

Special Education Board Report April 2023

End of School Year Wrap UP

As we near the end of the school year teachers are busier than ever with students being referred for initial evaluations through the MTSS/RTI process, completing IEP annual reviews and eligibilities that are due in the fall to give them time for training on the new software coming, and working with teams for students making a transition from one program/building to a new one. A lot of positive feedback has been received on the school year including:

- Appreciation for classified stipends
- 100% compliance on GSFR in every school district
- Projected 90% staff retention for next year
- Implementation of a new IEP software
- Medicaid Billing projected to meet or exceed projected revenues for the 2022-2023 school year

Budgeting

As we look to next year and budgets, we have no choice but to increase monies needed to support students with special needs as the classified salary scale will need to be adjusted due to monies set aside for these increases as well as certified salary scale increases also approved by the legislature. It is our goal to only increase our expenses to reflect these flow through dollars, the addition of the additional teachers/paras requested at previous board meetings, and to improve health care benefits for staff working with the most challenging students.

Principal/Counselor Meeting

As we continue to look at the opportunities for our students with special needs and the placement of students in a CRTEC program, we are finding that after one year in the program many students do not move on because they are unable to meet the rigor of the programs and/or pass necessary assessments. The following guidance documents will be provided at the Principal/Counselor meeting:

SPECIAL EDUCATION ENTRANCE PROCEDURE

CRTEC

Special Education students (those served through an IEP) may be eligible for enrollment in CRTEC programs located in the Wilder CRTEC building. However, not all special education students are appropriate candidates for the CRTEC programs offered. Some special education students have been successful in CRTEC programs, however, many special education students may not be able to perform at the level necessary to participate.

The following procedures must be followed regarding special education students and their referral for enrollment in a CRTEC program.

- An IEP team meet must be held, prior to enrolling in a CRTEC program, to consider a change of placement from the current educational placement to a CRTEC program.
- The following team members will be invited to the meeting
 - o Parent(s) and/or Guardian(s)
 - o Student
 - o Special Education Teacher
 - o Administrator (Sending school Principal or Designee)
 - o CRTEC program teacher in desired program
 - o CRTEC program administrator
 - o Special Education Director
- A review of the student's education needs will be conducted to include:
 - o Special Education Eligibility
 - o Academic abilities
 - o Special Education needs
 - o Accommodations/Adaptations in the general education curriculum required
 - o Special Education services currently being provided
 - o Attendance
 - o Social/Emotional/Behavioral concerns
- CRTEC Administrator/Designee will review
 - o Skills/abilities needed to be successful and industry standard assessments skill levels students must have to move forward in the desired program.
 - o CRTEC school policies
 - o CRTEC student expectations
- The IEP team will determine if placement in a CRTEC program is appropriate or if the student should remain in the current educational placement.

Please note: CRTEC assessments and programs are not a Life Skill program. Students enrolled in these programs must meet industry standards and pass the Career Readiness and TSA assessments to be eligible for a CTE diploma. These assessments unlike ISAT and college board assessments do not allow for many accommodations as listed on IEPs as students must meet industry standards to obtain the certificate in the program in which they desire to enroll.

For more information, please contact the Special Education Director or CRTEC administrator for addition help. 208-482-6074

SPECIAL EDUCATION ENTRANCE PROCEDURES COSSA ACADEMY

Special Education students (those students served through an IEP) may be eligible for enrollment at the COSSA Academy (Alternative Education Programs). However, not all special education students are appropriate candidates for the alternative school program and the special education services that are available through the alternative education setting. Some special education students have been successful at the COSSA Academy, however, many special students may need the level of support services that are available in their current school placement.

The following procedures must be followed regarding special education students and their referral for enrollment at COSSA Academy.

- An IEP Team meeting must be held, prior to enrolling at COSSA Academy, to consider a change of placement from the current educational placement to COSSA Academy.
- The following team members will be invited to the meeting:
 - Parent (s)
 - Student
 - Special Education Teacher (current placement)
 - Administrator (Sending school Principal and/or Designee)
 - COSSA Academy Administrator and/or Designee
 - COSSA Special Education Director
- A review of the student's educational needs will be conducted to include:
 - Special Education Eligibility
 - Intellectual abilities
 - Academic abilities
 - Special Education needs
 - Accommodations/Adaptations to the general education curriculum required
 - Special Education services currently being provided
 - Attendance
 - Social/Emotional/Behavioral concerns
 - At-risk eligibility
- COSSA Academy Administrator/Designee will review:
 - School policies
 - Student expectations
- The IEP Team will determine if placement at COSSA Academy is appropriate or if the student should remain in the current educational placement.

Please note: These procedures apply only to special education students who are not placed, through the IEP process, in the Secondary TLC Program (ED) and High School Extended Resource Room (ERR) which are "housed" at the COSSA Academy.

For more information, please contact COSSA Special Education Director at (208) 482-6074