

Special Education: Serving all students, specially designed instruction and inclusive practices

Kristin McGraw, Executive Director of Student Services

Rob Wolf, Assistant Director of Student Services

Kim Moran, Special Education Coordinator

Heidi Edmondson, Special Education Coordinator

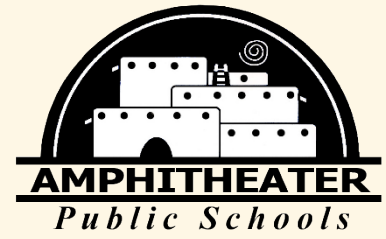




Individuals with Disabilities Education Act 2004

...a federal law that requires schools to service the educational needs of eligible students with disabilities.

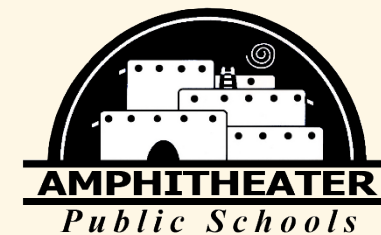
- all children with disabilities have available to them a free appropriate public education (FAPE)
- Each student receives specially designed instruction to meet individual needs.
- Prepare for further education, employment and independent living
- ensure that the rights of children with disabilities and parents of such children are protected



In 1990, the Americans with Disabilities Act (ADA) was established to ensure inclusive and equal opportunity for persons with disabilities in all aspects of American life.



Eligibility to Receive Special Education Services



- Specific Learning Disability
- Developmental Delay
- Preschool Severe Delay
- Autism
- Emotional Disability
- Intellectual Disability
- Other Health Impairment
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment



Special Education Data



Evaluations last school year:

Child Find Preschool

144 screenings

124 initial evaluations

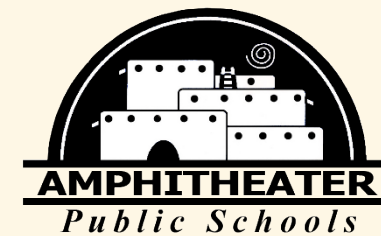
K-12

925 evaluations initial and re-evaluations

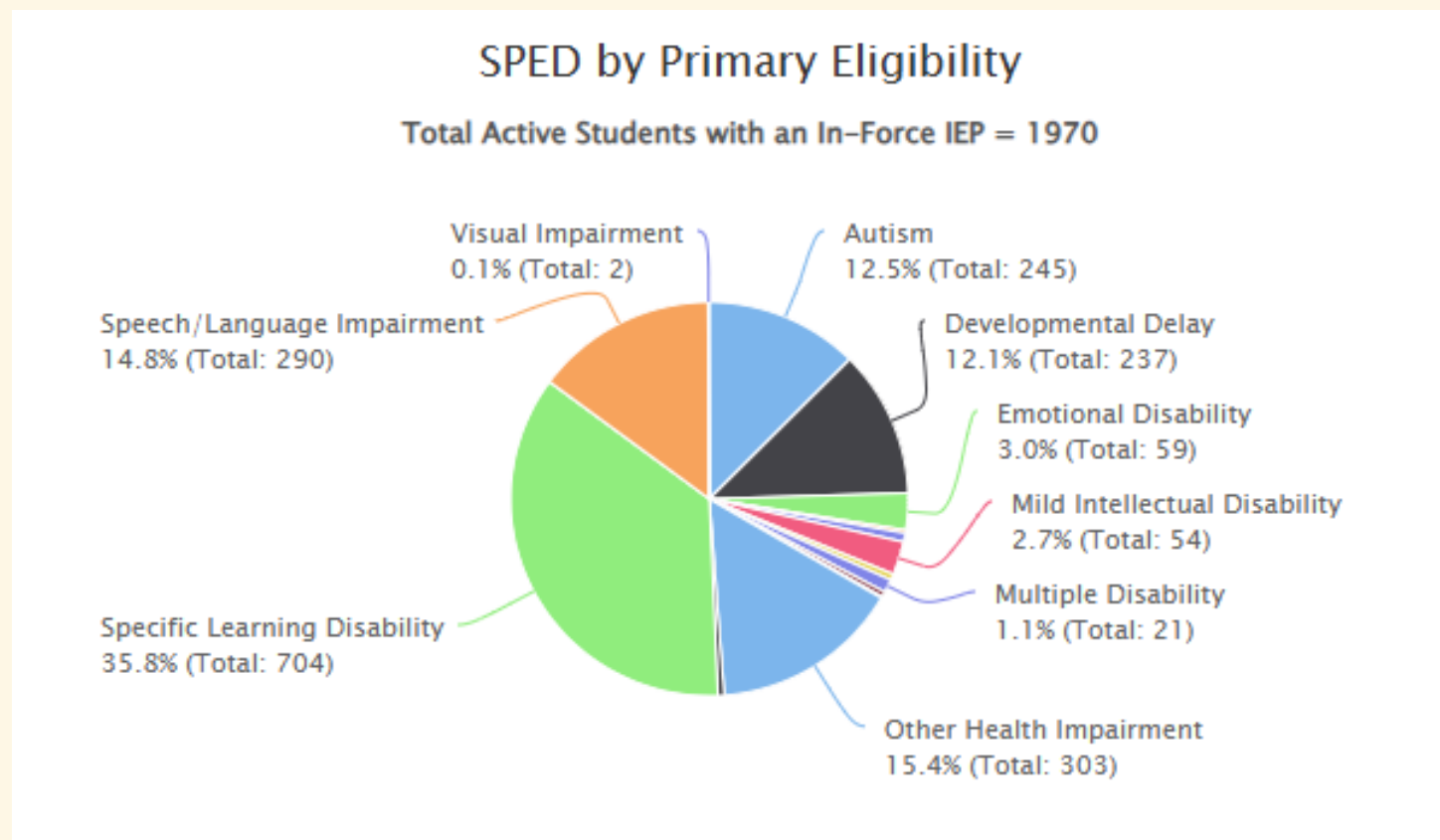
30 evaluations were for students attending private schools located within our boundaries



Special Education Data

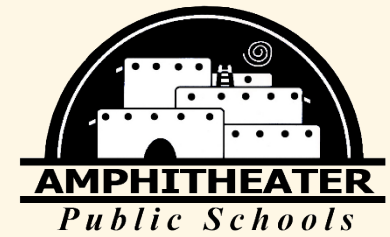


We are serving 1,970 students who also have Individualized Education Plans (IEP's).

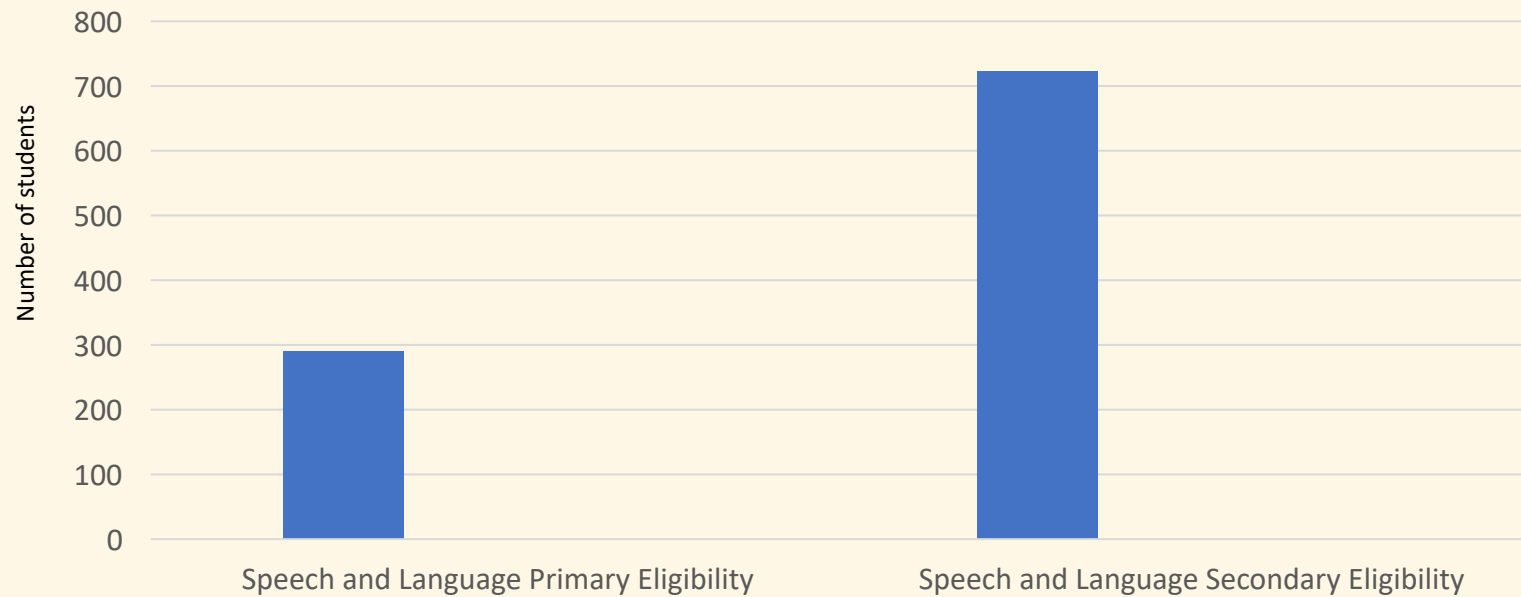




Special Education Data

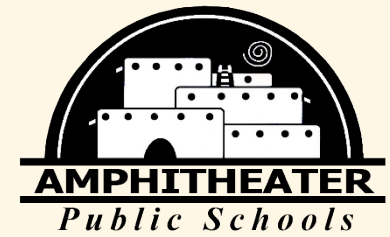


We are serving a total 1012 students in the area of speech and language.

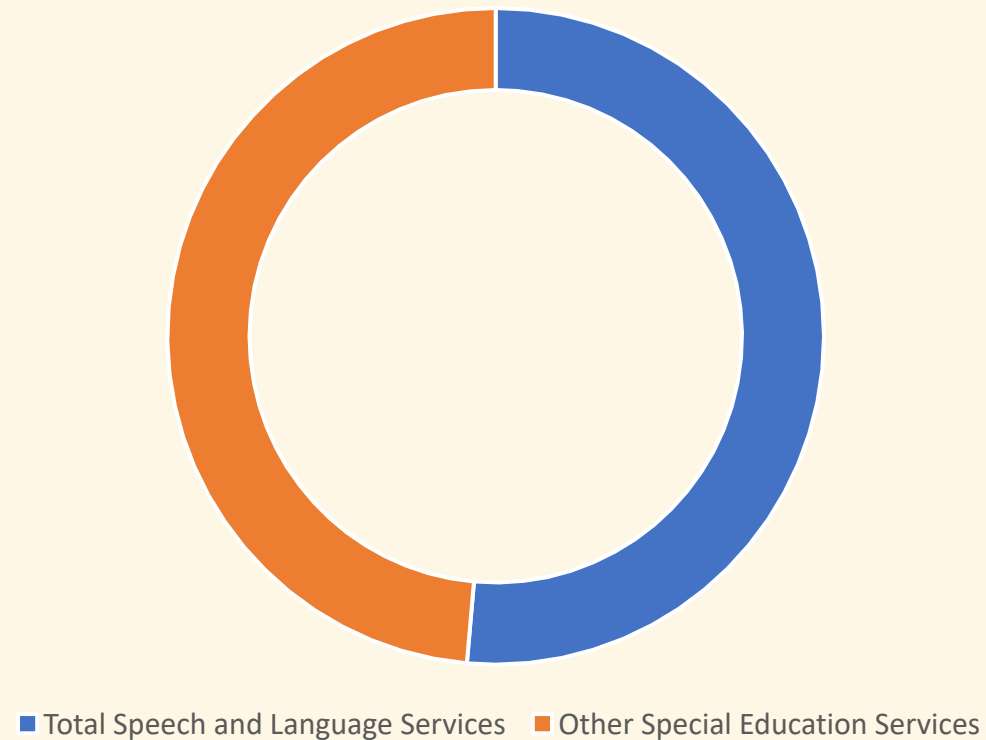




Special Education Data



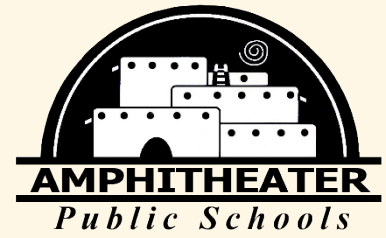
Students Receiving Special Education Services



Of the 1,970 students receiving special education services, 1,012 (51.4%) are receiving Speech and Language services.



Special Education Data



Twice Exceptional

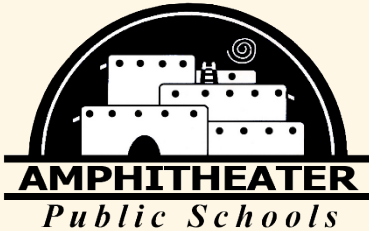
Receiving Special Education and Gifted Services
185 students

Receiving Special Education and ELD Services
156 students

* Does not include students who were parent withdrawn from ELD services



Special Education Data

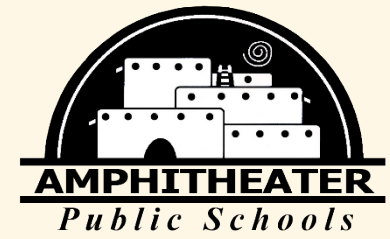


Subgroup Achievement Scores (SAS): Students with Disabilities

<i>aTSI School</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>
<i>School 1:</i>	19.20	19.49	25.33	26.17
<i>School 2:</i>	16.82	19.74	26.77	24.49
<i>School 3:</i>	19.98	17.00	9.29	18.12
<i>School 4:</i>	6.06	10.21	16.76	25.81
<i>School 5:</i>	2.64	12.80	18.30	18.62
<i>School 6:</i>	19.43	11.81	33.09	20.63
<i>aTSI Totals</i>	14.02	15.18	21.59	22.31
<i>Amphi Totals (all schools)</i>	<i>23.99</i>	<i>26.87</i>	<i>30.09</i>	<i>36.96</i>
<i>State Threshold</i>	21.99	22.71	24.6	24.5



Services and Supports for students



Examples of services available at all schools are:

Inclusive, resource academic and social/emotional supports

Speech Therapy

Occupational Therapy

Physical Therapy

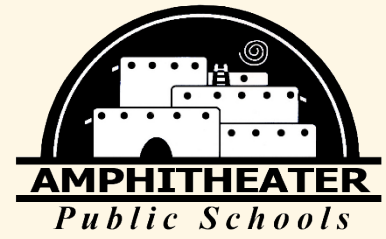
Vision and Auditory Accommodations and Modifications

Specialized Transportation

We are currently providing specialized transportation for 32 students in preschool and 274 students in K-12



Programming



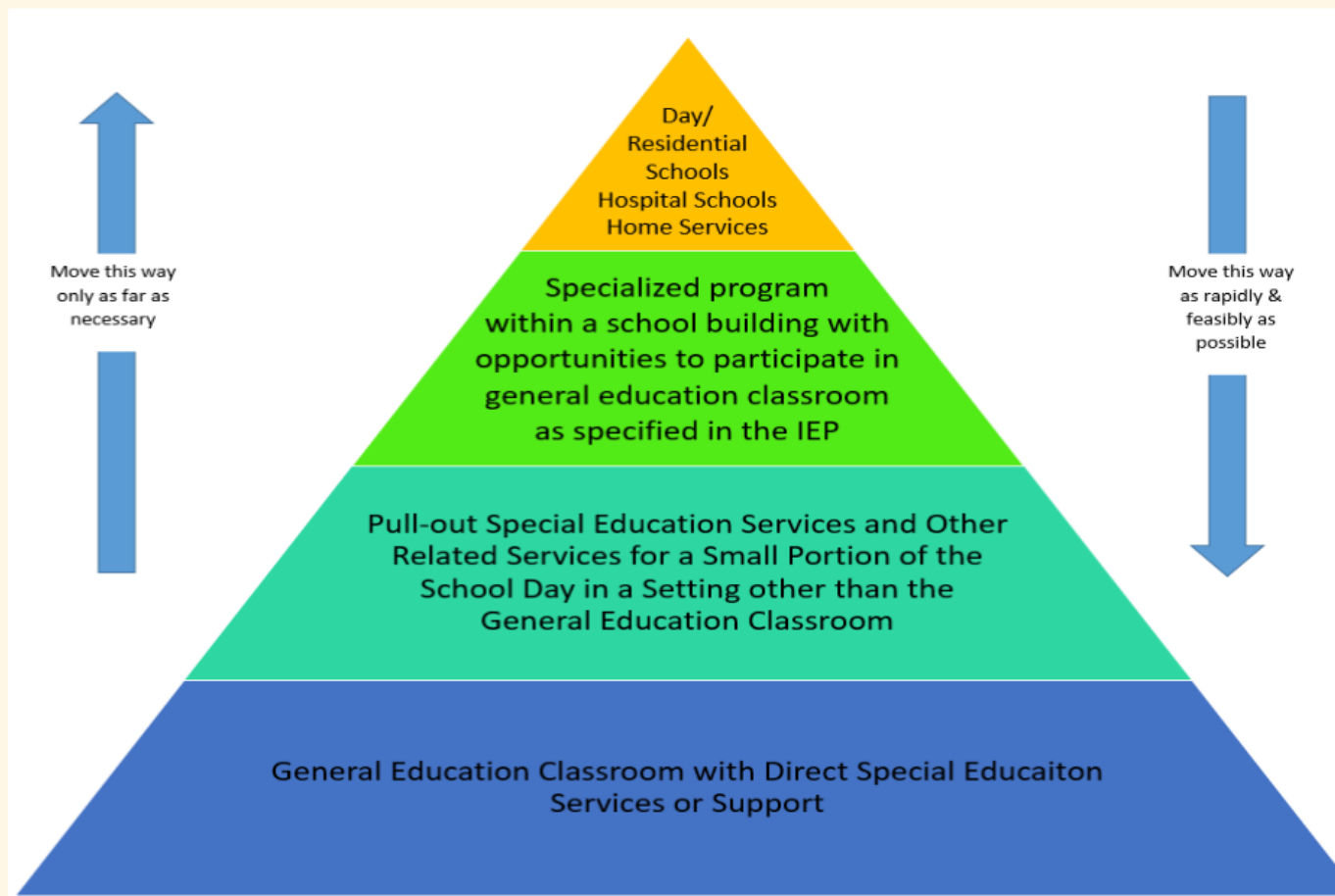
Specialized programs support students that do not consistently show growth through the specially designed instruction at their homeschool.

Examples of specialized programs located at certain sites are:

- Behavior Support Programs (G.R.O.W)
- Cross Categorical Programming
- Rillito Center
- Homebound or hospitalized
- Partnering with SESI and ASD

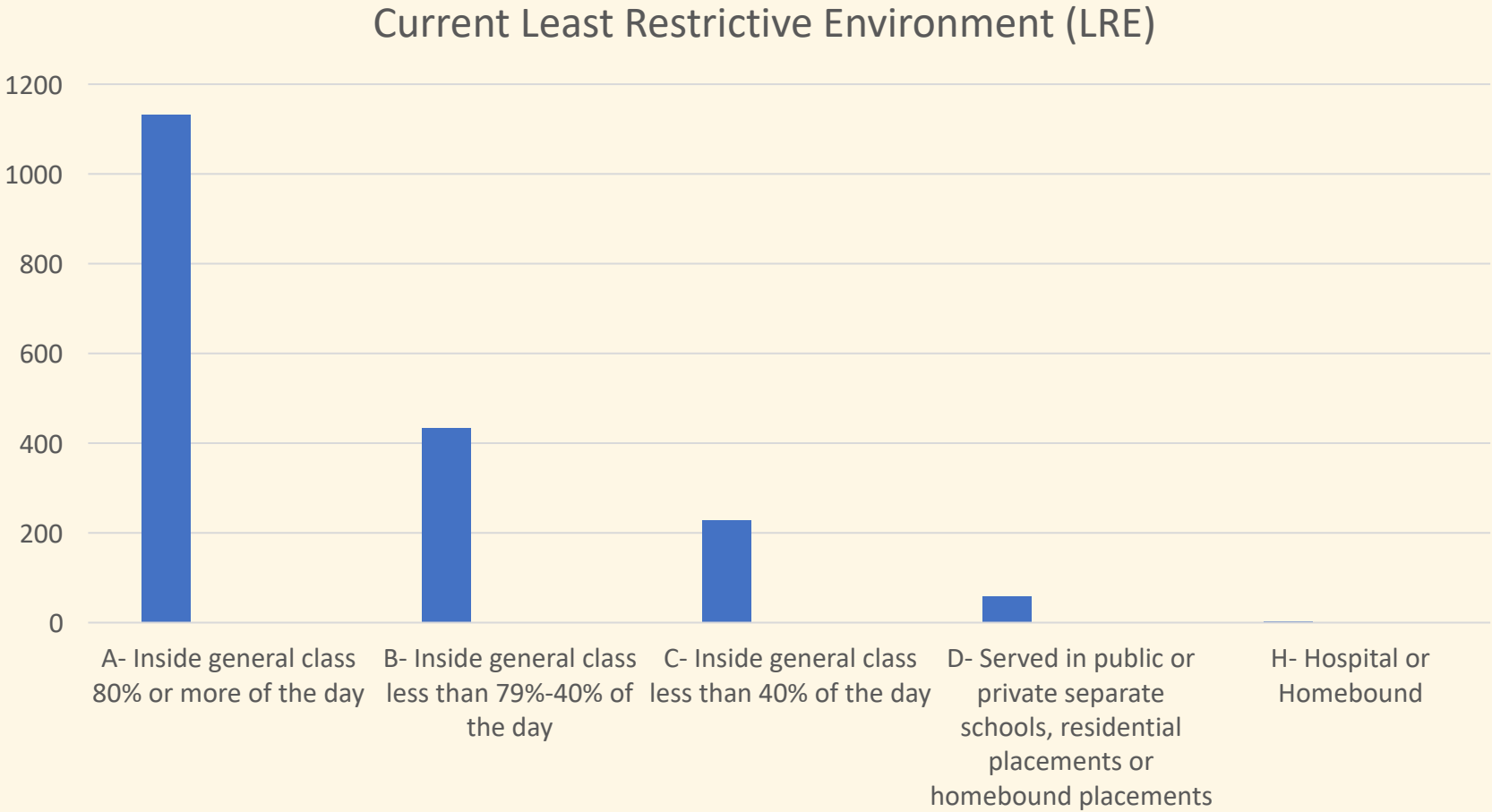
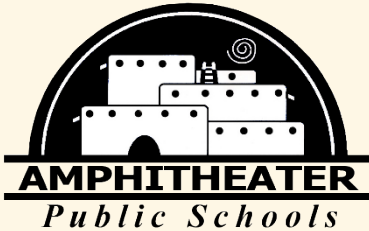


The Continuum of Services





Special Education Data





Amphi's Philosophy of Inclusion



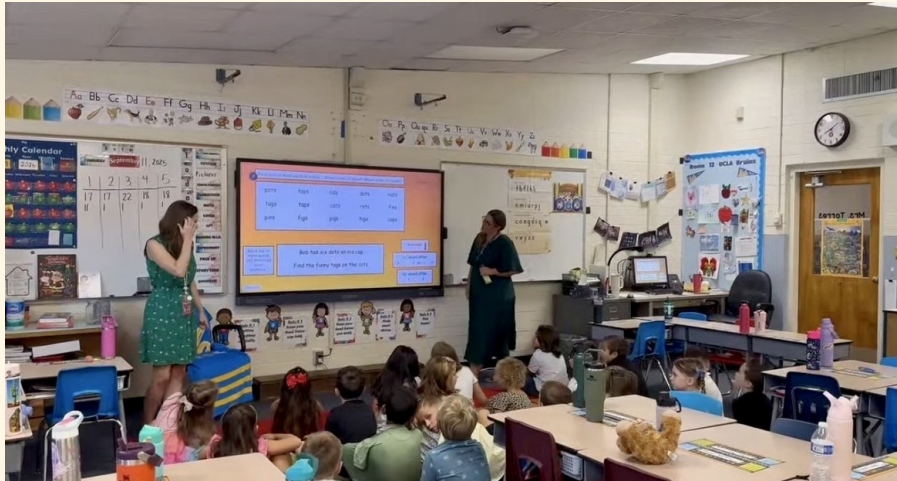
Inclusion is both a mindset and a practice that ensures everyone feels welcomed, respected, and secure.

It guarantees each student experiences genuine belonging, remains actively engaged, and benefits from accessible learning that fulfills our Promise of a Graduate—scholarship; creative and critical thinking; problem solving; collaboration; communication; caring; and citizenship.

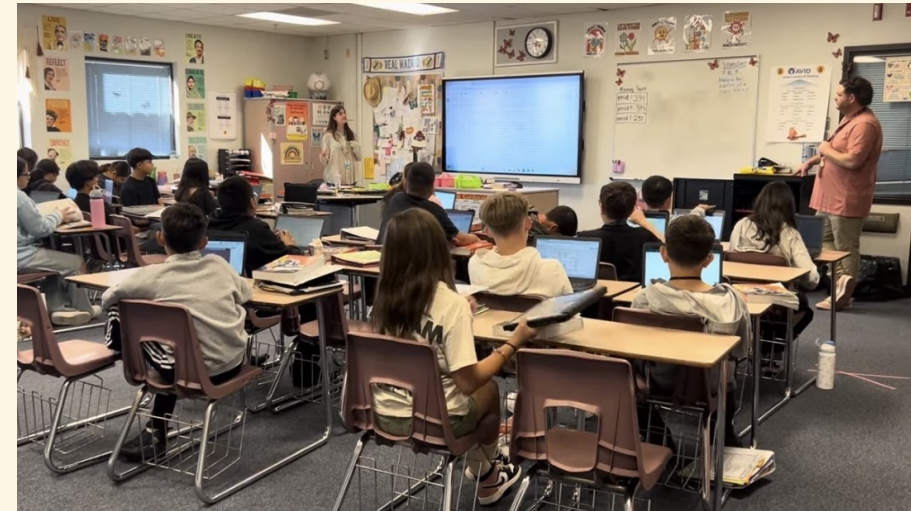
By building supportive communities of families, teachers, and staff, we empower every learner to thrive.



Inclusion and Co-Teaching in Action



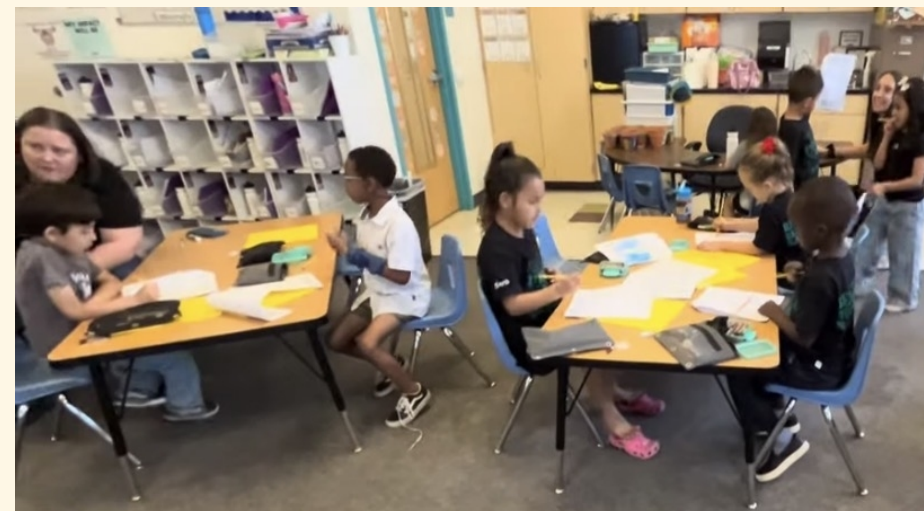
First Grade @ Harelson



Middle School
@ La Cima



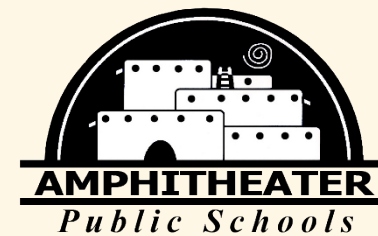
Second Grade @ Harelson



Kindergarten
@ Prince



Inclusion in Action





Inclusion in Action



La Cima

School-Wide Co-Teaching: Implemented inclusive, co-taught classrooms across all three grade levels (6th, 7th, and 8th) in both Math and Language Arts.

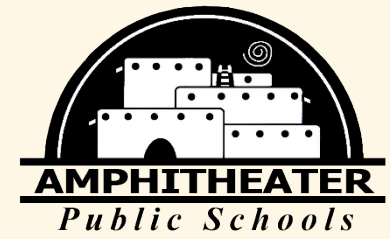
Access to Rigor: Exponentially expanded student access to grade-level content using targeted, scaffolded supports.

Closing the Gap: Directly working to close the opportunity gap to ensure our students are high-school-ready and aligned with our district promise of developing successful graduates.

* This past school year 18 students needed additional inclusive, co-taught classrooms going into 9th grade at Amphi High. La Cima and Amphi High collaborated on this need with scheduling and support to continue progress.



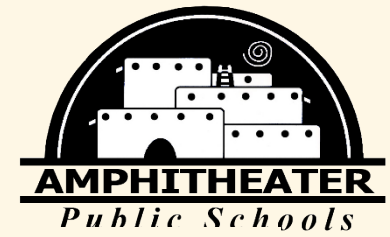
Inclusion in Action Rillito Center



- Last four years have gone from 0 students to close to 50% of students having access to opportunities outside of Rillito.
- Inclusion looks like going to Prince/AMS and reverse inclusion when schools come to us.
- Intentional opportunities for individualization.
- Currently 6 of 10 classrooms have students going to sites, total of 16 students. Quickest start to inclusive practices.



Inclusion in Action Rillito Center

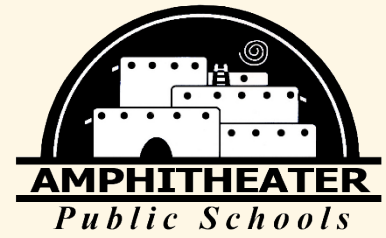


- Opportunities for reverse inclusion through Fun Friday.
- Physical therapist, occupational therapist, speech therapist and adaptive PE develop stations with focus on communication, fine and gross motor skills.
- Students will start coming to Rillito and will work with nearby sites to bring activities there having Rillito students be leaders.





Inclusion in Action

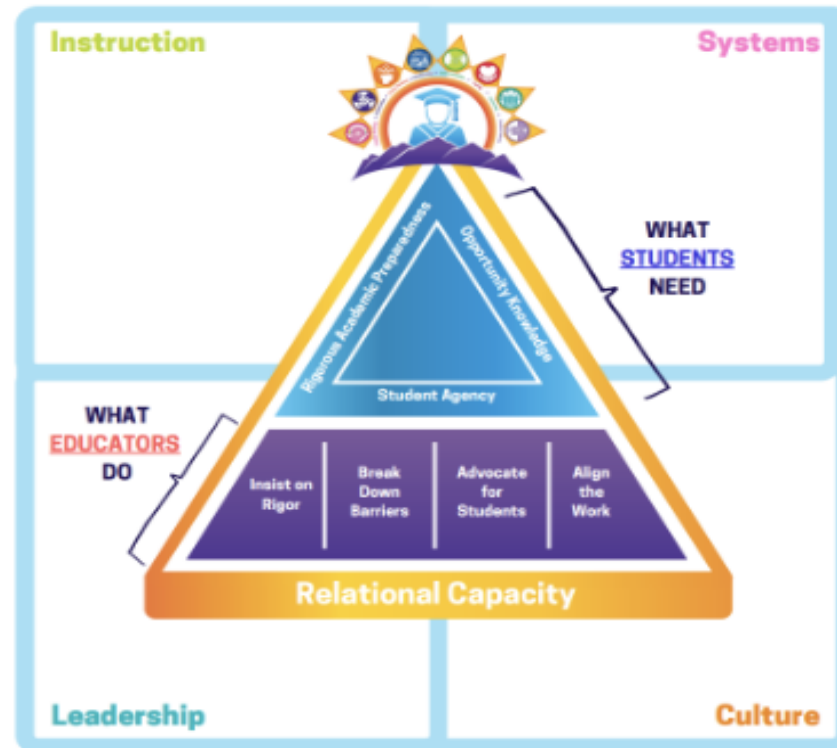


Preschool:

- Continuum of Services for Special Education in the Preschool Program—including Dual Enrollment & Resource
- Inclusion between SPED Classrooms and Imagine Classrooms
- Parents As Teachers supporting families through Child Find Process and getting students into SPED classrooms and Imagine.



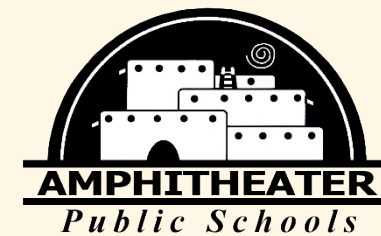
AMPHITHEATER COLLEGE & CAREER READINESS FRAMEWORK



← PROFESSIONAL LEARNING COMMUNITIES →



adapted from AVID CCR framework





Professional Development

General and Special Education Teachers Learning Together



Partnership with ADE

Rob did a great job having to change things up. This was a very good pd. Worth my time!

This session was excellent. Had a good focus on practice and implementation.

Short and useful makes a huge difference

More time to work

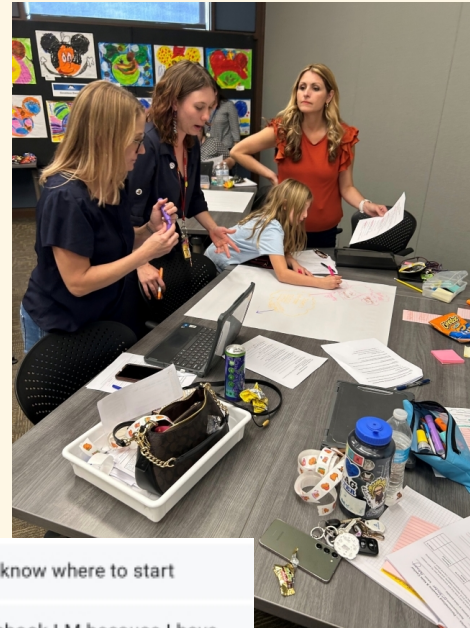
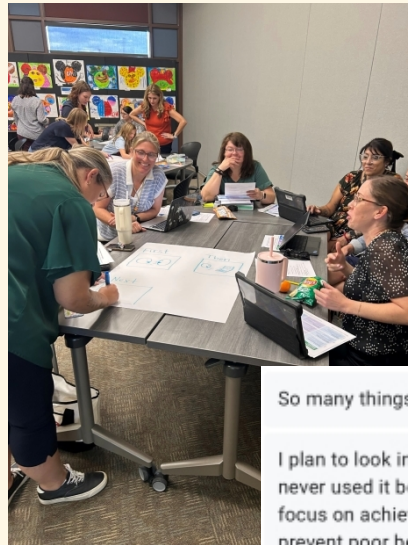
Kim is a Rockstar

Excellent presentation and helpful

Nothing yall are great!

The presenter was fantastic. She even modeled udl in the way she was presenting.

Excellent PD



So many things I don't know where to start

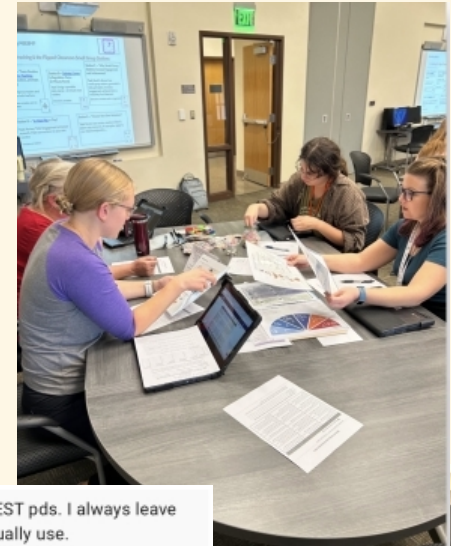
I plan to look in to Notebook LM because I have never used it before. I also would like to put a focus on achieving levels of engagement that prevent poor behavior.

Using AI to create reviews videos

I will be using The Universal Design for Learning Guidelines to help guide my lessons.

I will use the UDL tools such as multiple forms of expression, chunking information, and text to speech to support students in my classroom

Try out new AI tools and have increased awareness of differentiating the instruction



Kim and Heidi give the BEST pds. I always leave with something I can actually use.

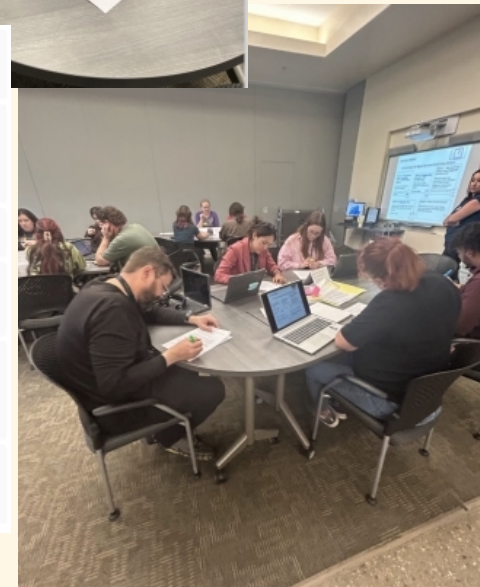
Excellent presentation all day! I learned so much and appreciate Kim, Heidi, and Vanessa for their incredible work.

Thank you all for your wealth of knowledge.

Thank you so much for this information. I needed this intense behavior dive

This was one of the best professional learning experiences I've had. The presenters were amazing!

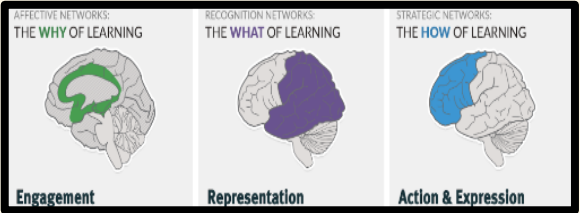
I really like how they broke things down. The way they presented things were clear, and very opened to any questions.



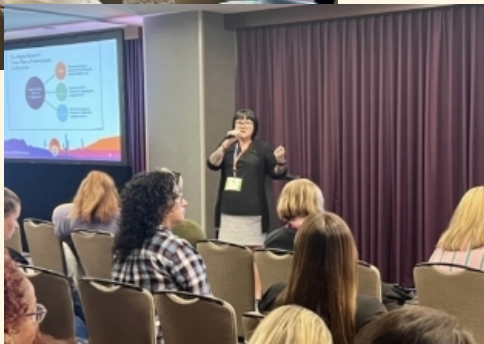
Collaboration with Office of Learning and Instruction



Universal Design for Learning



Invited to present at the
2026 Arizona IDEA
Conference in Scottsdale





Access Points



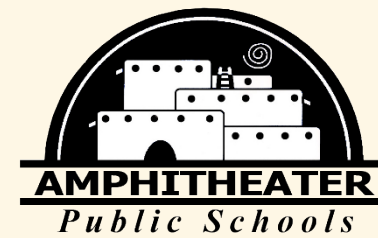
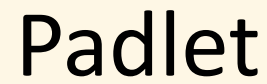
Amphi 2nd Grade Math Priority Standards with Student Access Points Guide

[Achieve the Core Coherence Maps](#)

[ADE Core Content Connectors](#)

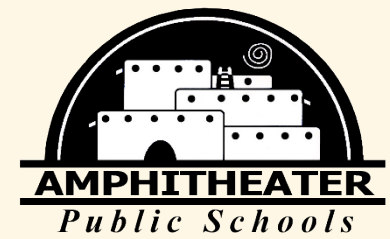
[UDL Principles](#)

2nd Grade Math Priority Standards Access Points	Access Tool Examples (Organized by UDL Principles)
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Access Point: Group objects to determine if the number is odd or even. Progression of Skills K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality. 1.OA.B.3-Understand And Apply Properties Of Operations And The Relationship Between Addition And Subtraction	Representation (The What): • Everyday Math: Odd and even sorting games with counters. • ALEKS Adventure: Interactive even/odd number identification practice. • Visual Tools: ◦ Anchor charts showing even and odd patterns. ◦ Number line highlighting even and odd numbers. ◦ Digital odd/even flashcards. • Auditory Tools: ◦ Songs and chants for remembering even/odd numbers. ◦ Read-aloud odd/even number identification tasks. Action & Expression (The How): • Hands-On Tools: ◦ Sorting objects into odd/even groups using manipulatives. ◦ Ten-frame activities to visualize even and odd groupings. ◦ Dry-erase number cards for quick checks. • Digital Tools: ◦ Virtual pairing activities to visually represent even numbers. ◦ Online interactive odd/even drag-and-drop exercises. Engagement (The Why): • Gamified Activities: ◦ Odd/Even scavenger hunts in the classroom. ◦ Role-playing games where students act as "odd" or "even" numbers. • Personalized Options: ◦ Encouraging students to collect items at home and classify them. • Tactile: Group items into pairs using objects like cubes or counters.
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. Access Point: Group objects to determine if the number is odd or even. Progression of Skills K.CC.A.1: Count to 100 by ones and	Representation (The What): • Everyday Math: Skip counting number grid routines. • ALEKS Adventure: Interactive skip-counting challenges. • Visual Tools: ◦ Number charts for skip counting by 5s, 10s, and 100s. ◦ Step counting using a hopscotch grid. ◦ Digital number-line counting tools. • Auditory Tools: ◦ Rhyming skip-counting songs.





Supporting Families



VOICES OF SUPPORT

NAVIGATING SPECIAL EDUCATION AS A TEAM



Discover resources, strategies, and support to help your child thrive. Learn about the IEP process, transition planning, behavior strategies, and more, all designed to empower families and strengthen collaboration with schools.

EVENT HIGHLIGHTS

- 1 Keynote Session**
Provide families with insight, encouragement, and practical strategies for supporting their children.
- 2 Workshops**
Hands-on sessions to develop new skills and strategies.
- 3 Networking Opportunities**
Meet other families, share experiences, and build connections that support your child's journey.
- 4 Community Resource Tables**
Explore local organizations and services offering tools, programs, and support for families.

 **30** JANUARY
2027
 **9** 00AM
TO 12:00
 **CROSS MIDDLE
SCHOOL
1000 W. CHAPALA DR**



Register with the QR code

 amphi.com/voicesofsupport

**Accommodations
& Childcare
available**



IDEA Leadership Academy



IDEA LEADERSHIP ACADEMY

26-27 SY

Strengthen Your Capacity to Lead Effective, Sustainable Systems for Students with Disabilities

Academy Features

- Blended learning experience with in-person, virtual, and asynchronous formats
- Data-informed content tailored for PreK–12 school principals and assistant principals
- Collaborative time with principal/assistant principal peers across Pima County Schools
- No cost, with lunch provided at in person sessions
- 28 CEUs

In-person sessions

Thursday, October 29, 9:00-3:00
Thursday, December 10, 9:00-3:00
Thursday, January 14, 2027, 9:00-3:00
Thursday, June 10, 9:00-12:00
Amphitheater Administration Center
701 W. Wetmore Drive, Tucson, Arizona 85705

Virtual sessions

Thursday, November 19
Lead IDEA Virtual Power Hour 9:00-10:00
Thursday, February 11, 9:00-12:00
Thursday, April 8, 9:00-12:00



What Participants Will Gain

The Leadership Academy will help participants:

- Deepen their understanding of IDEA and the leadership practices that support effective special education services.
- Use data to identify strengths, needs, and opportunities for continuous improvement.
- Strengthen their capacity to lead systems that improve outcomes for students with disabilities.
- Develop structures, conditions, and practices that support sustainable IDEA implementation.
- Collaborate with peers to address pressing special education challenges from a leadership perspective.

In partnership with

- Pima County School Superintendent's Office
- EDvance Program
- Amphitheater Unified School District

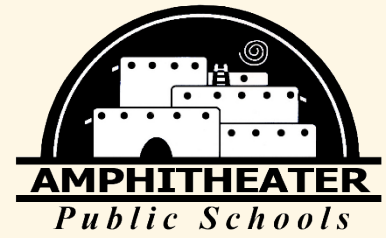


For more information on the Leadership Academy, connect with Diane Kent.
Contact: Diane.Kent@pima.gov





Next Steps



Continue collaborative work with Office of Learning and Instruction to work for all students following the college and career readiness framework

Continue providing Professional Development with inclusive practices, co-teaching and UDL

Using the grade level priority standards and access points work to create additional supports for staff with implementation

Professional Learning Communities (PLC's) work to continue closing the achievement gap for students

Continue to monitor data and progress and use data to make student centered decisions

Continue to add Padlet tools for staff to support

Continue annual family event developed with their input to support our families

IDEA Leadership Academy



We

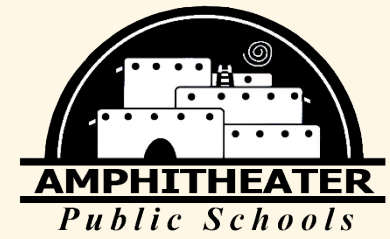


We believe in all of our students! We believe in their ability to learn and realize the Promise of a Graduate!





It is about all of our students!





Thank you! What questions do you have?