

Special Education

San Pasqual Union 2018-2019

**Every student can learn, just not
on the same day, or in the same
way.**

-George Evans

How we service our 57
unique students at SPU
grades preschool-8th grade...

Least Restrictive Environment

Inclusion Model;

98% of all students are in the general education classroom for 80% of the day or more

How Do We Make This Happen?

5 Instructional Aides

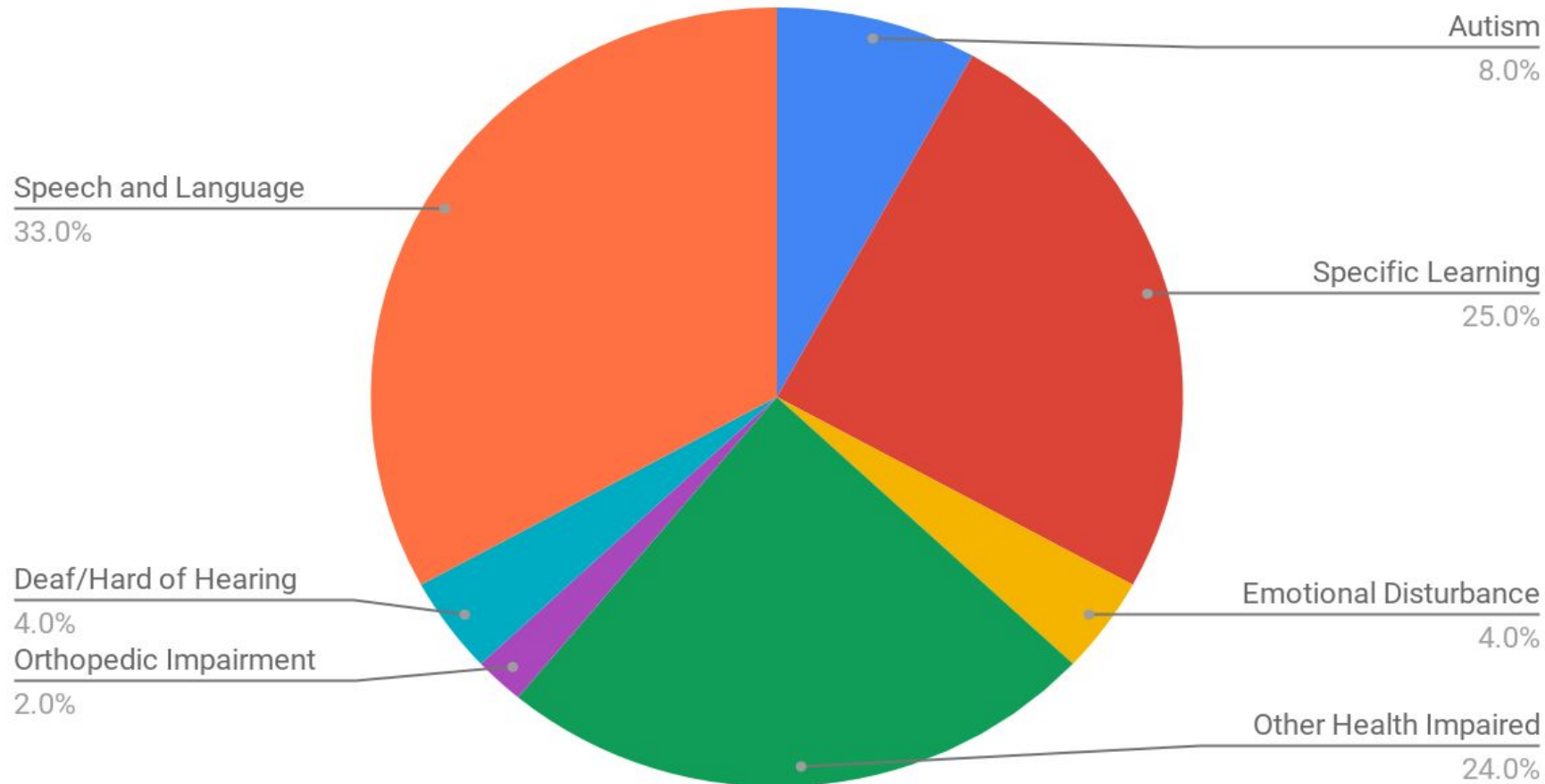
1 Behavioral Specialist

1 School Psychologist

3 Resource Specialist Teachers

General Education Teachers

Disabilities



Supports

Social skills play groups Grades
TK-1

Lunch Bunch Grades 2-8

Structured Recess for Kinders

Homeroom for Middle School

Transformation to a
Restorative School



Disproportionality

Data was taken from the 2016-2017 School Year for compliance review

Possible areas; Excessive Suspensions of SPED students, disproportionate numbers of a particular race identified as SPED, Overdue IEPs, IEP's with no parent involvement, ect.

SPUSD was found Disproportionate in the amount of Hispanic students who qualified under the disability of Specific Learning Disability.

Current Population: 23/57 students who qualify for Special Education are Hispanic (40%)

9/15 Students whom have a SLD are Hispanic (60%)

Goals for our programs

Looking at exiting more students, returning to general education should always be our end goal

Using technology in the classroom to make the content accessible to all, all the time

Coordinate EL, Reading Specialist and SpEd support to provide early interventions, increase our Preschool opportunities

Expand on current school social adjustment supports for younger students to include supports for our Foster Youth

Hot Topics in Special Education

Endrew F v Douglas County School District 2017

The Supreme Court ruled...

Students with disabilities must make more than *de minimis* progress and the IEP must be reasonably calculated to achieve progress

Grade level advancement is the end goal

Appropriately ambitious