff- support is provided by educational specialist, parent response unit, due process office, & district legal team

Monitoring and Accountability

Multiple layers of accountability in charter schools:

- **To the state:**

- **Special education**
- **ESSA**

- **To the district:**

- **Special Education Monitoring**
- **New requirements in IDEA**
- **Enforcement**

Federal Laws Most Relevant to Special Education

A charter school, as part of the public education system, must abide by:

- ◆ Federal-level special education laws and regulations, mainly IDEA, Section 504, ADA, COMAR
- ◆ Other federal laws and policy, e.g., ESSA, FERPA◆ Information available at:
www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- ◆ State laws and policies that implement federal laws

- 504 is an antidiscrimination law
- ♦ No funding available
- ♦ Enforced by the Office for Civil Rights
- ♦ Copy of 504 regulations available at:
 - www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html
- ♦ Details about 504: www.ed.gov/about/offices/list/ocr/504faq.html#interrelationship
- ♦ ADA heavily concerned with accessible facilities:
 - www.usdoj.gov/crt/ada/adahom1.htm

Framework for High- Quality Special Educations

- High-Quality Instruction
- Special education Infrastructure
- Continuum of Services
- Leadership
- Parent engagement
- Student empowerment

High-Quality Instruction

- The LEA provides high quality core instruction with effective and impactful curricula and tiered supports. Teachers understand how to give students with disabilities access to the general curriculum.
 - Curriculum addresses: differentiation and principles of UDL
 - RtI Framework with strong Tier 1 & 2 supports (academic/behavioral)
- **Question!**
- What's the plan for developing general education teachers re: special education?

UDL

Universal Design for Learning



- Universal design for learning is a scientifically valid framework for guiding educational practice that
 - (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
 - (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for **all students**, including students with disabilities and students who are limited English proficient.
- Higher Education Opportunity Act

UDL: The Framework


- a set of principles for **curriculum** development that give all individuals equal opportunities to learn.
- UDL provides a **blueprint** for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather **flexible** approaches that can be customized and adjusted for individual needs

Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.


 Present information and content in different ways

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.


 Differentiate the ways that students can express what they know

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

 Stimulate interest and motivation for learning

**Think of the
framework as
a lens
rather than a
list!**

I. Provide Multiple Means of Representation

Perception

**Language, expressions, and
symbols**

Comprehension

II. Provide Multiple Means of Action and Expression

Physical action

Expression and communication

Executive function

III. Provide Multiple Means of Engagement

Recruiting interest

Sustaining effort and persistence

Self-regulation

UDL in Policy

- 13A.03.06.05. 05 Integration of UDL Guidelines and Principles.. A. Beginning in the **2013—2014** school year, using the Maryland Common Core State Curriculum in English and mathematics as a model, local school systems shall use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development or revision of curriculum. Beginning in the **2014—2015** school year, local school systems shall use UDL guidelines and principles, consistent with Regulation .03 of this chapter
- 13A.03.06.06. 06 Criteria for Selection of Instructional Materials.. Local school systems shall select instructional materials that meet:. A. The accessibility requirements as described in COMAR 13A.05.02.13H as they pertain to technology-based instructional products; andB. The UDL guidelines, consistent with Regulation .03 of this chapter, in order to provide multiple options for:1) Representation, including:. a) Perception;. b) Language, mathematical expressions and symbols;

Special Education Infrastructure

Special Education Infrastructure

- The LEA's infrastructure (systems, staffing, tools & resources) ensures compliance and promotes high quality services for students with disabilities.
- Align with IDEA, State, and local regulations (Child Find, Section 504, Discipline)
- Roles are clearly defined and communicated
- Plan for Special Education Continuum
 - Facilities, staffing, time/scheduling
 - Contingency for specialized needs
 - **Question!**
 - How will the master schedule create time for services and collaboration?

Just an idea...

- Southwest Baltimore Charter School
- 421 students
- 72 students with disabilities
- 1 special educator pre-K –2nd
- 1 special educator 3rd-4th
- 1 special educator 5th-6th
- 1 special educator 7th-8th

- Special educators schedule pull-out hours first and then develop inclusion/intervention opportunities inside the general education classroom

Special Education Director
leadership team member
Compliance/Reporting

Teachers
IEP team member
(per IDEA)

SEC

Manager of sped staff,
internal compliance
Interfaces with
administrators, parents

RSP

Direct Service Provider
Staff or contractors
Case Manager
PD Consult/Delivery

Special Education Teacher
Direct Service (in/out)
Case Manager

Dedicated Aides
1:1 for swd w/high needs

Continuum of Services

- **Continuum of Services**
 - The LEA implements a variety of evidence-based strategies, interventions, and services across a variety of settings and with varying levels of intensity driven by student needs.
 - IDEA provisions (FAPE, LRE)
 - Continuum of Placements: instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions
 - Training plan based on core competencies for teachers, special education teachers, and related service providers
 - Evidence-based interventions
 - **Question!**
 - What placements have you planned for? How will you decide *where* students are served?

Leadership

- Leadership
- School leaders (ED, Principal, Special Education Director) are knowledgeable, committed, and hold teams accountable.
 - Special Education law & regulations
 - Communication strategy is thoughtful and planned
 - Special Education Director
 - Part of leadership team, empowered
 - **Question!**
 - Who does the Sped Director Report to? How are they supervised/supported/developed?

Parent Engagement

- **Parents are engaged members of the team.**
 - Respected
 - Responded to
 - Empowered through training and access to student data
 - **Question!**
 - What, if anything, will you do differently for parents of students with disabilities?

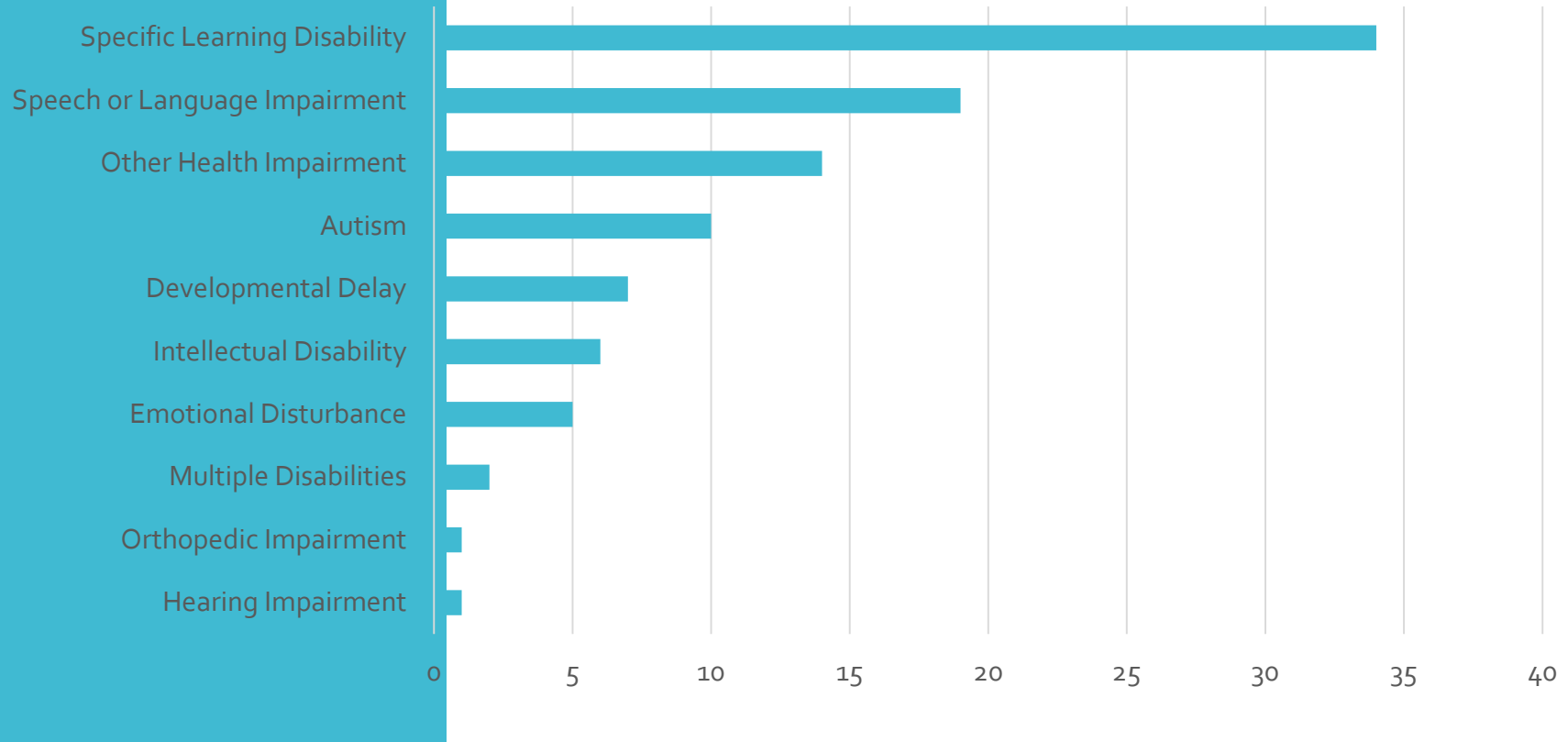
Student Engagement

- **Students are empowered to take an active role in their educational program.**
- **Advocacy/ self-awareness**
- IEP team members**
- Question!**
- How will your school culture contribute to students' willingness to engage?

In SY17-18, 14% of US public school students received special education services

Chart summary or picture description here.

Frequency of Disability Categories



Proficiency rates for SWD (MD 2018)

	SWD	All
ELA 3 rd grade	9.7%	38.8%
Math 3 rd grade	14%	42.3%
ELA 8 th grade	4.8%	41.3%
Math 8 th grade	2.3%	15.9%
English 10 th grade	7.2%	42.4%
Algebra 1	5.5%	31.2%
Geometry	12.7%	47.7%

Student Population

Special Education Enrollment Data

- National: 13% (early childhood ~ 7%)
- DC: 14.7% - DC Charter Sector: 13.9%
- MD: 11% - MD Charters: 9%

Design with SWD in mind

Don't make special education an afterthought

Design programs around student needs

Avoid creating special education “silo”

Expect collaboration

Train general education teachers on responsibilities for teaching all students

Experiment with structures

Resources

- www.idea.ed.gov – Federal law
- <https://www.parentcenterhub.org/> - parent resources, resource for basics on special ed/disabilities for school staff
- <http://www.rti4success.org> - multi-tiered academic supports
- www.pbis.org - multi-tiered behavior supports
- <http://www.cast.org/> - Universal Design for Learning
- ♣ <http://marylandpublicschools.org/programs/pages/special-education/index.aspx>
- ♣ www.nichcy.org
- ♣ <http://www.rti4success.org/>
- ♣ www.pbis.org
- ♣ <https://specialedcoop.org/>

- IDEA most recently amended in 2004. Copy of law available at:
 - <http://www.nichcy.org/reauth/PL108-446.pdf>
- IDEA Regulations available at:
 - <http://www.nichcy.org/reauth/IDEA2004regulations.pdf>
- IDEA Building the Legacy (OSEP's TA website)
 - <http://idea.ed.gov/explore/home>