

Curriculum & Instruction

Special Education Parent Night

December 13, 2018

6:00pm - 7:00pm



Purpose

A shared understanding of the:

- **Connection to District Equity Initiatives**
 - Presented by Lillie Huddleston, Equity Director
- **Multi-Tiered System of Supports/Response to Intervention (MTSS/RTI)**
 - Presented by Madge Willis, District MTSS/RTI Specialist
- **Process for English for Speakers of Other Languages (ESOL) Identification**
 - Presented by Willie Washington, CSD Federal and Title Programs Coordinator
- **Process for Gifted Identification**
 - Presented by Christen Gibbons, Gifted & Talented Coordinator
- **Updates on how SEE-KS and SCERTS are used around the district**
 - Presented by Frank DeFilippo, Special Education Coordinator and Jessica Sturm, Special Education Lead Teacher



Educational Equity

*We define **educational equity** as **ALL** students having access to the resources, opportunities, and rigorous and relevant learning to ensure their educational success.*



CSD Equity Action Plan



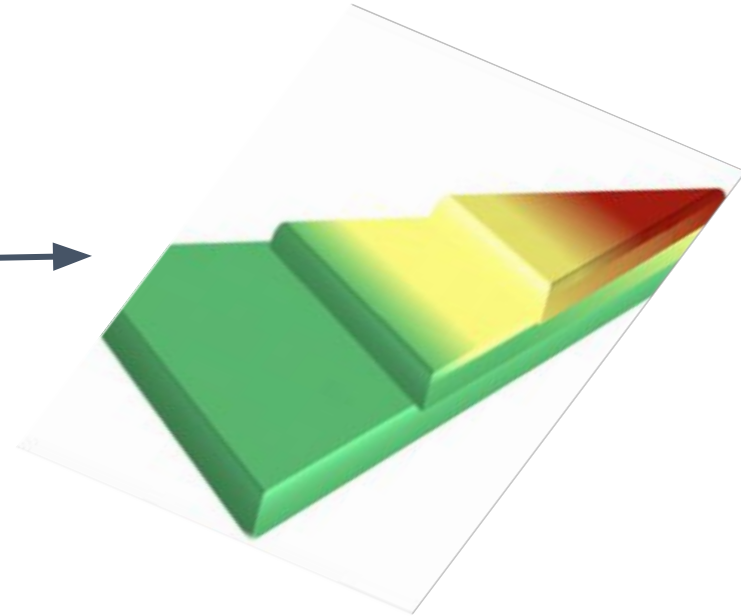
RTI/MTSS

MTSS RTI

Multi-Tiered System of Supports

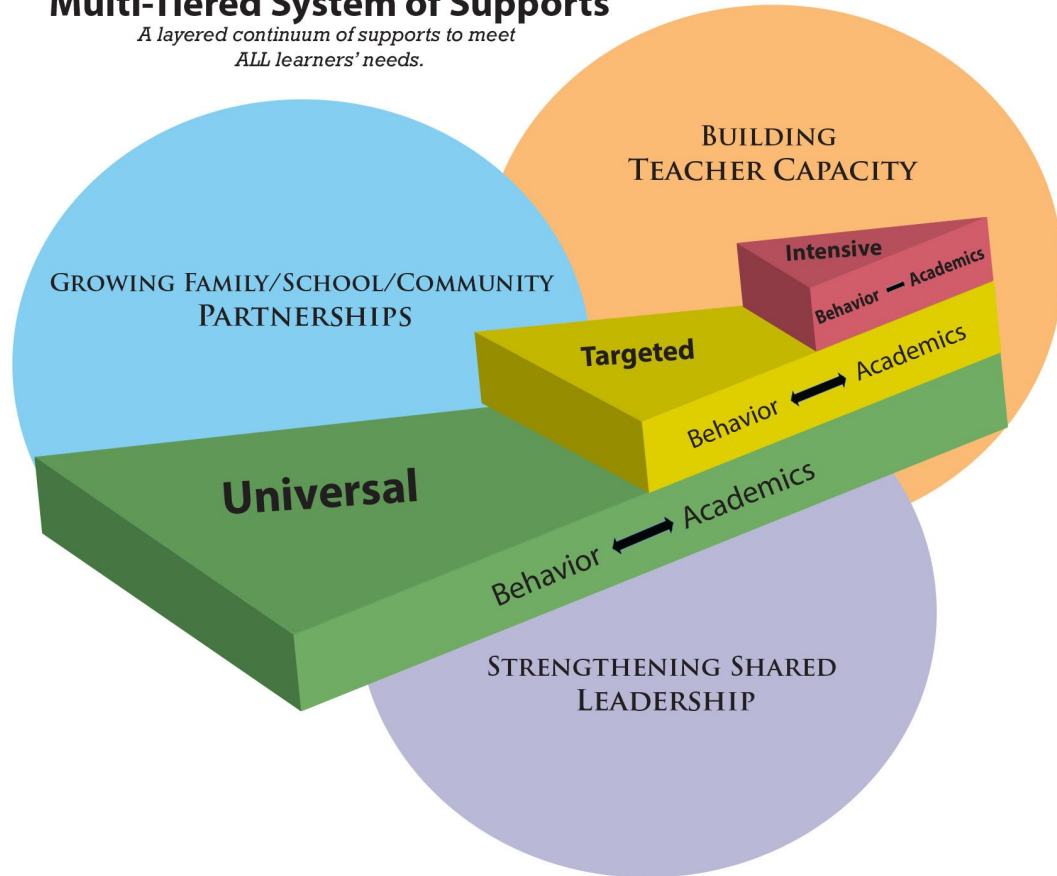
Georgia is moving to 3 tiers

Response to Intervention The Georgia Student Achievement Pyramid of Interventions



Multi-Tiered System of Supports

*A layered continuum of supports to meet
ALL learners' needs.*



MTSS Components

QUESTION	COMPONENT
1. Is there a concern? What are the target skills that need supporting?	SCREENING
2. What can we do about it? <ul style="list-style-type: none">• Tier I: Instruction/Core Curriculum• Tier II: Intervention• Tier III: Intensive Intervention	MULTIPLE TIERED SYSTEM OF SUPPORT (INTERVENTIONS & STRATEGIES)

MTSS Components

QUESTION	COMPONENT
3. Did what we do make a difference? How did the student respond to the intervention?	PROGRESS MONITORING
4. What will we do now? <ul data-bbox="162 685 1012 874" style="list-style-type: none">• Identify instructional needs for academics and/or behavior• Evaluate the effectiveness of core curriculum, instruction, interventions and the framework• Determine movement within the multi-level system	DATA-DRIVEN DECISIONS

What Georgia's Tiered System of Supports for Students IS <u>NOT</u>	What Georgia's Tiered System of Supports for Students <u>IS</u>
A program or curriculum	A PREVENTION framework for improving student achievement and behavior
Just for struggling students or students with disabilities	For ALL students, including those students in need of enrichment
A one-size-fits-all prescriptive model	Flexible for schools and districts to customize to meet their unique circumstances
The responsibility of one teacher or one specialist	Collaborative and incorporates a team-based approach of representative stakeholders, including parents
Based on assumptions, unsupported opinions or unreliable data	Data driven, using multiple valid and reliable data sources and an equitable decision-making process
Pre-referral process for special education	Provides some of the data that can be used to assist with special education decisions when needed

ESOL

English for Speakers of Other Languages



ESOL

ESOL Program

- Mandated state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law)
- Required under the Office of Civil Rights

Title III

- Federal grant awarded based on the number of ELs in a district
- Provides SUPPLEMENTAL support as needed to further support struggling ELs
- Districts may or may not qualify for this grant award



ESOL

ESOL Eligibility Criteria

- Mandated use of GaDOE Home Language Survey (HLS) to determine screening needs
- Screening results determine ESOL eligibility
- Parents may waive services for a 1 year period

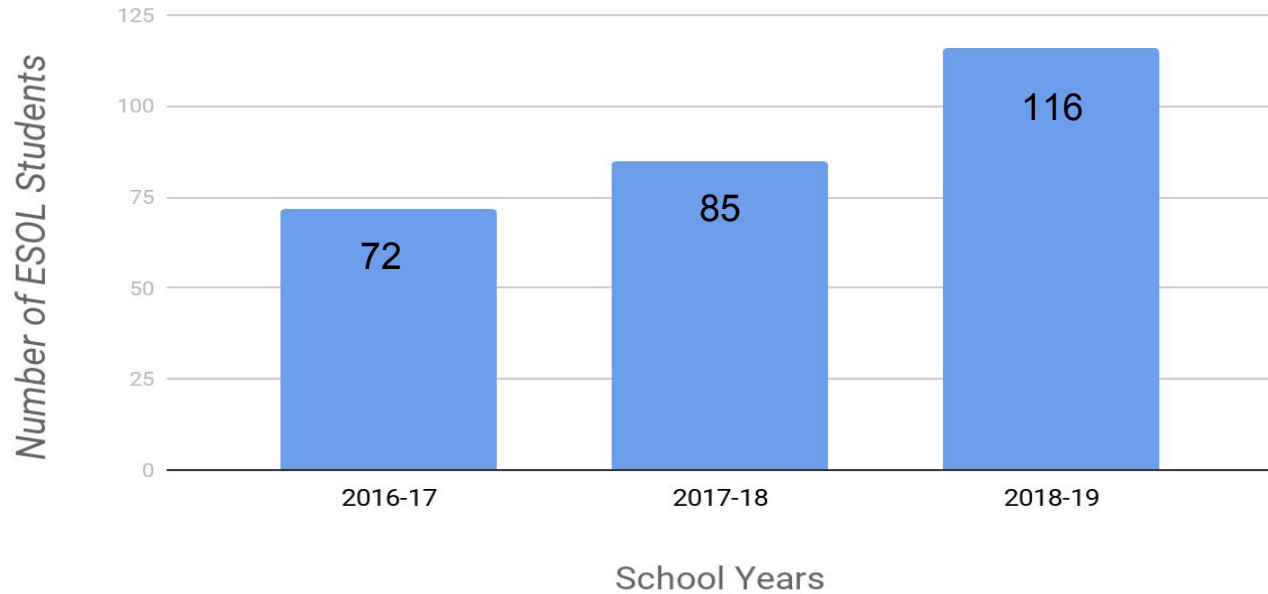
Title III Grant Award Criteria

- Districts receive an individual grant based on a GaDOE established minimum number of district ELs
- Minimum grant award amount is \$10,000



ESOL

ESOL Students in CSD



Gifted Program

Twice Exceptional Students

- Also referred to as “2e” or “dual identified”
- Students who are identified as both gifted and as having a disability ***by state of Georgia criteria***
- Students identified as twice exceptional in CSD MUST be provided both services unless declined by parents

Twice Exceptional Students

- Needs and services vary greatly across students. Consider some of the profiles in CSD:
 - Extremely high cognitive ability and achievement and diagnosis of autism
 - Learning disability in writing and very high quantitative cognitive ability and math ability
 - High creativity, motivation, and cognitive ability and diagnosis of ADHD
 - High cognitive ability, motivation, and achievement across the board, as well as clinical anxiety

Georgia Gifted Eligibility Criteria

A student may qualify for gifted services in Georgia under the following conditions:

- **Automatic Eligibility** = Scores at the 99th percentile (K-2) or at or above the 96th percentile (grades 3-12) on the overall composite or full-scale score of a **mental ability** test AND at or above the 90th percentile on the total battery, total math or total reading section of an **achievement** test

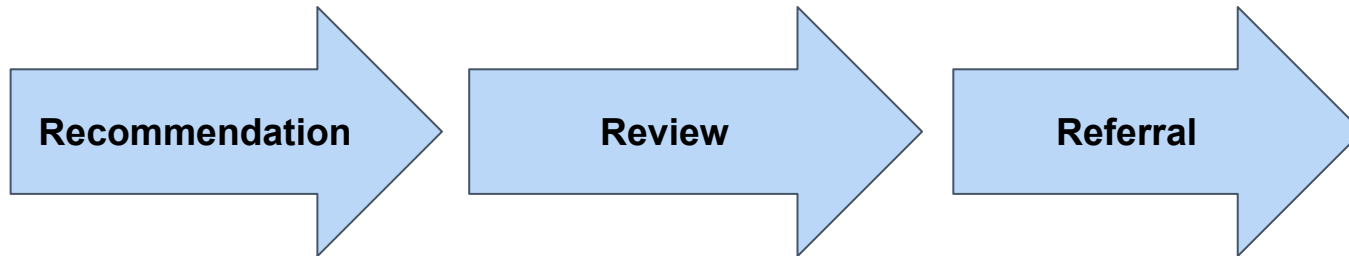
OR

- **Multiple Criteria Eligibility** = Meets multiple criteria in any three of the four areas evaluated in Georgia: **mental ability** (at or above 96th percentile), **achievement** in reading or math (at or above 90th percentile), **creativity** (at or above 90th percentile), or **motivation** (at or above 90th percentile)



Gifted Identification Process

- CSD has a three-step process before gifted evaluation: ***Recommendation, Review, and Referral.***



Recommendation

- **ANYONE** (parent, teacher, staff member, student or the school system) can recommend a student for review.
- Recommendation for Review forms are available on the district website as well as from your school's gifted specialist.
- Recommendation forms must be submitted to the school's gifted specialist by the October deadline to be considered for the annual gifted evaluation window.

Recommendation

- If a student already has Cognitive Abilities Test (CogAT) results current within two years, then those scores will be used for Gifted Review purposes. If not, then a CogAT will be given prior to Gifted Review.
- If a student with testing accommodations documented on an IEP or 504 is recommended for Gifted Review, and those testing accommodations were not met by universal CogAT testing, then an individual cognitive test will be administered.

Review

- The school Gifted Specialist and District Gifted & Talented Coordinator will review all recommended students to determine which students meet the **criteria for referral for further evaluation (1st-12th grades)**:
 - **EITHER** a CogAT (or alternative school-administered cognitive test) component or composite score at or above 96th percentile **AND/OR** three consecutive MAP scores at or above 90th percentile in math or reading.

Referral

- Students referred for further gifted evaluation will go on to be assessed in motivation and creativity.
- Second measures may be also be necessary in the areas of mental ability, achievement, motivation, and/or creativity.
- Please see the district gifted website for specific assessments used and circumstances requiring second measures:
 - <https://www.csdecatour.net/giftedservices>

Social-Emotional Engagement -- Knowledge and Skills

(SEE-KS)

(Rubin, Townsend and Vittori)

SEE-KS

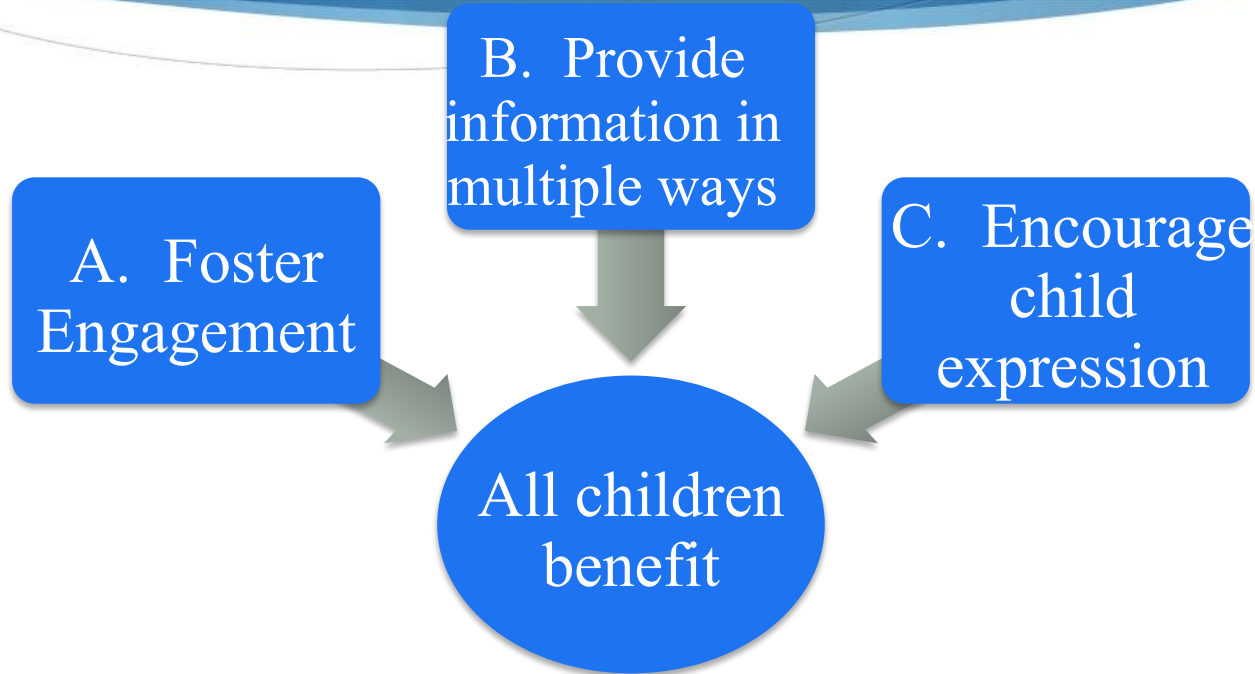
Student Success and School Climate

- Creating an *equitable* learning environment that offers successful outcomes for *every* student, relying on an understanding of why children may or may not be compelled to *actively engage* in the classroom.
- Research in the neuroscience of social emotional engagement fosters our ability to *create a universal design for learning*.



SEE-KS

A universal design for learning can foster social connections for all children



Evidence of Impact on Teacher Practice

“It has made me more open to feedback because of the positivity around this program. As a result, my students benefit.”

“I am constantly evaluating if ALL students are engaged throughout class. It has become second nature.”

“SEE-KS is something I truly believe in... I have learned so much from the appreciative inquiry and coaching sessions.”



SCERTS

Social Communication, Emotional Regulation, Transactional Supports*

The SCERTS model provides a framework for improving communication and social abilities in children with autism spectrum disorders. Through strategies that are developmental, relationship based and skills-based, it focuses on building competence in:

- Social communication
- Emotional regulation
- Transactional supports

*Prizant, Weatherby, Rubin, Laurent & Rydell, 2005



SCERTS

Begins with assessment and determination of a communication stage (Social Partner, Language Partner, or Conversational Partner)

Treatment Plan follows assessment and is based on the communication stage. Goals, strategies, supports follow.



Questions & Answers



Q & A Process

In table groups:

- Identify Facilitator and Recorder
- Share questions from note catcher to identify 1 - 2 key questions for the group
- Recorder writes the 1 - 2 key questions on an index card
- Recorder gives index cards to Q&A facilitator

In large group:

- Members of the Curriculum and Instruction District Team respond to questions from index cards



If you have additional questions, please
contact the District Leader for the
department.

