Special Education Program Team Work and Recommendations



SPED Program Team Members

Samantha Christensen - *Special Education Teacher (South)*

Michael Gross - *Special Education Teacher (South)*

Katie Notter-Mulcahy - *Special Education Teacher (South)*

Katie Havertape - *Social Worker for HAVEN*

Heather Stomberg - *Assistant Director of Special Education (South)*

Kristin Marks - *Director of Special Education (South)*

Dr. Kari Smith - *Assistant Superintendent for Student Services*

Johanna Bruckner - *School Psychologist (Central)*

Andrea Ellexson - *Director of Special Education (Central)*

Jennifer Madonia - *Special Education Teacher (Central)*

Mary Medina - *Special Education Teacher (Central)*

Bill Kloska - *Special Education Teacher (Central)*

Sasha Boheme - *Speech/Language Pathologist (Central)*

Dr. Chris Covino - *Assistant Superintendent for Academics*

Eric Martzolf - *Assistant Principal for Curriculum and Instruction (South)*

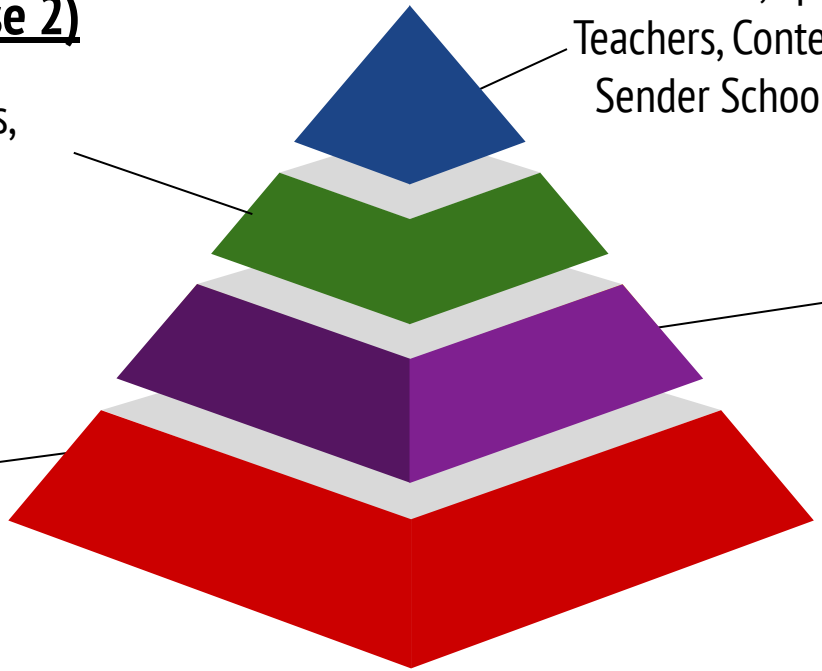
Structure of the Curriculum-Alignment Process

Writing Team (Phase 3)

Directors, Special Education Teachers, Content Area Teachers, Sender Schools if Appropriate

Development Team (Phase 2)

Directors, Department Chairs, Teachers



D86 Program Team (Phase 1)

Administrators, Directors, Department Chairs, Teachers, Related Service Providers

D86 Strategic Plan

Community members, Parents, Students, Board Members, Administrators, Department Chairs, Teachers, Consultants

Innovation and Alignment						Continuous Improvement	
Program Team Work - Phase 1		Development Team Work - Phase 2		Writing Team Work - Phase 3		Department / Course Team Work	
	SWOT Analysis		Unpack, reorder, revise - standards /outcomes /objectives		Develop 'Units' for all new/revised courses		Use assessment data to modify instruction, outcomes, assessments
	Draft Program Mission		Articulate horizontal / vertical alignment		Update Common Curriculum Templates		Articulate with MS Sender schools
	Write SP Goals		Apply curriculum elements to common templates		Select Instructional Materials / Resources		Articulate with other D86 Programs
	Consider and research program innovations		Identify and apply for Dual Credit opportunities		Write / Revise Common Summative Assessments		Collaborate on formative assessments
	Create/Revise Program Course Sequence		Internal Program alignment conversations (between programs)		Develop alternative assessment strategies / practices		Collaborate on instructional strategies
	Align courses in POS (Continue, Combine, Collapse)		Coordinate articulation with MS Senders		Apply Common Grading Practices		Collaborate on intervention strategies
	Draft Program KPIs		Identify instructional materials needed				Review, update, report on KPI progress
	Draft Implementation Timeline		Discuss Common Grading Practices				

Community Conversations and PTAC

From the 9/13 Community Conversation:

- What is the difference between gen ed and modified curriculum/are they using different texts and materials?
- Is there software that can personalize data/track students (trajectory-planning software for students with IEPS)?
- What is the entrance and exit criteria for different courses and programs (Program Success, Strategies, Reading, IEP)?
- It is difficult to address all issues at a yearly meeting. How can we make sure lines of communication are open throughout the year?
- How are we measuring success for students with IEPS?
- How are we supporting a pathway “out of special education?”
- Is it possible to have a counselor just for students with IEPs? Counselors can provide general guidance for students towards programming but lack the knowledge of students with IEPs, specifically, post-secondary information.
- Please consider offering 9th grade only strategies classes
- Will early release days be for working with students with IEPs?
- Are there a specific number of students (by ethnicity) that we target to have IEPs?

From the 9/27 PTAC

- Do students in co-taught classes have special education supports?
- Why does SPED have the least progress in relation to other depts?
- What is the percentage of students receiving special education services in each building?
- What is the continuum of services?
- What type of classes are co-taught and will you have an option for co-teaching in the foreign language department?
- Will classes be stacked?
- What are the key performance indicators?
- Were options for special education courses reduced?

What is the difference between an IEP and a 504

An IEP….

is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate).

How does a student qualify for an IEP?

First, an educational team assesses a child and determines whether the child is eligible for special education services. A child is eligible if the assessment reveals a disability or developmental delay. If the child is eligible, the team, which includes the family, meets to create an IEP for the child.

A 504….

In Illinois, a 504 plan outlines the accommodations, modifications, and services that students with disabilities can receive to help them participate in their educational and school-related activities. The name for 504 plans comes from Section 504 of the Rehabilitation Act of 1973.

How does a student qualify for a 504?

A student qualifies for a Section 504 Plan if he or she requires accommodations, related services (except for speech therapy) and/or other supports to access, participate in, and derive benefits from the general education program as adequately as nondisabled students (Section 504's definition of a free appropriate ...

Meeting Cadence / Process Used SY 2021-2022

December	Purpose, Objectives, Mission Discussion and SWOT
January	Drafted Mission Statement for Special Education
February	Drafted goals based on Strategic Plan
March 3 & 16	Revised and program goals and Drafted KPIs
March/April	Researched / Visited peer districts (10)
April 5 & 21	Reviewed peer district programs, Defined functions of D86 programs, Consulted with D86 English and Math DC's
May 5 & 11	Revised functions of D86 programs, Drafted Aligned continuum of services model, Created draft slides for departments and feedback survey
May 12	Presented Program Team Work to SPED Departments, Administered survey, Sought feedback
May 19	Used department feedback to finalize planning
June 23	Developed Sped Course Teams

Program Team Work - Phase 1	
	SWOT Analysis
	Draft Program Mission
	Write SP Goals
	Consider and research program innovations
	Create/Revise Program Course Sequence
	Align courses in POS (Continue, Combine, Collapse)
	Draft Program KPIs
	Draft Implementation Timeline

Goals and Key Performance Indicators

	GOALS (Curriculum and student experience)	Potential KPI
GOAL 1, STRATEGY 1 Alignment and Measures of Success	(1.1a) Align course fees, texts, grading practices, objectives, semester exams	Common syllabus, course fees, assessments
	(1.1b) Will implement a common D86 Program of Studies for 2024-2025	Online POS
	(1.1c) Align a process for determining course and program levels	criteria/flowchart outlining each course/program
	(1.1d) Maximize continuity between special education and general education programming	modified, common teachers between gen ed and sped, strength in content knowledge

Goals and Key Performance Indicators Continued…

<u>GOAL 2, STRATEGY 6</u> Employ best practices to improve students' SEL skills	(2.6a) Embed social-emotional learning standards into course curricula. For students with more intensive social and emotional needs, we will provide additional evidence-based SEL support and programming.	Students will utilize social emotional strategies independently
	(2.6b) Align a process for measuring social emotional needs and progress	Students will engage in progress monitoring tools

Goals and Key Performance Indicators Continued….

<u>GOAL 1, STRATEGY 3</u> Student's career and life readiness.	(1.3c) Align and expand transition curricula and assessments	Students will participate in transition curricula and assessments. (ex. LCE, Conover, Next Up, Student Directed Transition Planning Curriculum, AIRS, Syracuse, TenSigma, etc)
	(1.3a) Maximize students access and understanding of their personal transition planning data	Students will participate in transition assessment, goal development and utilize personal learning profile
	(1.3b) Optimize student connections between assessments, data and post-secondary planning.	Students will demonstrate understanding of how their data influences career and college readiness (or portrait of a graduate)

Mission Statement

The mission of the District 86 Special Education Department is to foster an equitable and accessible educational environment. By working collaboratively with students, parents, staff, and the community, we will provide curricula and instruction to ensure students will self-advocate and achieve goals in post-secondary education, employment, training, and independent living.

Program Team Recommendations

“Must Maintain” D86 Practices:

- IEP Team makes coursework determination
- Commitment to Least Restrictive Environment (LRE)
- Student voice and ideal future at center of IEP meetings and consequently coursework determination
- Co-teaching model used to support students with IEPs in General Education Classes
- Maintaining support courses for students with IEPs

Recommendations based on Program Team Work:

- Alignment of courses in the PREP (previous Applied/ES courses) sequence
- Utilization of common assessment data
- Aligned and expanded math course sequence with General Education
- Aligned and expanded Foundations courses options
- Alignment in special education class offerings (Program Success/Strategies)
- Alignment in Continuum of Services

Working Collaboratively with General Education Curriculum Alignment Teams

SPED Program Team work aligns with D86 general education instructional practices: providing a challenging and supported grade level academic experience for all learners.

SPED Teachers and Support Staff are included in the discussion, decision making and planning of all the Gen Ed teams below:

2022-23 Ongoing Work in General Education:

- Course Development and Writing Teams in Math (Algebra 21-22, Geometry 22-23)
- Course Development and Writing Teams in English (Junior / Senior Options 21-22, English 1 22-23)
- Course Development and Writing Teams in Science (Physics completed 19-20, Chemistry completed 20-21, Biology completed 21-22)
- Course Development and Writing Teams in Social Studies (World Cultures 22-23)

Aligned Continuum of Services (SY 23-24)

General Education Courses*
Including Honors and AP Levels

General Education Co-taught Courses*
English, Math, Science, Social Studies, EFACS, Health

P.R.E.P Courses
Self Contained / Modified General Education Curriculum

Foundations Courses
Self Contained / Alternative Coursework

*NCAA Approved Courses

- All courses and services are determined during IEP meetings, with IEP team including parents/guardian and student.
- Students' post secondary plans guide course selection
- The Least Restrictive Environment (LRE) may contain courses throughout the continuum of services

Available supports for all students with an IEP:

- Program Success
- Strategies Courses

Available options for students with an IEP in need of therapeutic environment:

- BASES
- HAVEN*

What is NCAA Approval? Who decides?

NCAA schools require **college-bound student-athletes** to build a foundation of high school courses to prepare them for the academic expectations in college.

What are core courses?

“Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.”

Classes that are not NCAA core courses include:

- Classes in non-core areas, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

Link to NCAA Core Course Information

In Summary

- Aligned and expanded Foundations courses options
  - New courses include art, music, and culinary
- Aligned and expanded self contained math course sequence with General Education
- Alignment of previous Applied/ES courses sequence: course titles will be P.R.E.P. (Post- Secondary Readiness Educational Pathway)
  - PREP English 1, 2, 3, 4
  - PREP Algebra, Geometry, Algebra 2/Trig
  - PREP World Cultures, Civics, US History
  - PREP Reading
  - PREP Health
  - PREP Physics, Biology