

Facilities Task Force

SPECIAL EDUCATION

Presentation



2024-2025

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WHO WE SERVE

Minnetonka Public Schools services students with a wide-range of disabling conditions.

~1500

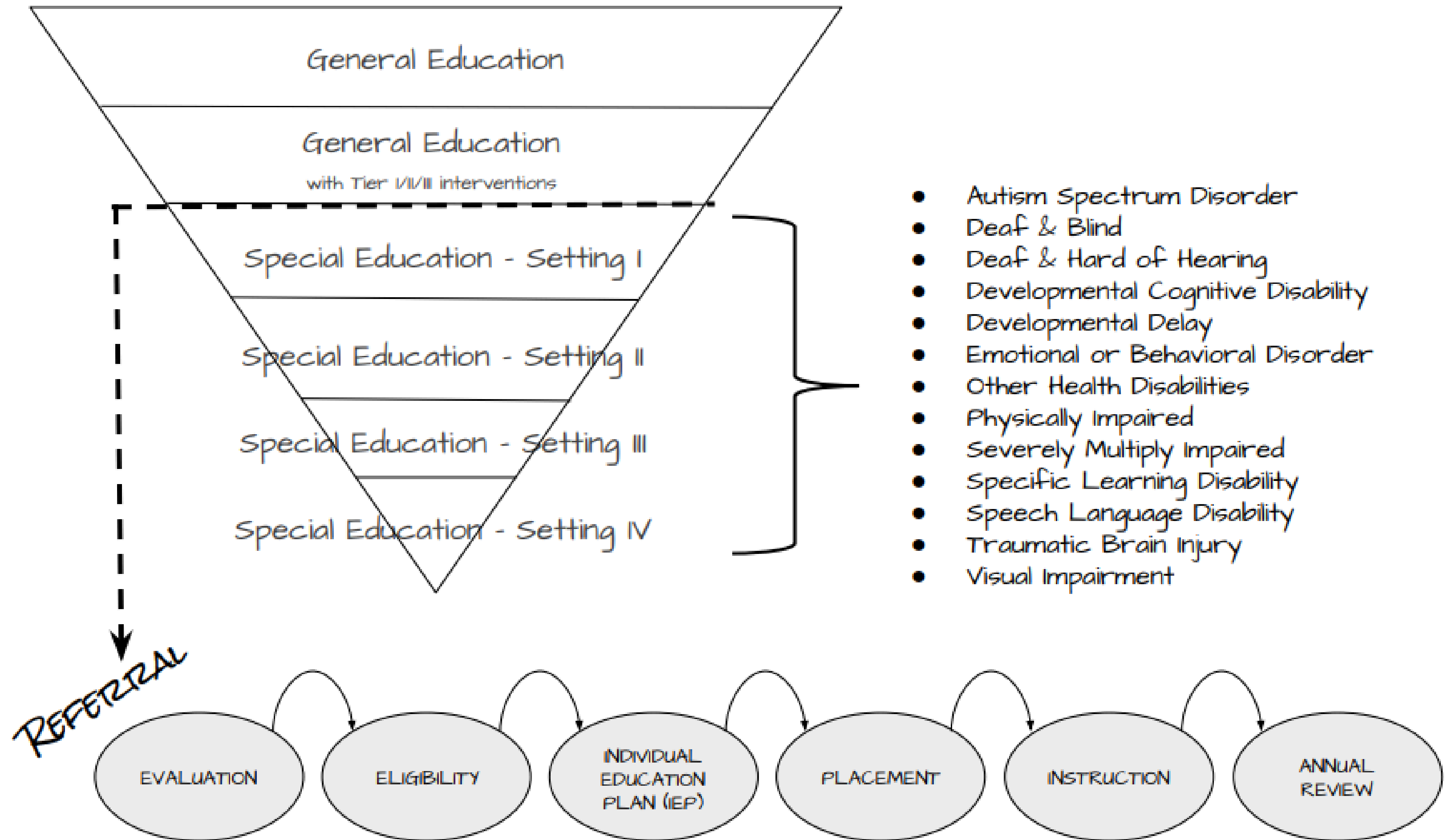
Students on IEPs

~30%

Open Enrolled

~850

Students on 504s



Continuum of Service



Federal Setting 1

Less than 20% of special education time

Resource class

Direct instruction on IEP goals



Federal Setting 2

21-60% direct special education time

A student who needs more supports than setting 1



Federal Setting 3

More than 60% direct special education time

Specialized, center based classrooms: ASD, DCD, EBD



Federal Setting 4

The student is educated in a self-contained classroom the entire day. Placement is in a separate location and with no general education peers. Serves the most significant needs.

FEDERAL SETTING III PROGRAMS

*ALL of our school buildings support students on IEPs in Federal Setting I, II, and some Federal Setting III needs. Most of our schools have at least one Federal Setting III, Center-based program. *



Harbor-DCD
Launch-DCD/ASD



Harbor-DCD
Harbor-DCD
Harbor-DCD



Atlas-ASD
Atlas-ASD



Bridge-EBD
Bridge-EBD



Harbor-DCD
Harbor-DCD
Atlas-ASD



Anchor-multi-cat
Bridge-EBD



Atlas-ASD
Anchor-multi-cat
Anchor-multi-cat
Bridge-EBD
Harbor-DCD
Harbor-DCD

SAIL Transition Program



Serving students with
disabilities age 18-22

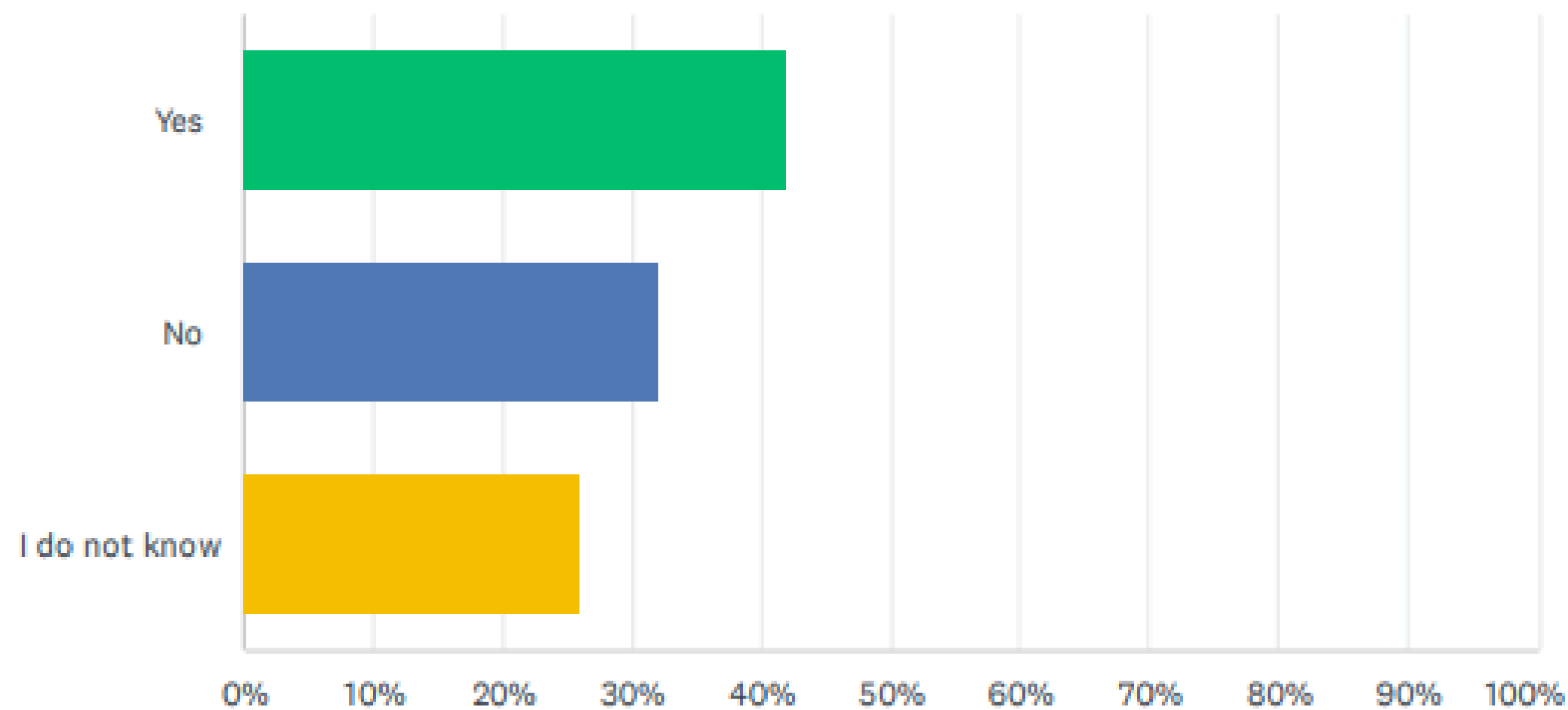
Question #5: Do you believe the District building in which you work most often has adequate and accessible spaces and features for students, staff and visitors with disabilities?





**AND
THE
SURVEY
SAYS...**

Answered: 677 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	41.95%	284
No	32.05%	217
I do not know	26.00%	176
TOTAL		677

RESULTS



A graphic featuring the word "RESULTS" written in white, chalk-like capital letters on a black background. Each letter is accompanied by a colored arrow pointing to the right, positioned below the letter. The arrows are arranged in a staggered, ascending fashion from left to right, with each subsequent arrow being higher than the last. The colors of the arrows, from left to right, are yellow, light blue, orange, green, light blue, pink, and yellow.

Priorities

1

Accessibility

2

Small Group Space

3

Sensory Rooms



Accessibility



#1. Building Accessibility as a Whole

- Handicap accessible buttons-need more
- No ramps or inconvenient location
- Theatre stages, music rooms have tiers so not accessible to those in wheelchairs

#2. Bathroom Accessibility

- Not enough bathrooms with accessibility for physically impaired students.
 - require changing tables, privacy
- Bathrooms are far from DCD classrooms, loss of instruction

#3. Playground Accessibility

- Surface (often woodchips) are not accessible for students in wheelchairs
- Limited equipment for students with disabilities

#4. Cafeteria Accessibility

- Difficult to navigate due to crowding
- Tables do not fit students in wheelchairs, require separate table

Small Group Space



#1. Small Group Space for INSTRUCTION

- Small group instruction occurs in hallways-not confidential/private/quiet
- Often have to walk through other instructional spaces to get to another space
- Interior small spaces, often no windows
- Difficult to have groups larger than 3-4, impact on FTE
- DAPE is often delivered in the hallways, as gym accessibility is limited

#2. Small Group Space for TESTING

- Often no space for alternative testing for formative, summative or state testing (small group, 1:1), which are required by Federal Statute (Spec Ed, 504)

Sensory/Calming Rooms



#1.Sensory/calming rooms are needed at all levels

- Most buildings do not have space for a sensory/calming space
 - Increases length of dysregulation
 - Loss of instructional time
- These spaces have been reduced to add instructional spaces
- Sometimes are located within the health office, not conducive to dysregulated students/others

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Key
Takeaways

Any Questions

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