



DATE: November 8, 2017
TO: Sumner School District Board of Directors
FROM: Karen Finigan, Ex. Director of Special Services
RE: Special Education Board Report

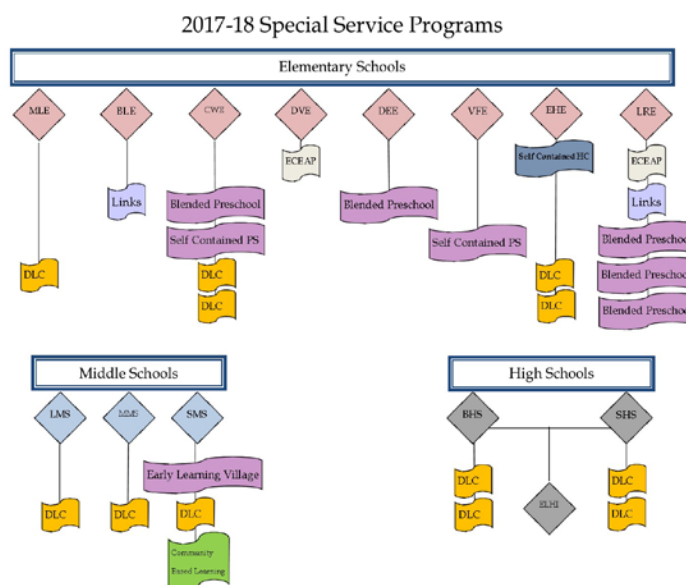
Purpose : The purpose of this report is to inform the Board of Directors regarding an overview of the Special Services Department in the Sumner School District.

Relation to board policy: Under Instruction, Policy 2161 is for Special Education and Related Services for Eligible Students and Regulations and Procedures for Special Services are represented in 2161P.

Vision 2020: The Special Services Department connects with Vision 2020 through our Strategic Planning Goals: 1. Structure-Support special education services by improving processes, procedures and management of department structures. 2. Instruction- Strengthen quality instruction and access to general education curriculum for students on IEPs. Goal 3: Relationships-improve communication and partnerships to create more positive outcomes for students.

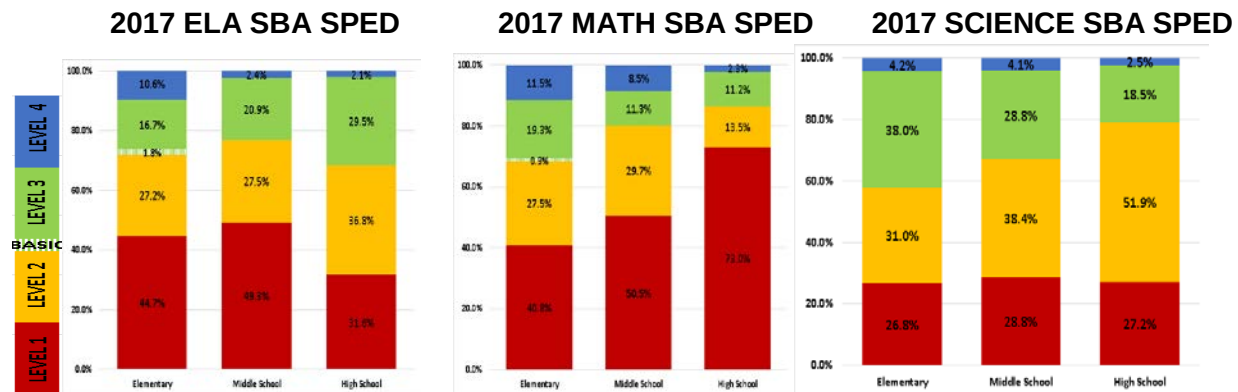
Equity: To a large measure education has the power to reduce discrimination, segregation, and social exclusion. Including all learners despite their abilities and disabilities, is the reason behind special education law as it was driven from inequity in education for students with disabilities. We are fortunate in our district, to have the incredible supportive culture where equity and access to education is valued, supported and implemented.

Background Information: The Special Services Department currently serves 1,061 students utilizing a continuum of services to meet each student's individualized needs. There are 13 disability criteria in which students can be eligible. Our school staffing includes special education teachers, paraeducators, psychologists, SLPs, OTs, PTs, Vision Specialist, Brailist, Orientation & Mobility Specialist, Behavior Specialists, and Behavior Family and Support Specialists.



DISABILITY	COUNT	%
AUTISM	112	10%
B-2 Diagnosed Physical/Mental Condition	27	2%
COMMUNICATION DISORDER	173	15%
DEAF/BLIND	1	0%
Dev Hndcp/Preschool	181	16%
EMOTIONAL BEHAVIORAL DISABILITY	37	3%
HARD OF HEARING	3	0%
HEALTH IMPAIRED	197	17%
INTELLECTUAL DISABILITY	47	4%
MULTIHANDICAPPED	13	1%
ORTHO IMPAIRED	3	0%
SPEC LEARNING DISABLED	361	31%
TRAUM BRAIN INJURY	2	0%
VISUALLY HNDCP	7	1%

Impacts to Student Performance:



% Meet standards Levels 3 & 4.
Some students in sped meet standards at Level 2

What is working well?: The 2017/2018 school year welcomes all new special services departmental staff, with the exception of one of our directors. We are building and improving our processes with our new staff and enjoy the expertise and new ideas that enhance the processes and procedures in our district. In partnership with other departments and leadership (Instructional services, Whole Child, Student Services, Health Services), we are collaborating on building the MTSS-B, co-training our staff, and working together to serve our fellow school staff. One Team, One Mission!

Opportunities for improvement: The Special Services team will review the Special Education SBA data to determine what areas in ELA, math and science, we need to improve. Then we will increase professional development opportunities to our special services staff. We want to ensure our staff continues to strengthen their practice throughout their career. In addition to expanding professional development opportunities to our staff, we also will provide trainings for our parents.

Budget: The Special Education serves students from 0 to 21 years of age. Approximately 90% of the Special Education budget is used for staffing. The other 10% covers curriculum, supplies, assistive technology, professional development and other miscellaneous expenses. As of the October 2017 budget report this is where we are at currently:

Federal (24):

Preschool grant is \$48,476.26
K-21 is \$1,507,824.04

State (21):

0-2 years is \$277,302.04
3-21 years 13,95,2926

Benefiting parties: Perhaps the most important concept that has been developed in special education as the result of experiences with children of exceptionalities is that of the fundamental individualism of every child. Everyone benefits with the inclusion of students with special needs, and affirms that all students deserve opportunities for a meaningful and purposeful life, no matter what the unique composite of potential, abilities, and learning needs any of us have.