1. **Why are there changes to the middle school and high school service delivery model?**

   Currently, students who need more direct ESE services specific to academic or behavioral needs are assigned to a school with clusters of units. As a result, this often requires students to be bused far from their neighborhood. This can create a hardship on families and at times can limit the family’s access to events and meetings at the school. It can also mean that students have a very long bus ride to and from school, in some cases, the ride can be more than an hour one way.

2. **What will be different about this new model?**

   Students who are receiving instruction on general middle school or high school standards, will receive ESE services in their zoned school. IDEA (Individuals with Disabilities Education Act) indicates that special education is a service, not a place and that students should be served in the school closest to their home whenever possible. Zoned schools will be staffed to support a continuum of services on their campus in a way that will facilitate more opportunities for students to be included but also to receive support in a smaller group setting when determined to be required for a provision of FAPE (free and appropriate public education).

3. **What training will be provided to school staff in preparation for this change?**

   School staff will be provided with training at the end of the school year and beginning of next school year that will specifically address topics such as understanding of differences in students, delivery of services in inclusive settings, and Universal Design for Learning.

4. **Are there plans to continue this move towards zoned schools for all ESE students in the district?**

   Yes, the goal over the next several years is to create a model in which students receive any services required for FAPE in their zoned school, with a few minor exceptions where students have an extremely low incidence eligibility and a separate school setting is required. Those decisions would be determined by an IEP team.

5. **If my child currently attends a school that is not their zoned school and are served in an ASD or EBD cluster and are working on general standards (not ACCESS), do they have an opportunity to go to their zoned school?**

   Yes. Letters will be sent to all families of students who are not currently receiving services at their zoned school with the option to attend their zoned school consistent with the supports and services on their IEP (with a few minor exceptions – ie. Those served in an ESE center school).
6. Are all self-contained classrooms going away?

No, all schools will have the ability to provide a full continuum of services.

7. Will supports for behavior be available at all schools?

Yes. Each school will have behavior supports based upon the number of students being served in that school.

8. Will all students be served in general education classrooms?

The determination about services and setting is an IEP team decision. Consistent with IDEA, students should be served in the least restrictive setting to the maximum extent possible. Services in inclusive environments are well researched and show improved outcomes for students, however, IEP teams have to consider the needs of each individual student to determine the best way to provide their services.

9. Will parents still have the option to apply for a McKay Scholarship to request another public school option, following the provisions of the program?

Yes, there are no changes to the McKay Scholarship program.