



Board Meeting Date: 1.6.25

Title: Student Support Services Programming Report

Type: Discussion

Presenter(s): Jody Remsing, Director of Student Support Services

Description: The Student Support Services report provides an outline of key strategic plan focus areas that demonstrate our commitment to high quality student support through the following services.

Recommendation: This report is intended to be an update to the school board. A recommendation is not being made at this time.

Desired Outcomes for the Board: After reviewing the information in the report, please be prepared to share your initial reactions and questions for administration.

Summary:

1. Special Education (Strategic Priorities A, B and C)

Special education is instruction that is individually designed to meet the unique needs of eligible students with disabilities. For the 2024 - 2025 school year, 1,220 students were included in our child count. Our child count has increased by 30% over the last six years. Disability areas with the greatest representation include: Speech Language Impairment, Autism Spectrum Disorder, Specific Learning Disability, and Other Health Disability.

All special education teachers are participating in LETRS training and the district curriculum aligns with the science of reading. Student progress monitoring takes place through FastBridge testing in elementary, middle school, and for grade 9 in high school. Students in elementary school are also progress monitored by their reading teacher and students in grade 9 are monitored through common formative assessment with collaborative team review. The 2023 - 2024 Data Metrics plan showcases special education student data and the progress they are making.

- Elementary:
 - Spring proficiency for grades K - 3 hovers between 61 and 50% for our students in special education.
 - Aggressive growth starts out on pace in kindergarten at 16%. By the time special education students are in grades 2 - 5 we have almost 63% making aggressive growth, higher than the 52% in general education.
- Middle School:
 - About 53% of special education students are making typical or aggressive growth.
 - For the students demonstrating below grade level performance in the fall, by spring 29%

were making aggressive growth, this is higher than general education.

- High School:
 - About 53% of our special education students are proficient on the MCA reading test.
 - For the students demonstrating below grade level reading performance, about 16% achieve aggressive growth by spring. This is on target for what we would expect aggressive growth to be as it aligns with national norms.

During the 2023 - 2024 school year, all elementary schools joined our secondary schools by signing a Special Olympics Unified Champion School commitment letter. 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. Unified activities have increased within the district, which now includes: Unified transition through Project Search, Unified Cheer, and various activities at the elementary level.

Other special education initiatives taking place within the district include curriculum adoptions, paraprofessional training, new teacher supports, and the special education teacher pipeline grant supporting the special education licensure of 20 current paraprofessionals.

2. Section 504 of the Rehabilitation Act (Strategic Priorities A, B and C)

Section 504 is a federal anti-discrimination statute that provides protections to students who have a physical or mental impairment that substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such an impairment. During the 2023 - 2024 school year, 504 coordinators received professional development on updates to 504 law, plan development, and procedures.

3. Health Services (Strategic Priority C)

School health services promote the health and well-being of students and create a safe and healthy school environment. Our licensed school nurses received professional development in Comprehensive School Threat Assessment (CSTAG), opioid overdose treatment, and third-party billing to increase revenue.

4. Mental Health (Strategic Priority C)

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. District administrators have been attending training sessions to begin preparedness to third-party bill for mental health services, are strengthening our mental health continuum, and mental health providers participated in PREPaRE training so that they are able to provide mental health crisis intervention to students, staff, and community members simultaneously exposed to an acute traumatic stressor.

5. Homebound and Home Based Instruction (Strategic Priority A and C)

Homebound students receive instruction within their home when they have been confined to their home by a medical authority. Students may also receive homebased instruction through their IEP or due to discipline. Few students receive instruction in their home each year, generally 10 or less.

6. Services for Homeless and Highly Mobile Students (Strategic Priority C and E)

The McKinney - Vento Homeless Assistance Act is a federal law that provides educational rights and services to youth experiencing homelessness. Students are entitled to a free and appropriate public education, immediate enrollment in school, enrollment in their local school or school of last attendance, transportation to and from their last school, and to receive educational services comparable to those provided to other students. During the 2023 - 2024 school year we provided service to 30 students experiencing homelessness.

Attachments:

Student Support Services Slide Deck