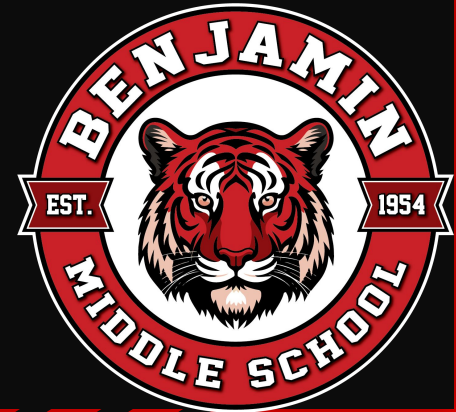




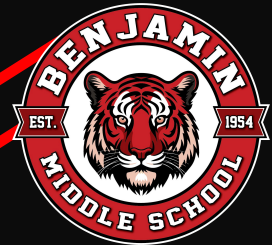
# Student Services



Dr. Salamone 2025-2026

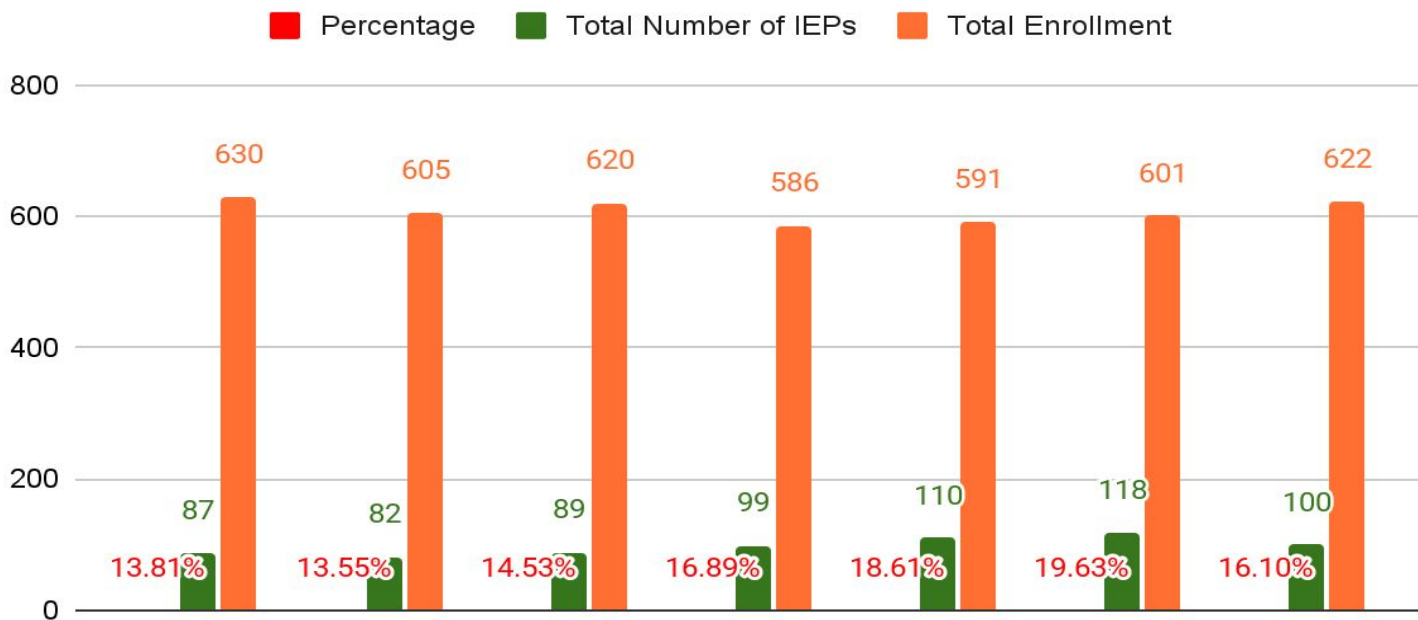


# Special Education & 504 Plan Data



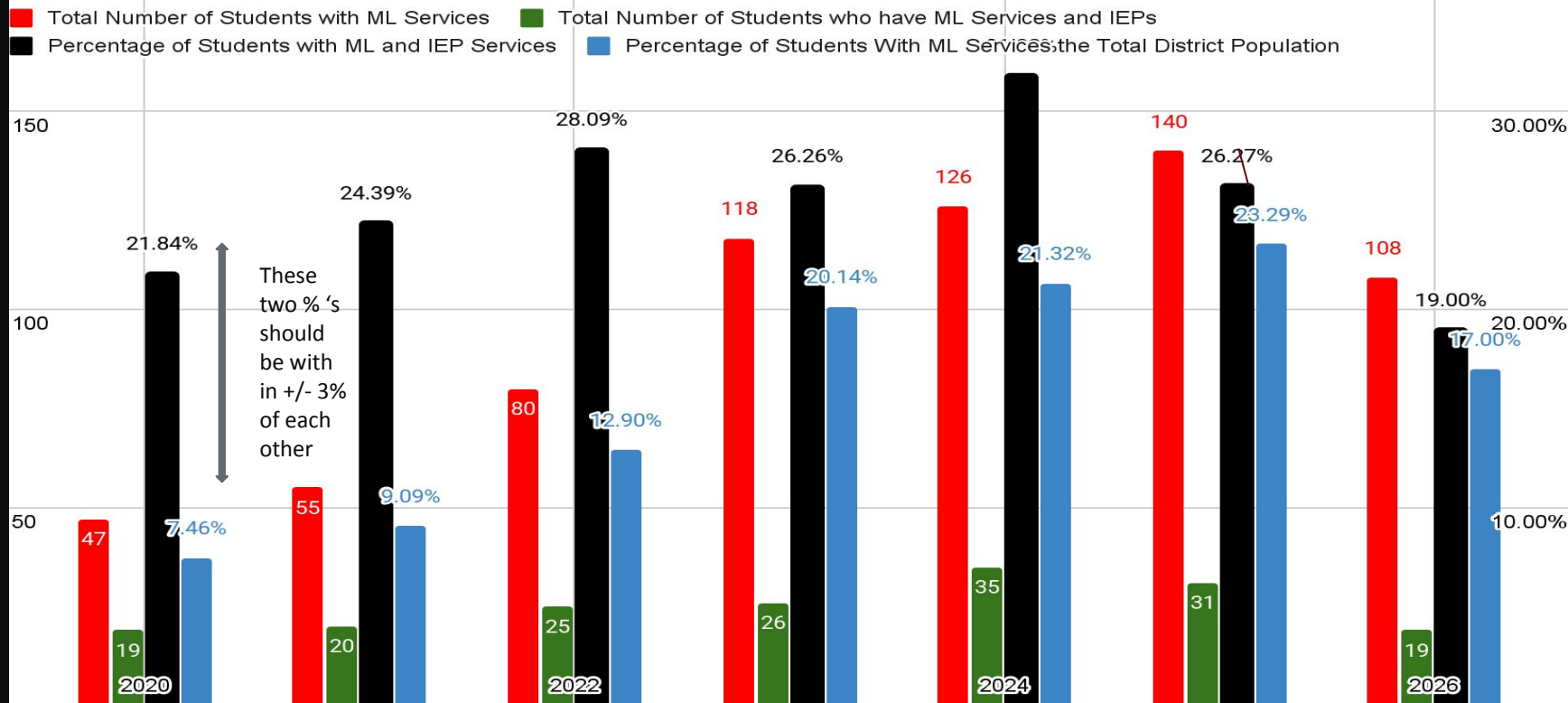
# December 1st Historical Data

Individualized Education Plan (IEP) Data Based on December 1st count



# Special education and Multilingual (ML) services

Multilinguals' (ML) with special education services percentage compared to total ML population



Local Education Agency (LEA) outcomes	FY 24 State Target	FY 24 LEA Data	FY 23 LEA data	Score (0-3)
Early Childhood				
Indicator 6a: Early Childhood Service Delivery Settings	48%	69.60%	75%	3
Indicator 12: IDEA Part C to Part B Secondary Outcomes	100%	100%	100%	3
Additional Outcomes				
Indicator 5a: LRE	53.50%	63.30%	75%	3
Indicator 4b: Suspension/Expulsion	No Policies Contributing to a significant discrepancy	Met	Met	3

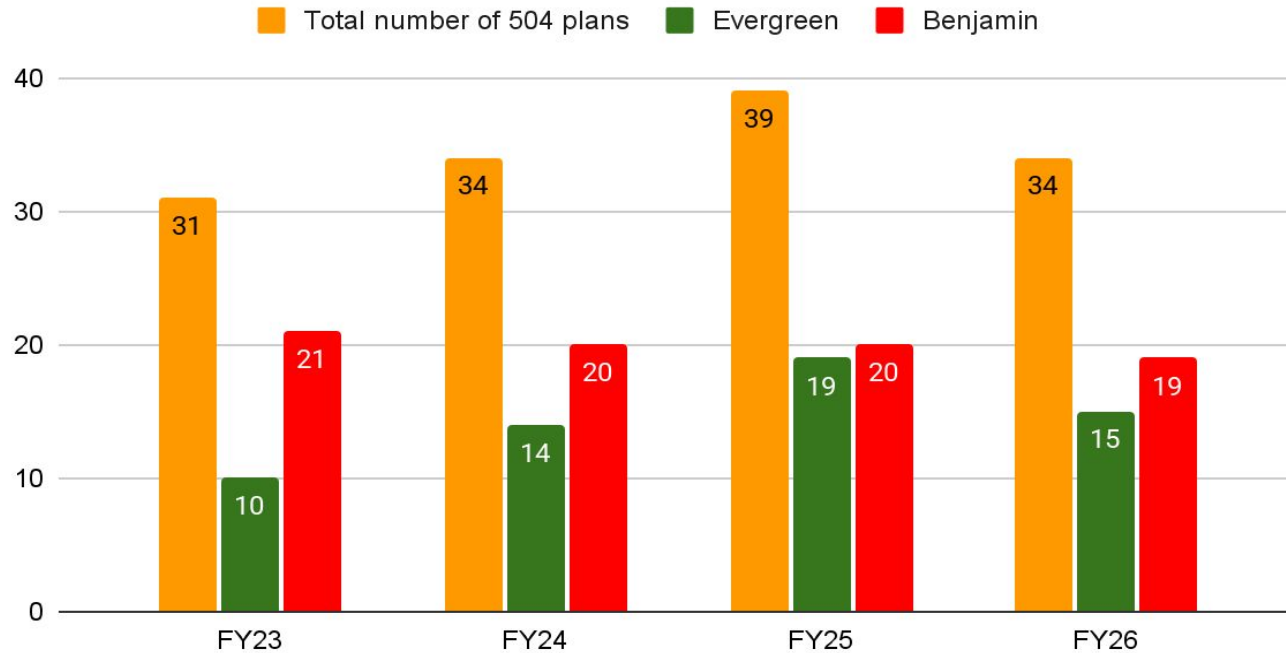
Local Education Agency (LEA) outcomes	FY 24 State Target	FY 24 LEA Data	FY 23 LEA data	Score (0-3)
Additional Outcomes				
Indicator 9 : Disproportionality (IEPs)	No Policies Contributing to a significant discrepancy	Met	Met	3
Indicator 10: Disproportionality (specific disability categories)	No Policies Contributing to a significant discrepancy	Met	Met	3
Indicator 11: Child Find	100%	100%	100%	3
Timely Correction of Noncompliance	One Year	Met	Met	3

Local Education Agency (LEA) outcomes	FY 24 State Target	FY 24 LEA Data	FY 23 LEA data	Score (0-3)
Data				
Indicator 20: Timely, Valid and Reliable Data	completed on time and data are found to be valid and reliable	Met	Met	3

**TIERED LEVEL OF SUPPORT 1 - District meets requirements**

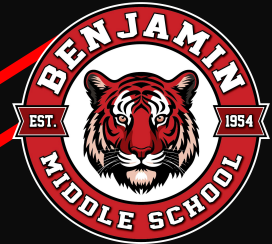
# 504 plan data

## 504 Plans





# Early Childhood



# Benjamin SD25 Early Childhood Program

## Purpose

- Provide a general education environment for students who require special education services

## Classroom Makeup

- Five students with Individualized Education Plans (IEPs) (not speech only); Eleven students who have met our At-Risk criteria (may include speech only IEPs)

## Process

- Conduct seven screenings a year using the Speed Dial
  - Pre-academics
  - Speech development
  - Motor development
  - Parent questionnaire
- If Multilingual (ML) Pre-IPT- second language screener
- Conduct Play based assessments throughout the year using the Transdisciplinary Play-Based Assessment tool (TPBA2)
  - Academics
  - Cognitive
  - Motor
  - Speech
  - Social emotional
  - Functional
  - Health
  - Parent scales

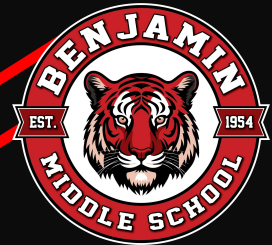
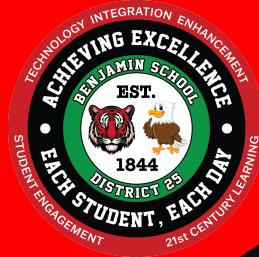
## Current EC Child Find and Early Intervention Data

Completed Child finds	Scheduled	Expected/Completed Early Intervention (EI)
16 7 no shows, 4 met program criteria, and 1 rescheduled.	13	9/2

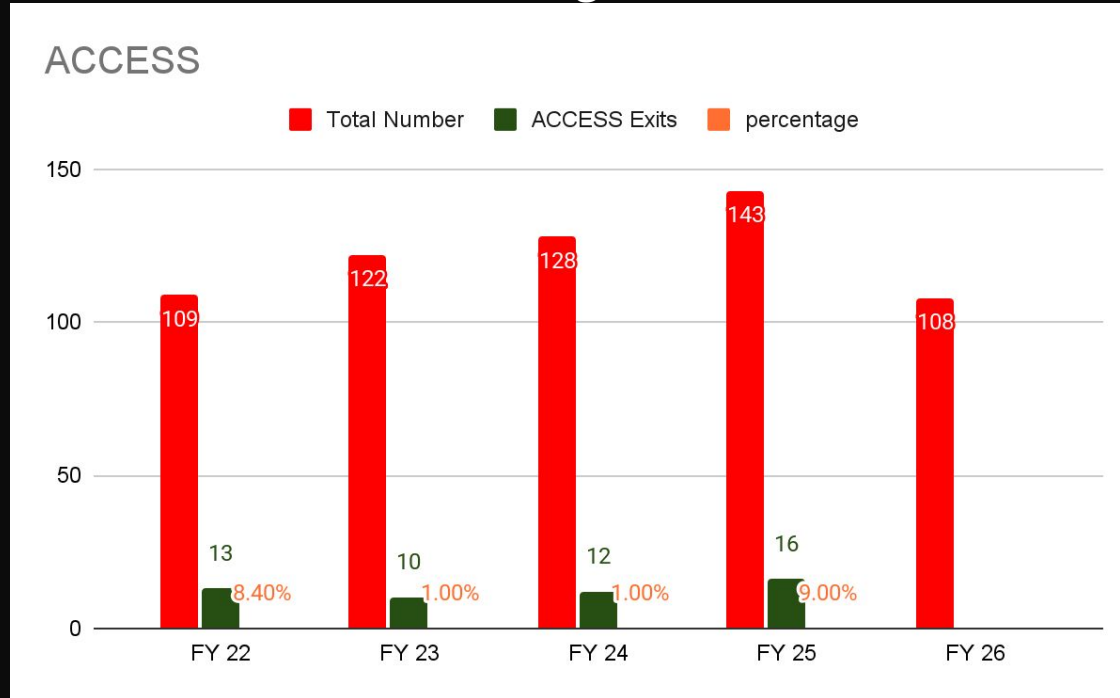
### Current EC numbers

Mrs. Quealy	Mrs. Zapata
AM: 6	AM: 4
PM: 10	PM: 12

# Multilingual (ML)



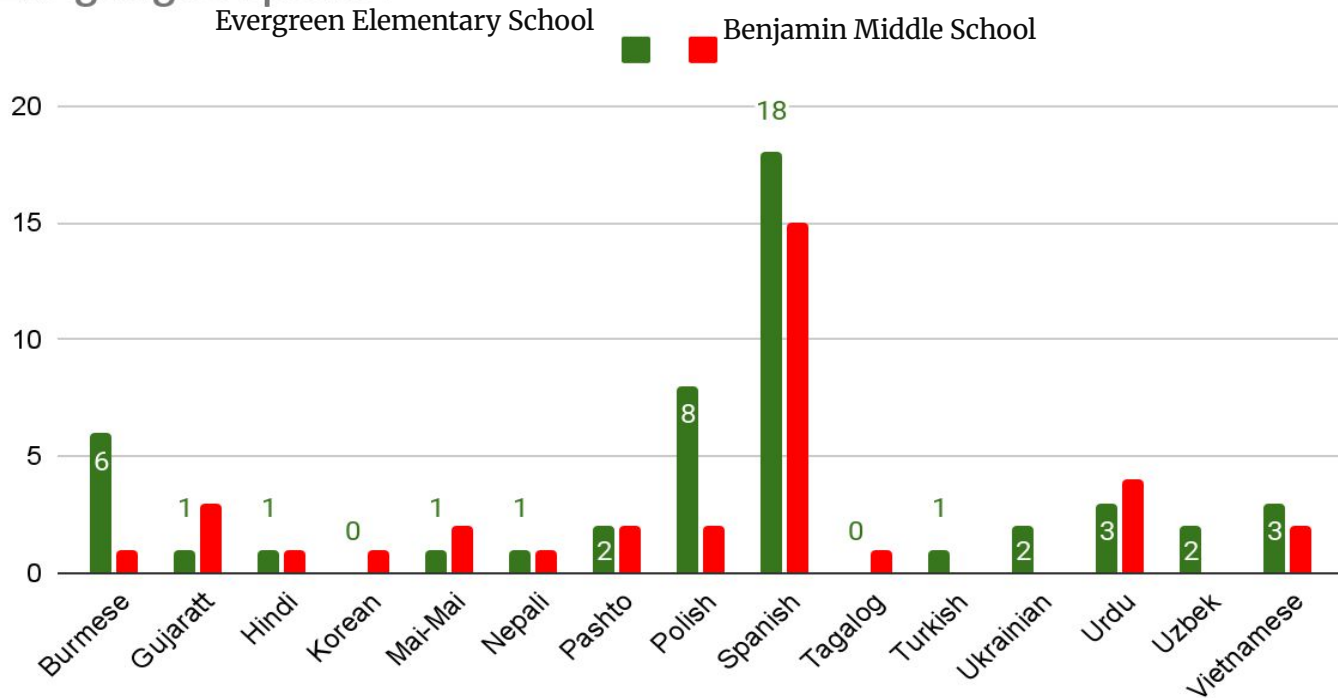
## Current Multilingual (ML) data



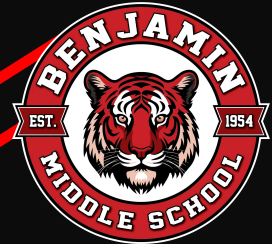
ACCESS graduates FY22- FY25

Current Multilingual (ML) data: 20 languages spoken by our current ML learners but 33 languages are spoken by our community of families

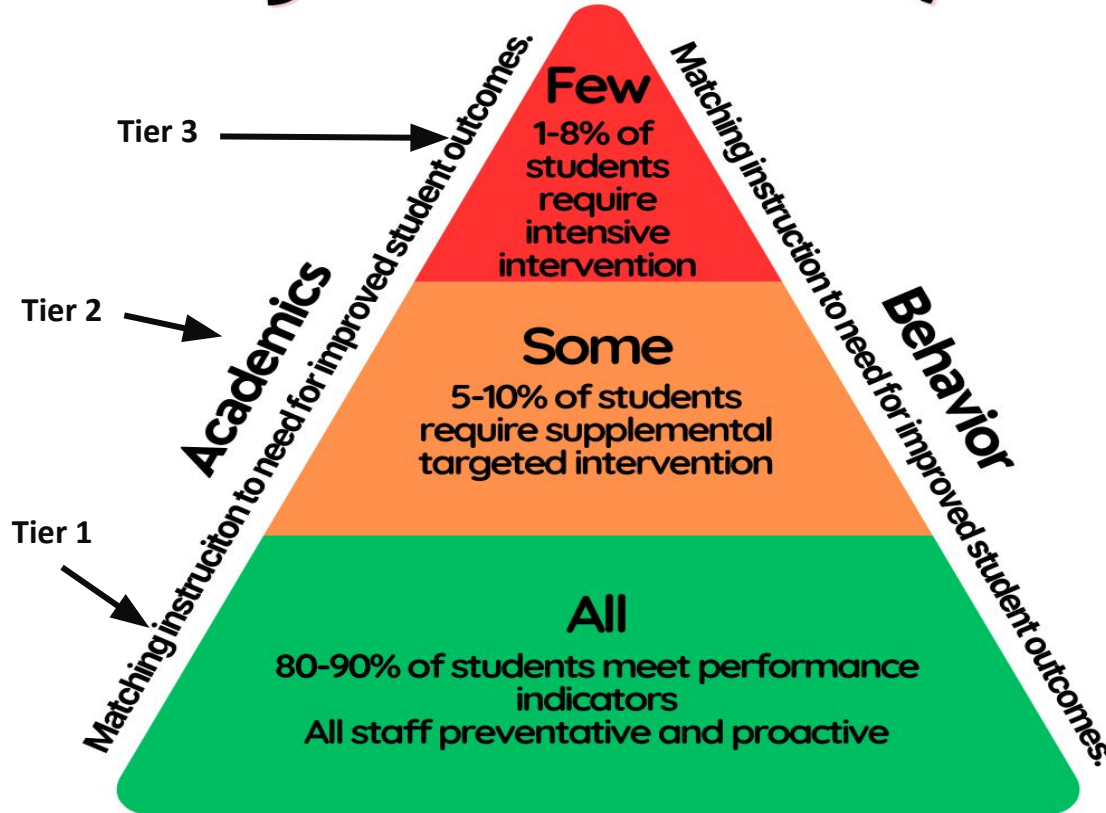
### Languages spoken



# Multi Tiered Systems of Support (MTSS)



# MULTI TIERED SYSTEMS OF SUPPORT





# Benjamin Middle School: Current Tier 2 & 3 Student Reading Supports by Grade Level

## Delivery Model

- **1:1 Reading Support:** 1–5 sessions/week based on need & schedule
- **Progress Monitoring:** Continuous; reviewed at data checkpoints
- **Adjustments:** Intervention, frequency, or dismissal determined by data

## Intervention Tools & Target Groups

Tool	Target Students	Focus Area
SLANT/Wilson	Beginning /basic decoders	Phonics & decoding
REWARDS (2 levels)	Above 3rd grade- Decoding review	Multisyllabic decoding & fluency
Lexia Power UP	Comprehension/Word Study	Comprehension, grammar, & fluency
Wordly Wise	ESL/ Vocabulary Gaps	Vocabulary development

# Benjamin Middle School: Current Tier 2 & 3 Student Reading Supports by Grade Level Continued...

## Frequency & Duration:

- Sessions: 1–5 times per week
- Duration: Until data review (adjust or exit based on progress)

## Selection Criteria:

- Identified through STAR and FastBridge CBM data and classroom performance.
- Placement determined by decoding level, comprehension needs, and language proficiency.

## Progress Indicators:

- Making Progress:
  - ◆ STAR/FastBridge CBM trending toward goal ( $\geq 31$ st percentile)
  - ◆ ELA grade A or B
  - ◆ Considered for dismissal or reduced support.
- Not Making Progress:
  - ◆ STAR/FastBridge CBM  $< 31$ st percentile or stagnant
  - ◆ ELA grade C or below
  - ◆ Intervention modified or intensified.

# Evergreen Elementary School: Current Tier 2 & 3 Student Reading Supports by Grade Level

## Entrance Criteria for Tier 2:

1. 2b 25-30th percentile
  - a. Supports provided in the classroom by classroom teacher
  - b. Data collected every other week
2. 2a 11-24th percentile
  - a. May be supported by classroom teacher or Reading Specialist
    - i. Reading specialist provides services 2-3 days a week
  - b. Data collected every week

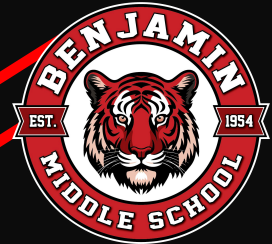
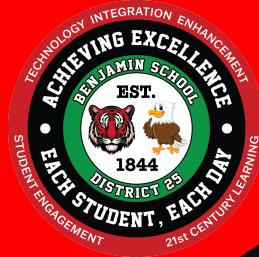
Exit Criteria for Tier 2: Six weeks of positive data trends

## Entrance Criteria for Tier 3:

1. 0-10th percentile
  - a. Reading specialist provides services 5 days a week
  - b. Data is collected weekly

Exit Criteria for Tier 3: Six weeks of positive data trends

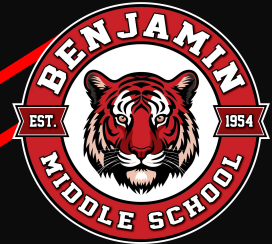
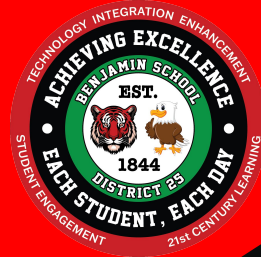
# McKinney Vento (Youth in Care)



## McKinney Vento / Youth in Care

1. We currently have five families that qualify under the McKinney Vento Act
2. We currently provide transportation to two of those families
3. There are two additional families that reside in our district but attend their previous district that we share transportation costs on
4. We currently have two Youth in Care students

# Student Services Future Priorities



# Future Priorities

1. Collaborating with Mrs. Smith to support the Multi Tiered Systems of Support (MTSS) committee
2. Continuing to focus on special education services and the identification process
3. Continuing to grow our Early Childhood program