

Special Education Advisory Council

November 14, 2019

Stacey Dahlby

Marsha Polys

Sam Phillips

Allana Walsh



Welcome

Introductions

- » Past SEAC Chair
- » Special Education Leadership Team Members
- » ECSE Families
- » Elementary Families
- » Middle School Families
- » High School Families
- » Transition Program Families

Agenda

- » Special Education Advisory Committee- SEAC
 - » Reminder of Definition
- » Feedback from October meeting
- » Curriculum Adoption Process
- » Special Education Service Delivery Models
- » Feedback
- » Membership Discussion

SEAC Definition

- Intended to increase the involvement of parents of children with disabilities in making recommendations.
- Purpose is to offer recommendations & advice to the school board through the Directors of Special Education & Leadership Team.
- Provide input on special education issues to the school district.
- Districts are required to have as defined in MN Statute 125A.24.

Last Month's Topics & Feedback

- » Special Education Audit & District Initiatives
- » Individual Education Program Basics-Asked 2 Questions:
 - » 1. What information do you want to walk away from after the IEP meeting?
 - » 2. What do you value through the IEP process?

Information you want as a result of IEP meetings

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- » Teamwork/Partnership
- » Information presented in terms easy to understand
- » Clear understanding of plan, goals, services & progress monitoring
- » Practical & concrete plan
- » Documented plan to improve student's skills
- » Who will be working with my student
- » Confident knowing my student's needs will be met
- » Understanding of graduation process
- » Feeling that we are all on the same page
- » Opportunity to be heard

What You value from the IEP meeting:

- » Relationships & feeling supported
- » Meaningful, positive, proactive communication
- » General education teachers attending & sharing progress
- » My student's needs are the focus
- » All service providers attending & giving input
- » Parent input matters
- » Sharing strengths/challenges as well as what works at home
- » The student attending & hearing from the team
- » Understanding the process
- » Case-managers that understand & advocate
- » Treated as a member of the team

How will this feedback be used?

- » Shared with the Special Education Supervisors, Building Leads, Principals
- » Shared with Special Education Audit Leadership Team
- » Used to make changes in processes and procedures
 - » Generating discussions about attendance of general education teachers

Curriculum Development & Instructional Material Adoption



Four Phase Process

1. Assess program effectiveness
2. Identify a need for improvement
3. Create an improvement plan
4. Implement the Improvement plan

OVERVIEW OF THE FOUR PHASES	Analyze Existing Course and Materials	Curriculum Study Committee, led by TaLS and Directors of Curriculum, Assessment & Instruction
	1. Assessing Program Effectiveness	
	2. Define Areas of Need	
	3. Develop Findings and Recommendations	
	Review and Select Instructional Materials	Instructional Materials Committee, led by TaLS and Directors of Curriculum, Assessment & Instruction
	1. Develop Criteria for Materials Selection All Call	
	2. Pilot	
	3. Selection	
	4. Develop Recommendations for Implementation	
	Implementation	TaLS with Department Leads & teachers
	1. Curriculum Writing	
	2. Professional Development	
	3. Develop Criteria to Monitor and Assess Success	
	Monitor, Evaluate and Adjust	TaLS with Department Leads & teachers
	1. Collect Feedback	
2. Adjust and Revise		

Stakeholder Involvement

- » Curriculum Advisory Council-Teaching & Learning Specialists, Department Leads, Directors
- » Community Curriculum Advisory Council-Parents & Community Members
- » Curriculum Instruction Advisory Council-School Board Members, Superintendent, Associate Superintendents, Directors, Teaching & Learning Specialist

Finalizing New Course Offerings

- School Board approved process for adding new courses
- Process must be completed by September 1, 2020 for the 2021-22 school year/Registration Guide

Curriculum Website

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ANOKA-HENNEPIN SCHOOLS

SCHOOLS



DIRECTORY



CALENDAR



ABOUT A-H

ACADEMICS

DEPARTMENTS

EMPLOYMENT

INVOLVEMENT

COMMUNITY ED



Curriculum, instruction and assessment

- Overview
- Assessment overview

Business services

Child nutrition

Communication and public relations

Curriculum, instruction and assessment

Anoka-Hennepin School District / Departments Curriculum, instruction and assessment

Contact

Curriculum, Instruction and Assessment

2727 North Ferry Street
Anoka, MN 55303

Elementary curriculum: 763-506-1162

Parent & Community Involvement ¹⁵

Opportunities for community involvement

Study committees provide an opportunity for community members to review current standards, instructional practices, and resources. Study committee meets twice a month during the school year. The process concludes with a recommendation to the School Board. Check the [World's Best Workforce](#) for more information.

Service Delivery Models



- » Early Childhood
- » Elementary
- » Secondary

Co-Taught

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ESCE

- » Many preschool sections are co-taught
- » Length is same as all preschool sections
- » Offered in multiple locations

Elementary

- » Not common
- » General Education teacher and Special Education teacher teach together for a lesson/time period
- » Offered in ELA and math

Secondary

- » Most common
- » A class period in length
- » Offered in ELA and math

Push In

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ESCE and Elementary

- » Common
- » A special education teacher is going into the general education classroom to teach small groups of students on specific skills as determined per the IEP
- » Direct instruction

Secondary

- » Not common

Support

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ESCE and Elementary

- » Paraeducator support is based on identified needs and skill areas based on the IEP
- » Not providing direct instruction but supporting the student so that they can access the classroom and curriculum
- » Assisting with implementing accomms/mods

Secondary

- » Organizational, executive functioning
- » Science, social studies, ELA, math

Pull Out/Special Education Classes²⁰

Special education instruction is provided in a different location away from general education peers

ESCE

- » Most common with Social Skills and Speech instruction

Elementary

- » Most common with Social Skills instruction
- » Higher level intervention than push in for Math and Reading

Secondary

- » Most common with specific classes/courses listed on the IEP

Centerbased

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ESCE

- » Students receive **all** instruction in a special education setting
- » Locations of the classrooms
- » Students are multicategorical
- » Placement based on needs not disability area

Elementary

- » Most students receive services for over 60% of their school day in a special education setting
- » students **may** receive services outside of the neighborhood school
- » Students with DCD, EBD, or ASD

Secondary

- » MS: students with ASD or DCD
 - » HS: students with DCD
- *difference at secondary is students are able to attend their neighborhood schools and do not need to be placed at a different site

Direct

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ECSE, Elementary and Secondary

Specific instruction provided by a Special Education teacher and/or provider in order to address student learn based needs

Indirect

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ECSE, Elementary and Secondary

Primarily consultative (OT, PT, and at times SLP) or time prepping for student, but not directly teaching the student



What do you need to better understand the connection from your student's needs to the service delivery model?

SEAC Membership

- 24-30 Committed Members with elected Chair & Vice-Chair.
 - Willing to make a 2 year commitment
 - Committed to attending 3 out of 4 meetings per year
- Membership is comprised of at least 51% parents
- Membership represents parents of students receiving special education services in a variety of special education categories, settings, and grade levels

Next Steps

- » Reaffirm Commitment
 - » Sign up sheet
- » Representatives from all levels served and parents of students served under a variety of disabilities
- » We will review along with information submitted from you on our website
- » Families will be contacted within the next few weeks

Next Meeting

February 27, 2019