

# K-21 Special Education

## Academic Excellence

### PURPOSE STATEMENT

1. **Issue** – The Special Education Department provides: Specially Designed Instruction (SFI), Related Services, and Supplemental Aids and Supports for eligible students with disabilities to support their access to their Free and Appropriate Public Education (FAPE).
2. **Vision** – All students with disabilities will access their education in the Least Restrictive Environment (LRE), graduate on time, and grow academically, socially and emotionally.
3. **Approach** – Our approach to supporting students with disabilities is through:
  - a. Staffing
  - b. Professional development (best practices and compliance)
  - c. Programmatic support
  - d. Family and community engagement

### STAKEHOLDERS

- Who are the groups affected by this program/practice?
  - Early Learning (3-5-year-old children with disabilities) and Child Find Evaluation participants
  - K-21 students with disabilities
  - K-21 Special Education Teachers
  - K-21 General Education Teachers
  - Community Partners
  - Families of student with Disabilities
- How have you intentionally involved these stakeholders in the development of this program/practice?
  - Special Needs PTA
  - CLIP Board Representation
  - Pierce County Coalition for Developmental Disabilities
  - Student Lead Advisory Council for Learning and Access Representation
  - Monthly Professional Learning Network Meetings
  - On-going professional development

### CASE STATEMENT

- What are the potential impacts on these groups?
  - The Federal and State governments allocate funding to public schools to support the provision of additional services to students with disabilities.
  - These funds are critical for students to access their Free and Appropriate Education (FAPE).

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### WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

1. Academic Excellence
2. Early Learning
3. Health & Safety
4. Partnership

### MEASURABLE GOALS

1. We will increase the graduation rate of Special Education Students from 68% in 2020 to 75% by the end of 2023.
2. We will increase preschool/kindergarten readiness skills in all 6 developmental domains by 5% by the end of 2023 as measured by Teaching Strategies Gold Assessment (TS Gold).
3. We will decrease exclusionary days (suspension and expulsions) by 5% by the end of 2023 as measured by Power Bi.
4. We will sustain partnership through interlocal agreements with all Pierce County districts.

### SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
<ul style="list-style-type: none"> <li>Special Education Service Providers</li> <li>Assistive Technology and Equipment</li> <li>Supplemental Curriculum</li> </ul>	Special Education Services	<ul style="list-style-type: none"> <li>Special designed instruction</li> <li>Related Services</li> <li>Supplemental aides and services</li> </ul>
<ul style="list-style-type: none"> <li>Special/General Education Service Providers</li> <li>Special/General Education Administrators</li> </ul>	Professional Development	<ul style="list-style-type: none"> <li>Improved differentiation of learning</li> <li>Standards alignment</li> <li>Best practices for Specially Designed Instruction (SDI)</li> <li>Increase range of services</li> </ul>
<ul style="list-style-type: none"> <li>Special/General Education Service Providers</li> <li>Special/General Education Administrators</li> </ul>	Compliance	<ul style="list-style-type: none"> <li>Improved compliance with state and federal requirements related to Individual Educational Plan (IEP) development and provision of Specially Designed Instruction (SDI)</li> <li>Better access for general education staff with training in behavioral challenges and disciplinary responses</li> <li>Supports and assistance for families in advocacy on behalf of students with disabilities</li> </ul>

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PROGRAM COST - BUDGET USE ONLY

<i>Fund Description</i>	<i>18-19 FTE</i>	<i>Salaries &amp; Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
<b>Total</b>							