

### We are reorganizing to better support student success.

**The Student Equity & Opportunity (SE&O) division works diligently to support schools in removing barriers that impact student growth and achievement, particularly for students with disabilities.**

In order for us to better support schools in fostering student success, particularly for our most vulnerable students, **the Student Equity & Opportunity division will reorganize effective July 1.** This reorganization does not decrease funding for special education, but will move some previously centrally-budgeted funds to schools to more directly serve students with disabilities. (DPS spends roughly \$16 million more – or \$1,300 more per student with special education needs – today compared to 2013.)



This reorganization will provide stronger, more streamlined services directly to schools – because we believe schools know how best to serve their students and should have the flexibility to do so. Schools and families will see some changes in the teams and partners responsible for specific supports, and some district-run schools will receive additional funding for school-based staff.

#### Here is what to expect:



### Paraprofessionals

Funding of paraprofessional services will continue to be determined through the needs assessment documented in a student's Individualized Education Plan (IEP). When writing IEPs, schools should consider the specific needs of students and indicate when they might need adult supports. They do not need to indicate which adult will provide support in order to give the school and the student flexibility in meeting needs.

Funding for paraprofessionals to support students with severe one-on-one needs will continue to be provided through a designated central funding source. Schools with greater than average caseloads to support mild/moderate special education needs received additional funding through the budget process, and additional funds for these services may also be requested through a budget assistance application.

### Special Education

SE&O's Special Education team will continue to have the same speech language pathology, vision, deaf and hard-of-hearing, and occupational/physical therapy services.

All schools will continue to have one Special Education point of contact in the form of a **Special Education instructional specialist**.

- This role will focus on improved specialized instruction and intervention, compliance for highly complex situations, and an increased emphasis on training teachers to build in-school capacity.
- Special Education instructional specialists will continue to support Affective Needs Centers and students moving to a least restrictive environment level 3 (LRE3). All other behavioral supports will be provided by the Whole Child team. This change helps to create role clarity and enables instructional specialists to focus on best first instruction and interventions for students with disabilities. (More information can be found in the Whole Child section to the right.)

All schools will continue to utilize the expertise and services of our **bilingual Special Education Assessment Services (SEAS)** professionals in providing special education assessment for Spanish-speaking families and consultation to school staff.

New for the 2018-19 school year, district-run elementary schools with **Affective Needs** programs have received an additional \$50,000 for Affective Needs supports.

New for the 2019-20 school year, DPS will open a **Therapeutic Day School** to serve students with intensive mental health needs and emotional disabilities.

If you have questions about how these changes will impact your school or student, please contact [seo@dpsk12.org](mailto:seo@dpsk12.org).



### Whole Child

SE&O's Whole Child team will continue to have the same gifted and talented, nursing, social worker and psychology services.

New for the 2018-19 school year, all schools will be able to request expanded **behavioral supports** from the Whole Child team.

- These services are shifting from the Special Education to Whole Child team to be available to all students and so they can be better coordinated with mental health services. Services include behavior technicians\*, de-escalation supports, applied behavioral analysis supports, and the No Nonsense Nurturing program.
- The Office of Social and Emotional Learning (OSEL) – including managers and OSEL partners – will be phased out by July 1.

New for the 2018-19 school year, district-run schools that lacked funding to support a **full-time school social worker or psychologist** have been provided with supplemental funding to increase these services in their schools.

New for the 2018-2019 school year, DPS will open a **45-day program** to provide temporary, individualized services to students with intensive behavioral or social-emotional needs that cannot be met in the school environment.

*\*Behavior technicians may be available for charter schools pending upcoming decisions around charter fees.*