



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** Overview of Special Education

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**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

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## **INFORMATIONAL REPORT:**

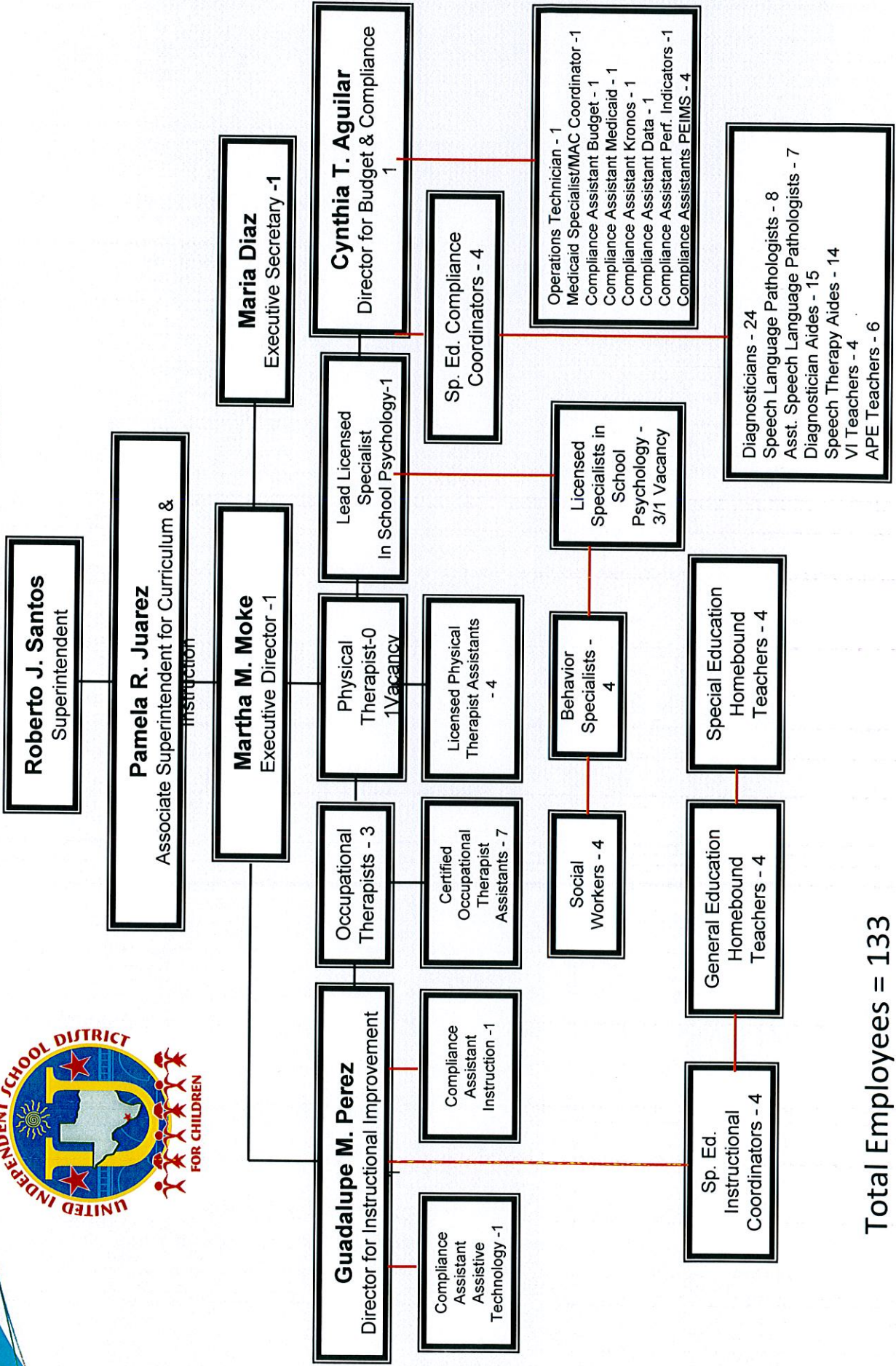
**Attached please find a powerpoint presentation which will be followed in the delivery of a general Special Education presentation.**



# An Overview of Special Education

# Special Education Program

## Organizational Chart



Total Employees = 133



## Laws Governing Special Education

### AMERICANS WITH DISABILITIES ACT

- For students with disabilities, the ADA prohibits discrimination and extends the right of access to ALL educational programs and services whether or not the school receives federal funding.

# Laws Governing Special Education

## INDIVIDUALS WITH DISABILITIES ACT (IDEA)

- To guarantee a Free and Appropriate Public Education (FAPE) for all children with disabilities, ages 3-21.
- To develop an Individualized Education Program (IEP) for each child eligible for special education and related services; plan is based on multi-disciplinary assessment and includes a statement of specific special education and related services to be provided to the child.
- To the maximum extent appropriate, all children and youth with disabilities will be educated in the least restrictive education (LRE) environment.
- **Due process** procedures assure parents rights to participate in every decision related to the identification, evaluation, and placement of their child as well as the right to appeal.

# Laws Governing Special Education

## NO CHILD LEFT BEHIND (NCLB)

- The primary function of NCLB is to close the achievement gap between groups of students.
- It is designed to increase accountability for student performance, focus on what works, reduce bureaucracy, increase flexibility, and empower parents.
- NCLB supports standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education.
- The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools.
- The Act does not assert a national achievement standard; standards are set by each individual state.



# Laws Governing Special Education

## TEXAS ADMINISTRATIVE CODE

- Made up of the rules adopted by the State Board of Education (SBOE) and the Commissioner of Education
- These rules are collected and published by the Office of the Secretary of State, State Board of Education (SBOE) and Commissioner's Rules.

# Funds Supporting Special Education

## Federal Funds—IDEA B Formula

Tentative Entitlement \$5,690,708

Roll Forward \$3,685,533

Maximum Entitlement \$1,063,446

**\$10,439,687**

## Federal Funds—IDEA B Preschool

Tentative Entitlement \$27,035

Roll Forward \$47,624

Maximum Entitlement \$18,280

**\$92,939**

## General Funds-State and Local Total

**\$16,077,824**

## Medicaid Funds Total

\$114,937

## Overall Total

**\$26,725,387**





# Special Ed. Funding Responsibilities

- Supplement vs. Supplement - Federal grants are intended to **add** to (supplement) the local efforts and should **not** be used to **substitute** for (supplant) funds or services that would be provided in the absence of federal funding.
- Maintenance of Effort (MOE)- the district may not reduce the level of expenditures one year to actual expenditures the next year. Reductions in expenditures are allowed if they meet certain provisions

# Determination of Sp. Ed. Eligibility

- Full Individual Evaluation (FIE) – Must be completed **60 days** from consent date; Diagnosticians, as case managers, are responsible for the **timely** completion of **all** evaluations.
- Admission, Review, Dismissal Committee (ARD) – must be held within **30 days** from the date the evaluation was completed.
- State Performance Plan (SPP) – Indicators 11 and 12 relate to compliance with this timelines and they are **100%** compliance indicators.

Note: Evaluations must be reviewed(ER) at least every 3 years to determine the need for further evaluation for continued eligibility.



# Areas of Disabilities to be Eligible for Special Education

1. Auditory Impairment
2. Autism
3. Cognitive Impairment
4. Deaf/Blind
5. Emotional Disturbance
6. Specific Learning Disabled



# Areas of Disabilities to be Eligible for Special Education

7. Multiply Disabled
8. Non-categorical
9. Other Health Impaired
10. Orthopedically Impaired
11. Speech Impaired
12. Traumatic Brain Injured
13. Visually Impaired



# Special Education Settings

- Self-Contained Classrooms
  - Early Childhood FLS and SLC Classrooms
  - Functional Living Skills (FLS) Classroom
  - Structured Language Skills (SLC) Classroom
  - Motivational Learning Classroom (MLC)
- Content Mastery Classroom
- Inclusion Support In The Regular Classroom
- Monitored Mainstream In The Regular Classroom
- Resource Classroom

# Sp. Ed. Instructional Settings/Units

NORTH SCHOOLS	Self-Contained PCD		Self-Contained ECH/SLC		Self-Contained FLS		Self-Contained SLC		Self-Contained MLC		TOTAL SELF-CONTAINED UNITS
	5 students	61 students	6 students	99 students	11 students	75 students	55 students	9 students	42 students		
UNITED HIGH SCHOOL				3	1	2	6				
WASHINGTON MIDDLE					1		1				
TRAUTMANN MIDDLE				1	1	1	3				
TRAUTMANN ELEM. SCHOOL			1		1		2				
FINLEY ELEM. SCHOOL			1		1		2				
DE LLANO ELEM. SCHOOL			1		1		2				
KAZEN ELEM. SCHOOL				1			1				
BORCHERS ELEM. SCHOOL	1		1		1		3				
MULLER ELEM. SCHOOL	1						1				
MALAKOFF ELEM. SCHOOL			1		1		2				
FASKEN ELEM. SCHOOL	1						2				
ALEXANDER HIGH SCHOOL				2	1	1	4				
UNITED MIDDLE SCHOOL						1	1				
CLARK MIDDLE SCHOOL				1	1		2				
NYE ELEM. SCHOOL				1		1	2				
CLARK ELEM. SCHOOL			1		1		2				
NEWMAN ELEM. SCHOOL	1					1	2				
GUTIERREZ ELEM. SCHOOL	1			1			2				
COL.SANTOS ELEM. SCHOOL				1			1				
STEP ACADEMY						1	1				
<b>NORTH SECTOR TOTALS</b>	<b>5 students</b>	<b>61 students</b>	<b>6 students</b>	<b>99 students</b>	<b>11 students</b>	<b>75 students</b>	<b>55 students</b>	<b>9 students</b>	<b>42 students</b>	<b>329 students</b>	

# Sp. Ed. Instructional Settings/Units

SOUTH SCHOOL	Self-Contained PPCD	Self-Contained ECH/SLC	Self-Contained FLS	Self-Contained SLC	Self-Contained MLC	TOTAL SELF-CONTAINED UNITS
UNITED SOUTH HIGH SCHOOL			3	1	2	5
UNITED SOUTH MIDDLE			1	1	1	3
GONZALEZ MIDDLE SCHOOL			1	1		2
SALINAS ELEM. SCHOOL		1		1		2
RUIZ ELEM. SCHOOL	1		1			2
ZAFFIRINI ELEM. SCHOOL	1		1			2
CUELLAR ELEM. SCHOOL					2	2
B.GARCIA ELEM. SCHOOL	1		1			2
KILLAM ELEM. SCHOOL		1		1		2
LBJ HIGH SCHOOL			3		3	6
SALVADOR GARCIA SCHOOL			1			1
LOS OBISPOS MIDDLE			1		1	2
L. BRUNI VERGARA MIDDLE				1		1
PEREZ ELEM. SCHOOL			1		1	2
DD HACHAR ELEM. SCHOOL			1			1
JUAREZ LINC. ELEM. SCHOOL					1	1
PRADA ELEM. SCHOOL	1				1	2
KENNEDY-ZAPATA ELEM. SCH	1					1
ROOSEVELT ELEM. SCHOOL	1		1			2
ARNDT ELEM. SCHOOL		1		1		2
R. CENTENO ELEM. SCHOOL	1					2
<b>SOUTH SECTOR TOTALS</b>	<b>7 - 52stu.</b>	<b>3 - 25stu.</b>	<b>17 - 171stu.</b>	<b>7 - 69stu.</b>	<b>12 - 101stu.</b>	<b>45 - 329stu.</b>
<b>DISTRICT TOTALS</b>	<b>12 - 91stu.</b>	<b>9 -86stu.</b>	<b>28 - 270stu.</b>	<b>18 - 144stu</b>	<b>21 - 156stu.</b>	<b>87 - 747stu.</b>



Sp. Ed. Instructional Settings/Resource and Content Mastery

<u>North Schools</u>	<u>Res/CM Teachers</u>	<u>Students Served</u>
Elementary	13	207
Secondary	7	734
<u>South schools</u>		
Elementary	14	221
Secondary	7	887
District Total	41	2,049



# Admission, Review, Dismissal Committee

## Required Members

- Parents
- School Administrator
- Sp. Ed. Teacher
- Reg. Ed. Teacher – if student participates in reg. ed.
- Evaluation Team Member – when assessment is discussed/considered
- Other professionals who have knowledge or special expertise regarding the child's disability such as related and/or support service providers



# ARD Committee Responsibilities

- Review full and individual evaluation and determine eligibility
- Identify present level of academic and functional performance
- Based on these levels develop an individual education plan to close the achievement gaps
- Based on the IEPs determine appropriate placement and services needed to implement IEP
- Insure that the student is provided these services in the least restrictive environment



## Progress Monitoring

Teachers/Service Providers are responsible to monitor students' progress on their IEPs:

- Adequate Yearly Progress (AYP) must be demonstrated as part of NCLB requirements (measured by TAKS)
- Student must show progress as determined on the IEP as part of IDEA and the Legal Framework
- If a student is not progressing or is failing, an ARD meeting must be held to address appropriateness of the IEP
- Sp. Ed. Students who show consistent regression and lack of recoupment must be provided Extended School Year (ESY) or Extended School Day (ESD)



## Other IEP Considerations

- Must be individualized – a district cannot show a pattern of services
- Special Education students are entitled to exposure to on-grade level curriculum.
- All support services and related services must be considered to insure Adequate Yearly Progress (AYP) on the Individualized Educational Plan (IEP).



## UISD Special Education/Support Services

- Child Find
- Full Individual Evaluation
- ARD Committees Meeting
- Audiological Assessment
- Psychological Evaluations
- Medical Evaluations
- Special Diets
- Special Olympics
- Instruction for the Blind/VI
- Instruction for the Deaf/HOH
- Behavior Management
- Social Services
- Homebound Instruction
- Residential Facilities Services
- Student/Parent In-Home Training



## UISD Special Education/Related Services

- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Health Services
- Counseling
- Assistive Technology
- Adapted Physical Education
- Orientation & Mobility
- Special Transportation



## Related Services

<u>Service</u>	<u>Service Providers</u>	<u>No. Students Served</u>
Speech Th.	15	1017
Occupational Th.	10	586
Physical Th.	4	148
Special Ed. Transportation - North Sector		381
Special Ed. Transportation - South Sector		393

Other related services: Health Services, Counseling, Assistive Technology, Adapted P.E., Orientation & Mobility.

# Related Services

<b>Total Number of Students Eligible for Transportation as Related Services District-wide:</b>	<b>774 / 3132</b>	<b>Percent of Special Ed Student Eligible for Transportation as a Related Service:</b>  <b>25%</b>
<b>Total Number of Students Eligible for Special Education District-wide:</b>		

<b>Total Number of Students Eligible for Transportation as Related Service per Feeder Pattern over total number of Eligible Special Ed students:</b>	<b>Percent of Special Ed Student Eligible for Transportation as a Related Service per Feeder Pattern:</b>
AHS	25%
UHS	27%
LBJH	24%
USHS	23%

<b>Total Number of Students Eligible for Transportation as Related Service by North and South Distribution over total number of Eligible Special Ed students:</b>	<b>Percent of Special Ed Student Eligible for Transportation as a Related Service by North and South Distribution:</b>
North	26%
South	23%





# State Assessment

- IEP/ Placement/Instructional Arrangement must match the State Assessment Decisions.
- As stated in the State Assessment Decision Making Manual, Sp. Ed. students must meet eligibility criteria for TAKS-M and TAKS-Alt.
- As per No Left Behind (NCLB), only **2%** of Sp. Ed. population should test TAKS- M and . . .
- only **1%** of Sp. Ed. population should test TAKS-Alt.



# Adherence to the IEP

All school personnel who will be involved in carrying out the specially designed IEP (teaching, providing services, carrying out discipline, testing, measuring success, communicating with parents, doing re-evaluations, etc.) will receive directions as to the methodology to be used and how to implement the IEP.

They will receive a copy of the

- ✓ Goals and objectives
- ✓ Instructional accommodations and modifications
- ✓ State assessment decisions and accommodations
- ✓ Behavior Intervention Plan



# Closing the Gap Reform

Standard-based education reform:

- High academic standards and expectations for all students.
- Tests that are more rigorous and more challenging, to measure whether students are meeting those standards.
- Accountability systems that provide incentives and rewards for educators, students, and parents to work together to help students reach these standards.



# UISD Special Education

## Closing the Gap Initiatives

- Closing the Gap Summer Program
- Supplemental Science Summer Program
- Accelerated Instruction Programs at Campuses
  - Lexia
  - Read 180
  - System 44
  - Touch Math
  - Do the Math



# Conclusion

- The Special Education Program is part of the Curriculum and Instruction Department.
- The Special Education Program is multi-faceted and intertwines with all other departments including food service, health service, transportation, human resource, finance, construction/facilities and discipline.
- The Special Education Program's mission is to educate all special needs students by meeting their individual needs in order to prepare them for a successful post-secondary life.