

Special Education Board Report – October 2022

Summer Bridge Program:

We had 7 students participate in the Summer Bridge Program in Wilder to provide compensatory services for last school year. Of the 7 students that attended 6/7 students received all the compensatory services. One student did not attend frequently enough to complete all the service time to be provided.

Staffing:

Positions filled:

We were able to contract with Hello Hero to welcome Dena Bachman as the special education teacher for Wilder k-12 Brick and Mortar students. She will be working with the paraprofessionals and providing services as well as providing some services herself through the devices the students are using in Wilder as she is an online teacher.

We were able to hire a PK teacher for Marsing Elementary. April Edmitson comes to us from ANR now called RISE. She supported the ANR preschool program for 6 years and is excited to be working with our PK students. She is already making a great impact in the classroom for these students.

Since the last board meeting we have been able to find a few paraprofessionals to support the programs. We were able to replace the resignations of the paraprofessionals in Notus and Parma. We hired a paraprofessional for Homedale and a CBRS for Marsing.

Staffing Still needed:

We are still looking for:

Certified

High School Special Education Teacher Marsing
ERR Special Education Teacher Marsing

2 Certified positions still to fill

Classified

2 PK Paraprofessional for Marsing one to support Husky Pups
High School Paraprofessional Marsing
3 Middle School Paraprofessionals Marsing 1 RR, 1 ERR 1 TLC
1 CBRS Marsing TLC

PK Paraprofessional Notus part-time
2 CBRS for COSSA Academy
1 Para ERR COSSA Academy

1 Para SDC Homedale Elementary
1 Para Homedale Middle School
1 Para Homedale High School

1 Para Wilder TLC
1 Para Wilder RR

1 Para Wilder SDC
2 BI Specialists Wilder SDC

Total of 17 Classified position still to fill.

Specially Designed Instruction and Least Restrictive Environment

All Certified Staff attended a training conducted by SESTA on October 7th. There was a lot of discussion with SESTA and staff regarding Specially Designed Instruction and Least Restrictive Environment. It appears that many people have the impression that LRE means inclusion to the maximum extent possible. However, in looking at the definition of LRE it states:

300.114 LRE requirements.

(a) General.

(1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Given this, LRE should be based upon what Specially Designed Instruction the student requires to meet the goals outlined on the IEP. Service times and delivery statements on the IEP are developed based on the Specially Designed Instruction to be provided.

300.39 Special education.

(a) General.

(1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—

(i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;

(ii) Travel training; and

(iii) Vocational education.

(b) Individual special education terms defined. The terms in this definition are defined as follows:

(1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

(2) Physical education means—

(i) The development of—

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and

(ii) Includes special physical education, adapted physical education, movement education, and motor development.

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—

(i) Develop an awareness of the environment in which they live; and

(ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

(5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

Under these guidelines the IEP team should be considering what specially designed instruction (change in method, content, or delivery of instruction does this student need, and where can that best take place for the student to meet the goals as stated on the IEP. That will determine how much time the student needs for this instruction and where it should take place. This is based on each individual student not based on a "pull-out or inclusion" model.

This training is helping our staff re-look at what is the LRE for each student and how their specially designed instruction is being delivered specific to the IEP goals. It was made clear that the time provided on the IEP for services must be time where the student is receiving instruction or doing independent work practicing the skill they are learning through that instruction specific to the IEP goal. If a student only requires prompting and that would be an accommodation. The use of a paraprofessional who is only tutoring through the general education assignments does not constitute specially designed instruction as that is not a change in content, method, or the way in which instruction is delivered to meet the unique needs of the student with a disability. However, if a paraprofessional is working with a student or group of student on using grade level text to identify key vocabulary at the end of the text or key words to support comprehension and is teaching the students how to identify those words that could be considered specially designed instruction. Given this, each teacher may be talking to their building administrator about their learning and how best to meet their students' needs under these guidelines.

Special Education Student Numbers as of 10/17/2022

District	Program	# or Students
Parma	Elementary RR	17
Parma	Elementary ERR	12
Parma	Middle RR	31
Parma	Middle ERR	27
Parma	High School	31

Parma	SLP Only	15
		125

COSSA Academy	ERR	22
COSSA Academy	TLC	16
		38

Notus	Elem/High	42
Notus	SLP Only	10
Notus	PK	10
		62

Wilder	Elem RR	30
Wilder	Middle/High RR	19
Wilder	SLP Only	4
Wilder	IFRA	62
Wilder	TLC	6
Wilder	SDC	14
		135

Homedale	High RR	48
Homedale	Middle RR	34
Homedale	Elem RR	35
Homedale	Elem ERR	20
Homedale	Elem SDC	4
Homedale	SLP Only	26
		167

Marsing	Elem RR	15
Marsing	Middle TLC	5
Marsing	Middle RR	22
Marsing	Middle ERR	12
Marsing	High School RR	15
Marsing	PK	17
Marsing	SLP Only	15
		101