

EXCEPTIONAL EDUCATION

November 14, 2017

TUSD EXED Department Philosophy

- TUSD's Exceptional Education Department believes 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 with data indicating limited success.

Least Restrictive Environment

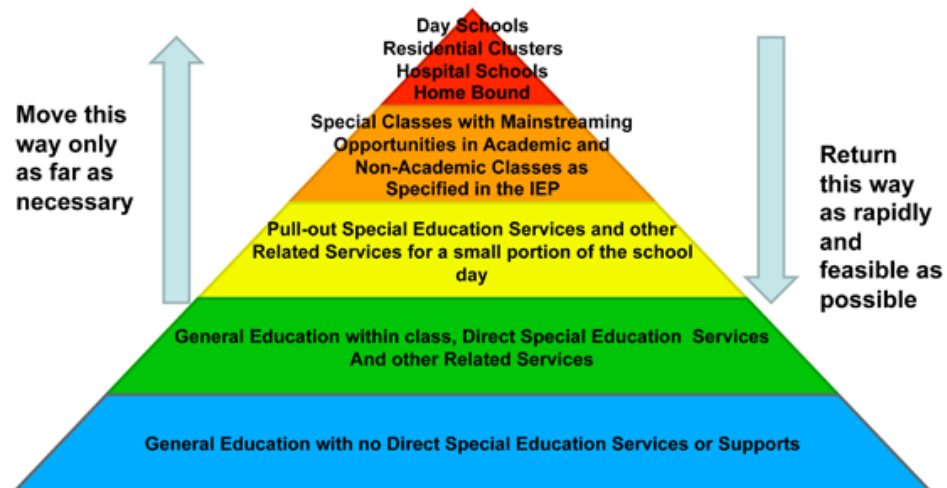
- 300.14-16 of IDEA requires districts to:
 - Educate children with disabilities with children who are non-disabled
 - Only remove a student from their regular education environment when all supplementary aids and supports are attempted and documented as unsuccessful.
 - A child is not removed solely 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

- 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

Least Restrictive Placement in the Continuum of Services



Revised 09/29/2011

Teacher Certification

- 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

- 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 Pilot Program in TUSD

2017-2018

What is Inclusive Education?

- Educating ALL students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community

What Does Inclusive Education Look Like in TUSD?

- 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:

- 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.

Who Benefits?

- Students with disabilities
- Students without disabilities
- Co-teachers
- School
- District
- Community

What is Co-Teaching?

- Two or more teachers sharing responsibility for teaching all of the students assigned to a classroom, including planning, differentiating instruction, and monitoring for progress

Implementation SY 2017-2018

Current schools receiving training and support by inclusion specialist and ex ed department:

Dietz K-8

Wheeler Elementary

Cholla Magnet High School

Palo Verde Magnet High School

Sahuaro High School

Pueblo High School

Catalina High School

Implementation SY 2018-2019

Schools interested in participating as a Pilot School:

Banks Elementary

Borton Magnet Elementary

Carrillo Magnet Elementary

Booth-Fickett Magnet K-8

Drachman Montessori K-8 Magnet

Hollinger K-8

Pueblo Gardens K-8

THREE YEAR ON-GOING PLAN

To provide exemplary education to all students in the Tucson Unified School District. This will be accomplished through:

- District-wide professional development of inclusive education
- Initial intensive education for staff on inclusive education
- On-going support to individual sites during implementation of inclusive education pilot
- EXED department support of PBIS and MTSS

CONTINUOUS EXED SUPPORT

- Provide a mentor assigned by the Exceptional Education department to help schools identify current practices and create next steps
- Develop common language regarding inclusive education
- Move toward a district-wide philosophy of inclusive education
- Support PBIS and MTSS in all schools
- Continue to work with ADE in developing Inclusive Education Blueprint for Arizona
- Staff reflection of practices and effectiveness