Generations and Special Education

Jeffco Generations Skills

Jeffco Public Schools has a long tradition of excellent education. The Jeffco Generations Vision defines the skills of a successful graduate as content mastery, civic & global engagement, self direction & personal responsibility, communication, critical & creative thinking, collaboration & leading by influence, agile & adaptable.

Jeffco Special Education Mission:
The Special Education Department ensures equitable opportunities for all students with disabilities through student focused collaboration & trusting relationships. We operationalize and communicate our priorities and hold ourselves and others accountable through continuous improvement.

District Sped Priority Work

Inclusion (meaningful) - Continuum of Services

Post-Secondary Workforce Readiness - PWR
Rate the Statement

What made you feel included today?

Greeting at the door or table
Soft start- conversation time
Welcome, strategies to meet table mates
Everyone’s voice in the room
Seating- everyone a part of the room
Visual Schedule

Rate

Agree
Disagree

Continuum

INCLUSION IS NOT A PROGRAM

Graph: Continuum

Game Time

Identify the following statements as “Fact” or Myth” using the signs.

Fact:
Parents report beneficial changes in their child's confidence, self-esteem, and understanding of diversity.

Fully inclusive settings tend to have higher quality instruction for all students.
Myth or Fact: Benefits for students with disabilities are minimal.
- Better academic skills
- Higher High School graduation rate
- Decrease in SPED Services
- Better adult employment status

Myth or Fact: Children need to be “ready” for inclusion.
- Children learn best within their daily routine
- Children with disabilities have a more difficult time generalizing skills

Vision and Rationale
Vision: Ensuring all students will receive a high-quality, inclusive, and equitable education.
Rationale: All students are general education first. Their need for specialized instruction should be in addition to general education instruction, not a replacement for it. According to Jeffco Generations, we want to “lead them to fulfilling and meaningful lives that give each student the opportunity to do what they love and make a difference.” This outcome is the hope for every student leaving Jeffco Schools.

LRE Determination
Least Restrictive Environment
“Students with disabilities should be educated with their nondisabled peers to the maximum extent possible.”
Doe v. Arlington County (1999)

Special Education Continuum Of Services
Mild - Moderate
Moderate
Moderate / Intensive
Intensive
Least restrictive
Most restrictive

Individualized Education Plan
I can explain the importance of an inclusive environment and tie it to Jeffco Generations for improved outcomes for students.

I can apply my understanding of an inclusive educational environment and implement in my school.

I can collaborate and learn from colleagues.

**Cohort Learning Objectives**

**How will we do it?**

**Material Covered with Cohort Schools**

- Accommodations and Differentiation
- Co-teaching
- Universal Design for Learning
- Behavioral supports
- Executive Functioning Learning
- Self Advocacy Skills
- Flexible Scheduling

**Presumed Competence Mindset**

We presume competence in the student's ability to learn and participate in education. In other words, we can't assume that the student with an ID will not learn what we are teaching.
Inclusive Practices in our schools is more than the location in which we educate and learn. It encompasses a belief that each individual is unique, and that we respect, accept and recognize our individual differences as the benefit of humanity and that we learn best when we are among a diverse community.

Students with Disabilities- The Numbers

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<thead>
<tr>
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<th>2016-2017</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td>Total Students</td>
<td>86,361</td>
<td>86,112</td>
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<tr>
<td>Students on IEPs</td>
<td>8,610 (10%)</td>
<td>8,498 (9.9%)</td>
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<tr>
<td>Students in Center Programs</td>
<td>952 (11%)</td>
<td>938 (11%)</td>
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<tr>
<td>Students at Separate School (Fletcher Miller or Sobesky)</td>
<td>281 (3%)</td>
<td>301 (3.5%)</td>
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<tr>
<td>Placed Out of District (POOD)</td>
<td>113 (1.3%)</td>
<td>117 (1.4%)</td>
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<td>Students in Gen. Edu. 85% of time</td>
<td>7,284 (80%)</td>
<td>7,142 (80%)</td>
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Discussion

1. What do we need to continue doing?

District Supports

- Inclusionary Practices Cohort
- SPED Assistant Directors and SPED Directors
- Gifted and Talented Department
- Diversity and Equity Department
- SPED Instructional Coaches
- Resources (Professional Learning, Book studies, etc.)
Discussion

1. What do we need to continue doing?
2. What do we need to stop doing?
3. What do we need to start doing?

Questions?

What's next

Input reviewed at Inclusion Workgroup
Information Nights:

- Sped 101 2/5/19 5:30-7:30 The ARC
- Why Jeffco Asks for Cognitive Assessments: 2/19/19 5:30-7:30 Ed Center Room 4E

SEAC Resource Fair: 1/31/19 5-7:30 Ed Center Board Room
SEAC Legal Panel: 4/18/19 6-7:30 Ed Center Board Room

Contact Information

Liza Meyer Liza.Meyer@jeffco.k12.co.us
Lynnea Pearson Lynnea.Perseon@jeffco.k12.co.us