



Bringing the Special Education Playbook to Life: IEP Writing Workshop

Elementary School Level
Session 2



HOUSEKEEPING REMINDERS

PLEASE:

- Keep your microphone muted for the entire session
- Send a private direct message to a member of the NSK12 team or LDOE team if you are having technical issues
- Use the full group Zoom chat to engage in the group discussion questions

Bringing the Special Education Playbook to Life: IEP Writing Workshop

Elementary School Level

Session 2



WHAT TO EXPECT IN THIS SERIES

1

Review of Best Practices & How IEPs Can Reinforce Them

2

Yes! It's Legal

3

IEP Writing Samples & How to Change IEPs



THREE BEST PRACTICES



**FOCUS
ON CORE
INSTRUCTION**



**EXTRA
TIME TO
LEARN**



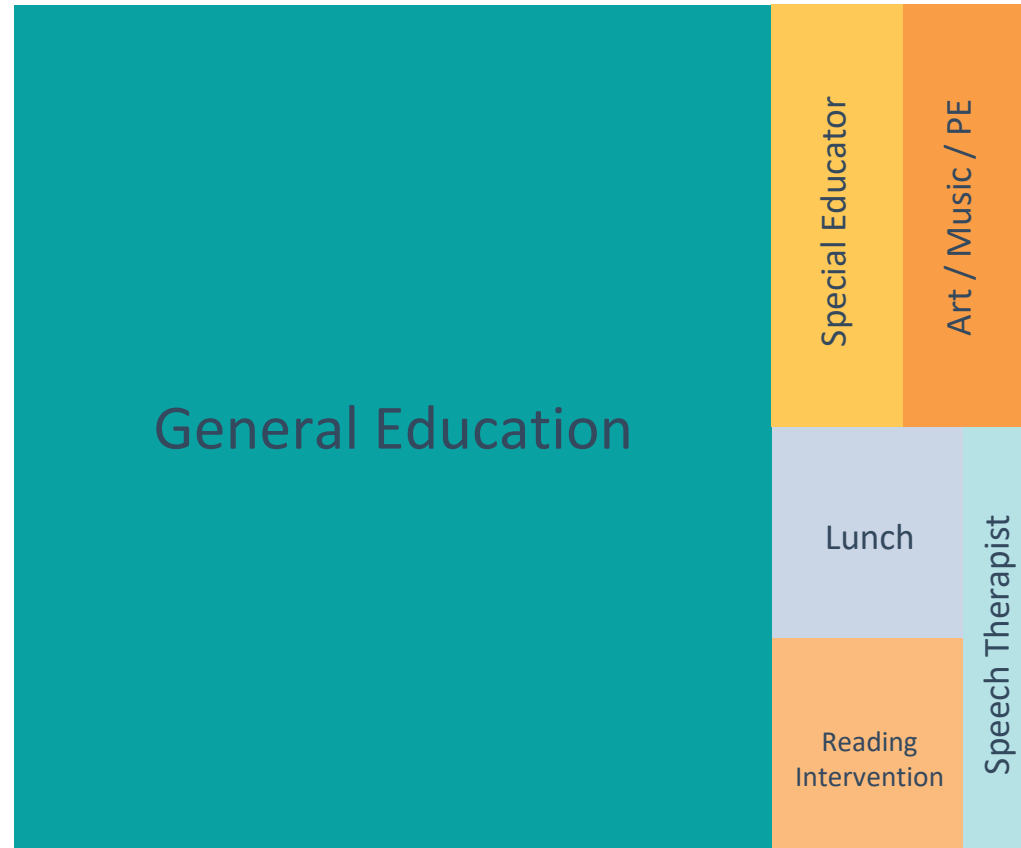
**CONTENT
STRONG
TEACHERS**

#1 FAQ: Which students are these best practices appropriate for?

The instructional best practices outlined in the playbook are most appropriate for students with mild to moderate disabilities such as specific learning disabilities. This encompasses roughly 95% of students with disabilities in most school systems and includes **students taking the standard LEAP assessments**.

This is *not* meant to refer to students with cognitive disabilities, including mild or moderate intellectual disabilities (ID), severe needs, or **students taking LEAP Connect assessments**.

General Education Matters Most!



Most students who struggle need extra time to learn



A woman, likely a teacher, is pointing at a chalkboard filled with mathematical equations and diagrams. In the foreground, a student's hand is visible, reaching towards the board. The image has a warm, orange-toned overlay. On the left side, there are three orange rectangular boxes containing the text 'MENT', 'ILLS', and 'S' respectively, which are part of the 'MENTAL SKILLS' header.

1 PRE-TEACH

2 RE-TEACH CURRENT YEAR CONCEPTS

3 RETEACH PRIOR YEAR CONTENT IN THE MOMENT

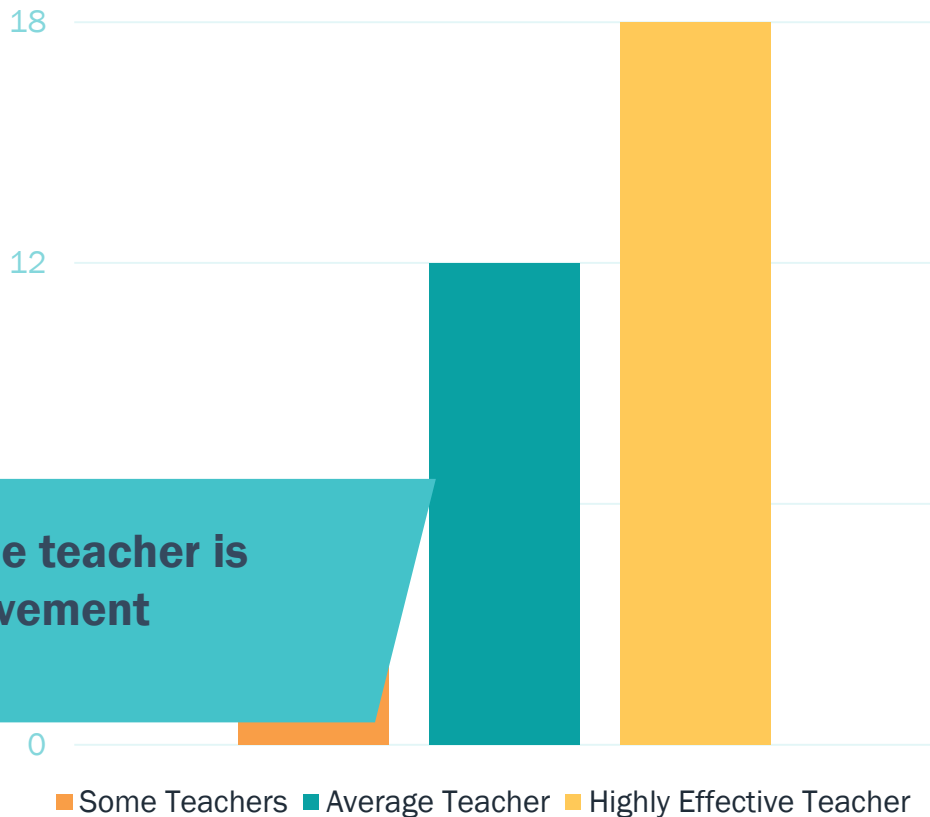
4 ADDRESS FOUNDATIONAL SKILLS

5 UNTEACH MISCONCEPTIONS

Who provides the instruction is paramount



Research is clear, the effectiveness of the teacher is the single largest driver of student achievement
(beyond social economic status)



Discussion Question

As you've reflected on these best practices since the last session, what do you like about them? What gives you pause?

IEPs can Reinforce a Focus on Core Instruction

For students with mild to moderate disabilities, IEPs should call for:

1

No pullout from core reading and math

2

Very limited use of replacement classes

IEPs can Reinforce **Extra Time Intervention**

For students with mild to moderate disabilities, IEPs should acknowledge that:

1

Co-teaching and push in support don't provide extra time

2

Many general education interventions do provide extra time and students with mild to moderate disabilities should have access to these as part of SDI and “special education minutes”

3

New supports can't just be added on top of all existing supports

IEPs can Reinforce **Content Strong Teachers**

For students with mild to moderate disabilities, IEPs should acknowledge that:

1

Only special educators with expertise in teaching reading should be providing reading support

2

Paraprofessionals should not be providing academic support

3

General education teachers and reading teachers can provide SDI or “special education minutes”



YES!

Everything in
the Playbook is

LEGAL

The playbook has been vetted and endorsed by leaders in Louisiana and across the US



Bryan Hassel

Co-Leader of the Opportunity Culture Initiative

Irvin Scott

Senior Lecturer at Harvard Graduate School of Education and former Chief Academic Officer at Boston Public Schools

Karla Baehr

Former Deputy Commissioner
Elementary and Secondary

And Many More!

Paolo DeMaria

Former State Superintendent of Public Instruction at Ohio Department of Education and current President & CEO at the National Association of State Boards of Education (NASBE)

Mike Pitrelli

President of the Thomas B. Fordham Institute

However, many educators are still nervous about some aspects of the playbook



Many educators worry about...

1

General education interventions counting as specially designed instruction (SDI)

2

General education teachers providing special education services

3

A student with disabilities being enrolled in a general education math intervention class instead of receiving services from a special educator to address IEP math goals

4

Case managers not providing direct services to the students they manage

General education interventions counting as specially designed instruction (SDI)



Specially Designed Instruction means adapting . . . the content, methodology, or delivery of instruction to address the unique needs of a student with disabilities so the student can access the general curriculum.

Code of Federal Regulations, 34 CFR § 300.39(b)(3)

General education teachers providing special education services



Under IDEA, special education services and supports listed in a student's IEP can be delivered by any trained personnel that meet state qualification requirements. Nothing in state requirements prevents general education staff from providing IEP services.

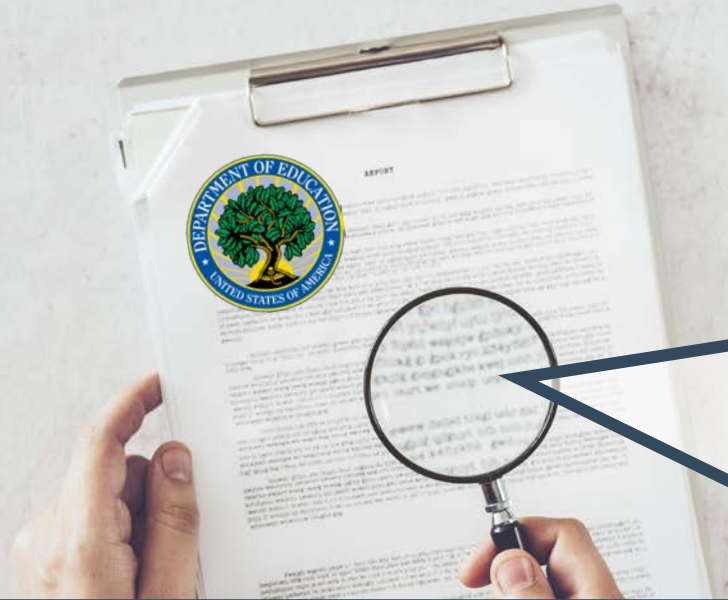
MEMORANDUM: OSEP 22-01 — Personnel Qualifications under Part B of the Individuals with Disabilities Education Act (IDEA).

Discussion Question

What benefits do you see from general education providing supports and services to students with disabilities?

What obstacles do you see?

A student with disabilities being enrolled in a general education math intervention class instead of receiving services from a special educator to address IEP math goals



The fact that some services may also be considered “best teaching practices” or “part of the district’s regular education program” does not preclude those services from meeting the definition of “special education” or “related services” and being included in the child’s IEP.

U.S. Department of Education, Letter to Chambers

In fact, it is a violation of LRE requirements to exclude students with disabilities from a general education service that would be appropriate for the student

Case managers not providing direct services to the students they manage

1

Nothing in IDEA requires case managers to provide services to the students on their case load

2

Nothing in Louisiana regulations requires case managers to provide services to the students on their case load

3

Nothing written anywhere else requires case managers to provide services to the students on their case load

While it is common practice in many school system, it has **never been a requirement** for case managers to provide direct services to the students they manage

Districts in Louisiana are Already Implementing the Playbook Best Practices



Discussion Question

**Have we convinced you these practices
are legal?**

Discussion Question

What additional support/resources can LDOE provide to increase your comfort that all these best practices are legal?

WHAT'S NEXT

1

Elementary Session 3: IEP Writing Samples & How to Change IEPs

2

Sample IEP Language and Guide

3

Secondary Level IEP Workshop Series:
November 21st, December 5th, December 19th



THANK YOU!



www.newsolutionsk12.com