



MASE FALL LEADERSHIP CONFERENCE

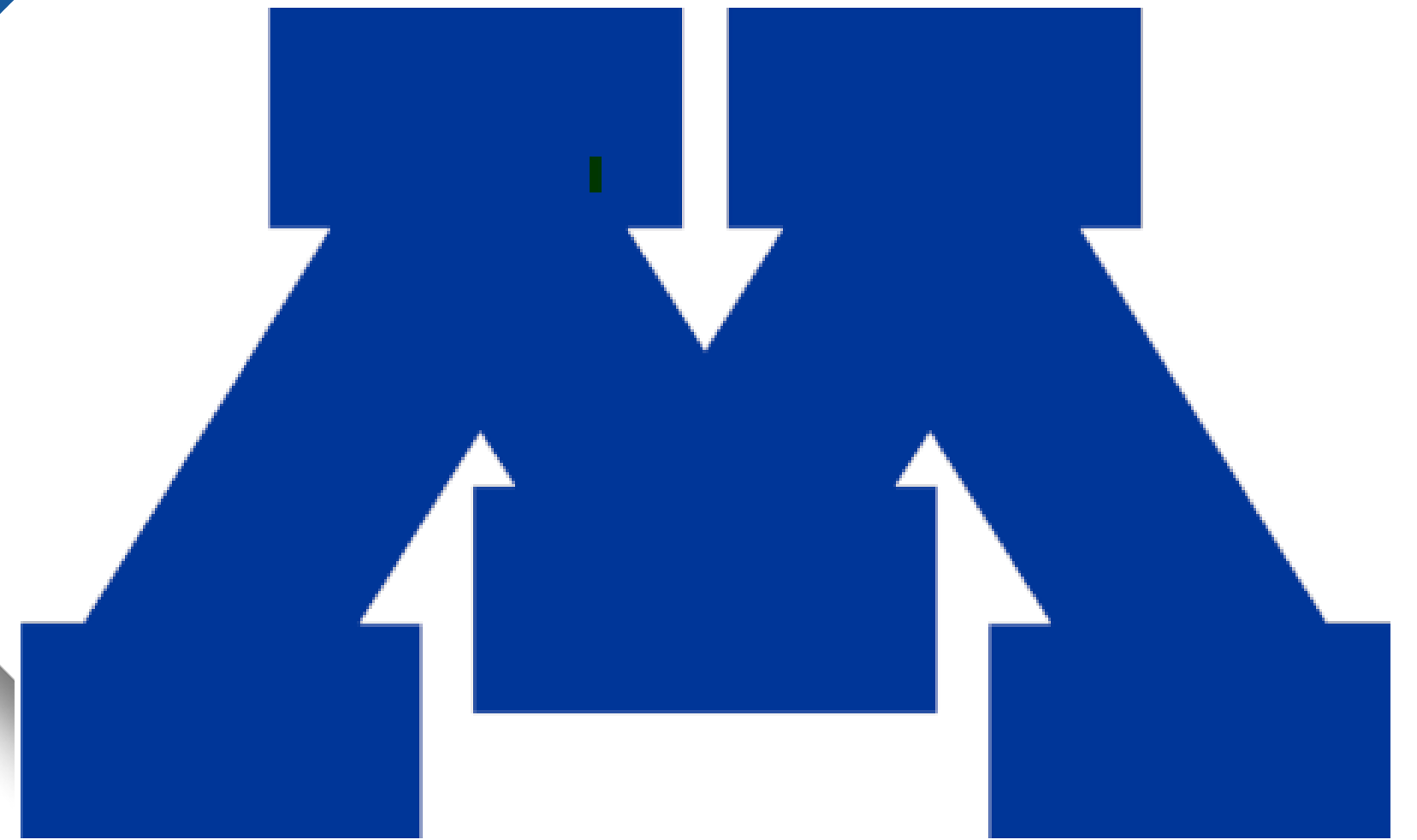
50 Years of IDEA in Minnetonka:

Celebrating Progress,
Empowering the Future

Presented By:

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Support Services, Minnetonka Public Schools

Dr. Ellen Swanson, Associate Director of Strategic
Initiatives, University of Minnesota, Center for Applied
Research and Educational Improvement (CAREI)



LEARNING OBJECTIVES

Objective 1: Reflect on key milestones in IDEA's 50-year history and their impact on special education practice and policy and impact on Minnetonka Public Schools

Objective 2: Learn about effective leadership strategies and partnerships opportunities, like with CAREI, that have strengthened general and special education programs at the district and building level

Objective 3: Identify future-facing special education priorities and innovative practices that support inclusive, compliant, and sustainable systems in Minnetonka



IDEA'S 50 YEAR HISTORY

Timeline of major IDEA milestones (1975 - 2025)

- **PL 94-142:** mandated that all public schools provide free and appropriate education (FAPE) to students with disabilities and protect their rights and those of their families.
- **FAPE:** Free and Appropriate Public Education: FAPE ensures that students with disabilities receive individualized education and services at no cost, designed to meet their unique needs and prepare them for further education, employment, and independent living.
- **LRE:** Least Restrictive Environment: LRE requires that students with disabilities be educated with their non-disabled peers to the maximum extent appropriate.
- **IDEA Reauthorizations:** Reauthorizations of IDEA (1990, 1997, 2004) have expanded services, strengthened accountability, emphasized inclusive practices and aligned with general education standards and assessments.

Individuals with
Disabilities
Education Act
IDEA





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Objective 1: Reflect on key milestones in *IDEA's 50-year history* and their impact on special education practice and policy and impact on Minnetonka Public Schools



WHO WE SERVE

Minnetonka Public Schools services students with a wide-range of disabling conditions.

~1500

Students on IEPs

~30%

Open Enrolled

~850

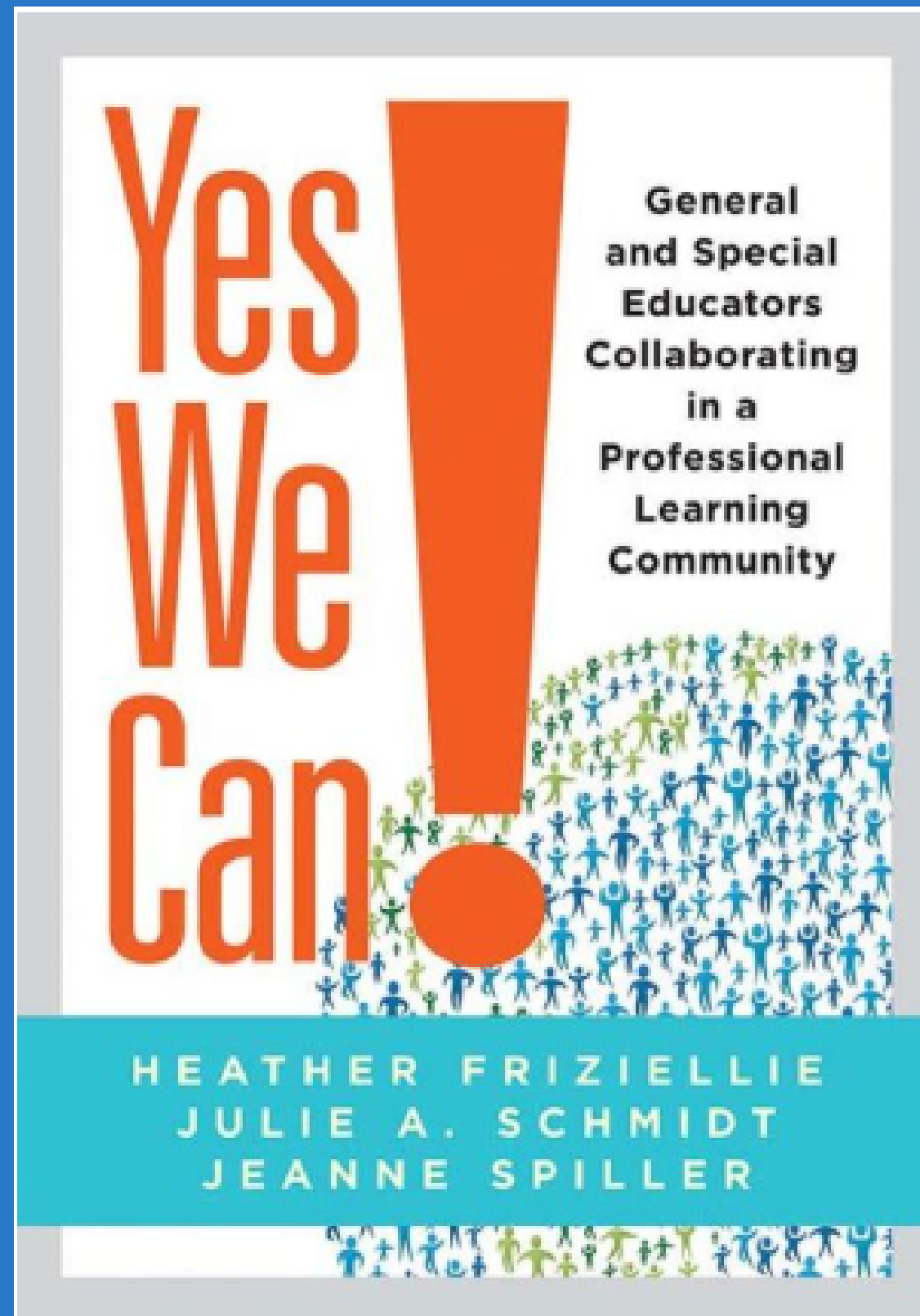
Students on 504s



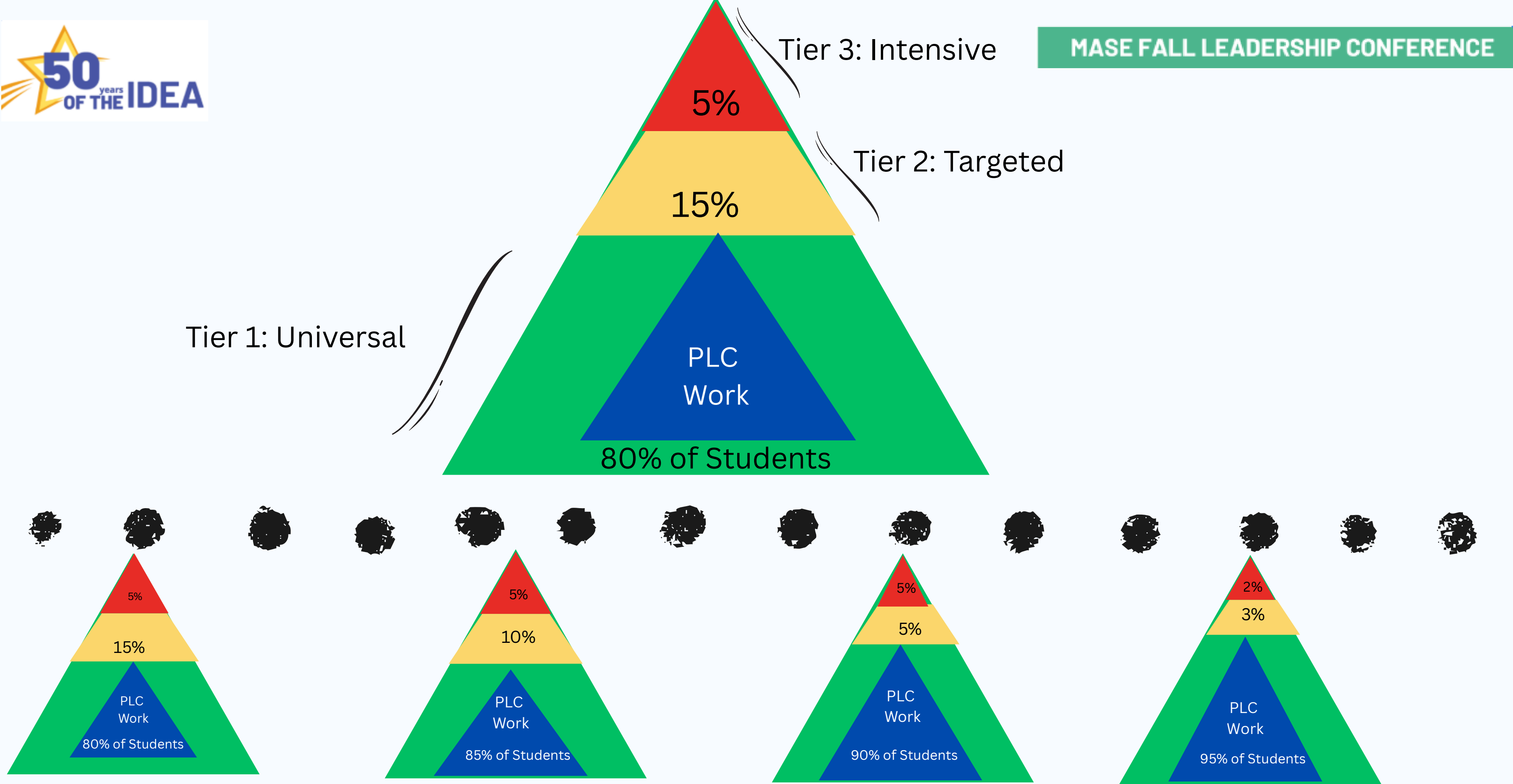
Big Hairy Audacious Goal (BHAG)

['big 'her-ē ò-'dā-shəs 'gōl]

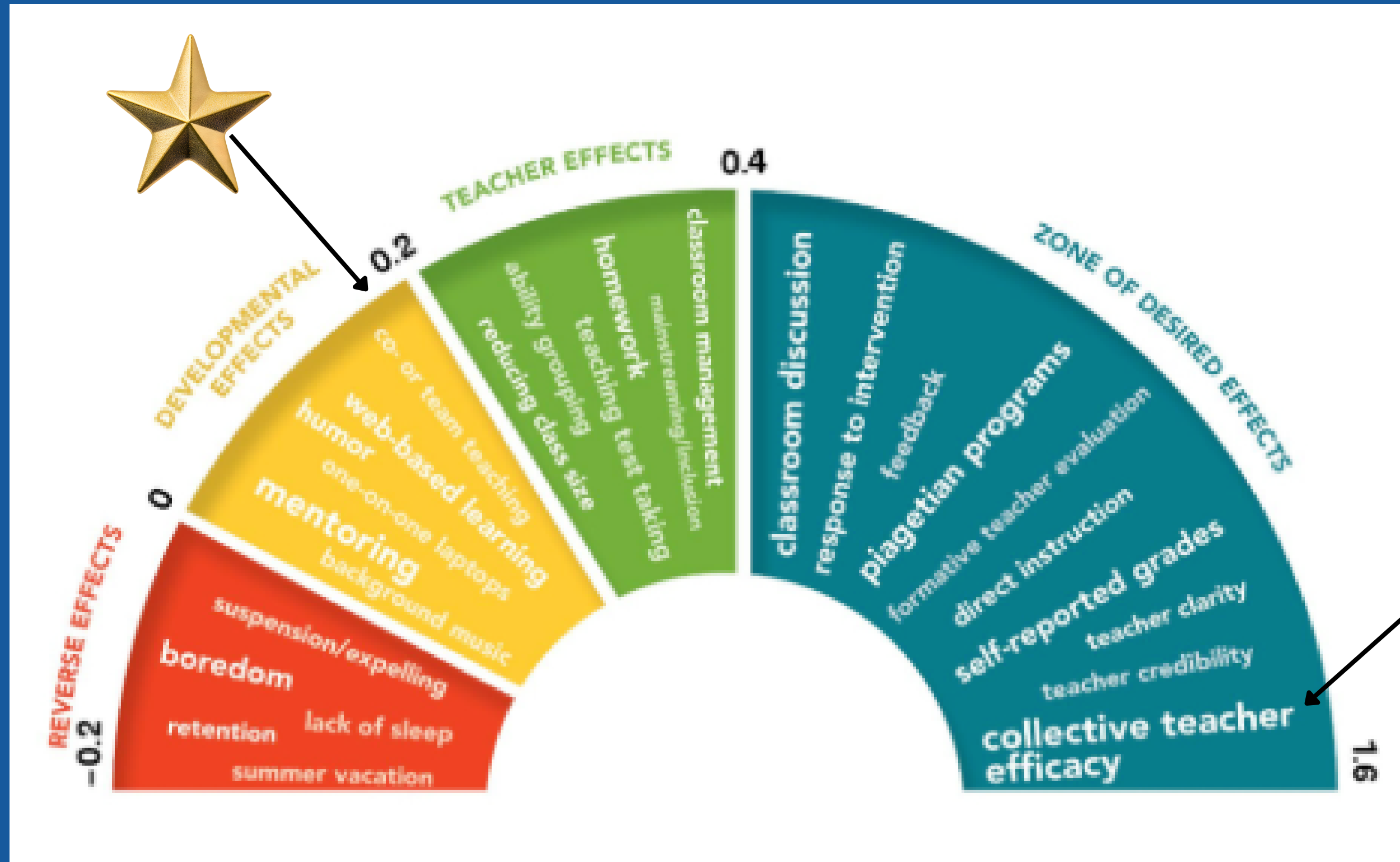
A compelling, long-term goal that is intriguing enough to inspire employees of an organization to take action.



It is essential that schools teams utilize a flexible and fluid continuum of services driven by the need of the student and not aligned to the comfort level of the adults.



Distribution of students by MTSS tiers when PLC work in Tier 1 core instruction deepens over time.



John Hattie's Research on Effect Size



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Minnetonka Special Education Continuum of Services

Overview

Student will live independently					Both	Student will not live independently	
CORE	CORE ES (Embedded Support)	CORE Fusion	CORE Plus	CORE Supplement	Essential Classes	Academic Replacement	Functional classes
Students receive instruction with general education standards and curriculum.	General education class for students entitled to special education resources. Students receive instruction with general education curriculum and aligned standards. A special education staff member is present during the class to provide <u>supports</u> such as pre-teaching, re-teaching, scaffolding, and other accommodations within the class for specific students but is not the lead teacher.	Students receive instruction with general education standards and curriculum with two teachers (one special education and one general education) who BOTH teach and collaborate on lessons/activities to include students with disabilities. With two teachers in the classroom, instruction and intervention can be provided in the classroom through parallel teaching (divide the class into two groups and they instruct each group with the same content simultaneously. In this arrangement, the smaller groups allow closer supervision and more opportunities for interaction between the students and teacher), alternate teaching (one teacher handles a larger group, while the other teaches a small group who need specialized attention and additional supports) and/or team teaching (delivering instruction at the same time as a "a team").	Special education class with Gen. Ed. Curriculum/ standards, with slower pacing, additional supports and accommodations for student success. Focus is on the <u>plus</u> the additional academic skills needed to return to the general education classroom.	Students take general education class and a skills class to supplement academics to fill gaps (this class is layered with another option)	Students receive instruction for social skills, executive functioning, life/independent skills, and work skills.	Special education class for students to receive specialized instruction using alternative curriculum that is aligned to the standards. Designed for students with large gaps in learning that need to be addressed through differentiated curriculum.	Students receive instruction focused on functional skills within content areas that align with specific student needs rather than the standards.

Least Restrictive Environment (LRE)

"The least restrictive environment is the one that, to the greatest extent possible, satisfactorily educates disabled children together with children who are not disabled, in the same school the disabled child would attend if the child were not disabled."

Reference: <http://www.wrightslaw.com/advoc/articles/idea.lre.fape.htm>

Most Restrictive

- Educated in a hospital or home environment
- Educated in a separate school for children with special needs
- Full-Day in Special Education Classes with Mainstreaming Opportunities in other classes as specified in the IEP. Other related services (Speech, OT, PT) as needed
- General Education class with Special Education part of the day. Other related services (Speech, OT, PT) as needed
- General Ed placement with pull-out Special Education Services and other related services (Speech, OT, PT) if needed
- General Education Services within the class, Special Education Consultant, related services (Speech, OT, PT) if needed
- General Education Services with no Special Education supports or direct service

Least Restrictive

"Climb up the ladder one rung at a time!"

Miss Jaime, O.T.
HELPING YOU TO HELP YOUR KIDS

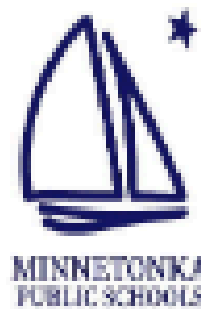
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Course Options							
Language Arts 6 Language Arts 7 Language Arts 8 Math 6 Pre-algebra 7 Algebra 8 HS Math HS Eng	LA ES Math ES	LA Fusion Math Fusion	Math + LA + LC Math LC English	Gen ed + LA Supplemental Math Supplemental Reading/writing Resource Math resource	OSS SEL SEL-Comm. CREW Anchor Time	Replacement I, II, III	Functional LA Functional Math

Learner Profile							
IQ range 86 and above NWEA 45th percentile or above	IQ range 86 and above NWEA 40-45th percentile Student needs minimal support to meet general education standards.	IQ range 86 and above NWEA 40-45th percentile Students who are capable of passing grade in general education, but may require some direct instruction in the classroom.	IQ range 86 and above NWEA 10-20th percentile or below Student has gaps to be addressed and needs a smaller group environment to address pacing and student learning progression.	IQ range 86 and above NWEA 20-40th percentile or below Student has gaps to fill, but does not need replacement. They would also take another CORE option	n/a Student shows needs for support in areas of SEL and/or behavior	IQ range 75-85 NWEA 10th percentile or below Historically is not passing classes or meeting IEP goals.	IQ range 75 or below



CORE Embedded Support (ES) Entrance Consideration

Eligibility and Determination Checklist

CORE ES	General education class for students entitled to special education resources. Students receive instruction with general education curriculum and aligned standards. A special education staff member is present during the class to provide supports such as pre-teaching, re-teaching, scaffolding, and other accommodations within the class for specific students but is not the lead teacher.
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Does the student have academic goals on the IEP for reading or math? Can consider executive function goal/objection.	<input type="checkbox"/> No, stop here.	<input type="checkbox"/> Yes- <ul style="list-style-type: none"> <input type="checkbox"/> Student scores at or above the 45th percentile. Stop here, recommended placement in general education core class. <input type="checkbox"/> Student scores between 40-44th percentile, proceed to behavior concerns.
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and,

Does the student present any behavior concerns?	<input type="checkbox"/> No, proceed to considerations.	<input type="checkbox"/> Yes- <ul style="list-style-type: none"> <input type="checkbox"/> Student behaviors are manageable by the classroom teacher and/or staff support. Proceed to
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LARGE GAP



MTSS



Beliefs and
Perceptions



Fidelity



Linked Teams



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Objective 2: Learn about effective leadership strategies and partnerships opportunities, like with CAREI, that have strengthened general and special education programs at the district and building level



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA

Driven to Discover®



5 YEAR LONG PARTNERSHIP...WORK IN PROGRESS





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- ☒ CAREI PARTNERSHIP AND TECHNICAL ASSISTANCE
- ☒ MTSS INFRASTRUCTURE: FIDELITY & EVALUATION
- ☒ SEL, BEHAVIOR AND MENTAL HEALTH SUPPORT

3 YEAR PLAN: CORE AREAS

1

Infrastructure
& Support

2

Assessment &
Decision-
making

3

Multi-level
Instruction

4

Fidelity &
Evaluation

Area of Need: Teams

MTSS COLLABORATIVE TEAMS

The District has identified four levels of MTSS teams: District MTSS team (DLT), Building MTSS teams (BLTs), Grade Level Teams (PLCs), and Building Level Problem Solving Teams (SSTs).

DLT

District Leadership Team

The purpose of the DLT is to lead, implement, monitor and evaluate district level organizational change. This may include the development, implementation, and refinement of the MTSS framework as well as data-informed resource allocation.

BLT

Building Leadership Team

The Building Leadership Team (BLT) is structured to lead and promote the implementation, monitoring, and evaluation of the MTSS framework at their school which includes instructional effectiveness and resource allocation.

PLC

Professional Learning Communities

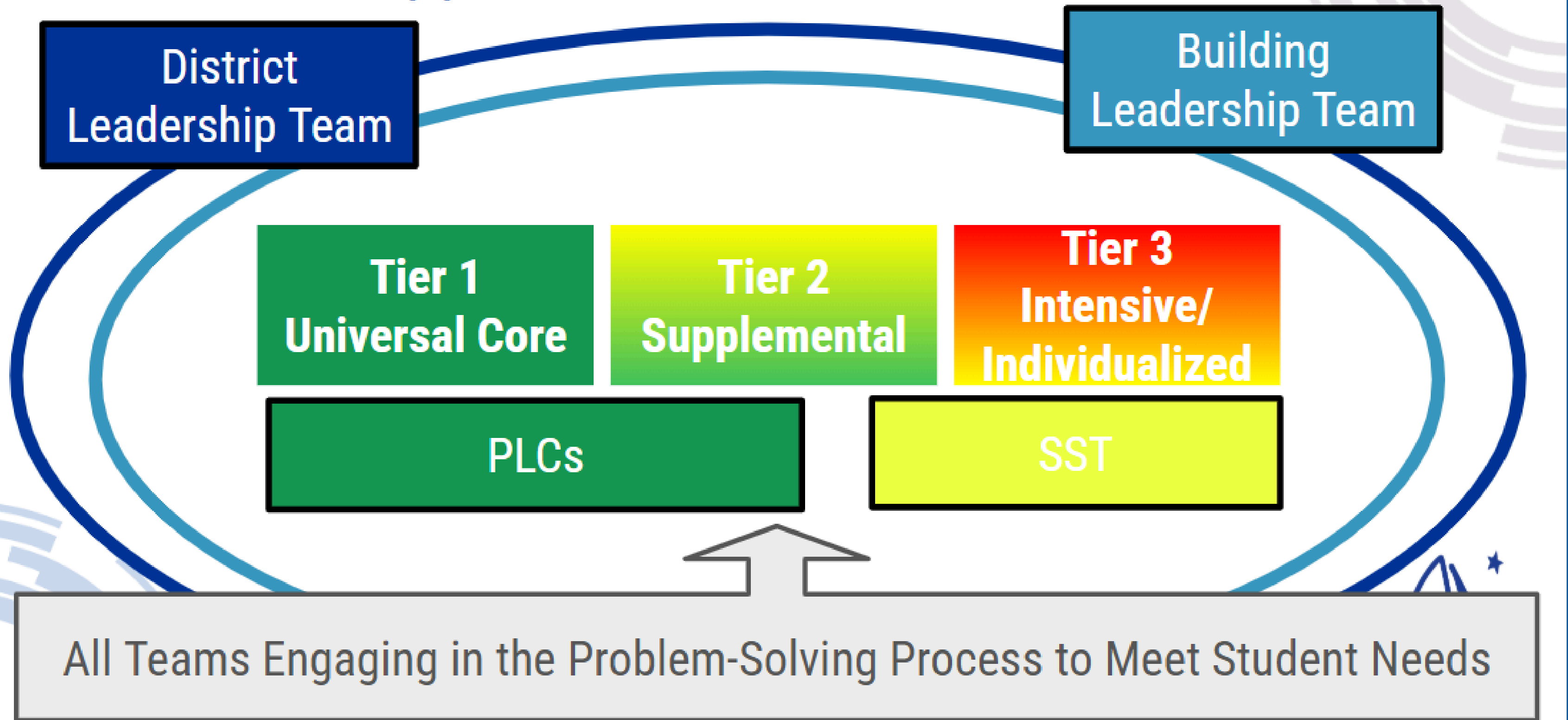
PLCs serve as the grade level team. PLCs monitor student progress towards learning goals through common formative assessments and respond accordingly.

SST

Student Support Team

SSTs function as the problem-solving team. The purpose of the SST is to guide, monitor and evaluate interventions for individuals or groups of students in the areas of social emotional and/or academics.

Tiered Supports and Teams




Area of Need: Tier 1 Assessment and Decision-Making

eduCLIMBER






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MTSS Process Guide

- Home
- Infrastructure and Support Mechanisms
- Assessment
- Data-Based Decision Making
- Multi-Layered Supports
- Appendix/Supporting Documents



How to Use This MTSS Process Guide

Minnetonka Public Schools implements a responsive and inclusive MTSS framework to guide all aspects of teaching and learning and is structured in alignment with the [MnMTSS Framework](#).

This process guide outlines specific processes, practices and tools to support consistent, full and sustained implementation of Minnetonka's MTSS framework. The guide is designed to outline both current processes as well as aspirational practices and processes. Minnetonka is committed to implementing MTSS with fidelity. In striving for continuous school improvement, it is understood that this will be an evolving process in response to the needs of Minnetonka Public Schools students, staff, families, and community members. This process guide will be reviewed and updated on an on-going basis by the District MTSS Leadership Team.

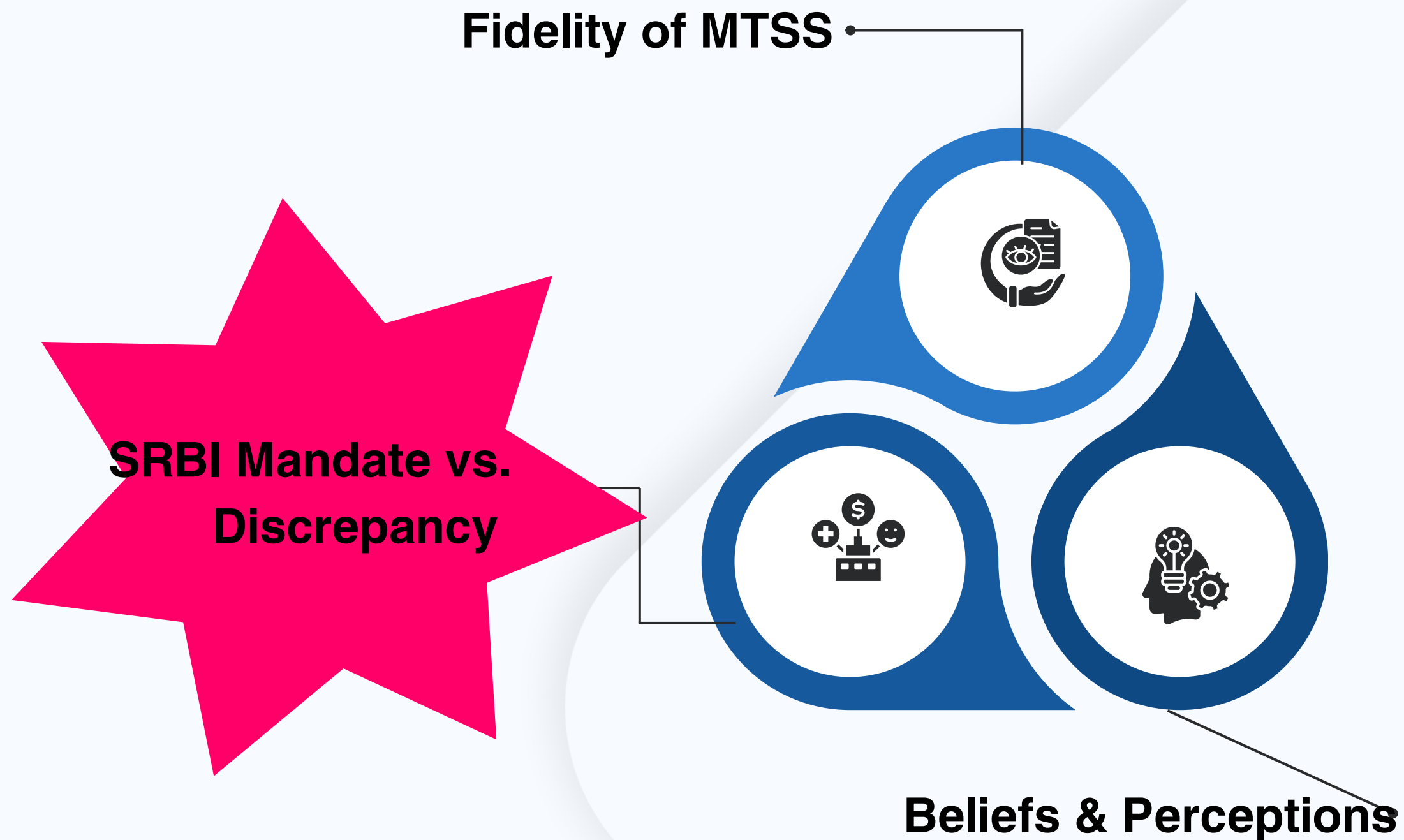
Rationale

^① The purpose of this process guide is to support [Minnetonka Public School District](#) staff in developing common language and understanding around the purpose of Multi-Tiered System of Supports (MTSS). Specifically, this guide is designed to inform stakeholders (school board members, community members, licensed

Minnetonka MTSS Process Guide



Objective 3: Identify future-facing special education priorities and innovative practices that support inclusive, compliant, and sustainable systems in Minnetonka



Minnetonka High School

SEL Behavior Intervention Chart and T2/3 Intervention SAEBRS Alignment

Tier	Program	Focus Areas	Group Size	When	Who Delivers	Materials	Progress Monitoring
1	Be Good People All Aboard Developmental Relationships	Schoolwide expectations Character Relationship Building	Whole Class	Start of Year (first 2-3 weeks school) Anchor Time	Teachers	Site-developed plans	N/A
2	EmpowerU Targeted (self-guided, adult supported)	Coping Self-management Regulation Relationships	4-5 Students	Anchor Time	Counselors Ach. Specialists?	EmpowerU Ipad Headphones	EmpowerU Screener Educlimber
2	Character Strong (direct instruction)	Coping Self-management Regulation Relationships	1-3 Students	Anchor Time	SST Counselors	Digital or printed materials	Educlimber CST2 Screener DBRs
3	CAT Project	Anxiety Fear-based Behavior Self-Awareness Coping Strategies	1-2 Students	Based on student need and provider	Psychologists Renee M/Jani P	Workbook Therapist Manual Computer access	MASC Educlimber Fidelity Rubrics
3	EmpowerU Tier 3	Individualized SEL Instr. Behavior Change	1:1 Students	Based on student need and provider	Psychologists	EmpowerU Ipad Headphones	EmpowerU Screener Educlimber

Standard Treatment Protocol-MHS

SEL/ Behavior	Tier 1 Be Good People	Tier 2 EmpowerU Core	Tier 2+ EmpowerU Targeted	Tier 2+ Character Strong	Tier 3 CAT Project	Tier 3 EmpowerU							
What are the main tenets <i>What are the core areas of focus for this intervention? EmpowerU are aligned to CASEL standards, so could list those. Or other subcategories they mention as tenants?</i>	Be Good People: Principals need to decide a plan? MHS All Aboard: School Expectations, Who's who, etc. for all schools. Then class specific skills for success.	<u>Scope & Sequence</u> Friendship fundamentals, emotional regulation, building confidence, strong inner coach, building habits for lasting change 6 weeks intervention lessons - Wave 1 : EmpowerU Core	<u>Scope & Sequence</u> Friendship fundamentals, emotional regulation, building confidence, strong inner coach, building habits for lasting change 6 weeks intervention lessons - EmpowerU Targeted	<u>Scope & Sequence</u> Coping	<u>Scope & Sequence</u> Behaviors driven by anxiety, escape, or	<u>Scope & Sequence</u> Friendship fundamentals,							
				Who	Teachers	Counselors by AP, Achievement Specialists	Counselors by AP or SST, Achievement Specialists	Counselors by SST - CCR teacher - Achievement Specialists	Psychs, Renee M. (navigating Compass kids), Jani P.	Psychs, Jani P.			
				Time	30 minutes	<u>Semester 1</u> (30 min) Wave 1-Begins Oct. 21st Wave 2-Begins (Nov./Dec) <u>Semester 2</u> (30 min) Wave 3 -March	<u>Semester 1</u> (30 min) Wave 1-Begins Early Dec Wave 2 - Early March <u>Semester 2</u> (30 min) Wave 3- Mid-April	<u>Semester 1</u> (30-45 mins) Wave 1- Early December Wave 2- Early March <u>Semester 2</u> (30 min) Wave 3- Mid-April	<u>Semester 1</u> Identified through SST <u>Semester 2</u> Identified through SST				
When	First 2-3 weeks of school in Anchor Time	<ul style="list-style-type: none"> Anchor Time (call out 5 min early) - could be done at home if requested SST 1-Group on Thursday SST 2- Group on Tuesday SST 3- Group on Wednesday Upperclassman open hour option Other options-before or after school, lunch group, add to another SST group 	<ul style="list-style-type: none"> Anchor Time (call out 5 min early) - could be done at home if requested SST 1-Group on Thursday SST 2- Group on Tuesday SST 3- Group on Wednesday Upperclassman open hour option Other options-before or after school, lunch group, add to another SST group 	Intervention Determination Decision Rules (Starting Points)	N/A	Counselor Identified, SAEBERS, thresholds		SST and counselor identified	<ul style="list-style-type: none"> Care and treatment At least 1 Tier 2 group SST discussion 	<ul style="list-style-type: none"> Care and treatment At least 1 Tier 2 group SST discussion 			
				Ideal Group Size	N/A	4-5	4-5	1-3	1-2	1-2			
				Materials, Programs, Resources, etc.		EmpowerU • Quiet/Safe Space • iPad • Digital or Materials • Headphones	EmpowerU - Quiet/Safe Office	Character Strong - Quiet/Safe	• Quiet/Safe Office		• Fidelity rubrics		
							Progress Monitoring Decision Rules	N/A	Visual Analysis Handout	Visual Analysis Handout	Visual Analysis Handout	Visual Analysis Handout	Visual Analysis Handout
				Progress Monitoring	N/A	Educlimber, use Empow Screener	Teaming Structure	Which team reviews this data? How often?	PLC and SST review data. Data is reviewed for identification prior to groups starting, then again at the end of 6 weeks. If intervention is continued assess again after 6 weeks	PLC and SST review data. Data is reviewed for identification prior to groups starting, then again at the end of 6 weeks. If intervention is continued assess again after 6 weeks	PLC and SST review data. Data is reviewed for identification prior to groups starting, then again at the end of 6 weeks. If intervention is continued assess again after 6 weeks	Which team reviews this data? How often?	Which team reviews this data? How often?

MOMENTS OF TRANSFORMATION

fierce.®

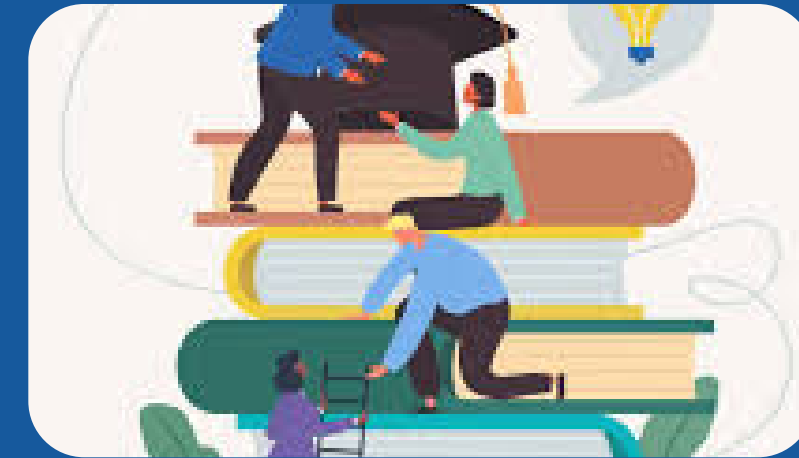
FIERCE CONVERSATIONS

Better interpersonal communication creates a stronger culture that reduces stress and increases performance on the individual and team level. Fierce exists to strengthen human to human connection.

JUST SAY NO!

JUST SAY NO!

Due to the partnership with CAREI and the advancement of MTSS, special education is now more comfortable saying “no”. What is the worst that can happen? Just say “no”!



UNIVERSAL ACCOMMODATIONS

Minnetonka has a significant number of students on 504s, providing advantage not access. Implementing universal accommodations will afford access for all and reduce our 504 requests.

Universal Accommodations for ALL

INSTRUCTION How the information is presented	SETTING Where and how the learning takes place	RESPONSE How the student(s) will show learning	SCHEDULING The timing of the task for completion	OTHER Behavior, attention, sensory
<p>Provide classroom notes or study guide.</p> <p>Use of assistive tech. such as audiobooks, closed captioning, etc.</p> <p>Print adjustments such as large font or color.</p> <p>Visual and auditory cues</p> <p>Written and oral instructions</p> <p>Teacher check-in</p>	<p>Alternative work locations (within classroom)</p> <p>Flexible seating (standing desk, sitting, etc.)</p> <p>Preferred seating locations (front, back, side of room)</p> <p>Classroom arrangement</p> <p>Flexible Grouping</p> <p>Use of Sound field</p>	<p>Use of assistive tech. such as voice to text or word processing.</p> <p>Paper pencil vs. electronic response.</p> <p>Template or graphic organizer for essays</p> <p>Paper: graph, lined, large text, colored</p> <p>Use of calculators or math tools as appropriate</p>	<p>Break large assignments into smaller parts</p> <p>Breaks/movement breaks during class</p> <p>Divide work into two sessions</p> <p>Break up tests</p> <p>Reasonable timeline adjustments to formative and summative work</p>	<p>Engagement or transition cues</p> <p>Noise canceling headphones (not linked to a device)</p> <p>Adjusted lighting</p> <p>Use of sensory or self-regulation tools</p> <p>Slant board or pencil grips for writing</p> <p>Behavior Agreement</p> <p>Task checklists</p>

This list of accommodations is not exhaustive. It offers examples of supports that are available as part of Tier 1 within our comprehensive Multi-Tiered System of Supports (MTSS). Additional accommodations may be provided based on individual student needs, as determined by educators in collaboration with the student support team.

REFLECTION


What “legacy moments” have shaped your own district or organization’s approach to special education?



THANK YOU

FOR YOUR ATTENTION
AND PARTICIPATION

— —
RESOURCES

 [MASE Presentation Copy of Continuum of Services: CORE](#)

 [MASE Standard Treatment Protocol-SEL](#)

 [MTSS Process Guide](#)

