



## Special Education Supports

To ensure our students have the necessary supports for learning and to ensure caseloads are within the agreements and expectations of the SDEA contract we have streamlined processes for teachers to access and receive support efficiently and effectively. Teachers can directly communicate concerns with the district staff through new online forms.

### **If you believe your caseload is over, we can help:**

Students enter and exit the school district on a daily basis, and we are constantly adapting to ensure we address needs created by this fluidity. To quickly address caseload variations the district is available on a weekly basis to review caseload concerns.

This link <http://go.o.gl/Ettj2W> will give you direct access to the committee and you can expect a response within a week.

### **If you believe you need more Paraeducator support, we can help:**

We have a new process in place to determine the need for additional Paraeducator support that is now more efficient. When you have concerns with your Paraeducator allocation, please fill out this new google form to be able to reach out to the Paraeducator committee directly. <http://go.o.gl/Ettj2W>

### **If you believe you have student(s) that have a profile outside our current continuum of services both academically and behaviorally, we can help:**

For immediate support, we have developed the Least Restrictive Environment (LRE) Collaboration Process. Please fill out the consult form to receive this support. Link to the LRE Collaboration Process: <http://go.o.gl/form/DRcWnWm9LP2nilmu2>

In addition, we are building our continuum of services with our LRE committee that includes SDEA members, district members, and parents. This year we are building a collaborative process to extend offerings within the continuum with a team of educators at Perkins K-8. This process grew organically from needs shared by the teachers. Using data from the student profiles, we are designing the supports students need at that site. Our intention is to design a process that can be replicated with other schools for the 19-20 school year.

### **If Teachers are absent (Short- and long-term), we can help:**

Here is a new process for support for sites when there is a Visiting Teacher:

- A. Secure a Visiting Teacher who holds a Special Education credential
- B. If a special education Visiting Teacher is not available;
  1. Central office staff will oversee any General Education visiting Teachers so the visiting teacher can provide the Specialized Academic Instruction (SAI) hours
  2. Itinerant staff will conduct IEPs and assessments.

In addition to these supports, we are committed to continually improving the systems and supports needed for our Students with Disabilities and our Educators who serve them. We need your input.

**PLEASE ATTEND A SPECIAL EDUCATION FORUM AND HELP US CONTINUE TO IMPROVE.**

**Upcoming Feedback Forums: Special Education Forums at the Education Center Auditorium**  
**AREA 3—1/29 @ 3:00-4:30; AREA 5— 2/20 @ 3:30-5:00; HIGH SCHOOLS—2/27 @ 3:30-5:00;**  
**AREA 4—2/21 @ 4:00-5:30; AREA 2—3/06 @ 4:00-5:30; AREA 1—3/07 @ 3:30-5:00**