

A New Continuum of Services

For Special Education Students

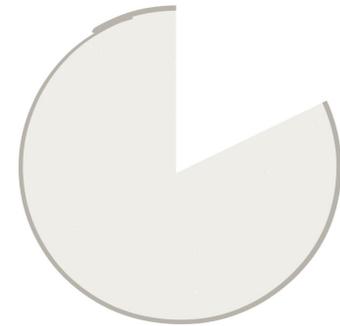
January, 2016



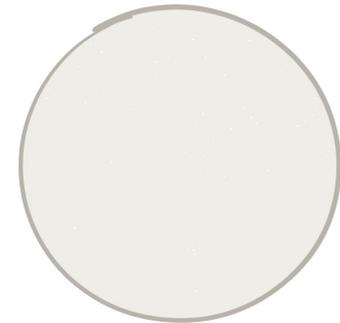
Every student is a general education student

Approximately 13% of Seattle Public School students receive special education services. But, 100% of students are general education students.

In accordance with the Individuals with Disabilities Act (IDEA), we have an unconditional commitment to a Fair and Appropriate Public Education (FAPE) for every student, regardless of (dis)ability.



13% Special Education

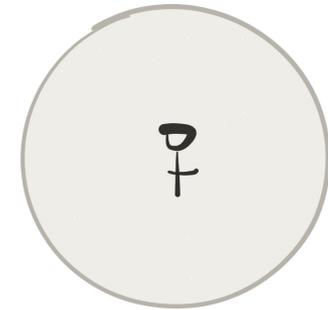


100% General Education

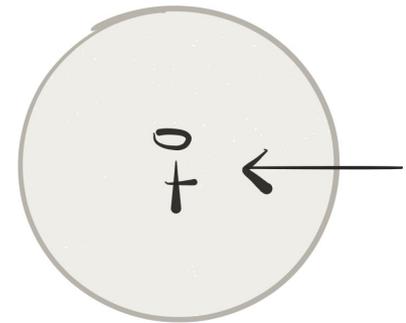
Students who qualify receive special education services

At any given time a student can qualify for services. This begins with referral, determination to assess, evaluation and qualification.

These services will be in accordance with state and federal law.



Individual Student



Student with Services

Every special education student has their own Individual Education Plan (IEP)

The IEP follows a proscribed format for all students.

But, the contents within are uniquely tailored to each individual student's areas of qualification, present levels of performance, supplemental aids, accommodations and related services.

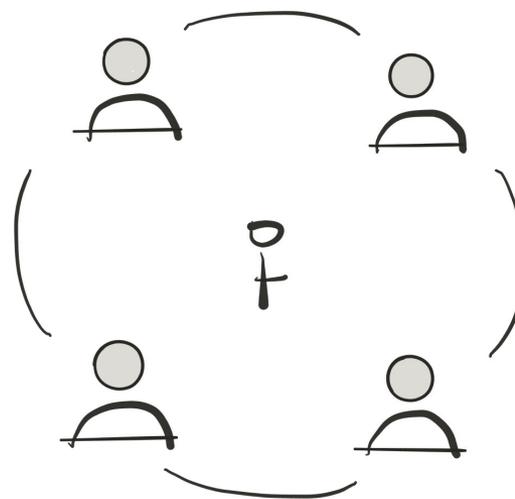


The IEP, and the evaluation that informs it, explain the who, what, why & where of each special education student's needs.

The IEP is created by a Team

The IEP Team, at a minimum, consists of a parent or guardian, a general education teacher, a special education teacher and an administrative designee.

The student is the focus. Teamwork is at the heart of the work. Every participant's voice matters.



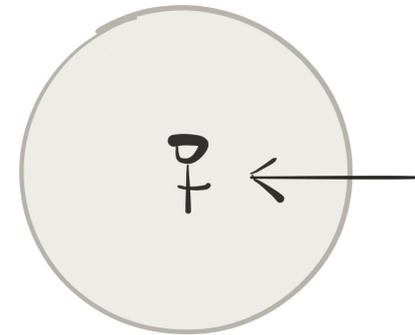
IEP Team

Every student should learn in their Least Restrictive Environment (LRE)

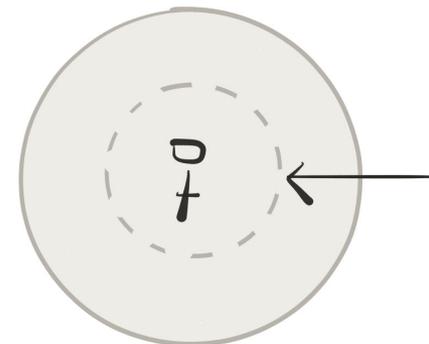
All students have a right to be included in the general education setting, making it the default LRE.

For some students, though, their specific learning needs make an alternative setting their LRE.

Additionally, LRE will vary across instructional content and settings throughout the school day.

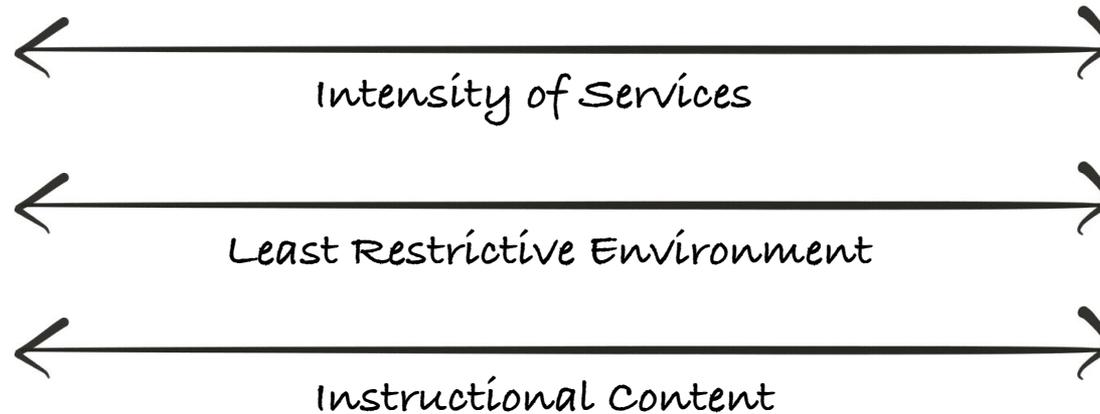


General Education LRE



Small Group Setting LRE

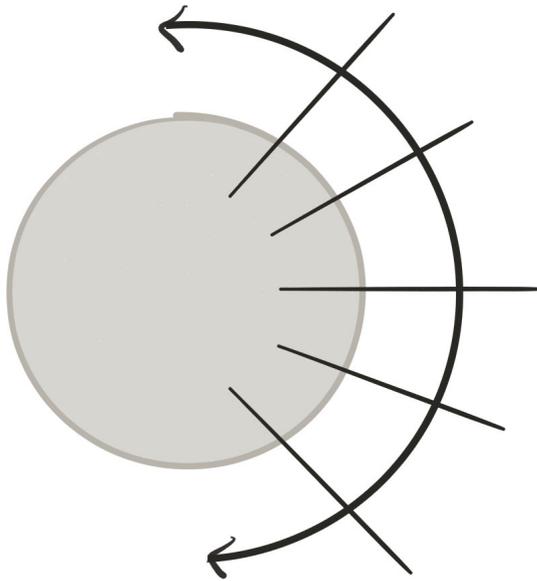
Attributes of the Continuum



Moving forward, Seattle Public Schools will provide a New Continuum of Services

Placement defines the setting, intensity and instructional content of each student's services. Placement is always an IEP Team decision.

Assignment, or the specific school a student attends, is a District decision. It is our intent for assignments to be aligned with the District's Board Adopted Student Assignment Plan.



*A definition of the word
continuum:*

*A continuous extent,
succession, or whole, no part of
which can be distinguished
from neighboring parts except
by arbitrary division.*

We have defined 5 Primary Placements across the Continuum

These Placements do not correlate to present service models.
They do not “define” the student.

Instead, they “define” the personnel coordinating that students Individual
Education Plan.

Resource

Resource services are intended to provide specially designed instruction to students with **mild to moderate intensity** in their special education instructional needs.

These services support students who benefit from spending **most of their instructional time in general education** settings with targeted support. But, services may be provided in any setting, based on the individual IEP.

Instructional content varies, based on each student's IEP.

This service is open to all disability categories.

Access

Access services are intended to provide specially designed instruction to students with **more intensive academic and functional** special education needs.

These services support students who are able to make progress on their IEP goals while spending **most of their instructional time, including specially designed instruction, in general education** settings with a range of supports. But, services may be provided in any setting, based on the individual IEP.

Instructional content varies, based on each student's IEP.

This service is open to all disability categories.

Focus

Focus services are intended to provide specially designed instruction to students with **more intensive academic and functional** special education needs.

These services support students who benefit from spending **most of their instructional time, including specially designed instruction, in a smaller group setting as their least restrictive environment**. But, services may be provided in any setting, based on the individual IEP.

Instructional content provides students opportunities to **participate in general education curriculum through specially designed instruction at their present level of performance**. It also varies, based on each student's IEP.

This service is open to all disability categories.

Social/Emotional

Social/Emotional services are intended to provide specially designed instruction to students with **more intensive academic and functional** special education needs.

These services support students who benefit from spending **most of their instructional time, including specially designed instruction, in a smaller group setting as their least restrictive environment**. But, services may be provided in any setting, based on the individual IEP.

Instructional content supports **development of the student's social/emotional skills, function and understanding**. It also varies, based on each student's IEP.

This service is open to all disability categories.

Distinct

Distinct services are intended to provide specially designed instruction to students with **intensive academic and functional special education needs**.

These services support students who benefit from spending **most of their instructional time in a smaller group setting as their least restrictive environment**. But, services may be provided in any setting, based on the individual IEP.

Instructional content includes **a curriculum that significantly differs from the general education curriculum**. These services may include academic, communication, life and functional skill components. It also varies, based on each student's IEP.

This service is open to all disability categories.

A small percentage of students will have a Unique Placement and Assignment

These are for those special education students whose needs fall outside the 5 Primary Placements. A couple of examples are; deaf and hard of hearing and vision services.

Due to limited numbers, unique placements and assignments are highly individualized and/or serve a very small cohort at a few locations across or outside the district.

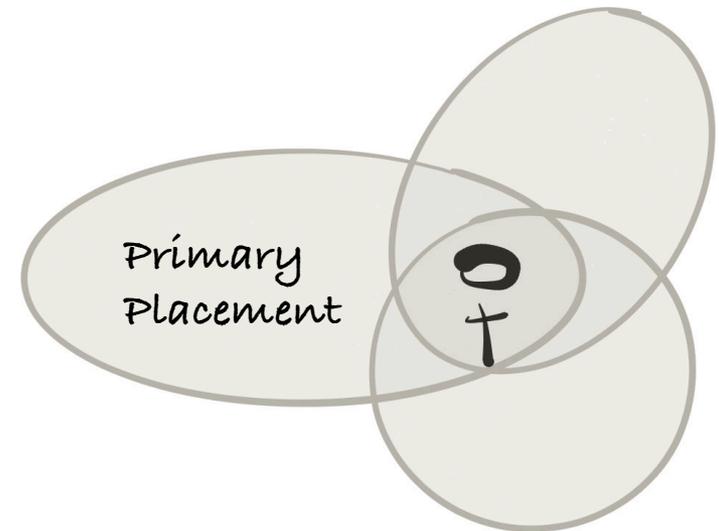


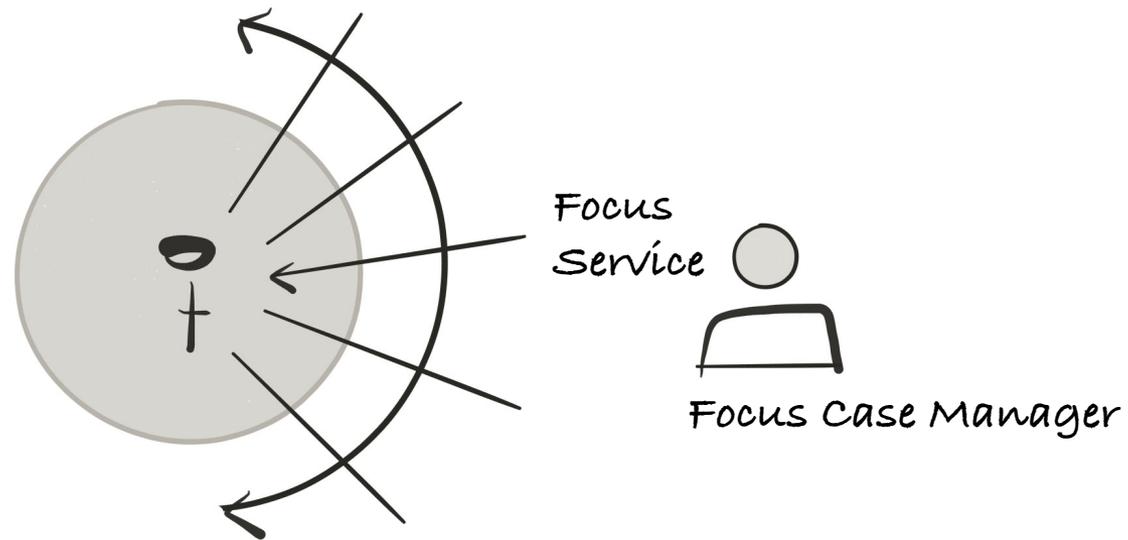
Student with Unique Placement and assignment

A student's services may span more than one area of the Continuum

The continuum is a flexible approach because students are individuals and do not fit neatly into single areas or descriptions.

Individual student services may span more than one placement description during their school day or overall weekly schedule.





Example:

Each Student will have a Case Manager

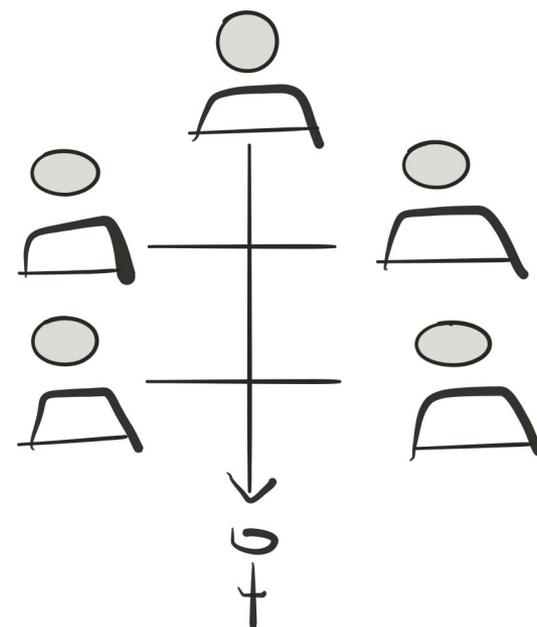
Case Managers are certificated special education teachers with experience and ongoing professional development in one of the Placement areas. They facilitate IEP Team meetings, the IEP and delivery of services.

The Case Manager will be based on the student placement.

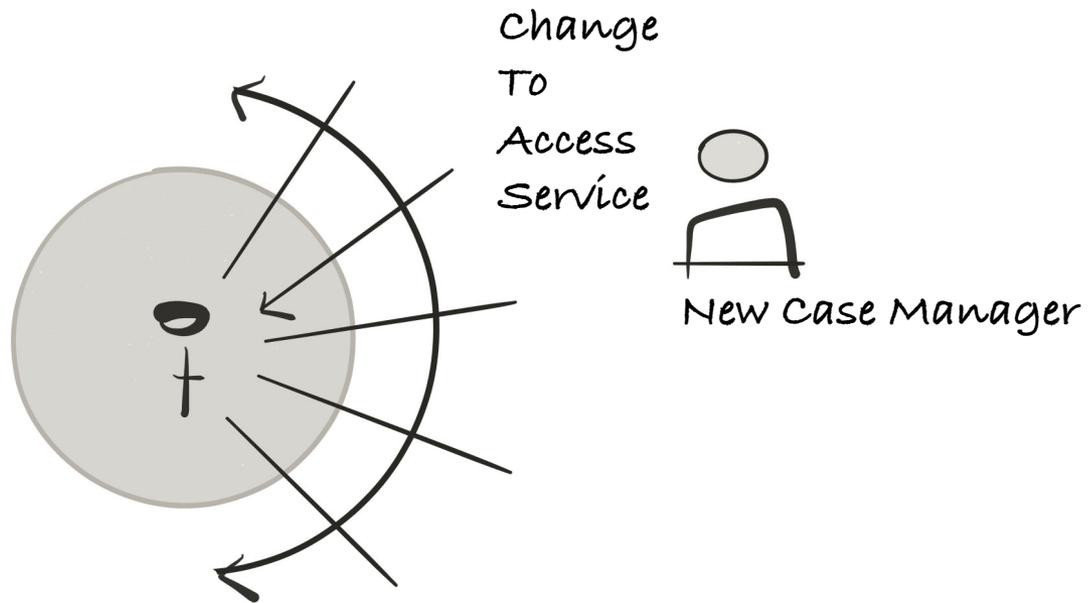
Case Managers coordinate the Service Delivery Team

Just as creating the IEP is a team based process, so is delivering services.

Other members of this team include the general education teacher(s), other special education teachers, related service providers, and instructional assistants.



Service Delivery Team



Example:

Students can Exit services or Change Placement

Through re-evaluation and IEP team determination, services and placements can change over time.

These decisions are always made by the IEP Team and documented.

Implementing this New Continuum is our next step

Presently, we are just beginning this process. Some Continuum services, such as Access, have started. The following slides are definitions and principles guiding the implementation.

Implementation will be an intentional, multi-year process.

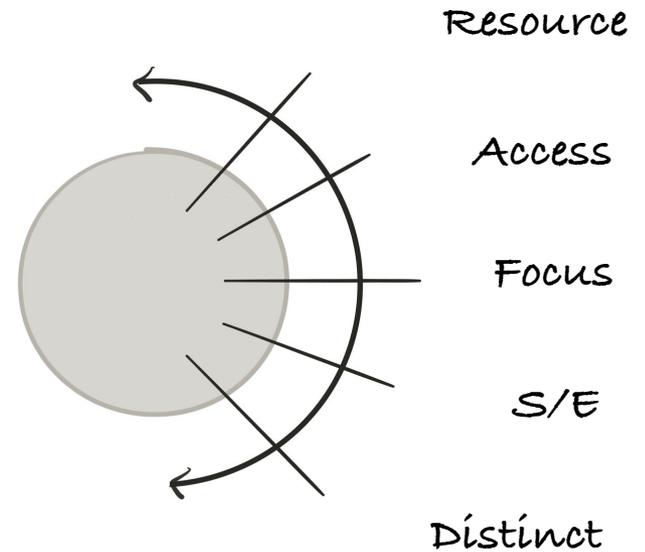
Our goal is for all Assignment Secondary Schools to offer the full Continuum

All services should be consistent in quality and availability across the District.

Students will be assigned in accordance with the District's Board Adopted Student Assignment Plan.

Families may use the Open Enrollment process to apply for any other school offering their student's placement.

A published document will identify locations of placements.



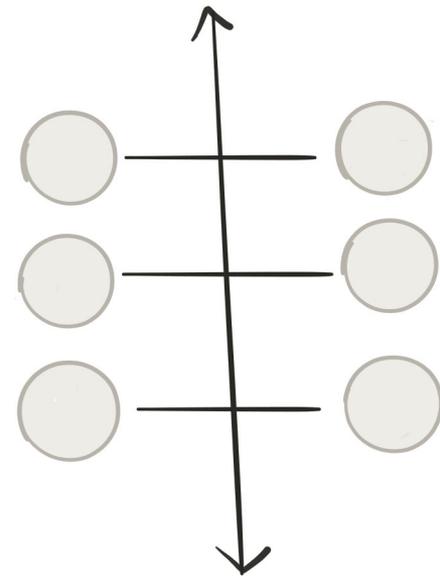
Elementary Assignment Schools will offer a Distributed Continuum

A Distributed Continuum consists of a group of schools that among them offer all 5 Primary Placements.

Feeder patterns will align with the District's Board Adopted Student Assignment Plan

Students will be assigned according to a published document showing the distribution of Primary Placements.

Families may use the Open Enrollment process to apply for other schools offering their student's placement.



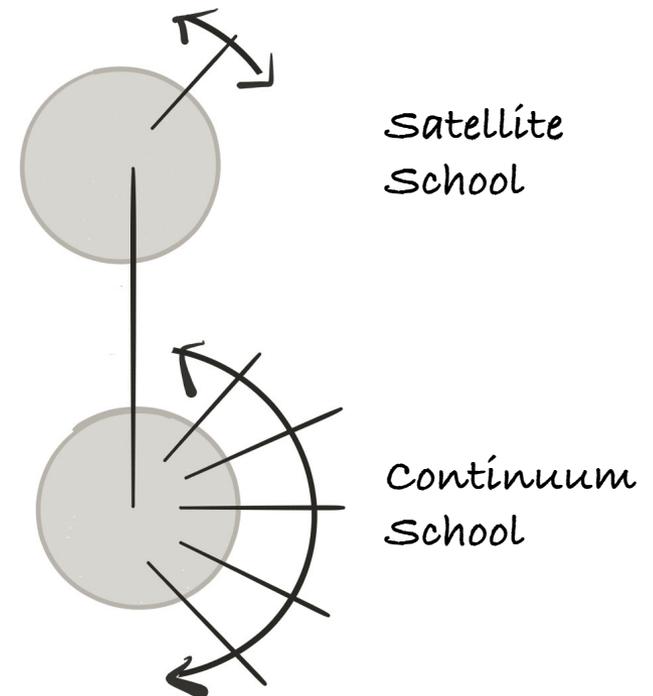
*Elementary Schools Feeding
Into a Middle School*

Continuum and Satellite Schools form a network for service distribution

A Continuum School has more than half of the full Continuum, including Resource, Access and at least one other intensive service.

This enhances the opportunities for a team based approach and deepens the range of expertise in schools serving students with more intensive needs.

A Satellite School has limited services on the Continuum. It maintains a connection with a Continuum School(s) for student assignment and technical support.



Network Between Schools

All students should have the same potential opportunity to participate in programs and options

Assignment to District Programs and access to the different curriculum offered at Option Schools should follow the same procedures and tiebreakers in Open Enrollment as for any student not receiving special education services.

Above all, we are guided by the belief that every student in Seattle Public Schools deserves membership, challenge, support and achievement

Every Student. Every Classroom. Every Day.