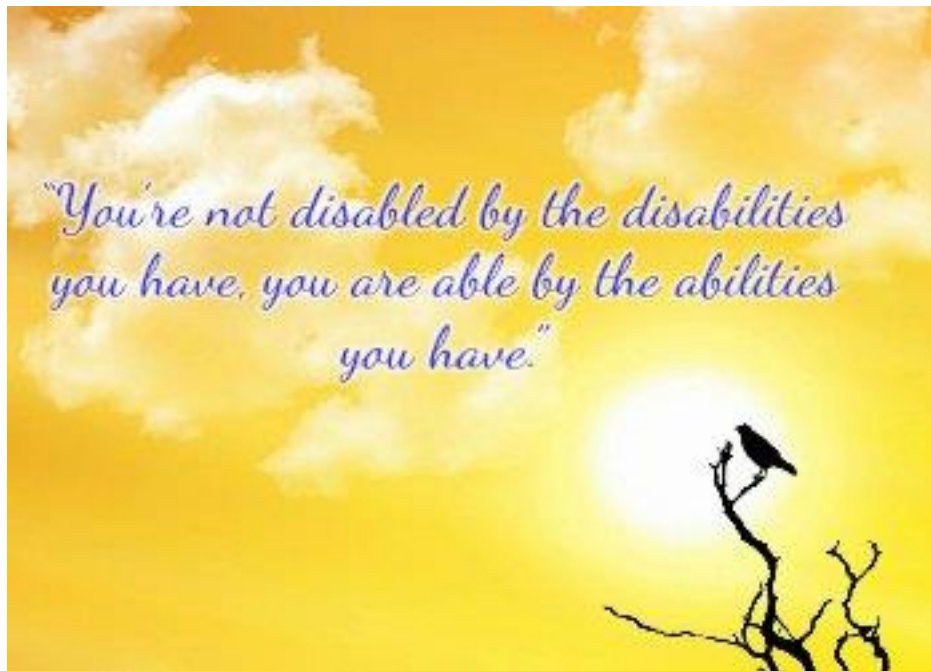


BUILDING REPORT

12-5-17

JILL MATTINGLY

SPECIAL EDUCATION DIRECTOR



The special education department has been very busy this school year. By the next board meeting we should be fully staffed. We have a total of 13 personal care attendants on staff. We have one at the High School, two at the Middle School, one at Napi Elementary, four at BE, and five at Vina Chattin. Most of the personal care attendants work only with one student, but we do have three personal care attendants that monitor two to three students.

Child Count was submitted on November 17th we were able to count 276 students. Our actual number of students is 286. The numbers don't exactly match due to several factors; on count day if a student is in the process of being tested for services but their evaluation report is not complete, students transferring in or out of district, students who are out on a 10-day drop, and late submissions of IEP's. Our staff are working hard to ensure deadlines are met and also get students into Infinite Campus as soon as we are notified that they have enrolled.

We are still working hard on getting full reimbursement from Medicaid for services that we provide to students on IEP's. We are able to get reimbursement for speech services and also for students who have a full time personal care attendant. Alida Wright has been working hard with Medicaid and with our staff. She has trained almost all of the staff on how to fill out the required documents that we submit to Medicaid for reimbursement. These extra funds are utilized to support the needs of the students in our district.

Our special education population has been changing over the past two years. We have had an increase in students with specialized needs, which has meant purchasing specialized equipment and supplies. We are also realizing that in order to meet the needs of these students, changes will need to be made to the structure of some classrooms. In room 17 at Napi we are in the process of building two small rooms within the large classroom. These rooms will be used to accommodate the needs of students who need one on one assistance. In the future we will need to make similar changes to other classrooms to accommodate students who need private changing areas.

This school year we have three students who are being serviced as homebound students. Two are homebound for medical reasons and one is homebound for safety reasons. So far this has been very successful and I am thankful that this is a service that we can offer to these students who probably would have become drop outs without this support.

We will be having a two-day training to support new teachers on writing Individual Education Plans (IEP's). A well written IEP is the foundation for the delivery of special education services. The basis for a well written IEP is to be able to accurately state what the student can presently do and then write goals that are measureable through data to ensure that students are making progress. All teachers who work with High School level student will attend training at CEC on writing effective transition plans. Special education students begin transition planning at age 14 and the plan is updated every year at the student's IEP. Transition plans help to support special education students as they get ready to leave the High School setting. Services available to students range from assistance in applying for college, vocational training, life skills, and if needed transition services to an assisted living facility.

This school year we had two students transfer in from another country (Canada). We review each student's file and arrange to provide services, but according to special education regulations we are obligated to do a full evaluation of the student and then generate an IEP, if the student qualifies for services under our guidelines.







From the entire Special Education Department, we wish everyone a safe and very relaxing Christmas vacation.