

# REPORT SUMMARY SHEET

**BOARD MEETING DATE:** 4/16/2018

**TITLE AND BRIEF DESCRIPTION:** Special Education PK through 12<sup>th</sup> Grade

**ACTION DESIRED:** Approval

## BACKGROUND:

Since the last board report regarding the special services department the department has continued to meet the DESE classification of "Meets requirements in implementing the requirements and purposes of IDEA". This is the highest possible rating. Other possible ratings include, "needs assistance", "needs intervention" or "needs substantial intervention". This is the 9<sup>th</sup> consecutive year that the special services department has met the requirements. The table below documents our most recent performance. Scores are rated on a 1-4 scale with 4 being the highest possible.

<b>Determination Area</b>	<b>District Score</b>
SPED Audit Findings	4
Timely/Accurate Data	4
Graduation Rate	4
Dropout Rate	4
Assessment Participation	4
Assessment Performance	1
Disproportionality	4
Initial Evaluation Timelines	4
Part C to Part B Transition Timelines	4
Secondary Transition Planning	4
<b>Overall Determination Score</b>	<b>4</b>

The Eldon School District continues to see an increase in the number of students served under the category of Educational Autism. To address this the district currently has 8 staff members trained as In District Autism Consultants and we continue to seek training for SPED and regular education staff.

Behavioral concerns continue to be an issue of importance. The district has approximately 10 students that display behaviors that can be disruptive to the classroom environment. Teachers and paras that work with these students regularly discuss behavior plans, implement positive rewards, and work with the students to substitute socially acceptable behaviors in place of the undesired behaviors. The department is currently working with Great Circle to determine if further assistance would be appropriate for our most intense behavior need students.

The district currently serves 223 students in the special services department from Early Child through 12<sup>th</sup> grade. These students routinely receive services such as co-teaching, separate setting instruction, speech/language therapy, occupational therapy, physical therapy, one on one para assistance and guidance related to post-secondary

transitioning. The department continues to attempt to increase the amount of time for our students in the regular education setting, but this decision is made based on individual students and their particular needs. In this case, decisions must be made related to least restrictive environment for the student and their educational needs.

**RECOMMENDATION:**

1. Increase quantity and quality of regular education differentiation in the classroom.
2. Improve special education students assessment scores (MAP and EOC)
3. Increase independence skills in students by increasing rigor and relevance of all special education lessons.
4. Better implement Care team/RTI process to more effectively identify students in need of evaluation.

**SUPERINTENDENT'S APPROVAL:**           *Matt Dano*            
For the purpose of submitting report