

### ITEM # 3

#### **Manual Restructuring Recommendations for Special Education (Mary O'Brien)**

**Student population** - Within the structure of academies there should be teams including SED teachers. These teachers should have a work load that includes responsibility for monitoring and instructing fifteen to seventeen students with disabilities. The recommended ratio would be 15 – 17% (e.g., if there are 100 students in an academy then 15 to 17 of these students would have IEPs). The SED teacher would also fulfill other student support roles such as development of curriculum adaptations, provision of enrichment, and provision of on-going progress monitoring. The configuration of instructional environments should be fluid for all students.

**Instruction** – All teachers will be trained in co-teaching prerequisites. Co-teaching will occur across all areas of instruction. These arrangements will be fluid and dependent upon student needs. A variety of co-teaching structures will be used within/between classes dependent on the needs of the students and the content of the course. There will be scheduled co-planning time for all co-teaching pairs.

Universal Design for Learning principals will be utilized in all instruction. Technology will provide opportunities for students to interact with content in a variety of ways. SED teachers will provide support for the students to access content. Intensive professional development will be provided to SED teachers to give them the necessary knowledge and skills for this requirement.

Students who require supports that cannot be provided in the general education classroom (very significant behavioral supports or need for more intensive instruction on adaptive skills) will receive instruction in a separate environment for the period of time for that instruction and receive other instruction with the students without disabilities. Instruction for students in separate environments will follow best practices for supporting students with behavioral and adaptive learning needs (structuring antecedents, provision of consequences, social skills instruction, and direct instruction).

**Curriculum** - Problem-based learning (PBL) will constitute the basis for content instruction for a significant portion of instruction. Students with disabilities will participate in these activities in roles that meet their individual IEP goals and contribute meaningfully to the work of the group.

Block scheduling will facilitate the implementation of PBL. Block scheduling should also not be rigid but should allow teams of teachers to adjust course times to instructional/curricular needs.

Transition activities will drive the curriculum. Students will have defined long-term outcomes for work, leisure and education that will provide the backward planning for the high school curriculum.

**Assessment** – Universal screening (NWEA) will broadly indicate the instructional levels of all of the students in the school. Based on the universal screening results, students will receive support to meet their needs in the context of small group instruction within the context of classroom activities. If students demonstrate very significant learning gaps then more intensive support will be provided (by any teacher that is designated including the SED teacher). Any student receiving intensive support will have progress monitoring minimally on a bi-weekly basis. Instruments used to progress monitor students will be easily administered, short, and capable of demonstrating small improvements in knowledge/skills.

**Leadership/Administration** – The leadership structure within the building should integrate the leadership for special education. The special education leadership should provide consultation to administrators, teachers, and other educational professionals regarding the legal parameters regarding services for students with disabilities. Additionally, consultation regarding programmatic issues would be a collaborative responsibility for special education administration.