

Brackett ISD Special Education Report

January 6, 2015

Overview

The Special Education Program has been a long term work in progress for this administration and one that is faced with certain challenges. During the 2013 school year, Region 20 came and conducted a review of our Special Education Program. Region 20 identified many examples of Exemplary Practices but they also made recommendations for growth. The purpose of this report is to update you on the progress made in the three identified trends from the program review. We hope that you continue to see the passion of this administration and this teaching staff as well as the entire special education team to deliver the very best services to ensure we meet every child's needs at Brackett ISD.

Identified Trends:

1. Staffing Considerations
2. Continuum of Services
3. IEP Development and Implementation

Special Education Profile

Brackett ISD has a considerably large special education population in relation to our neighboring districts served by Cluster V. Currently, 11% of our students are identified as students with a disability and being served by our Special Education Program.

Students

Campus	Orthopedic Impairment	Other Health Impairment	Autism	Intellectual Disability	Emotional Disturbance	Learning Disability	Speech Impairment	Total # of Students
Jones Elem.	1	7	4	2	1	5	16	36
Brackett Junior High			2	1	1	8	2	14
Brackett High School				2	1	13		16
District Totals	1	7	6	5	3	26	18	66

Faculty and Staff working with Special Education Students

Campus	Teachers	Paraprofessionals
Jones Elementary	1	8
Brackett JH/HS	1	3
Total	2	11

7 Students at the Elementary require an adult with them at all times – 2 will be moving to Junior High next year

1 student at the Secondary requires an adult with them at all times

Facilities

2 Classrooms used as Special Education Classrooms at the Elementary – 1 for PPCD and 1 as Resource/Content Mastery





Old Band Hall used as Special Education Classroom at the Secondary



Financial Budget

Brackett ISD Special Education State Allotment/Entitlement = \$353,036
 54% of this allotment must be spent on our Special Education Program
 2 Teacher Salaries and 6 Paraprofessional Salaries are paid using this allotment
 Cluster V receives federal funding and they pay \$10,000 toward a Paraprofessional Salary
 BISD contributes over \$100,000 to Cluster V throughout the school year
 We currently bill Medicaid for Personal Care Services provided by BISD to Special Education Students
 Estimate reimbursement received by BISD on a monthly basis - \$3,000
 In 2014 BISD received \$100,383 for annual cost reporting for school year 2013
 The 50:50 Cluster Funding will increase our contribution by approximately \$300 and will begin in the 2015-2016 School Year

1st Trend: Staffing Considerations

Recommendation by Region 20	Current Practice/Implementation by BISD
Examine campus staffing patterns and master schedules to ensure student needs are met.	Elementary went from 2 Special Ed. teachers to 1 Secondary has 1 Coach who is only in Special Education for 4 out of the 8 periods
Consider class-load analysis of the special education teachers to ensure that the certified teacher has primary instructional role and adequate time to serve the students.	Elementary – Paraprofessionals under the direction of Sp. Ed. teacher and assist with lessons Secondary – Paraprofessionals assist in the development of lesson plans for some of the students
Examine use of resources such as Rtl professionals vs Special Education professionals	Elementary - Paraprofessionals are running the GCS Lab 2 Special Education Teachers district wide
Ensure IEP required services are provided as written and not changed without an ARD Committee Meeting	IEPs are being implemented and monitored IEP Progress Reports are being sent home with report cards
Collaborate with Cluster V Director for special education over-sight and hiring decisions	Cluster V Director is kept abreast of special education issues

2nd Trend: Continuum of Services

Recommendation by Region 20	Current Practice/Implementation by BISD
Examine student need and ensure services are made available to meet these needs.	Every need is documented in the student's IEP and services delivered accordingly
Make Resource available for students in JH and HS	Resource classes are available with a certified teacher
Examine the split role of coach and special education teacher	Coach/Sp. Ed. Teacher is only available 4 of the 8 periods to serve special education students
Keep self-contained students in school all day	Secondary students are staying all day

3rd Trend: IEP Development and Implementation

Recommendation by Region 20	Current Practice/Implementation by BISD
Consider formal training for administrators on Manifestation Determination and change of placement reviews	1 administrator is trained in Manifestation Determination and Change of Placement Reviews
Appropriate documentation of frequency and duration of special education services in the IEP	All IEPS indicate frequency and duration of services such as resource class, mainstream time, etc.
Standardize the Content Mastery check in system	Sign In Sheets – looked at Track and Time but not supported due to slow internet
Implement a monitoring system to ensure special education services are provided as state in the IEP	Parents are receiving IEP progress reports developed by the special education teacher
Expand upon the lesson planning process to ensure instruction is individualized for each student as indicated in the IEP	Elementary – Lesson plans by Sp. Ed. Teacher Secondary – Lesson plans submitted to Principals
Standardized system for IEP dissemination in a timely manner	Hand delivered by Special Education Paraprofessionals or Teachers – signature on file
Process for sharing state assessment results with all teachers including special education teacher	DTC hand delivers all assessment results to teachers including special education teachers. Teachers also have access to Eduphoria where they can view student assessment results.

Other Exemplary Practices:

- Diagnostician is relieved of clerical duties by the appropriate use of a paraprofessional staff member
- BISD utilizes Cluster V to provide evaluation and speech related services
- RtI and Early Intervention programs that include data – driven progress monitoring are used at each campus
- All stakeholders have input into the ARD Decision Making process
- District staff have been trained and understand the state assessment participation requirements
- District has a clear process for transfer students but does not deny students because of their special education needs
- ARD agenda used to facilitate all ARD meetings
- Director of Special Programs oversees Special Education and collaborates with administration and Cluster V personnel on any issues
- All teachers are aware of special education students and receive a copy of their IEP during the 1st week of school
- Teachers are given the opportunity to collaborate on student needs before the beginning of the school year
- Special Education students taking the STAAR A will be assigned tutorials to familiarize them with the accommodations

Additional Recommendation by Administration as we continue to analyze our Special Education Program:

- Hire a Full Time Special Education Teacher at the Secondary Level to oversee Special Education at the High School and Junior High
- TEA approved life-skills classroom that serves all students district wide – consider one central location for special education students district wide
- Learning Lab at Secondary that is operated by a Certified Teacher trained in Scottish Rite Dyslexia Program that could serve all 504, Regular Content Mastery students, Gifted and Talented, etc.