
Special Education Report



November 6, 2019

Derby Public Schools

School	# of Special Education Students (elementary)	# of 504 Students	Total # of Student with Services
Irving	62	25	87
Bradley	31	14	45
Out of District	Magnet: 11 Outplaced: 40	Magnet:5	56
Pre K	22	0	22

Derby Public Schools

School	# of Special Education Students	# of 504 Students	Total # of Student with Services
DMS	Grade 6: 21; LC 2 Grade 7: 22; LC 5 Grade 8: 22; LC 3 RAISE 3 78	38	116
DHS	Grade 9: 18 Grade 10: 13 Grade 11: 15 Grade 12: 9 RAISE 5 60	31	91

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 6
1st	Resource 3; LC 6
2nd	Resource 6; LC 5
3rd	Resource 5; LC 6
4th	Resource 7; LC 4
5th	Resource 7; LC 6

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

Bradley

Grade	Number of Students
K	4 (2 resource, 2 speech only)
1st	2
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 = 308

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

Total # of 504 Students on Caseload = 113

Total Number of Students Supervised= 421

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

Para to Student Ratio

Ratio of para to special education student- (does not include 1:1)

*Para placements determined by student need/IEP

LRU 1:3

Bradley 1:2.4

Irving

Classroom para 1:3

K-2 BLC 1:2

K-2 ASD 1:2

3-5 BLC 1:3

3-5 ASD 1:3

2-5 ALC 1:2.2

DMS

Classroom para 1:20.6

LC 1:3

DHS 1:18

Prevalence Data

Special education percentage over the past 5 years

SEDAC- IEP students	All K-12 Student Count	Percentage
2019	11/6/19 297 (no magnet);10/01/2019 259 students (in district, including Pre K);	20.4%
2018	271	2018-19 Edsight data 258 students with disabilities; 18.7%
2017	250	2017-18 Edsight data 241 students with disabilities; 16.7%
2016	228	2016-17 Edsight data 217 students with disabilities; 14.8%
2015	217	2015-16 Edsight data 207 students with disabilities; 13.9%
2014	226	2014-15 Edsight data 213 students with disabilities; 13.8%

Learning Center Enrollment

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JU NE
K-2 BLC	6	6	6							
3-5 BLC	6	5	4							
K-2 ASD	6	6	6							
3-5 ASD	6	6	6							
3-5 Academic	11	11	11							

Staff Injuries- LC

	Sept	Oct/Nov	Dec/Jan	Feb/Mar	April	May	June
# of injuries	12	7					
Injuries treated by school nurse	9	7					
Injuries-medical	3	0					

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>	<p>10/22/2019-10/23/19 SERC Goals writing 10/22/19 i-Ready. Using data to plan instruction (Elementary) 10/29/19 SERC Entrance and Exit Criteria</p> <p>11/1/19 i-Ready. Using data to plan instruction (DMS and DHS)</p> <p>11/22/19 PMT refresher</p> <p>11/26/19 SERC 12/6/19 PMT initial Training 12/13/19 SERC</p>	<p>1/10/2019- SERC</p>			

Professional Development

October 22-23: Two staff members from the K-2 Learning Centers attended a training provided at SERC on writing effective behavioral and social-emotional goals and objectives for individualized education programs (IEP). Feedback received from the Learning Center teachers that attended was very positive, as they felt they received useful tips on creating measurable goals and objectives for the students on their caseloads, as well as identifying appropriate accommodations, modifications, and supports needed to attain those goals.

In addition, as a district all Special Education Teachers had the opportunity to attend an in-district professional development for i-Ready. Teachers learned how to use the data from the diagnostic assessment to plan future instruction in both reading and math.

On October 29, 2019, Administrators, Learning Centers Teachers, and Related Service Staff came together to develop Entrance and Exit Criteria for our students requiring special programming in our LC's and RAISE Academy. We had great discussions on the needs of all schools, programs, and students. An application process and forms were development to ensure all areas are addressed and transitions are successful.

Professional Development

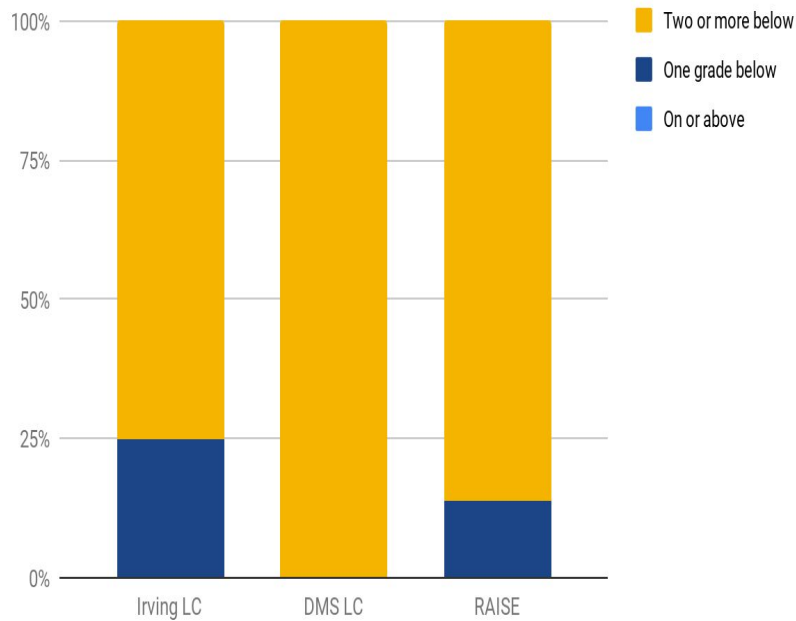
All support sessions complete. See link for support summary:

<https://docs.google.com/document/d/1re9GQSzMYAFpg12oMTjn9DH3QfKOQjE0yHZZSe7FIA0/edit?usp=sharing>

Student Achievement/LC and RAISE

i-Ready Diagnostic

Learning Center and RAISE- Math



Learning Center and RAISE-Reading

