



Know Yourself. Know The World.

# NOVA CLASSICAL ACADEMY™

**Special Education at Nova**

NOVA CLASSICAL  
ACADEMY  
NON SCHOLAE SED VITAE DISCIMUS  
WE LEARN NOT FOR SCHOOL BUT FOR LIFE

# Special Education at Nova

## Overview - The SpEd Imperative

- Brief History of SpEd Law
- Evaluation/Referral/Development of IEPs

## SpEd at Nova

- Comparisons to 10 yrs ago
- Categories served

## Challenges in SpEd

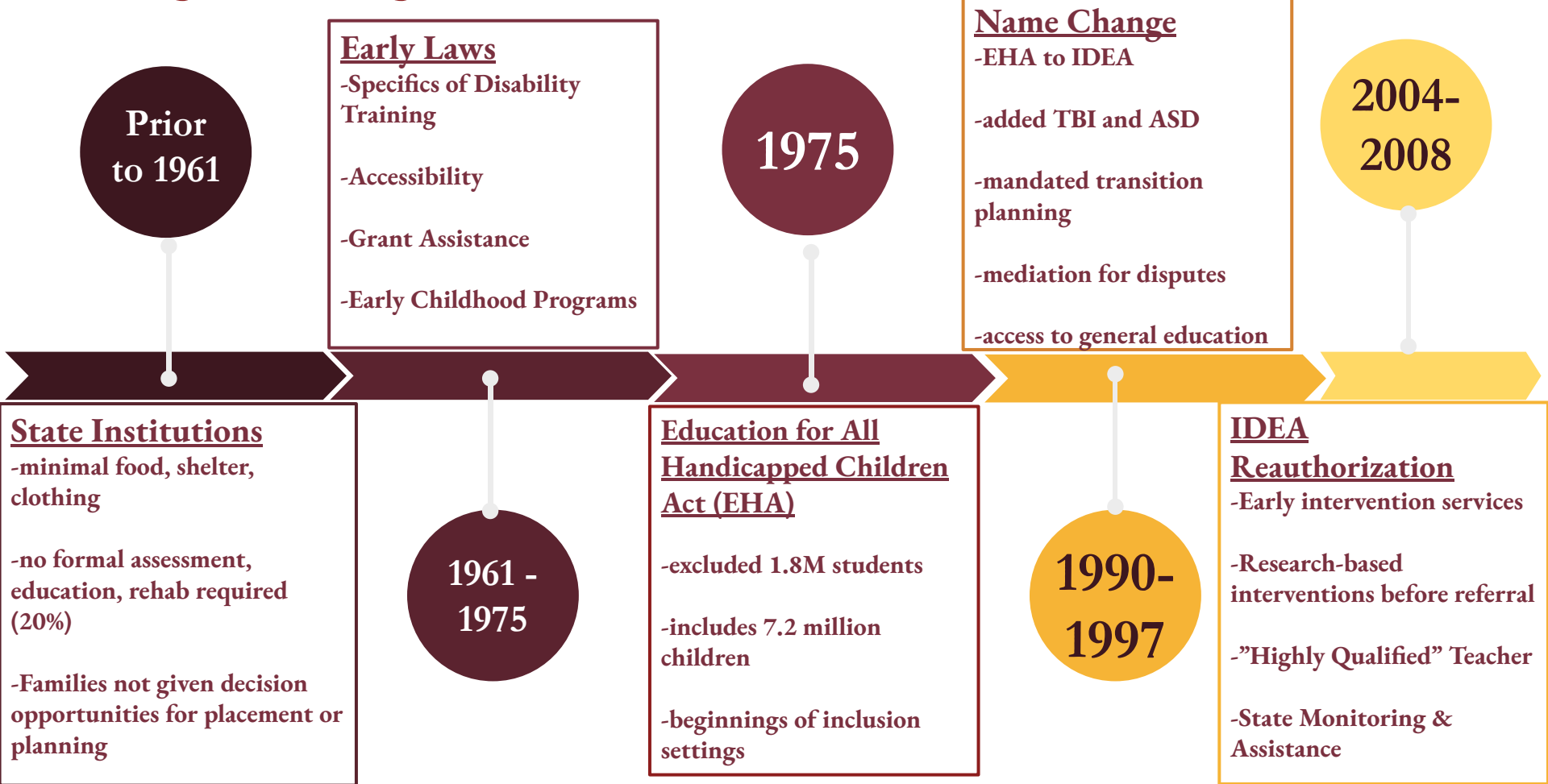
- Teacher Burnout
- Paperwork Demands
- Lack of Support
- Space

## Triumphs in SpEd

- Larson/Hooge
- Setting III classrooms
- Para support



# Setting the Stage - Historical Context of Special Education



# Federal / State Mandates -Process of Sped Referral -School Based

Steps	Specifics
1. Interventions (MTSS) (gen ed)	-TWO research based interventions matched to the student's areas of need - 12 wks, 7 data points
2. Data Collection/Analysis (gen ed)	<b>Working or not working?</b> -Adjust/New Interventions or Referral
3. Referral/intake (gen ed with/SpEd support)	-connect with staff/parents to discuss concerns
4. Special Education Evaluation	-Referral to Team Meeting

## Reminders:

- Parents can request an evaluation, and then Districts are not required to complete interventions
- Interventions DO NOT always lead to Special Education Evaluations
- Districts cannot proceed with INITIAL Special Education Evaluation without WRITTEN CONSENT from parent/guardian

# Special Education Evaluation Process

Steps	Considerations
1. Gather Data Collected to Review with SPED Team Members	<ul style="list-style-type: none"> <li>-School Psych</li> <li>-Sped Teachers</li> <li>-consultants (disability specific)</li> <li>-Any other school personnel who may have important info about the student</li> </ul>
2. Write an evaluation plan	<ul style="list-style-type: none"> <li>-Comprehensive</li> <li>-include all areas of potential concern</li> <li>- necessary components to address criteria in category(ies) of concern</li> </ul>
3. Parental Consent	<p>Initial - signed consent</p> <p>Re-evaluation - 14 days implied consent</p>

*34 C.F.R. § 300.305(a)(1)*

*34 C.F.R. § 300.304(c)(1)(ii)*

*34 C.F.R. § 300.304(c)(1)(iii)*

*34 C.F.R. § 300.304(c)(6)*

## Areas of Evaluation that can be included:

**Background Information**

**Home and Family Interviews**

**Intellectual**

**Academic (SpEd Teacher - Specific License)**

**Communication (Speech-Language Pathologist)**

-Articulation

-Language Processing Disorders, Fluency,

**Motor Skills - Fine/Gross (OT, DAPE)**

**Sensory Status (vision/hearing), (School Nurse)**

**Sensory Processing (OT, School Psych)**

**Physical Status (diagnoses, medications) (School Nurse)**

**Social/Emotional/Behavioral (School Psych)**

**Autism Spectrum Measures (School Psych, ASD Consult)**

**Observations (SpEd Teacher - Specific License)**

**Transition (by grade 9)**

-Post-Secondary Education and Training

-Independent Living

-Employment

# Federal / State Mandated Timelines for Evaluations and IEPs

## Evaluation

- Initial IEP (within 30 CALENDAR days after ER)
- Annual Date - requirement Mtg date
- 14 calendar days to write IEP
- PWN - legal description of components of IEP
- 14 days implied consent on Annuals
- Home Language

- 30 SCHOOL DAYS to complete (about 6 wks)
- ER in hands on Day 30
- Needs Statements and Additions and Modifications
  - > Goals and Accommodations/Modifications
- 3 years, except for DD and Transition

## IEP

*Minn. R. 3525.2550, subp. 2*  
*34 C.F.R. § 76.731*  
*Minn. Stat. § 125A.08*  
*34 C.F.R. § 300.324(b)(1)(i)(ii)*

# Federal / State Mandated Requirements of an IEP - Team Members/Components

## Team Members Requirements:

- Parent/Guardian
- General Education Teacher
  - Written Input, Excusal Forms
- Special Education Teacher
- Expertise in area of Disability
  - including Setting
- Administrative Representative

*Minn. R. 3525.2550, subp. 2*

*34 C.F.R. § 300.320(a)(4)*

*34 C.F.R. § 300.324(a)(2)(v)*

*Minn. R. 3525.0850*

*34 C.F.R. § 300.320(a)(7)*

## Required Components to be Discussed:

- Present Levels - Academic/Functional
- Progress on Goals/Objectives
- Least Restrictive Environment, including Federal Setting
- Supplementary Aids and Services
  - Supports for Extracurriculars, Nonacademics
- Assistive Technology
  - Pencils grips to Communication Devices
- Services
  - minutes, times, location, type, length
- Special Transportation
- Extended School Year
- Paraprofessional Support
  - 1:1, non-specific child support
- Interpreter for Service Delivery
- Program Supports for School Personnel
- State and District Assessments
  - MCAs, MTAS, Fastbridge, CBMs



# Comparing Student Special Education Services



Year	2014-15	2023-24
# of students	57	99
% of Student population	6.3% <i>(14.7% state avg)</i>	9.5% <i>(16.9% state avg)</i>
# of students qualifying in ONE or more area of Sped	8.5%	30%
# of students with <b>21% or MORE</b> of day receiving Sped Services (FS 2/3)	4 (7%)	25 (25.2%)

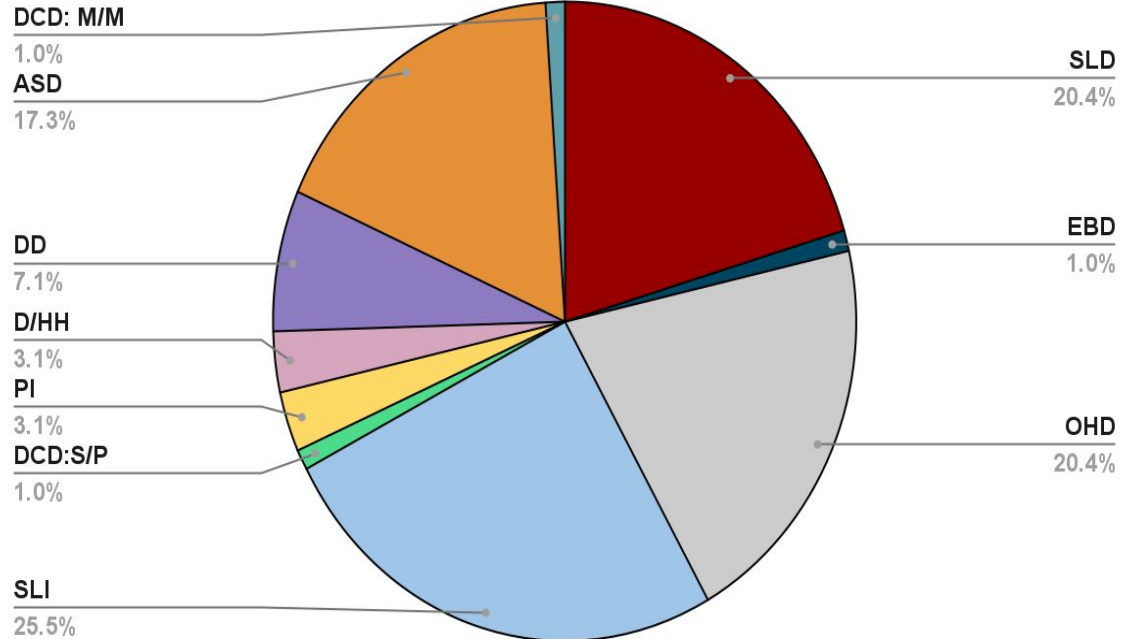
Source: Special Education Program Compliance Review Final Report - June 29, 2015



# 13 Disability Categories in Minnesota

- \*Speech-Language Impairment
- \*Specific Learning Disability
- \*Other Health Disability
- \*Autism Spectrum Disorder
- \*Emotional/Behavioral Disability
- \*Developmental-Cognitive Disorder - Severe/Profound
- \*Physical Impairment
- \*Deaf/Hard of Hearing
- \*Blind/Vision Impairment
- \*Developmental Delay (ages 3-7)
- \*Developmental-Cognitive Disorder - Mild/Moderate
- Deaf-Blind
- Traumatic Brain Injury
- Severely/Multiply Impaired

Sped Students by Disability Category



# Challenges in Special Education

*-Teacher burnout  
-specialized preps  
-cross-collab with colleagues*

TEACHER	AREA OF INSTRUCTION	CASE MANAGEMENT
<b>BERCKENHOFF</b>	-ORG SKILLS, WORK SKILLS, SEL	K-5
<b>HAGUE</b>	READING/WRITING (K-5)	K-5
<b>HOOGE</b>	-ORG SKILLS, WORK SKILLS, SEL	SOR
<b>LARSON</b>	-ORG SKILLS, WORK SKILLS, SEL	SOL
<b>LEHRER</b>	Functional/Adaptive, Functional Academics	US SELF-CONTAINED
<b>PEPOWSKI</b>	Functional/Adaptive, Functional Academics	LS SELF-CONTAINED
<b>RADFORD (STUDENT TEACHER)</b>	SEL, Functional/Adaptive/Functional Academics	N/A
<b>WENINGER</b>	MATH (K-12)	SOL
<b>WEST</b>	READING/WRITING (K-12)	K-5

# Challenges in Special Education

- Paperwork Demands*
- Legal Expertise
- Timelines
- Standardized Agendas

## **Due Process Facilitator**

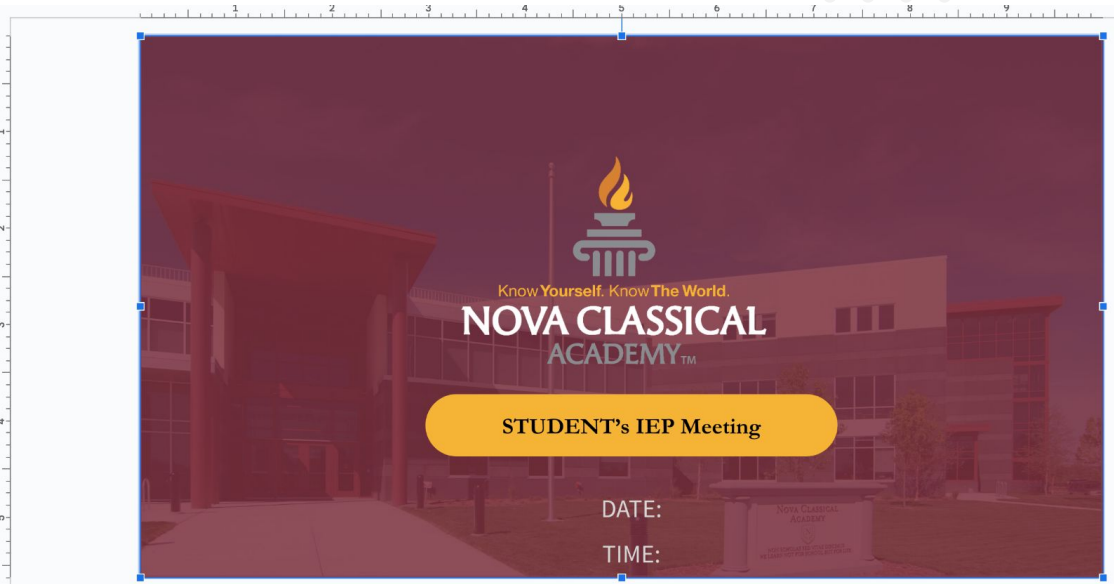
-meeting prep, scheduling, facilitation, IEP writing support,

## **Support with Evaluations**

-expertise and best practices

## **Specialized Support**

-ASD Consultant, ECSE Consultant, School Psych, OT, PT, PHD, DCD, Speech, BCBA,



# Challenges in Special Education

- Lack of Support*
- Wkly Mtgs*
- Mentorship*
- Specialized Training Days*

Mon	Tues	Wed	Thurs	Fri
~Individ. Mtgs with Case Managers	~Child Study	~Sped Dept Mtgs	~Sped Para Mtgs ~New Para Mtgs	~Book Study & Community Building Circle

~Open Door Policy

~Wkly Mtgs with each Teacher

## **Aug 14-16, 2023**

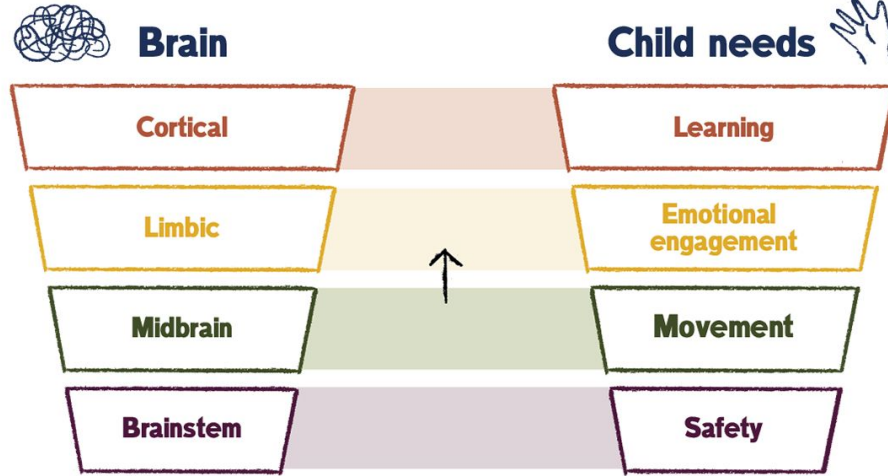
- Trauma-informed Education, Understanding SEL
- Collaborative and Proactive Solutions
- Neurosequential Development
- Community Building/Connections
- Setting Expectations

# Challenges in Special Education

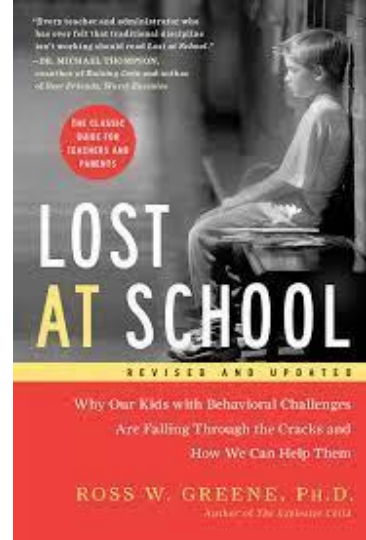
*-Behavior/Mental Health*

*-Dept Book Study*

*-PD: Trauma, Behavior, Neuroscience*



Adapted from: McCaleb, M & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Ngā Tau Tuatahi: New Zealand Infant and Toddler Education*, 7(2), 21-25



#1 NEW YORK TIMES BESTSELLER

## WHAT HAPPENED TO YOU?

CONVERSATIONS ON TRAUMA, RESILIENCE, AND HEALING



BRUCE D. PERRY, M.D., Ph.D.  
OPRAH WINFREY

# Challenges in Special Education

## GETTING CREATIVE

- OT on the stage
- work stations for teacher preps
- separate regulation/SEL from academic spaces
- Large classrooms vs smaller pull out spaces



*-SPACE*



# Triumphs in Special Education

## *-Social/Emotional/Behavioral Supports*

-Regulate, Relate, Reason

-Structured Academic Controversies

-Executive Functioning Scope/Sequence Work

-Explicit Self-Advocacy, grounded in neuroscience

-CEC proposal



# Triumphs in Special Education

## *-Setting III classrooms*

-Self-Contained Classrooms for Highest Need Students

-Alignment with Gen Ed through modified curriculum

-Communication, Fine/Gross Motor, and Sensory  
Regulation built into every aspect of the day

**-Significant gains for students**

- independence, regulation, communication,  
functional/adaptive

# Triumphs in Special Education

Renee Miller as Lead Paraprofessional (new position this year)

- Putting Professional back into Paraprofessional
- disability specific trainings, best practices, active supervision

- Google Classroom Creation for US Courses with modified versions of materials, accessible to students

- Specialized by content area in US

## Out of 20 Paras:

- 18 have Bachelor's Degrees

- Nine out of 20 Paras have Master's Degrees

- Six out of 20 paras have full teaching licenses

*-Para Support*

A large group of children in school uniforms are participating in a hand-holding activity on a paved area outdoors. The children are arranged in a long line, holding hands, and some are reaching out towards the camera. The background shows a crowd of people and trees, suggesting a school event or festival.

Please Email with Questions!

[akelleyhands@novaclassical.org](mailto:akelleyhands@novaclassical.org)

