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# Special Education and Inclusion Review

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**October 13, 2022**

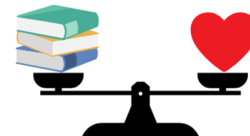


**Goal 1: College and Career Ready**

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

**Goal 2: Meet Social-Emotional and Academic Needs**

Each student’s individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.



**Goal 3: Accelerate English Learner Achievement**

Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction.

**Goal 4: Engagement and Leadership Opportunities for Youth**

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.



## Presentation Overview :

- **Background information**
- **Current Inclusion Practices update**
- **Recent Assembly Bills - timelines**
- **Impacts to Woodland Joint Unified (WJUSD) programs**
- **Next Steps**

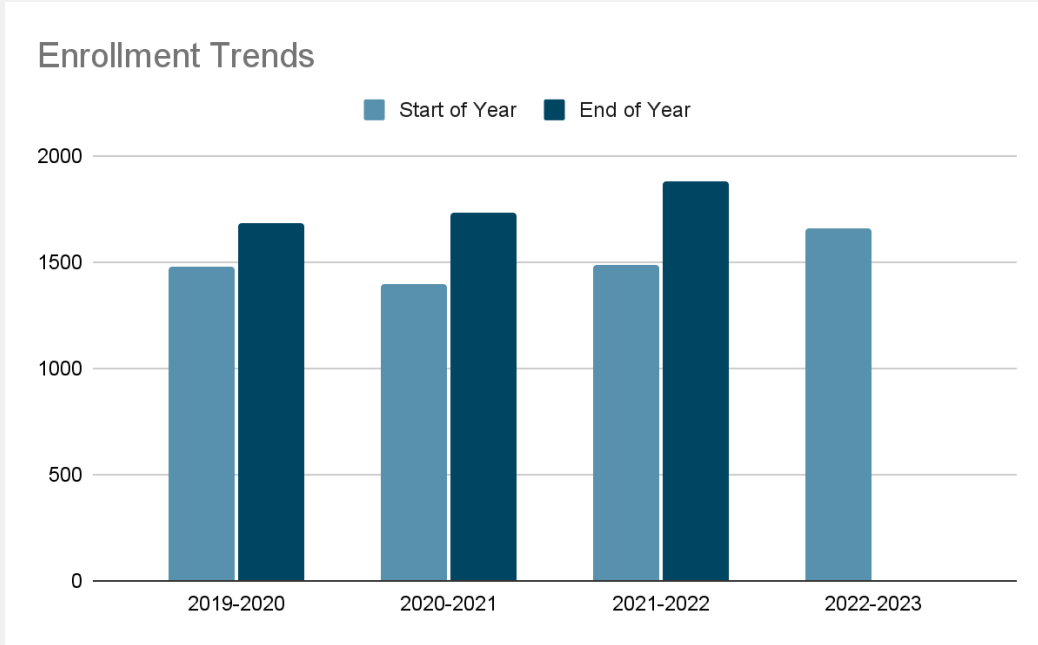


## Background Information

- Update focus on new Assembly Bills and impacts for Individual Education Plans (IEP) and offers of a Free and Appropriate Public Education (FAPE)
- [AB 1113](#)    [AB 181](#)
- Current status of WJUSD with Universal Design for Learning
- Current status of Special Education Inclusion



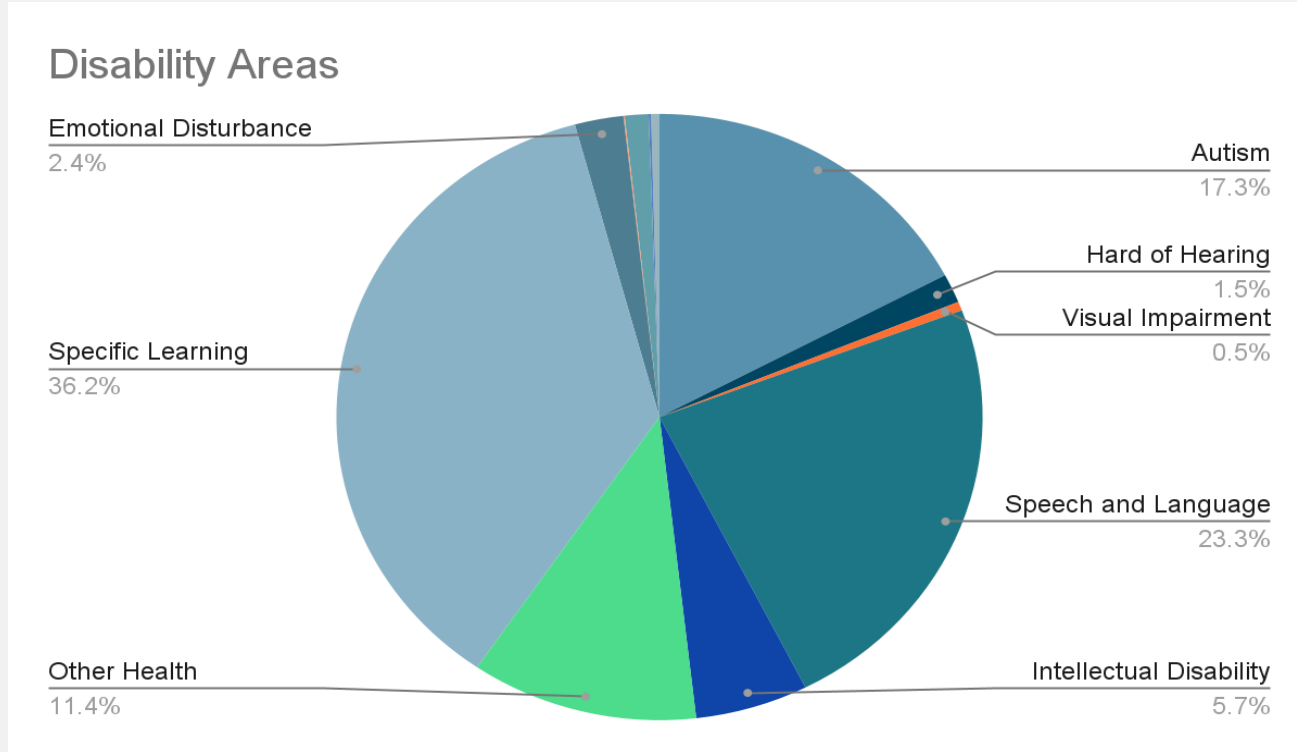
# Special Education Enrollment Impacts



- **Increased staff required**
- **Increased yearly maintenance of effort (MOE)**
- **Implications of Tier 1 supports**

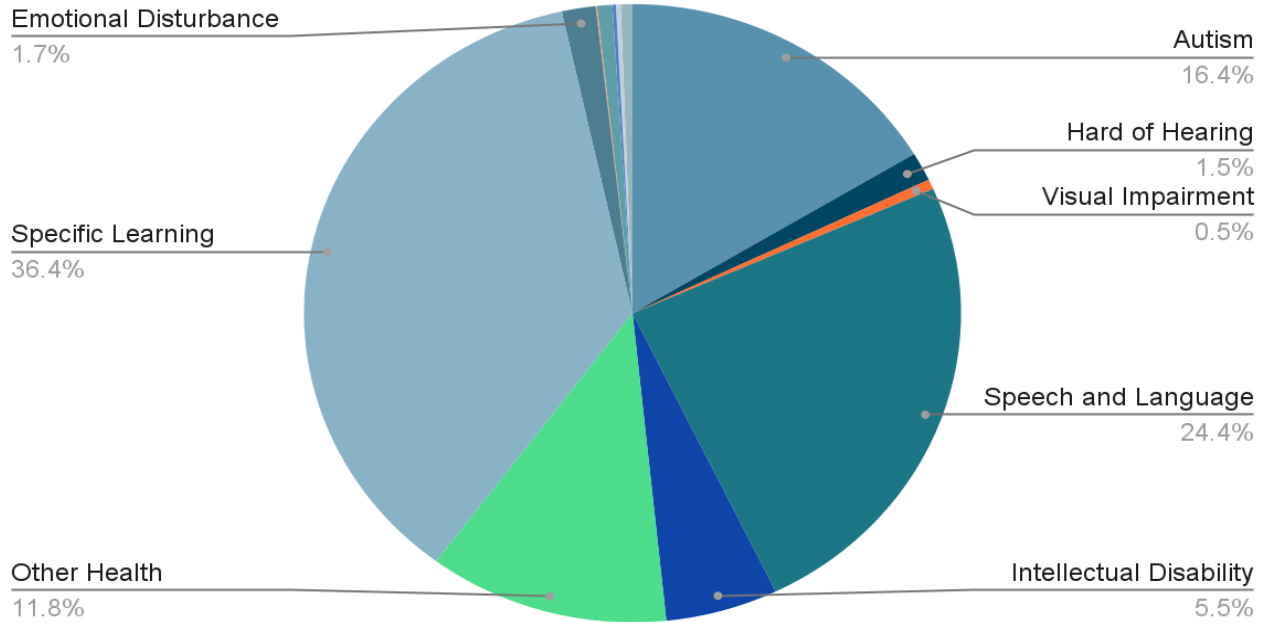


# 2019-2020



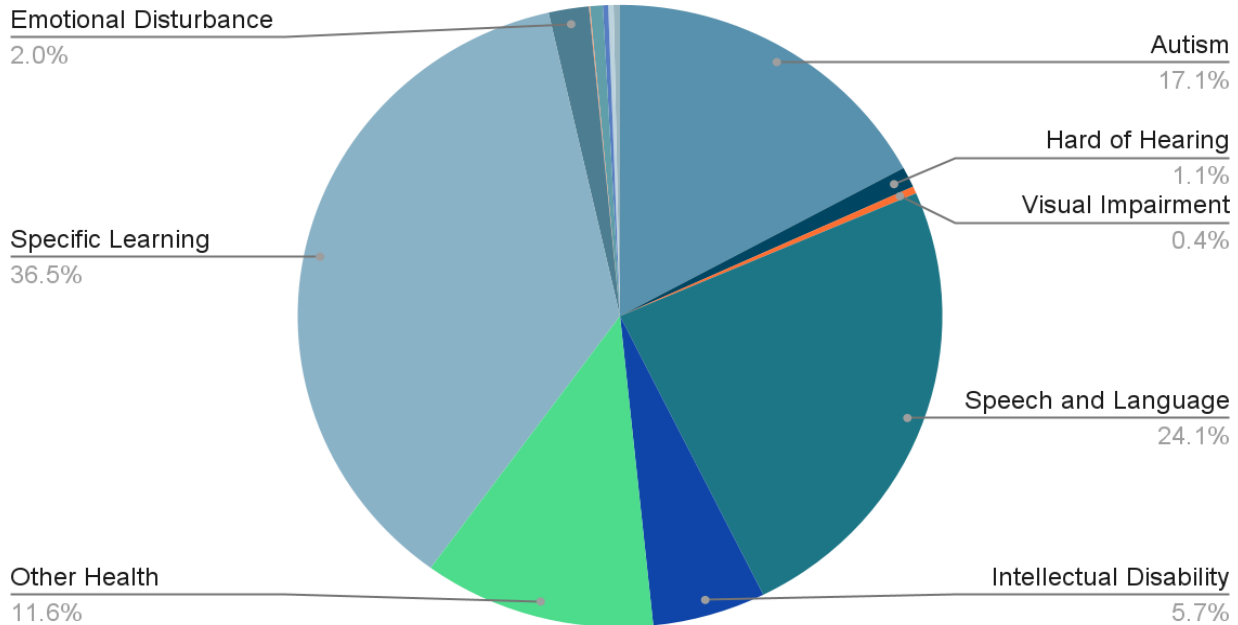
# 2020-2021

## Disability Areas



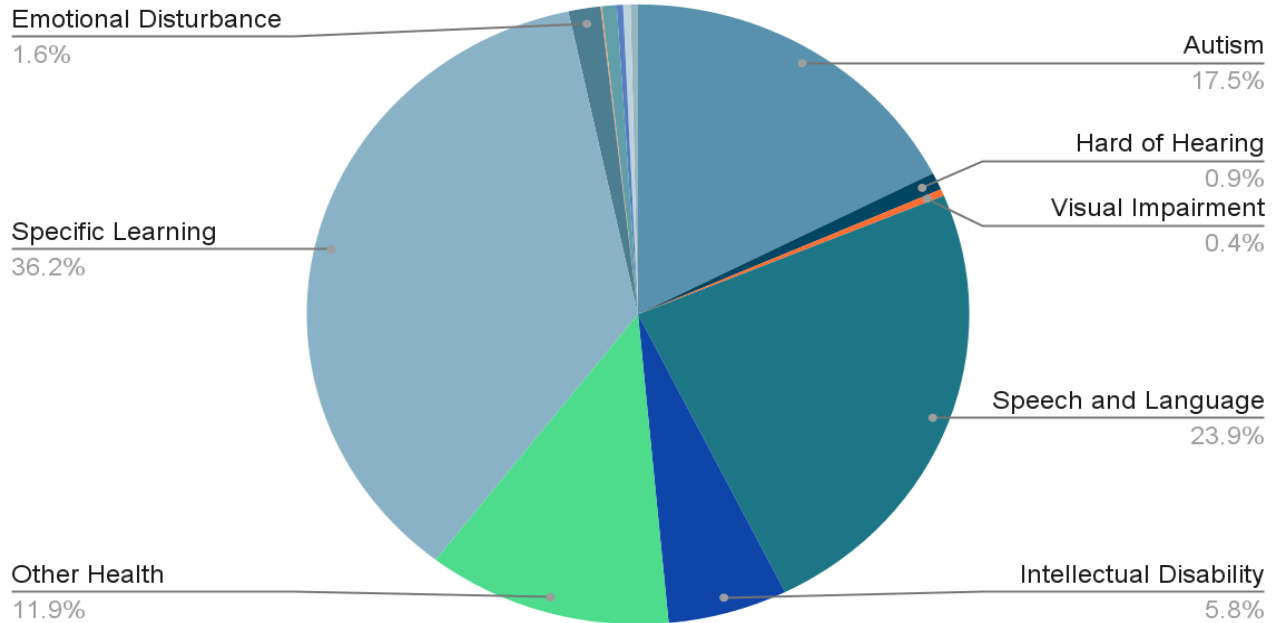
# 2021-2022

## Disability Areas



# 2022-2023

## Disability Areas



| <b>Eligibility Type</b>      | <b>Primary Disability</b> | <b>Secondary Disability</b> |
|------------------------------|---------------------------|-----------------------------|
| Autism                       | 290                       | 31                          |
| Hard of Hearing              | 15                        | 8                           |
| Visual Impairment            | 6                         | 7                           |
| Speech and Language          | 397                       | 354                         |
| Intellectual Disability      | 97                        | 50                          |
| Other Health Impairment      | 198                       | 147                         |
| Specific Learning Disability | 600                       | 69                          |
| Emotional Disturbance        | 26                        | 5                           |
| Other                        | 30                        | 9 (976 - None)              |



# Support Staff

- **Teachers: 68**
- **Speech and Language Pathologists: 18**
- **Occupational Therapists: 3**
- **Physical Therapists: .5**
- **Nurses: 8**
- **Psychologists: 14**
- **Behaviorists: 3.5**
- **Paraprofessionals: 140**
- **Deaf and Hard of Hearing Provider: 1**
- **Sign Language Interpreter: 2**



## Base Model Fiscal Impacts

- **Resource (RSP)**
  - **1 teacher**
  - **1 paraprofessional**
  - **Additional teacher classroom funds (\$375.00)**
- **Additional related provider funds (\$200.00)**
- **Special Day Classes**
  - **1 teacher**
  - **3-4 paraprofessionals**
  - **Additional teacher classroom funds (\$575.00)**
  - **Additional student classroom funds (average \$45.00 per student)**
  - **Average \$13,000 per student for placement**



# Background Information

## Assembly Bills (AB) 1113 and 181

- Both bills are related to student with Individualized Education Plans
- Inclusion Practices
- Graduation Status

[AB 1113](#)

[AB 181](#)



# Current Inclusion Practices and Supports

- **Inclusion Preschool Program**
- **Additional general education behaviorists**
- **District-wide Universal Design for Learning training**
- **Inclusion of special education staff in curriculum adoptions**
- **Inclusion trainings including Augmentative Alternative Communication, Behavior, Mental Health/Social Emotional Development, Individual Education Plan (IEP) Goals/Accommodations and Modifications**



# AB 1113 - Removing Barriers to Inclusion in General Education Classrooms

- Add preparation requirements for administrators in evidence based practices
- California Department of Education (CDE) to develop comprehensive guidebook
- CDE and California Teaching Commission (CTC) collaboration on staffing
- Special Education Local Plan Area (SELPA) provide additional technical assistance
- Remove outdated references to special education staff and practice requirements in Education code

AB 1113



# AB 1113 - Removing Barriers to Inclusion in General Education Classrooms - Implementation Timeline

- **By January 1, 2024**
  - **Revise administrative service credential and performance expectations**
  - **Including Universal Design for Learning (UDL)**
- **By March 31, 2024**
  - **CDE and CTC disseminate Joint Guidance clarifying placements and staffing**
  - **CDE and CTC make recommendations on regulations to the legislation**

## AB 181 - Special Education and Independent Study

- **June 30, 2022 section 51225.31 was added to Education Code established new high school diploma pathway - Every Student Succeeds Act (ESSA)**
- **Significant Cognitive disabilities (1% of student population)**
- **State minimum course work**
- **Exempt from local requirements**
- **Not a regular high school diploma - does not change Local Education Agency (LEA) obligation for Free and Appropriate Public Education (FAPE)**

# AB 181 - Special Education and Independent Study

- **Must participate in graduation ceremonies**
- **Before 10th grade commences:**
  - **Parent notification of graduation eligibility under 51225.31**
    - **Pupil required to take California Alternative Assessment;**
    - AND**
    - **Pupil required to complete state-standard aligned coursework specified under 51225.31**
  - **Specific Learning Disability will rule OUT the student for consideration**
- **Alternative performance and performance tasks June 30 2024**



## Update on Progress

- **Development and implementation of Inclusion Preschool Classroom**
- **Creation of Inclusion practices committee**
- **Addition of Inclusion Teacher on Special Assignment and Special Education Administrator**
- **Additional inclusion practices professional development for general education staff**
- **Additional behaviorist support hours to staff on campus**



## Next Steps

- **Continue UDL training and implementation district-wide**
- **Train secondary IEP teams regarding new graduation requirements**
- **Continue to develop, implement and monitor inclusion practices**
  - **Special Education Parent Advisory Committee**
  - **Inclusion Committee**
  - **Special Education Plan Committee**
  - **Educational Services Team**

