



Future Ready. Community Strong.

Workshop Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337
October 30, 2019
6:00 PM

- I. Welcome
Presenter: Abigail Alt, Board Chair
- II. Receive a Report on Special Education 2
Presenter: Stephanie White, Director of Student Support Services
- III. Adjourn
Presenter: Abigail Alt, Board Chair



ONE91
Burnsville · Eagan · Savage



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Special Education Facilities Considerations Birth to Age 21 Stephanie White Director of Special Education

Future Ready. Community Strong.

Cultural Proficiency

Tools:

- Guiding Principles
- Overcoming the Barriers
- Continuum
- Essential Elements

Guiding Principles

- Culture is a predominate force in people's and schools' lives.
- People are served in varying degrees by the dominant culture.
- People have personal identities and group identities.
- Diversity within cultures is vast and significant.
- Each culture group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a unique set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

Cultural Proficiency Continuum

Unhealthy Practices

Cultural Destructiveness

Seeking to eliminate vestiges of others' cultures.

Cultural Incapacity

Seeking to make the culture of others appear to be wrong.

Barriers

- Sense of entitlement and privilege
- Systemic Oppression
- Unawareness of need to adapt
- Resistance to change

Cultural Blindness

Refusing or unable to acknowledge the culture of others.

Cultural Precompetence

Being aware of what one doesn't know about working in diverse settings.

Essential Elements

- Assessing cultural knowledge
- Valuing diversity
- Adapting to diversity
- Managing the dynamics of difference
- Institutionalizing cultural knowledge

Healthy Practices

Cultural Competence

Viewing one's personal and organizational work as an interactive arrangement that is inclusive of all cultures.

Cultural Proficiency

Commitment to lifelong learning in serving the needs of cultural groups.



- Provide Information
- Provide Current Data
- Provide Alignment to Process

Child Count FY 2019

| School Year | SLI | DCD M/M | DCD S/P | SMI | PI | HI | VI | SLD | EBD | D/B | OHD | ASD | TBI | DD | Total |
|-------------|-----|---------|---------|-----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-------|
| FY19 | 265 | 64 | 18 | 21 | 22 | 26 | 4 | 440 | 218 | 3 | 220 | 338 | 1 | 248 | 1884 |
| FY18 | 232 | 63 | 23 | 19 | 21 | 30 | 4 | 437 | 190 | 2 | 229 | 309 | 3 | 235 | 1797 |
| FY17 | 228 | 62 | 26 | 18 | 23 | 27 | 3 | 375 | 164 | 2 | 223 | 312 | 4 | 215 | 1682 |
| FY16 | 223 | 62 | 26 | 18 | 16 | 22 | 3 | 357 | 156 | 1 | 201 | 283 | 3 | 220 | 1591 |
| FY15 | 242 | 64 | 27 | 19 | 19 | 21 | 5 | 352 | 153 | 1 | 203 | 278 | 5 | 207 | 1596 |
| FY14 | 227 | 62 | 31 | 15 | 23 | 17 | 7 | 359 | 137 | 2 | 211 | 256 | 6 | 203 | 1556 |
| FY13 | 245 | 60 | 27 | 16 | 26 | 18 | 8 | 355 | 116 | 1 | 208 | 261 | 6 | 202 | 1549 |
| FY12 | 258 | 63 | 29 | 15 | 34 | 16 | 6 | 361 | 125 | 0 | 209 | 253 | 5 | 206 | 1580 |
| FY11 | 252 | 58 | 28 | 21 | 32 | 15 | 6 | 361 | 134 | 0 | 225 | 243 | 5 | 194 | 1574 |
| FY10 | 247 | 58 | 30 | 25 | 30 | 17 | 5 | 349 | 143 | 0 | 235 | 238 | 7 | 134 | 1518 |
| FY09 | 267 | 58 | 31 | 21 | 36 | 17 | 5 | 327 | 168 | 0 | 232 | 212 | 4 | 132 | 1510 |
| FY08 | 227 | 63 | 34 | 18 | 32 | 19 | 4 | 341 | 176 | 0 | 240 | 178 | 3 | 129 | 1464 |

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Number of Students Served- 10/28/2019

| Grade | Students receiving services | Speech Only | Total |
|-----------------|-----------------------------|-------------|-------|
| Pre K (Age 3-5) | 161 | 59 | 220 |
| K | 69 | 25 | 94 |
| 1 | 75 | 25 | 100 |
| 2 | 56 | 29 | 85 |
| 3 | 70 | 26 | 96 |
| 4 | 81 | 21 | 102 |
| 5 | 85 | 22 | 107 |
| K-5 | 436 | 148 | 584 |

Number of Students Served- 10/28/2019

| Grade | Students receiving services | Speech Only | Total |
|-------|-----------------------------|-------------|-------|
| 6 | 96 | 9 | 105 |
| 7 | 96 | 13 | 109 |
| 8 | 88 | 1 | 89 |
| 6-8 | 280 | 23 | 303 |

Early Childhood Special Education-Facilities



Diamondhead Education Center (DEC)- Current Classroom Space

| | |
|-----------|--|
| 5 | classrooms (special education) |
| 3 | classrooms (Early Childhood Preschool) |
| 2 | classrooms (917 DHH Preschool) |
| 1 | classroom (Speech office/storage) |
| 1 | classroom (motor room) |
| 12 | Total Classrooms |

Diamondhead Education Center (DEC)- Current Student Space Beyond Classrooms

| | |
|---|--|
| 3 | motor spaces-gym, sensory, therapy |
| 1 | playground |
| 1 | calming room |
| 4 | individual student service rooms (therapy, evaluation, small group lesson) |

Diamondhead Education Center (DEC)- Current Adult Space

| | |
|-----|---|
| 30 | staff desk space |
| 2-3 | classroom size areas for storage |
| 2 | conference rooms |
| 2 | clerical desks (10 month) |
| 1 | active/Inactive file room-department |
| 2 | lunch/break room and workroom |
| 4 | office space (individual): school psychologist, social worker, nurse, administrator |
| 4 | office space and storage for 917 |

Elementary Special Education-Facilities



Current Special Education Classrooms

| SITE | Resource Rooms (.5 classroom some w/door) | Focus Rooms (full size classroom w/door) | Sensory Room (General Ed and Special Ed) |
|------|--|---|---|
| 1 | 2 | 0 | 0 |
| 2 | 3 | 2 Autism Spec. Dis | 1 |
| 3 | 2 | 2 Autism Spec. Dis | 1 |
| 4 | 2 | 2 Autism Spec. Dis | 1 |
| 5 | 2 | 2 Behavior Support | 1 |
| 6 | 2 | 1 DCD w/bathroom | 1 |
| 7 | 2 | 1 DCD w/bathroom | 1 |
| 8 | 2 | 1 DCD w/bathroom | 1 |
| 9 | 2 | 1 DCD w/bathroom | 1 |
| 10 | 3 | 3 DH/H (917) 1 w/bathroom | 1 |

If we close 2 elementary schools...

| Sites | Resource Rooms (.5 size classroom each w/door) | Focus Rooms (full size classroom w/door) | Sensory Room (General Ed and Special Ed) |
|-------|--|--|--|
| 1 | 2 | 2.5 DHH (917-1 w/ bathroom) 2 ASD/EBD 2 DCD with bathrooms 2 ASD/EBD 2 ASD/EBD 2 DCD with bathrooms | 1 |
| 2 | 2 | | 1 |
| 3 | 2 | | 1 |
| 4 | 2 | | 1 |
| 5 | 2 | | 1 |
| 6 | 2 | | 1 |
| 7 | 3 | | 1 |
| 8 | 3 | | 1 |

Current Adult Office Space

| Sites | School Social Worker Office | Cultural Liaisons Office | School Psych Eval Teacher Office | Health Services Office | Speech Clinicial Office | OT/PT Space Office | Headway Office |
|-------|-----------------------------|--------------------------|----------------------------------|------------------------|-------------------------|--------------------|----------------|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | ? |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | ? |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | ? |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | ? |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

If we closed 2 elementary buildings... Adult Office Space

| Sites | School Social Worker Office | Cultural Liaisons Office | School Psych Eval Teacher Office | Health Services Office | Speech Clinical Office | OT/PT Space Office | Headway Office |
|-------|-----------------------------|--------------------------|----------------------------------|------------------------|------------------------|--------------------|----------------|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Middle School Special Education-Facilities

Current Classroom Space...

| Sites | Resource Rooms (classroom each w/door) | Focus Rooms (1 middle) (full size classroom w/door) | Sensory Room |
|-------|--|--|--------------|
| 1 | 4 | 2 Lifeskills/DCD | 1 |
| 2 | 4 | 2 Autism Spectrum Dis | 1 |
| 3 | 4 | 2 Behavior Support | 1 |

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If we close 1 middle school...

| Sites | Resource Rooms (.5 size classroom each w/door) | Focus Rooms (full size classroom w/door) | Sensory Room |
|-------|--|--|--------------|
| 1 | 5-6 | 2Lifeskills/DCD (Bathroom) 2 Behavior Support 2 Autism Spectrum Dis. | 1 |
| 2 | 5-6 | | 1 |

Current- Student Support Office Space

| Sites | School Social Worker | School Couns. Office | Cultural Liaisons Office | School Psych Office | Health Services Office | Speech Clinical Office | OT/PT Space Office | Eval Teacher Office | Headway Office |
|-------|----------------------|----------------------|--------------------------|---------------------|------------------------|------------------------|--------------------|---------------------|----------------|
| 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

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If we closed one middle school...

| Sites | School Social Worker Office | School Couns Office | Cultural Liaison Office | School Psych Office | Health Services Office | Speech Clinical Office | OT/PT Space | Eval Teacher Office | Headway Office |
|-------|-----------------------------|---------------------|-------------------------|---------------------|------------------------|------------------------|-------------|---------------------|----------------|
| 1 | 1-2 | 2-3 | 1 | 1 | 1 | 1 | 1 | 1 | 1-2 |
| 2 | 1-2 | 2-3 | 1 | 1 | 1 | 1 | 1 | 1 | 1-2 |

Secondary Schools Special Education-Facilities

Current Classroom Space...

| Sites | Resource Rooms (classroom each w/door) | Focus Rooms (full size classroom w/door; 2 bathrooms for FEST) | Labs (small size classroom) | Breakout Rooms for Focus | Sensory Room |
|-------|---|--|--------------------------------|--------------------------|--------------|
| BHS | 11 | 5 Lifeskills/DCD 2 Autism Spectrum Dis 3 Behavior Support | 3 (2 w/kitchen) | 8 | 1 |
| BAHS | 1 | 0 | 0 | 0 | 0 |
| BEST | 4 | 0 | 3 (1 w/kitchen) | 0 | 1 |

Current- Student Support Office Space

| | School Social Worker | School Couns. Office | Cultural Liaisons Office | School Psych Office | Health Services Office | Speech Clinical Office | OT/PT Space Office | Eval Teacher Office | Headway Office |
|------|----------------------|----------------------|--------------------------|---------------------|------------------------|------------------------|--------------------|---------------------|----------------|
| BHS | 2 | 6 | 3 | 1 | 1 | 2 | 1 | 1 | 1-2 |
| BAHS | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| BEST | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 |

Education District 917 Special Education-Facilities



917 Spaces within One91

| Current | Possible... |
|---|--|
| Cedar School- shared between One91 and 917 Sun Program | Cedar School- 917 need for additional space- 8-12 more classrooms, several offices, and storage |
| DHH Preschool at DEC: 2 classrooms 1 speech office 3 additional office spaces Storage | DHH Preschool at ????: 1 classroom w/bathroom 1 speech office 3 additional office spaces Storage |
| DHH @ Gideon Pond 2 classrooms 1 classroom w/bathroom 1 sensory room 1 speech office 5 office spaces for interpreters/staff 1 admin office 2 clerical office spaces Storage | DHH@ ??? 1.5 classrooms 1 classroom w/bathroom 1 sensory room 1 speech office 5 office spaces for interpreters/staff 1 admin office 2 clerical office spaces Storage |

Thank You

Special Education Acronyms- Minnesota Department of Education

| | |
|----------------|--|
| S/LI | Speech/Language Impaired |
| DCD M/M | Developmental Cognitively Disabilities- Mild-Moderate |
| DCD S/P | Developmental Cognitively Disabilities- Severe-Profound |
| SMI | Severely Multiply Impaired |
| PI | Physically Impaired |
| HI | Hearing Impaired |
| VI | Visually Impaired |
| SLD | Specific Learning Disabilities |
| EBD | Emotional or Behavioral Disorders |
| D/B | Deaf-Blind |
| OHD | Other Health Disabilities |
| ASD | Autism Spectrum Disorders |
| TBI | Traumatic Brain Injury |
| DD | Developmental Delay |
| DH/H | Deaf Hard of Hearing |