
Special Education Report



October 1, 2019

Derby Public Schools

School	# of Special Education Students (elementary)	# of 504 Students	Total # of Student with Services
Irving	65	26	91
Bradley	29	14	43
Out of District	Magnet: 11 Outplaced: 37	Magnet:5	53
Pre K	18	0	18

Derby Public Schools

School	# of Special Education Students	# of 504 Students	Total # of Student with Services
DMS	Grade 6: 22; LC 2 Grade 7: 22; LC 4 Grade 8: 21; LC 3 RAISE 3 77	38	115
DHS	Grade 9: 19 Grade 10: 11 Grade 11: 13 Grade 12: 13 RAISE 5 61	26	87

Students Receiving Speech and Language Services (Unique, w/IEPs)

	Students receiving itinerant services or Service Plans: 4

Number of In-District Special Education Students Grades Pre-K-5

Irving

Grade	Number of Students
K	Resource 1; LC 7
1st	Resource 4; LC 5
2nd	Resource 6; LC 5
3rd	Resource 4; LC 8
4th	Resource 7; LC 4
5th	Resource 8; LC 6

Number of In-District Special Education Students Grades Pre-K-5

Bradley

Grade	Number of Students
K	3 (1 resource, 2 speech only)
1st	1
2nd	4
3rd	8 (6 resource, 2 speech only)
4th	8 (6 resource, 2 speech only)
5th	5

Caseload Totals for Special Education Supervisor

Shelley Sheridan

Total # of Special Education Students on Caseload = 302

(includes qualified Birth - 3 and Pre K, Irving, Bradley, DMS, DHS, out of district, magnet and service plans)

Total # of 504 Students on Caseload = 109

Total Number of Students Supervised= 411

Total Number of Paraprofessional Positions

School	# of Building Para's	# of 1:1 Para's	Total # of Paras
LRU	6	1	7
Irving	28.5	0	28.5
Bradley	12	0	12
DMS	6	3	9
DHS	4	2	6

Staff Injuries- LC

	Sept	Oct/Nov	Dec/Jan	Feb/Mar	April	May	June
# of injuries	12						
Injuries treated by school nurse	9						
Injuries-medical	3						

Professional Development

AUG/SEPT	OCT/NOV/DEC	JAN/FEB	MARCH	APRIL	MAY/JUNE
<p>June 24-28 Structured Literacy</p> <p>8/26 & 8/28 SERC Irving LC contracted PD</p> <p>8/26/2019 PMT 32 staff trained</p> <p>9/23/2019 DIBELS and DORF training with 3-5 LC teachers</p> <p>9/27/2019 Math Coach worked with K-2 LC teacher re: resources and materials</p>					

Professional Development

Structured Literacy is a problem-solving approach—that is, it is adaptable to the needs of individual students. A Structured Literacy program uses a standard treatment protocol that follows a specific sequence based on evidence-based practices. Teachers who are trained to use a Structured Literacy approach have a deeper understanding of the elements of language and the principles of instruction so they can deliver a Structured Literacy program more effectively.

The team attended this five-day (30 hour) course, teachers learned how to explicitly and systematically teach word recognition skills to students with SLD/Dyslexia. Teachers also learned how to combine word recognition instruction that teaches foundational skills (i.e., phonemic awareness, decoding, and encoding) with methodology in reading comprehension, vocabulary development, and written expression. Our team is looking forward to using this knowledge to enhance their special education specialized instruction. The instructional strategies and techniques that the teachers learned will be used with our existing program to enhance our Structured Literacy approach.

Team: Brianna Celio, Racheal Raucci, Vicki Rossi, Karen Szilvasy, Karen Marrone, Elise Chambers

Professional Development

All support sessions complete. See link for support summary:

<https://docs.google.com/document/d/1re9GQSzMYAFpg12oMTjn9DH3QfKQqjE0yHZZSe7FIA0/edit?usp=sharing>

Student Achievement

*Students currently taking benchmark assessments for i-Ready and Dibels; students exempt will be administered alternate assessments by case managers
