



SPED – December 2016

SPECIAL EDUCATION – Academic Affairs

Academy of Arts and Sciences

Special Education Staff

- **Ellie Watkins – Special Education Manager**
- **Danielle Hodge-Currently on Medical Leave**
- **Mark Holtebeck – Case Manager for High School and Middle School and SAI for Math**
- **Glen Johnson- Case Manage & SAI for Elementary and Middle School primarily Language Arts and Reading**
- **Leah Wall – Case Manger for Home Study**
- **All hold CA Education Specialist Instruction Credentials (Special Education Credentials)**



AAS IEP SCHOLAR AT A GLANCE

- The AAS SPED department has created an individual document for each Scholar with an IEP that includes:
 - Scholar Goals (provides an idea of the scholars current academic level)
 - Supplementary Aids, Services and other supports for school personnel (Identifies the accommodations and or modifications that the teachers are REQUIRED to follow)
 - Services (Teachers are able to see how much time the SPED team is working with the scholar in dedicated SAI sessions)

Link to At A Glance

- <https://drive.google.com/a/aascalifornia.org/folderview?id=0B6JyP5e8kKWHNUhIdVBBVkpLZTg&usp=sharing>



AAS PLOP Folder

The AAS SPED Team has created a PLOP folder for each scholar:

- The PLOP is revised each quarter by GE Teachers and SPED
- GE Teachers need to review and update the form prior to ALL Annual and Triennial IEP meetings
- GE teachers need to give an overview on scholar course progress and participation---please be specific
- GE teachers will provide 5 strengths for the scholar in their courses
- GE teachers will provide 5 weaknesses for each scholar
- GE teachers will provide suggested goals
- GE teachers will identify any concerns they have for scholar' s academic, social/emotional, and/or personal needs.
- GE teachers will be asked by the School Psychologist to complete a Social Emotional Inventory prior to Triennial IEP meeting

Link to the PLOP Link to At A Glance

https://drive.google.com/open?id=0B_LDY4mm_4IbMHJ1Q2FTQnZsZ2s



SPECIAL EDUCATION PROCESS

Two Key Processes & Timelines



IEP PROCESS



AAS SPED Scholars

Currently AAS serves over 100 scholars with IEPs

- Scholars enroll with IEPs from their previous district
- During the enrollment process, Ellie Watkins (SPED Manager) contacts the Parent/LC to described the AAS SPED program
- AAS accepts their current IEP and schedules a 30 day IEP to review goals and services and change the IEP to reflect the AAS programs and services



Accommodations

An accommodation allows a scholar to complete the same assignment or test as other scholars, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. Accommodations do not alter in any significant way what the test or assignment measures.



Examples of Accommodations

- Time: extend the time allotted to take a test, finish an assignment, learn a concept, or complete an activity
- Setting: Scholars can take tests in a distraction free space so it is easier for them to focus
- Level of support : Paraprofessional or peer support
- Reduce Response Effort: Use of a calculator, scribe, or word processor to assist the scholar. The scholar must still understand the concept
- Sensory Items: Fidgets to help scholars focus
- Visual Schedules



Modifications

- Modifications are adjustments to an assignment or test that changes the standard of what the test or assignment is supposed to measure.



Examples of Modifications

- Quantity: Modify the number of items the scholar is expected to learn or complete that has them doing only the easier items not the more difficult items
- Output: How the scholar responds to instruction can be modified by choosing an easier response method. Multiple choice questions instead of an essay. Instead of open-ended questions, scholars may be given a yes/no strategy option
- Alternate goals: Use the General Education curriculum while adapting the outcome or expectation



The CHIME Institute

- The CHIME Institute was attended by the AAS CHIME TEAM - Ellie Watkins (SPED Manager), Janae Smith (GEN ED Teacher), and Mark Holtebeck (SPED Teacher)
- The purpose of the CHIME Institute was to introduce school teams to the concept of Inclusive Education
- AAS will begin to implement the Inclusion concepts from the CHIME Institute this year 2016-17 beginning with staff education on Universal Design for Learning (UDL)



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE
PEYTRAL PUBLICATIONS, INC. 952-949-6707 WWW.PEYTRAL.COM

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



The CHIME Institute

What is an Inclusive Learning Environment?

”Inclusive schools welcome students of all ability levels. Educators are committed to ensuring that students with mild to severe disabilities, and students from diverse backgrounds are full members of the classroom community. Evidence-based and promising practices drive instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs and backgrounds learn together” (CHIME Institute).



The CHIME Institute

UNIVERSAL DESIGN FOR LEARNING (UDL) is a scientifically valid framework for guiding educational practice that:

A) Provides flexibility in the ways information is presented, in ways students respond or demonstrate knowledge or skills, and the ways students are engaged

B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient



AAS Inclusion

1. AAS has recently chosen a new curriculum that will better support our AAS Mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time”
2. AAS has created positions to help support scholars (i.e. Special Education Manager, Intervention coordinator, hiring more Special Education teachers, department chairs, Instructional Services Manager, Counseling Services manager and Academic Affairs director)
3. The Scholars with IEPs and other learning needs already have access to the standard based, grade level curriculum



CHIME Action Plan

First:

CHIME team will share out our plan with Admin

Then:

CHIME Inclusion team will work together to plan and develop a professional development on Universal Design for Learning (UDL) and be prepared to present this training for the All Staff Professional Development at either the January 2017 AAS PD and/or the AAS school wide Retreat in August 2017.

Lastly:

CHIME team will work with staff and teachers to implement UDL and complete a UDL form to help guide additional trainings.



CHIME Action Plan

Universal Design for Learning aligns with the AAS Mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time.”

UDL also aligns with the AAS vision to “create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.”

.

