



Special Education Update

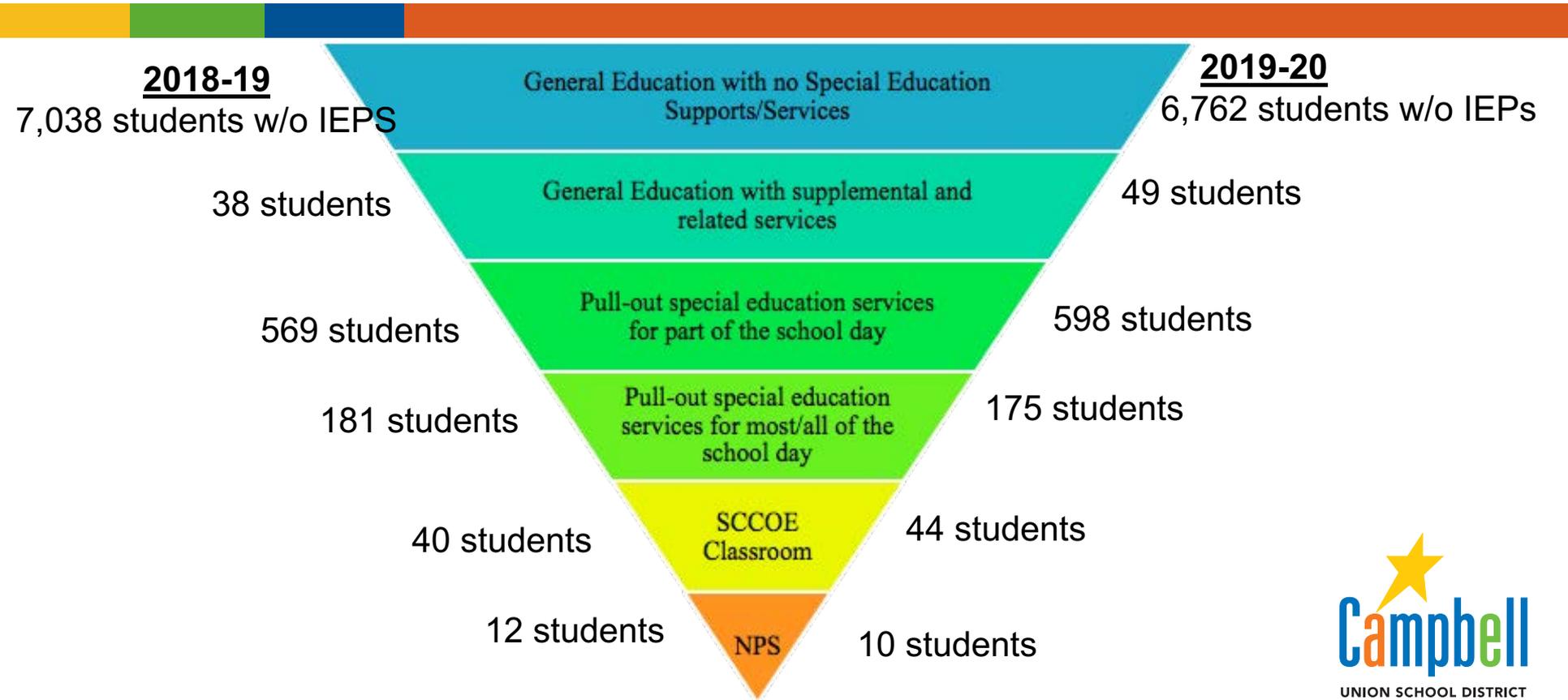
October 3, 2019

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Special Education Core Beliefs

- Educate each child to their highest potential
- Increase opportunities for inclusion
- Maintain the least restrictive environment for all students
- Decrease suspensions for students with disabilities
- Ensure we meet all compliance goals

Least Restrictive Environment-LRE

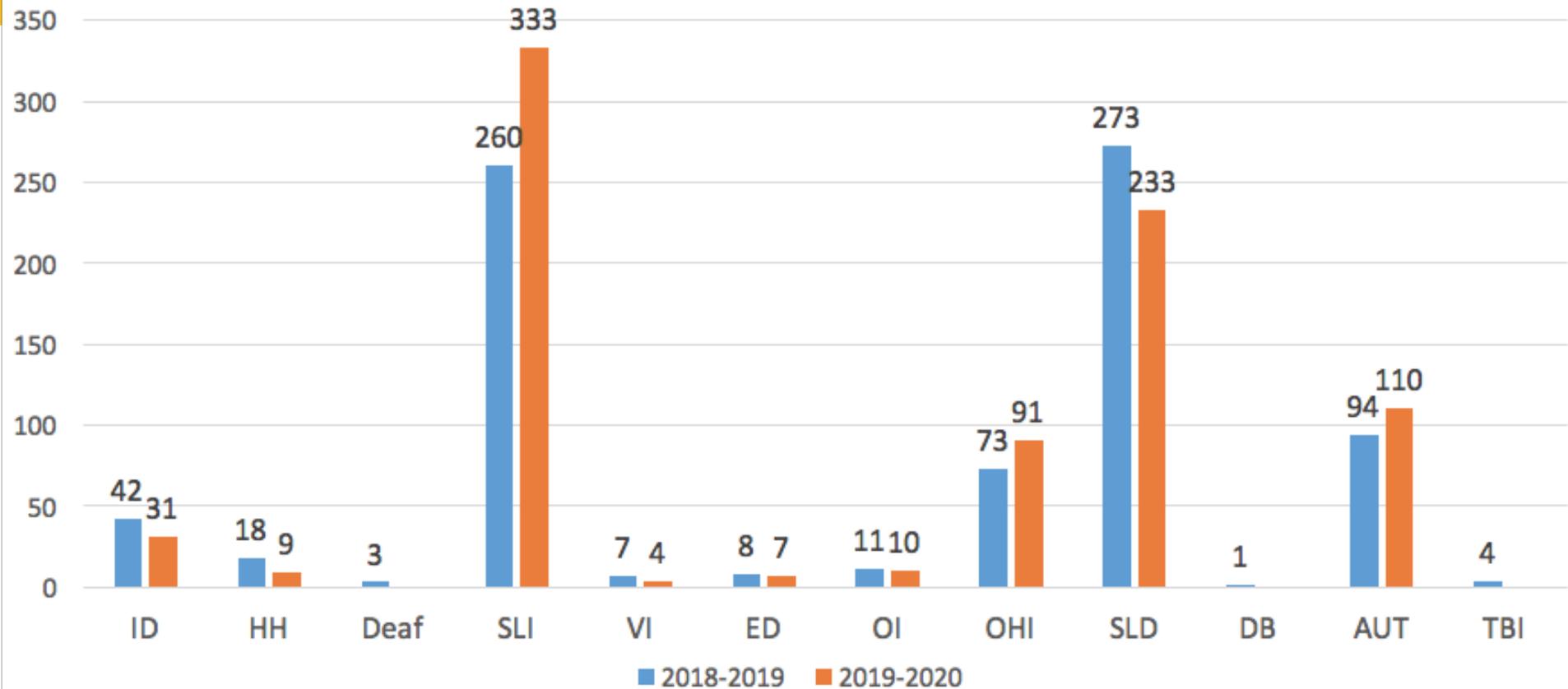


CUSD Special Ed. Eligibilities

Total 831

Primary Disability	Total
Intellectual Disability	31
Hard of Hearing	9
Deafness	1
Speech or Language Impairment	333
Visual Impairment	4
Emotional Disturbance	7
Orthopedic Impairment	10
Other Health Impairment	91
Specific Learning Disability	233
Multiple Disabilities	1
Autism	110
Traumatic Brain Injury	1

Special Education 2-Year Comparison by Eligibility



Our Work in Action

- Behaviorists
- Safety Care: Behavior De-Escalation
- Special Olympics
- Integration happening with multiple departments to support students with disabilities
- English Language Development (ELD)
- Continuum of services
- Pre-School Inclusion
- Book study professional development
- Sensory Supports

Early Start/Preschool

Transition to Rosemary

Goal: Inclusive Practices



Challenges We Face

- Disproportionality
- Finding qualified staff
- Performance Indicator Review
- Responding appropriately to behavior
- Least Restrictive Environment
- Time for training

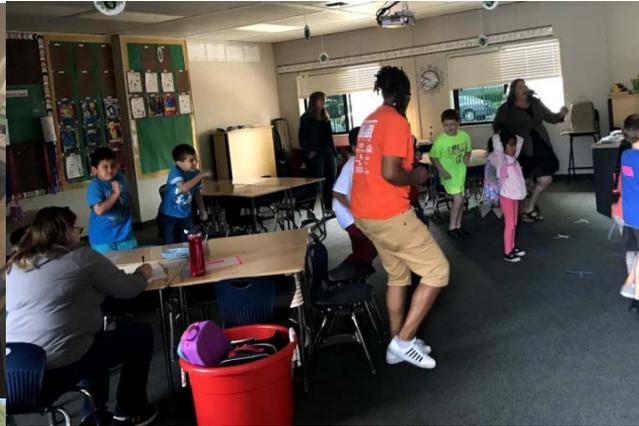
Next Steps for Special Ed.

Consistent Monitoring

- ❑ Evaluating the Student Study Team (SST) process for English Learners
- ❑ Tracking integration opportunities
- ❑ Walk-throughs with administrative teams
- ❑ Quarterly one-on-one meetings with principals
- ❑ Monitoring data with principals

Building Capacity

- ❑ Create communication protocols
- ❑ Training for both special ed. and general ed. teachers
- ❑ Coordinators as regional support staff



Questions

