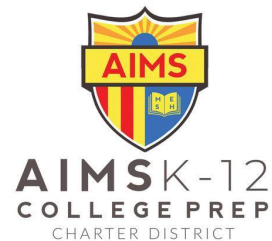


Special Education Board Report

September 13, 2022

Presenter: Deborah Woods



BOOT CAMP RECAP

Professional Development Topics

- Adverse Childhood Experiences(ACEs) of Trauma
- Special Education 101: Multi-Tiered System of Support (MTSS)
- Accommodations and Modifications in the Classroom
- Review of Site Specific Student Needs

SERVICES PROVIDED BY SITE

Elementary, Middle and High School

- Counseling services began Week 2 for students with IEPs
- Student Success Team Facilitation
- Speech services to start, pending board approval
- 30 Day Placement Meetings for all students
- Overdue IEP reviews to be updated by end of September
- Overdue Triennial and Pending eligibility IEPs to be completed by November, pending board approval

High School Specific

- Study Skill Classes providing SAI 180 - 240 mins/ week for students. 5-6 students in each class.
- Transitioning Planning with HS students.

NUMBER OF IEPS BY SITE

Elementary : 21

Middle School:17

High School: 17

Total: 55

POSITION REPORT

- Needed Positions Filled: 2 SpEd teachers, 1 speech and language pathologist, 1 psychologist and 1 Instructional aide (Pending board approval of contracts)
- 6 interviews held
- Posting on Edjoin, Job Portals for NDNU and National University

New Structures and Supports

- Hands on mentoring and training for new SpEd teachers
- Leadership, teachers, service providers and instructional aides to attend El Dorado SELPA training(s).
- New SpEd Specific Board Policies

PD PLANS BY SITE

Elementary/Middle School

- Student Success Team Facilitation
- Top Ten Behavior Tips for Teachers
- Ability Awareness

High School

- Top Ten Behavior Tips for Teachers
- Using Accommodations and Modifications to Promote Student Access to Grade Level Content Standards
- Creating Inclusive Environment
- Co -Teaching Methods

CELEBRATIONS AND SUCCESSES

Student Success Team Collaboration

Background: Incoming Kinder , with only 2 months of Pre K, showed behavioral challenges in his new classroom (Not sitting in a chair for more than 5 minutes, leaving the area of instruction and impulsively not respecting others personal space).

Approach: Wrap around support and communication between admins, special education teacher, general education teacher and parent, with 8 days of supported modeling of expected behaviors/rules at school.

Results: Student is now staying with his classmates throughout the school day, participating appropriately in classroom activities and impulsive behaviors have significantly reduced.

Parent Outreach

Mother requesting assessment 10 months ago, learned 3 months ago her child was retained despite assessment not being completed. She was rightfully upset. After communication with admins and learning about the SST process, mom expressed sincere relief and gratitude that future support for her daughter will include her as an invaluable SST/IEP team member.