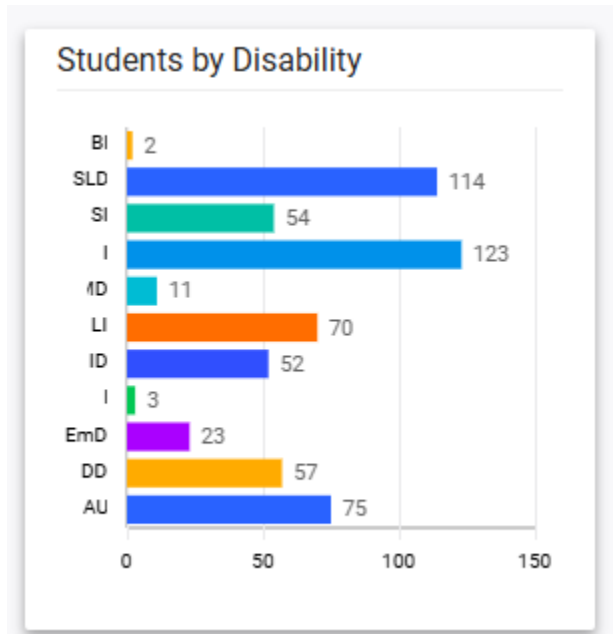


## Special Education December 2024 Board Report

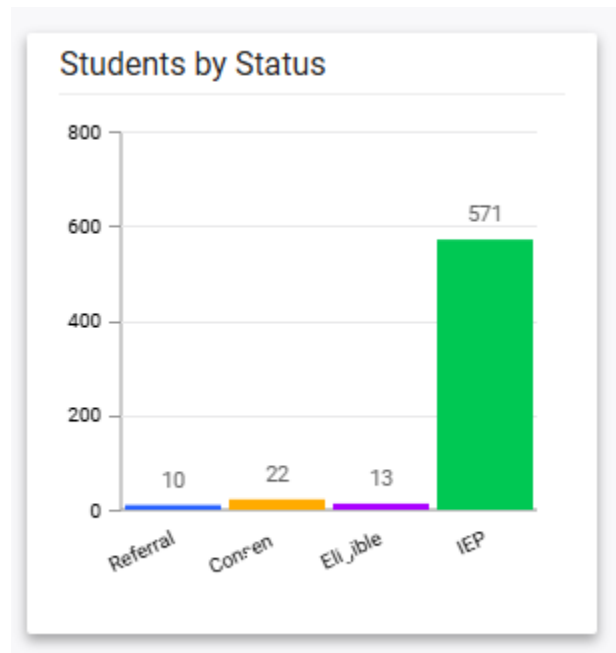
As we round the corner to welcome 2025, the Special Education Department has been busy with learning the Reading Horizons Intervention Curriculum. On November 15th, a representative from Reading Horizons came to train all the teachers on this research based curriculum based off of Orton Gillingham on how to teach reading and reading comprehension. Teachers were excited to have an intervention curriculum that they could use to teach reading skills rather than feeling they just needed to come up with lessons they felt were appropriate based on student need. I am excited to say that I am seeing teachers already using this in their classrooms and have seen improved student engagement with small group and whole class instruction.



### Initial Referrals

As we look at students who are being referred for special education services, we are continuing to support our general education partners on how to provide research based interventions for students. This intervention process is required for ALL disability categories for students moving forward as it is part of the Referral for Special Education Evaluation. We

are currently looking at a new trend in COSSA where the number of students who are eligible for services under the category of Other Health Impaired (OHI) is currently at 123 and the number of students eligible under Specific Learning Disability (SLD) is 114, meaning we are finding more students eligible for services under OHI rather than SLD. The next highest category is Autism which is higher than Speech Impairment, Language Impairment and Developmental Delay.



### 2025-2026 School Year

Although it's only December it is also time to start looking into how to continue to improve services for students across the districts. COSSA is unique in that it serves 5 school districts and COSSA Academy. This means 5 times the reporting to the SDE than any other Special Education Department in the state. The ideal staffing for COSSA to support our teachers and continue to improve services for students in my mind would include adopting a math intervention curriculum. In addition, I would recommend the following staffing:

At the COSSA Special Education Office Staffing Level:

- One Special Education Director
- One Assistant Special Education Director
- One Mentor/Consulting Teacher
- One Behavioral Consulting Teacher

School	Teachers	Paras	Difference from current staffing
Notus	1 Elementary RR 1 Middle/High RR 2 PK Teachers	2 Elementary Para 1 Middle/High Para 3 PK Paras	Additional PK Teacher
Parma	1 Elementary ERR 1 Elementary RR 1 Middle ERR 1 Middle RR 1 High RR	1 Elementary ERR 3 Elementary RR Para 3 Middle ERR Para 1 Middle RR Para 2 High Para	Addition High School Para
Wilder	1 Elementary TLC 1 Elementary RR 1 Middle/High RR 2 SDC Middle/High	3 TLC Paras 1 Elementary RR Para 1 Middle/High Para 4 SDC Middle/High Paras and one BI	Additional TLC Para 2 Additional SDC Paras
Homedale	1 Elementary RR 2 Elementary ERR 1 Elementary SDC 2 Middle RR 2 High School RR	1 Elementary RR Para 4 Elementary ERR Paras 5 Elementary ERR Paras 2 Middle RR Paras 2 High	1 Additional Elementary ERR Teacher 1 Less Elementary ERR Para 1 Addition Middle School RR Teacher
Marsing	1 Elementary RR 1 Middle RR 1 Middle ERR 1 High RR 1 PK Para	2 Elementary RR Paras 1 Middle RR Para 1 Middle ERR Para 1 High RR Para 1 PK Para	No changes
COSSA	1 ERR Teacher 1 TLC Teacher	2 ERR Paras 1 TLC Para 2 TLC CBRS	Additional 1 CBRS Additional 1 ERR Para