Chat with the Superintendent Webinar
12:30 p.m., Jan. 31, 2018

TOPICS: Special Education & Section 504/SBLC Programs
Webinar Overview

• 30 minutes including presentation, plus Q&A
• All microphones muted except presenters
• Use question/chat module to submit questions
• Will have the chance to provide additional comments and feedback via a brief survey after the webinar
• Webinar is being recorded and will be archived at www.apsb.org/webinar
Chat with the Superintendent Webinar Panelists

David Alexander
Superintendent

Susan Vaughn
Director of Special Education

Latatia Johnson
Instructional Supervisor

Jackie Tisdell
Public Information Officer (MODERATOR)
Special Education in Ascension Parish
**Special Education in Ascension Parish**

- Total district student enrollment – 22,536
  - Students with Disabilities – 2,219 – 9.8%
    - Preschoolers – 313
    - Students with Significant Disabilities – 222
      In some instances, preschool students and/or students with significant disabilities may be attending a school different than their home-based school in order to meet their special needs.

- The Special Education Department also supports our Gifted/Talented students and programs.
  - Students identified as Gifted – 298
  - Students identified as Talented – 212

- All identified students are offered services by the Ascension Parish School System.
Ascension services students with all of the following exceptionalities:

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment (Deafness/Hard of Hearing)
- Intellectual Disability (Mild/Moderate/Severe)
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Traumatic Brain Injury
- Specific Learning Disability
- Speech or Language Impairment
- Visual Impairment (Blind/Partially Seeing)
- Gifted
- Talented (Visual Art/Theater/Music)
We have over 200 Special Education Teachers in classrooms with our students as well as the following related service providers who support students at all schools:

- Adapted Physical Education
- ASL Interpreters to support deaf students
- Assistive Technology Facilitators
- Autism Facilitator
- Cued Speech Transliterators
- Occupational Therapist
- Orientation Mobility Trainer for Visually Impaired Students
- Physical Therapist
- Special Needs Counselors
- Speech Therapist
- Teacher of the Hearing and Visually Impaired students

The district also employs 200+ paraprofessionals to support students individually and in small groups in the classroom setting.
ASCENSION PARISH SPECIAL EDUCATION DEPARTMENT

Support Personnel:
- AT Facilitators
- Audiologist
- Autism Facilitator
- Gifted Program Facilitator
- Parent Facilitators
- Preschool Facilitator
IDEIA

- Individuals with Disabilities Education Improvement Act
- Guarantees a “Free and Appropriate Education” for any student identified as having a disability under Bulletin 1508 of the Louisiana Department of Education

FAPE

- Educational instruction and supports to meet the needs of the student with a disability to help him/her benefit from education.
Every student is an individual with different strengths and needs.

One of the most important things to remember is that a student with disabilities is a general education student first.

All local and state policies around Accountability, Standards, Curriculum, Pupil Progression, and Assessment apply to all students.
CHILD FIND/CHILD SEARCH

• Screens and identifies children who may need special education. Contact Donnielle Penix at (225) 391-7298 for children ages 3-5.

• Each school in the district has a School Building Level Committee (SBLC) who screens and provides interventions for struggling students in grades PreK–12.

• In both of these processes a determination based on data is made regarding the need for further evaluation and testing.
IF AN EVALUATION IS WARRANTED...

• The district’s Pupil Appraisal Team is contacted to complete a Multidisciplinary Evaluation to determine if the student is a “student with a disability” under Bulletin 1508 criteria.

• Once the evaluation is completed and the determination has been made that the student is a “student with a disability,” the next step is to develop and implement an Individual Education Plan (IEP) for the student.

• An IEP team is composed of the student’s special education teacher, the regular education teacher, the school administration, the parent, and any other related services personnel who may be needed to support the student’s identified needs.

• Curriculum decisions are made at the IEP regarding instructional needs, support needs, any specialized needs regarding equipment, access to the curriculum accommodations and placement.
Placement refers to...

- The amount and type of services determined to meet the student’s identified needs.
- Least Restrictive Environment (LRE) is a consideration as the team makes this placement decision.
In Ascension Parish, students are served in placements across the continuum from regular education classes full time to self-contained classes with the special education teacher to Blended Learning opportunities.
High School

• High School students are provided services in resource and/or self-contained settings.

• Carnegie Unit classes are available for students and the goal is that all students with disabilities are provided opportunities to be college and career ready.
HIGH SCHOOL

• The Jump Start Career Pathway has greatly expanded over the last few years to provide viable options for students with disabilities to earn a diploma.

• Appropriate IBC’s, credentials, and course work are available for students meeting Act 833 criteria, and for students with significant disabilities to be able to graduate with a diploma.
If you have any questions regarding services for students with disabilities please contact:

LeBlanc Special Services Center

225-391-7211
Section 504 & SBLC
Section 504

• Prevents discrimination against students who have a documented disabling condition
• It is the same law that requires buildings to have a ramp for wheelchairs to allow individuals access to the building
• A physical or mental impairment that substantially limits one or more major life activities such as walking, learning, self care, seeing, speaking, etc.
• Guarantee equal access to the curriculum is not intended to maximize potential
Section 504

• The disabling condition must impact a major life activity such as walking, learning, self care, seeing, speaking, etc.

• If data indicate a major life activity is impacted an Individual Accommodation Plan (IAP) is developed and implemented for the student.

• Accommodation decisions are made at the 504 meeting.

• Accommodations are provided based on supporting data.
What is SBLC?

- Acronym for School Building Level Committee
- Each campus has a group (committee) of individuals to conduct assessments and referral activities
- The committee include the principal/designee, classroom teacher familiar with student, and the SBLC facilitator.
- The parent/guardian is invited and a member of the SBLC
- The committee membership may change according to the needs of the child
Goal of SBLC

The ultimate goal is to work as a team to prevent failure and make all students successful learners.
Response to Intervention

- It is not a program or book
- It is a process to help students succeed
- Again, the goal is to prevent failure and make all students successful learners
- The interventions are typically focused in ELA, math and behavior
Time and Frequency

• Response to intervention does take time depending on students’ response
• Throughout the process students are closely monitored through data
• Next steps are determined based on student data points (intensity and frequency)
• Interventions are done in reading and math
• Parents are notified of students progress throughout the process
• Data collected in each Tier and is used to make decisions about students needs for further services
Essential Components of RTI

• Monitor student’s progress in general curriculum using universal assessments
• Monitoring how students respond to the intervention by using multiple data points
• Choosing the appropriate intervention to address student needs
• Communicating with parents throughout the process
What happens if my child does not show improvement?

• The school’s SBLC will meet to analyze data points to determine which of the following options are appropriate
  – Conduct no further action
  – Continue current interventions and progress monitoring
  – Conduct additional interventions through RTI
  – Conduct a 504 evaluation
  – Refer to pupil appraisal for special education evaluation
What can I do as a parent?

• It is extremely important your attend school every day
• Limit the number of tardies and check in and check outs
• Frequent communication is vital between you and your child’s teacher
• Communicate any family changes with your child’s teacher
• Communicate any changes in medical conditions with your child’s teacher
• Celebrate each success no matter how small
If you have any questions regarding SBLC/504 Services please contact your child’s teacher or the SBLC Facilitator at your child’s school.

www.apsb.org/page/publications
Use the Question/Chat module to submit questions to the moderator.
NEXT
Chat with the Superintendent Webinar
12:30 p.m., Apr. 25, 2018

TOPICS: Early Childhood, Early College & Distance Learning

www.apsb.org/webinar