

**DEPARTMENT OF SPECIAL EDUCATION UPDATE
EXECUTIVE SUMMARY
PREPARED FOR BOARD OF TRUSTEES MEETING
MAY 22, 2012**

Board Goals

- Remain committed to providing equitable and outstanding opportunities for every student on every campus;
- Develop academic skills and interpersonal relationships necessary for students success in college, the workplace and for life;
- Encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical;
- Establish a high expectation level for success for all students, staff, parents and community.

Purpose of Report

The intent of this report is to provide the Board of Trustees information pertaining to the focus of the Department of Special Education during 2011-2012.

Objectives

- To implement program and services documented in each Individual Education Plans (IEPs) as agreed upon by the Annual Review and Dismissal (ARD) committee members to ensure education benefit and a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE);
- To provide quality guidance, support and training to educators and professionals who implement IEPs to ensure students with disabilities have access and participate in the general education curriculum.

Status

As of May 16, 2012, the special education student count is 2,473. Student count is divided as follows: Early Education – 132, Elementary - 1,294, Middle School - 494, High School – 522, and Alternative Campuses 31. The following chart represents student counts and percentages over the past three years. Data is based on PEIMS submission and primary disability only.

Disability Categories	2011 Count	2011 Percentage	2010 Count	2010 Percentage	2009 Count	2009 Percentage
AI	79	3.28	83	3.48	89	3.66
AU	166	6.90	152	6.38	135	5.55
DB	2	.08	2	.08	1	.04
ED	200	8.31	200	8.39	203	8.34
LD	776	32.24	802	33.16	816	33.54
MD	51	2.12	53	2.22	67	2.75
MR	128	5.32	112	4.70	113	4.64
NEC	19	.79	17	.71	7	.29
OHI	309	12.84	332	13.93	370	15.21
OI	12	.50	11	.46	16	.66
SI	647	26.88	602	25.26	593	24.37
TBI	5	.21	6	.25	7	.29
VI	13	.54	11	.46	16	.66
TOTAL	2,407	100.00	2,383	100.00	2,433	100.00

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Activities

The special education leadership team has worked continually and diligently toward the improvement of special education services district wide. Examples of the activities include:

- **Parent Collaboration/Activities:** Parent Resource Nights (Special Education 101, The ARD Process), Private School Parent Meetings (Autism, Behavior and Dyslexia), Transition Parent Nights, collaboration with parent to create an AU Parent Network, parent of students with Autism night, Community Resource and Transition Expo, 18 Pre-school Screening;
- **Community Collaboration/Partnerships:** Universities (SLP internships, TWU - APE, UNT Autism Center, TWU Job Fair), JJAEP, Denton Rotary Club (Exceptional Student of the Month), Goodwill of Denton, ReadyStart (ECI);
- **Campus Collaboration:** campus leadership team, campus PLC meetings, campus staffing, ARDs, elementary inclusion teacher after school meetings/training and AU campus contact meetings, Dr. Marilyn Friend Co-teaching training, numerous teacher training, principal updates, weekly diagnostician support group, funding to attend to numerous ESC training opportunities, campus consultation on effective and efficient scheduling, side-by-side consultation and demonstration to teachers of new specialized self-contained classrooms; consultation with self-contained teachers administering STAAR Alt, served as supervisor for several teachers for STAAR Alt, resource for PPCD/Life Skills/ALS/Inclusion teachers;
- **Secondary Issues:** Transition for 14 Year Old Students training and consultation, MECCA implementation, Transition Nights for Parents, Community Resource and Transition Expo State Performance Indicators 13 & 14 folder review;
- **Teacher Training:** Crisis Prevention Intervention, Writing of PLAAFS, Standards Based IEPs, Transition for 14 Year Olds, STAAR Alt training and support;
- **Policies, Procedures, Guidelines:** Special Education Homebound Manual, Adaptive PE Guidelines, Assistive Technology Guidelines; Operating Guidelines, AU best practices research/site visits, PPCD LRE improvement;
- **Other Collaboration:** PPCD Curriculum training, Reports Cards for students in self-contained classrooms, Extended School Day, ESC Region XI (PPCD programming, improve LRE 3-5 year olds);
- **Compliance:** Reduced TEA complaints/Due Process/OCR complaints to 1, implemented CAP for SPP 11 & 13, wrote and distributed Standard Practice Memos (Assessment Timelines, Functional/Academic IEPs, IEP Distribution, RWA Letters, Bring Your Own Technology, etc...), Regional Day School for the Deaf (RDSPD) Peer Review, maintained compliance with Residential Facilities, to date have moved to 100% compliance for SPP indicators 11, 12 and 13, remained compliant with Performance Based Monitoring (performance level 0).

Summary

The Special Education Leadership team has had the opportunity to positively influence the improvement of special education services and support for students with disabilities as well as provide guidance and training for teachers. Staff is focused on finding solutions to identified areas of needed improvement. The leadership team constantly strives to improve communication, create consistent district-wide practices and enhance services for all students with disabilities.