



Student Support **SERVICES**





DEFINING EXCELLENCE





STUDENT SUPPORT SERVICES

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- TOPIC 1:** Special Education
 - TOPIC 2:** Section 504
 - TOPIC 3:** Health Services
 - TOPIC 4:** Mental Health
 - TOPIC 5:** Homebound/ Homebased
 - TOPIC 6:** Homeless/ Highly Mobile



**SPECIAL
EDUCATION**



Special Education

Special education is instruction that is individually designed to meet the unique needs of eligible students with disabilities.

Special education is:

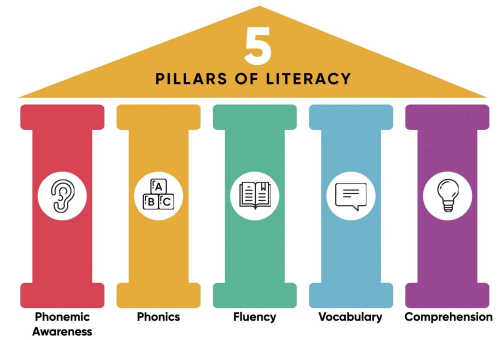
- Provided at public expense,
- Meets the standards of the state education agency,
- Includes preschool, elementary, and secondary education, and
- Is provided in conformity with an IEP.



Primary Disability Category	Child Count 24-25	Child Count 23-24	Child Count 22-23	Child Count 21-22	Child Count 20-21	Child Count 19-20
Speech Language Impaired	374	369	317	292	281	265
Developmental Cognitive Disability - Mild	29	26	25	27	27	28
Developmental Cognitive Disability - Severe	7	9	13	11	12	14
Physically Impaired	9	10	11	8	6	4
Hearing Impaired	31	31	28	24	29	30
Visually Impaired	3	3	4	5	4	4
Specific Learning Disability	176	190	177	167	147	154
Emotional or Behavior Disorders	85	79	88	78	73	74
Other Health Disability	173	160	148	134	137	119
Autism Spectrum Disorders	231	212	204	178	166	162
Traumatic Brain Injury	0	1	1	1	1	1
Developmental Delay (B - 6)	81	94	74	76	66	65
Severely Multiply Impaired	21	21	19	17	15	16
Total	1,220	1,205	1,109	1,018	964	936

SCIENCE OF READING: ELEMENTARY

- Elementary special education teachers will have LETRS training completed by end of 2024-25 school year.
- New staff receive LETRS training with completion after two year of hire date.
- All reading curriculum used in special education is evidence-based:
 - Sonday System I: K - 2 reading levels
 - Sonday System II: 3 - 8 reading levels
 - 95 RAP (f/k/a Hillrap): K - 5 reading levels
 - Heggerty: K - 3 phonemic awareness
 - Lexia: K - 5 reading levels



PROGRESS MONITORING: ELEMENTARY

- FASTBridge is used to progress monitor all appropriate students.
 - earlyReading: Phonics and fluency at their individual reading level (Gr. K - 1).
 - Curriculum Based Measures (CBM): Reading fluency at their individual reading level, (Gr. 2 - 5).
- FASTBridge is not appropriate for students using assistive augmentative communication (AAC), the Minnesota Department of Education is working on an alternate option for students with these needs.
 - Teachers are currently using curriculum based measures, probes, and work samples to collect data for progress monitoring.



READING INTERVENTION: ELEMENTARY

1	Teacher Name	Students at High or some risk	Fall; Screening to Intervention; Select from pull down menu	Who is Progress Monitoring?	Notes/Action Steps	Exited from Intervention: Meet Benchmark Goal 3 or More Times	Exited from Progress Monitoring (Additional 1-2 months)	Quick Link: Progressing Monitoring in FAST
2	Example Teacher Name	Student Name	Word Mix Up ▾	Sped + specific Name of teacher	Talk w/Tier 2 or 3 teacher to understand specific gaps and interventions Increase onset-sound instruction Deliver another diagnostic to understand gaps			
3	Remsing	Test, Whitney	Vocabulary In-Text and Beyond ▾	Remsing	Growth from 116-129			
4			Choose Intervention ▾					
5			Choose Intervention ▾					
6			Choose Intervention ▾					
7			Choose Intervention ▾					
8			Choose Intervention ▾					
9			Choose Intervention ▾					
10			Choose Intervention ▾					
11			Choose Intervention ▾					
12			Choose Intervention ▾					





EPS DATA METRICS PLAN: ELEMENTARY

K-1 Literacy Proficiency by Student Special Ed / 504 Status

K-1 ELA Label		SPED / 504 Student Status		Fast Bridge earlyReading Spring Proficiency			
				Proficient		Not Proficient	
				Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Gen Ed Student	82.95%	574	17.05%	118		
	Special Ed Student	61.64%	90	38.36%	56		

2nd Grade Literacy Proficiency by Student Special Ed / 504 Status

2nd Grade ELA Label		SPED / 504 Student Status		FastBridge CBMr Spring Proficiency			
				Proficient		Not Proficient	
				Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Gen Ed Student	81.20%	311	18.80%	72		
	Special Ed Student	50.48%	53	49.52%	52		

3rd Grade Literacy Proficiency by Student Special Ed / 504 Status

3rd Grade ELA Label		SPED / 504 Student Status		ELA FastBridge Spring Proficiency			
				Proficient		Not Proficient	
				Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Gen Ed Student	75.82%	370	24.18%	118		
	Special Ed Student	54.70%	64	45.30%	53		
	Section 504 Student	75.00%	21	25.00%	7		

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

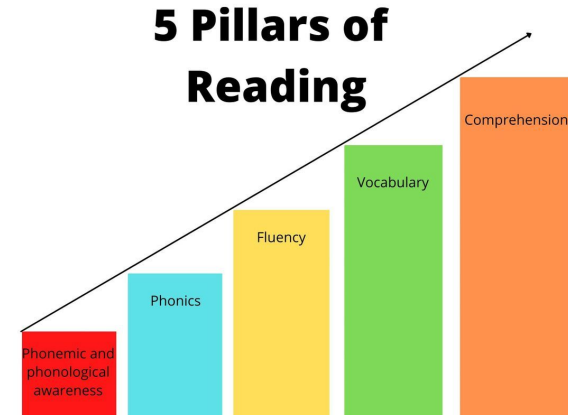
Grade Band	SPED / 504 Student Stat.	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive	27.17%	25
		Not Aggressive Growth	72.83%	67
	Special Ed Student	Aggressive	16.00%	4
		Not Aggressive Growth	84.00%	21

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	47.55%	136
		Not Aggressive Growth	52.45%	150
	Special Ed Student	Aggressive Growth	37.31%	75
		Not Aggressive Growth	62.69%	126
	Section 504 Student	Aggressive Growth	33.33%	8
		Not Aggressive Growth	66.67%	16

SCIENCE OF READING: SECONDARY

- Secondary special education teachers will have LETRS training completed by end of 2025 - 26 school year.
- New staff receive LETRS training with completion after two year of hire date.
- All reading curriculum used in special education is evidence-based:
 - Sonday System I & II: Phonics
 - 95 RAP (f/k/a Hillrap): 6 - 8 Phonics
 - Achieve 3000: 9 - 12 supplemental reading curriculum
 - Language!: 6 - 12 replacement reading curriculum



PROGRESS MONITORING: Gr. 6 - 9

- FASTBridge is used to screen all appropriate students.
 - CBM: Measures reading fluency at their individual reading level, adaptive test (Gr. 6 - 8)
- Common Formative Assessments are reviewed with 9th grade collaborative teams (9th grade teaming model).
- FASTBridge is not appropriate for students using assistive augmentative communication (AAC), the Minnesota Department of Education is working on an alternate option for students with these needs.
 - Teachers are currently using curriculum based measures, probes, and work samples to collect data for progress monitoring.



EPS DATA METRICS PLAN: SECONDARY

6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	11.46%	179
		Typical Growth	36.36%	568
		Not Aggressive or Typical Growth	52.18%	815
	Special Ed Student	Aggressive Growth	21.08%	43
		Typical Growth	32.35%	66
		Not Aggressive or Typical Growth	46.57%	95
	Section 504 Student	Aggressive Growth	9.84%	12
		Typical Growth	41.80%	51
		Not Aggressive or Typical Growth	48.36%	59

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	24.25%	73
		Not Aggressive Growth	75.75%	228
	Special Ed Student	Aggressive Growth	29.20%	33
		Not Aggressive Growth	70.80%	80
	Section 504 Student	Aggressive Growth	16.67%	4
		Not Aggressive Growth	83.33%	20

MCA Reading Assessment Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	MCA Reading Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient	91.29%	461
		Not Proficient	8.71%	44
	Special Ed Student	Proficient	53.49%	23
		Not Proficient	46.51%	20
	Section 504 Student	Proficient	91.38%	53
		Not Proficient	8.62%	5

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504	Students Achieving Agg.	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Aggressive Growth	26.19%	22
		Not Aggressive Growth	73.81%	62
	Special Ed Student	Aggressive Growth	15.79%	6
		Not Aggressive Growth	84.21%	32

LITERACY FOR ALL: K - 12

- Site-based teachers are applying LETRS methodology with Literacy for All to teach students to read.
- Literacy for All is a comprehensive approach to literacy developed by Dr. Patricia Cunningham and Dr. Dorothy Hall and then adapted by Dr. Karen Erickson and Dr. David Koppenhaver through their research at the University of North Carolina at Chapel Hill.
- Appropriate for students with:
 - Moderate to severe cognitive disabilities
 - Complex communication needs
 - Multiple disabilities including deaf/ blindness and physical access challenges
- Shared reading, writing, self-selected reading, and working with words
- Partnership with Brightworks: teacher observations, monthly professional development, student progress monitoring



**POLAR
PLUNGE**

PRESENTED BY LAW ENFORCEMENT
FOR SPECIAL OLYMPICS MINNESOTA

Special
Olympics
Minnesota

PLUNGEMN.ORG



EDINA UNIFIED
Building authentic relationships

UNIFIED SCHOOLS COMMITMENT

- All EPS elementary joined our secondary schools in signing the Special Olympics Unified Champion School commitment letter this fall.
- The commitment letter is a formal expression of our district's commitment to inclusion, acceptance, and respect for all students through the implementation of the Unified Schools Program.
- The focus of Unified in elementary schools is peer education on disability and difference.
- Special Education Advisory Council (SEAC) members provided a donation to the district to be used to purchase books that can be used to increase awareness of disability and inclusion.



UNIFIED SCHOOLS PILLARS

- Three pillars for Unified Schools: Unified Sports, whole school engagement, and inclusive student leadership
- Unified Activities Happening in our District:
 - Sports: Unified Developmentally Appropriate Physical Education, Unified Cheer, and an Annual Track and Field Event.
 - Whole School Engagement: Disability awareness, bullying prevention, Polar Plunge, Inclusion Week, and Unified Assemblies.
 - Inclusive Student Leadership: Planning community outings, Theatre for All, Unified Recess, Unified Art, and Unified Dance Party.



UNIFIED TRANSITION: PROJECT SEARCH



- Project SEARCH interns completed the fourth-month of their nine-month internship at Southdale Hospital.
- Interns are experiencing a total immersion in their workplace to acquire skills for competitive employment.
- We are beginning the selection process for interns for the 2025 - 2026 school year.

SPECIAL EDUCATION INITIATIVES

- Bridges Math: Early implementation has started on an elementary supplementary math curriculum. Teachers piloting materials are reporting strong student gains.
- Benchmark Literacy: Two special education teachers are on the elementary implementation team.
- Step Up to Writing: Teacher training (K - 12) is beginning this January for early implementers.
- Number Worlds: First year of full implementation on supplementary secondary math curriculum.
- New Teacher Supports: Monthly professional development series to support teacher onboarding, performance, and retention.
- Paraprofessional Training: Creation of a paraprofessional handbook and an online catalog of training courses to support onboarding, performance, and retention for staff hired throughout the year.
- Special Education Teacher Pipeline Grant: Financial support and mentorship for 20 paraprofessional working toward teacher licensure.



2

**SECTION 504 OF
THE
REHABILITATION
ACT**





SECTION 504

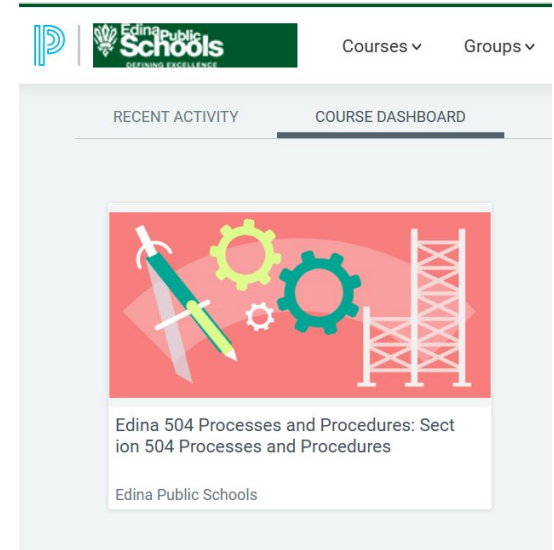
Section 504 is a federal anti-discrimination statute.

Protections apply to students who have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.



SECTION 504

- Edina Public Schools has 644 - 504 Plans.
- During the 2023 - 2024 school year, 504 coordinators attended professional development:
 - February: 504 Legal Update presented by Squires, Waldspurger, & Mace
 - April: 504 plan development and procedures
- Staff are able to access an online course and receive CEUs based upon completion of the course quiz.





3

**HEALTH
SERVICES**





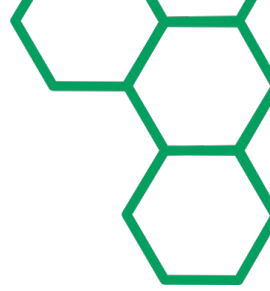
HEALTH SERVICES

School health services promote the health and well-being of students and create a safe and healthy school environment.

School health services include:

- Health care during school day,
- Health education,
- Health promotion,
- Emergency preparedness,
- Infection control, and
- Reporting.





HEALTH EMERGENCIES

37

**Injuries resulting
in student referral
to medical care.**

15

**911 calls, 12 were
medical related.**

3

**Stock
epinephrine used
for anaphylaxis.**

HEALTH OFFICE INITIATIVES

- Comprehensive School Threat Assessment (CSTAG): All licensed school nurses received training and are active members of their school's threat assessment team.
- Opioid Overdose Treatment: All health office staff have been trained to recognize the signs of an overdose and to administer Narcan.
- Third-Party Billing: Working to increase revenue through accurate documentation of services provided to students.
- Donations:
 - Lake Harriet Masonic Lodge donated \$2,864 to provide diabetic supplies for our students.
 - Minnesota Lions Club and Children's Hospital and Clinics of Minnesota have donated screening equipment to our district (5 tablet based hearing screeners, 1 re-screener, and 1 electric scope).



4

**MENTAL
HEALTH**





SCHOOL MENTAL HEALTH SERVICES



School mental health services provide a full array of support and services that promote mental health and wellbeing while reducing the prevalence of mental illness.

- Counseling services
- Social work services
- Co-located services through Fraser
- Chemical health services through Relate



MENTAL HEALTH INITIATIVES

- Minnesota Department of Education and Minnesota Department of Health have been holding training sessions for districts to begin preparations to third-party bill for mental health services provided by eligible providers.
- Design teams are meeting this school year to strengthen our district mental health continuum.
- Minnesota Student Survey will be administered to students this spring.
- PREPaRE training took place for all mental health providers to equip them with the tools needed to provide immediate mental health crisis intervention to students, staff, and community members simultaneously exposed to an acute traumatic stressor.



5

**HOMEBOUND &
HOMEBASED
SERVICES**





HOMEBOUND & HOMEBASED SERVICES

Homebound students have been confined to their home by a medical authority and may receive instruction in their home.

Students may also receive homebased instruction through their IEP or due to discipline.





**HOMELESS &
HIGHLY MOBILE
STUDENTS**



HOMELESS & HIGHLY MOBILE STUDENTS



The McKinney - Vento Homeless Assistance Act is a federal law that provides educational rights and services to youth experiencing homelessness.

Including:

- A free, appropriate public education,
- Enrollment in school immediately, even if lacking documents normally required for enrollment,
- Enrollment in the local school; or continue attending the school they attended when permanently housed or the school in which they were last enrolled,
- Receive transportation to and from the school of origin, and
- Receive educational services comparable to those provided to other students, according to students' needs



QUESTIONS?

Edina Public Schools

