

# EXCEPTIONAL EDUCATION

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August 30, 2018

# What We Believe: Least Restrictive Environment

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- Tucson Unified adheres to the IDEA law which states that: *all students with disabilities* should be educated in the general education classroom with their typical peers to the greatest extent possible and that removal from the general education classroom should occur only when all other interventions, supports and services have been implemented with fidelity.

# Least Restrictive Environment

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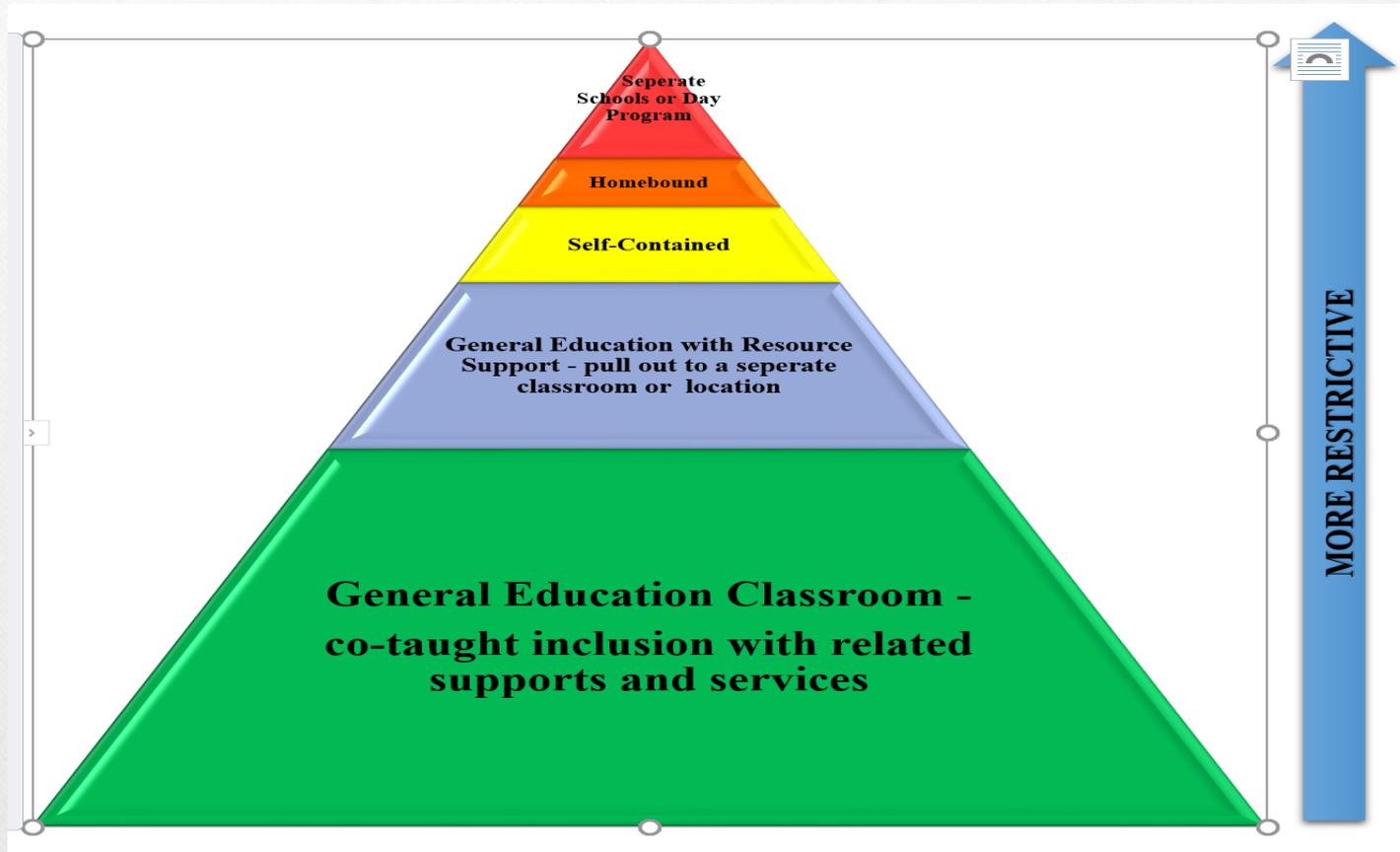
- 300.14-16 of IDEA requires districts to:
  - Educate children with disabilities with children who are non-disabled
  - Only remove a student from their regular education environment when all supplementary aids and supports are attempted and documented as unsuccessful.
  - A child is not removed solely due to the need of additional modifications to the general education curriculum
  - IEP TEAMS must refer to the Continuum of Services

# Continuum of Special Education Services

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- A. Inside the regular class 80% or more of the day
- B. Inside the regular classroom less than 79% to 40% of the day
- C. Inside the regular class less than 40% of the day
- D. Served in public or private separate schools, residential placements, or homebound or hospital placements (*20 U.S.C. 1416(a)(3)(A)*)

# Continuum of Services



# Teacher Certification

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- Special Education Certification
  - Birth to Grade 3 Special Education
  - Mild/Moderate K-12 Special Education
  - Moderate/Severe K-12 Special Education
  - Hearing Impaired Pre K-12
  - Visually Impaired Pre K-12

# Teacher Requirements

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- Teacher of Record-Appropriately Certified and Highly Qualified
  - Special Education Teacher provides Specially Designed Instruction, modifications, supports and services according to the IEP in a resource or self-contained environment.
- Non-Teacher of Record- Appropriately Certified
  - Special Education Teachers provide Specially Designed Instruction, modifications, supports, services and consultation to general education teacher according to the IEP in the general education classroom. The general education teacher is the Teacher of Record.

Inclusive Education  
Focus Program in TUSD

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# What Does Inclusive Education Look Like in TUSD?

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- All students attend their neighborhood school or school of choice through the open enrollment process
- General education and special education teachers co-teach (co-plan, co-instruct, co-assess)
- Specially Designed Instruction happens in the general education classroom with consultation and support of the special education teacher
- All students are referred to as “our” students

# Guiding Principles:

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- All children belong.
- All children learn in different ways.
- It is every child's right to be included
- No student has to “earn” the right to participate fully in his/her general education classroom.

# Current Co-Teaching Inclusion Focus Schools

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- Banks Elementary School
- Carrillo Elementary School
- Catalina High School
- Davidson Elementary School
- Dietz K-8 School
- Pueblo Garden K-8 School
- Safford K-8 School
- Wheeler Elementary school

# Schools Interested in the Co-Teaching Inclusion Model

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## HIGH SCHOOLS

Cholla

Palo Verde Magnet

Pueblo

Sahuaro

Tucson Magnet

## MIDDLE SCHOOLS

Gridley

Magee

## ELEMENTARY SCHOOLS

Bloom

Borton

Fruchthendler

Gale

## K-8 SCHOOLS

Roskruge

## Case Carrier (EXED) Teacher Responsibilities: Case Loads (Article 22.6)

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- HS Resource **24 students**
- Elementary/ K-8- **20 students**
- Pre-School Self-Contained **12 students**
- Pre-School Integrated Classroom (with IEPs and 8 general education students) **8 students**
- Classrooms For Students with mild/Moderate Intellectual Disabilities **12 students**

## Case Carrier (EXED) Teacher Responsibilities: Case Loads (Article 22.6)

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- Classrooms For Students With Emotional Disabilities **12 students**
- Classrooms For Students With Multiple Disabilities Or Severe Intellectual Disabilities **10 students**
- Classrooms For Students With Autism **12 students**
- Cross categorical Primary/Intermediate Self-Contained (MI/MO ID, SID) **12 students**

## Case Carrier (EXED) Teacher Responsibilities: Case Management (Article 29-3)

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- Write and finalize IEPs, amendments, and quarterly progress reports.
- Participate in the following meetings:  
IEP/MET/RID, manifestation determination, parent
- Conferences, review of placement, and MTSS
- Advocate for the student, the implementation of the IEP and all IEP related matters.
- Work collaboratively with all service providers.

## Case Carrier (EXED) Teacher Responsibilities: Added Duty (Article 29-3)

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- When case carrier caseload limits are exceeded per Article 22-6, teachers are compensated \$250 per student over cap.
- All case carrier duties must be performed.
- Teachers continue to earn the \$250 over cap payment per 9 weeks that case carrier duties are performed, up to \$1,000 for the full academic year.
- Teachers earn \$75 for writing IEP's above and beyond case carrier caseload limits.

## Case Carrier (EXED) Teacher Responsibilities: Planning Time(Article 9-3)

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- EXED teachers are to be provided 60 minutes of uninterrupted planning time daily.
- Planning time shall be free of any assigned activities from the administration, with the exception of IEP related duties, parent conferences, or teacher evaluation related meetings.

## Case Carrier (EXED) Teacher Responsibilities: IEP Composition

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- EXED initial writing, periodic review, and updating of IEP (Individualized Educational Plan) is a required job duty for EXED teachers.
- Compensating EXED teachers for writing IEP's during their provided planning period is not part of the consensus agreement and conflicts with a required job duty in the job description.

# When Parents Disagree: Procedural Safeguards

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- Procedural Safeguards are offered to parents at the beginning of each annual IEP meeting.
- These documents outline a parent's rights, roles, and responsibilities throughout the IEP process.
- These documents note contact information for district officials, local, state, and federal agencies that will assist with parent concerns or requests to appeal.

# The IEP Team

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- The IEP team determines the parameters and category of service assigned to each EXED student according to his/her unique needs.
- No administrator from the district or site can set or change the parameters of service assigned to EXED students.
- No individual teacher, EXED or general education, can set or change the parameters of service assigned to EXED students.

# TUSD EXED Sub-Committee

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- Meets every year as part of the negotiations process
- Consists of EXED teachers, district leadership, TEA representatives
- Reviews and recommends changes to consensus language based on teacher concerns and for the purpose of improving service to EXED students