

# SPECIAL EDUCATION PROGRAM PLANNING

FY '23



# OVERVIEW OF CURRENT PROGRAMS

Primary	Elementary	Middle	High
Integrated Preschool			
Co-Teaching	Co-Teaching	Co-Teaching	Co-Teaching
FLEX	FLEX FLEX	FLEX	FLEX FLEX
	Ac Center	Ac Center	
			Stars/Stripes

# FLEX

Meets the needs of all students who cannot be appropriately serviced in a full inclusion model due to the nature or severity of their disability(ies).

## Social/Emotional

- ➔ Flex in as needed for s/e/b support
- ➔ Scheduled classes in FLEX room for students who need a therapeutic environment in order to access academic instruction.

## Academic

- ➔ C-Grid core content classes for students who require moderate to substantial modifications to curriculum that cannot be sufficiently achieved within the general education setting.

## Developmental/ADL

- ➔ Functional academics
- ➔ Adaptive daily living skills instruction

# WHAT DOES THIS LOOK LIKE AT DPS?

Integrated Preschool

**K/1 Inclusion and pull out services**—One special education teacher

One Flex Classroom—Severe Special Educator

No anticipated changes in models for next year

# WHAT DOES THIS LOOK LIKE AT DES?

## Currently:

Co-Teaching—One special educator per grade level servicing inclusion and “pull out needs”

FLEX—Servicing students with social, emotional, and developmental disabilities who are mostly included

FLEX—Servicing students with severe disabilities who are mostly educated in the substantially separate setting

Ac Center—Currently servicing students who are mostly included; overflow of c-grid services; LBLD

## Next Year:

Co-Teaching—One special educator per grade level servicing inclusion and “pull out needs”

FLEX—Servicing students with social, emotional, and behavioral needs that cannot be met within the inclusion classroom.

FLEX—Servicing students with severe disabilities or for students who require significant modifications to the curriculum.

Reading—Designated Special Ed Reading Teacher to deliver intensive reading services in grades 2–5

# WHAT DOES THIS LOOK LIKE AT DMS?

## Currently:

**Co-Teaching**—One special educator per grade level servicing inclusion and c-grid reading and academic services

**FLEX**—Servicing students with social, emotional, behavioral, and academic needs who are mostly included

**Ac Center**—Servicing students who require c-grid academic services.

## Next Year:

**Co-Teaching**—One special educator per grade level servicing inclusion and academic support services/reading

**FLEX**—Servicing students with social, emotional, and behavioral needs that cannot be met within the inclusion classroom.

**FLEX**—servicing students who require moderate-significant modifications to the curriculum

**FLEX**—servicing students with severe disabilities who require direct instruction in functional academics and daily living skills.

# WHAT DOES THIS LOOK LIKE AT DHS?

## Currently:

**Co-Teaching**—One special educator per grade level servicing inclusion and academic support/reading services

**FLEX**—Servicing students with social, emotional, and behavioral needs.

**FLEX**—Servicing students with social, emotional, and behavioral needs.

**Stars/Stripes**—servicing students with severe disabilities who require direct instruction in daily living skills. 8th grade–post–grad.

## Next Year:

**Co-Teaching**—One special educator per grade level servicing inclusion and “pull out needs”

**FLEX**—Servicing students with social, emotional, and behavioral needs that cannot be met within the inclusion classroom.

**FLEX**—Servicing students who require moderate–significant modifications to the curriculum

**STARS**—Servicing high school students with severe disabilities who require direct instruction in daily living skills.

**STRIPES**—Post–graduate classroom focussing on pre–vocational skills with a focus on post–secondary transitioning.

## DTA STAFFING IMPACTS

Internal assignment changes

No reduction of current special education teachers

1. Team Chair > DHS Teacher Assignment
2. Current DHS Teacher > Third FLEX Program at DMS
3. New FTE severe SPED Teacher for DHS (1.0)



# SPECIAL EDUCATION LEADERSHIP PLANNING

FY '23



# OVERVIEW OF CURRENT SPED LEADERSHIP STRUCTURE

**Director of Special Education**



**Special Education Coordinator**

**Special Education Team Chair**

Administrator

Unit A Member

Chairs all IEP Meetings EI-Gr. 5

Chairs all IEP Meetings Gr. 6-Post Grad

# RECOMMENDED SPED LEADERSHIP STRUCTURE

**Director of Special Education**



**Special Education Coordinator**

**Special Education Coordinator**

Administrator

Administrator

Chairs all IEP Meetings EI-Gr. 5

Chairs all IEP Meetings Gr. 6-Post Grad

## IMPACT OF STRUCTURAL CHANGE

- + Increased compliance monitoring
- + Increased supervision, evaluation, and support for special education staff across buildings
- + Admin Schedule (12 month), Salary & Licensure would be required



## FUNDING CHANGES

### Reallocation of resources-

No staff currently employed lose their position as a result of this reallocation

4 FTE Para Positions Eliminated (Currently unfilled)

1 FTE ABA Position Eliminated (Currently unfilled)

1 FTE Severe Special Educator Added (DHS Stars)

1 FTE Sped Administrator Added