

Sausalito Marin City School District

Special Education Report April 5, 2016

Susan Martin, Special Education Director

- ▶ Special Education Overview
- ▶ Data: Trends and District Services
 - ▶ Strategic Priorities

Legal Rights of Children with Disabilities

- ▶ IDEA (the Individuals with Disabilities Education Act)
 - Ensures students with a **disability** are provided with a **Free Appropriate Public Education (FAPE)** that is tailored to their individual needs in the **Least Restrictive Environment (LRE)**.
 - 13 categories under which a student is eligible to receive the protections and services promised by this law.
 - Eligible children qualify for an Individualized Education Program (IEP) with a continuum of special education services.

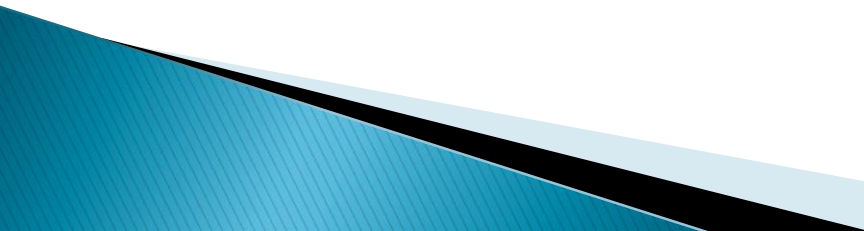
What is an IEP?

Individual Education Plan

A ***legal document*** that guides a child's special education and general education

- ▶ Contains annual goals
- ▶ Specifies how much, where and what kind of special education the student will get
- ▶ Specifies modifications, accommodations and services the school, teachers and staff are legally required to provide (behavior and academic)

Special Education Acronyms

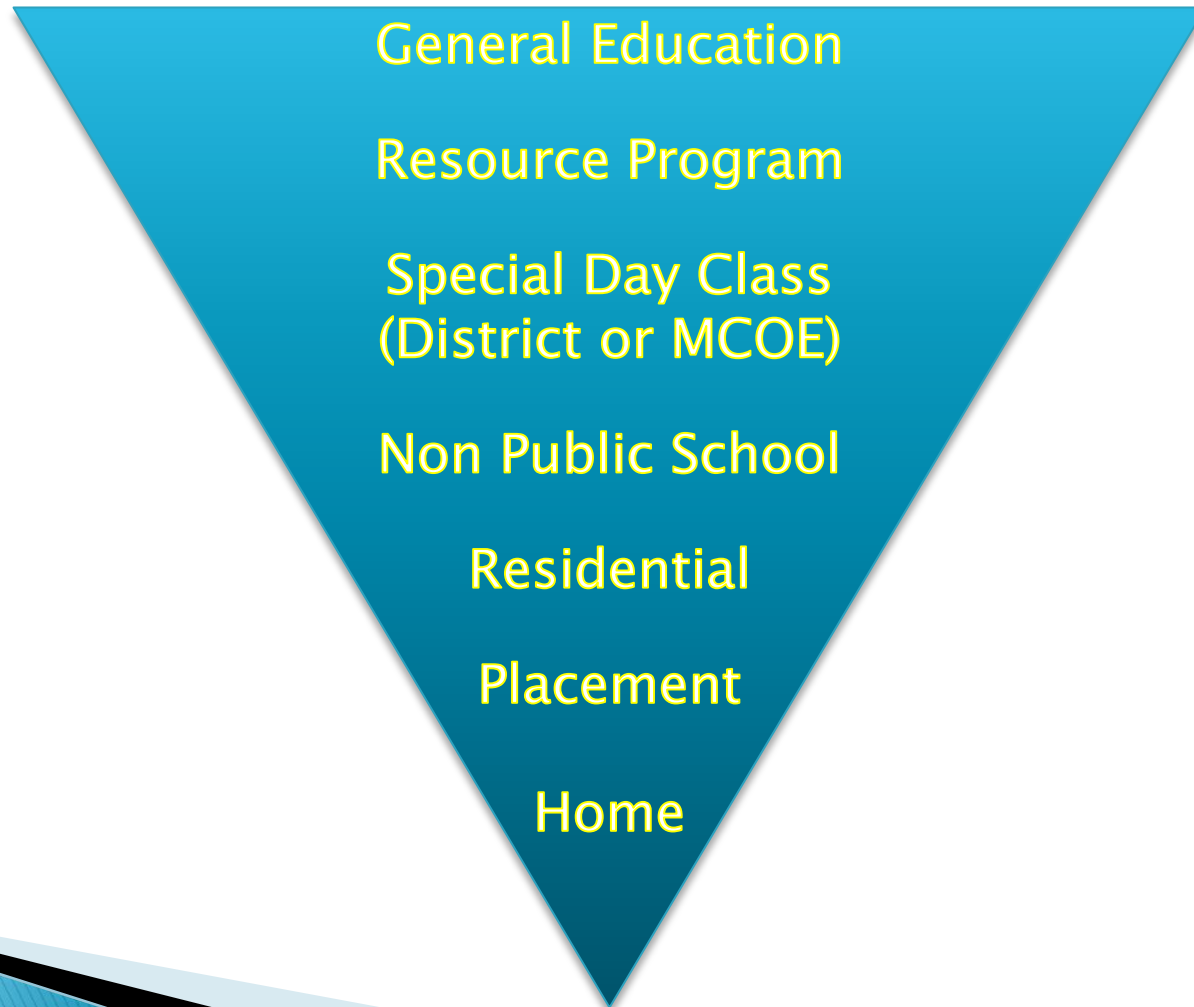
- ▶ IDEA: Individuals with Disabilities Education Act
 - ▶ LRE: Least Restrictive Environment
 - ▶ FAPE: Free and Appropriate Public Education
 - ▶ RSP: Resource Specialist Program
 - ▶ SDC: Special Day Class
 - ▶ RTI: Response To Intervention
 - ▶ EI: Early Intervention (Birth to 5 years old)
 - ▶ NPS: Non Public School
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Sausalito Marin City School District

Identification Rates

2013-2014	2014-2015	2015-2016
22%	20 %	16.4%

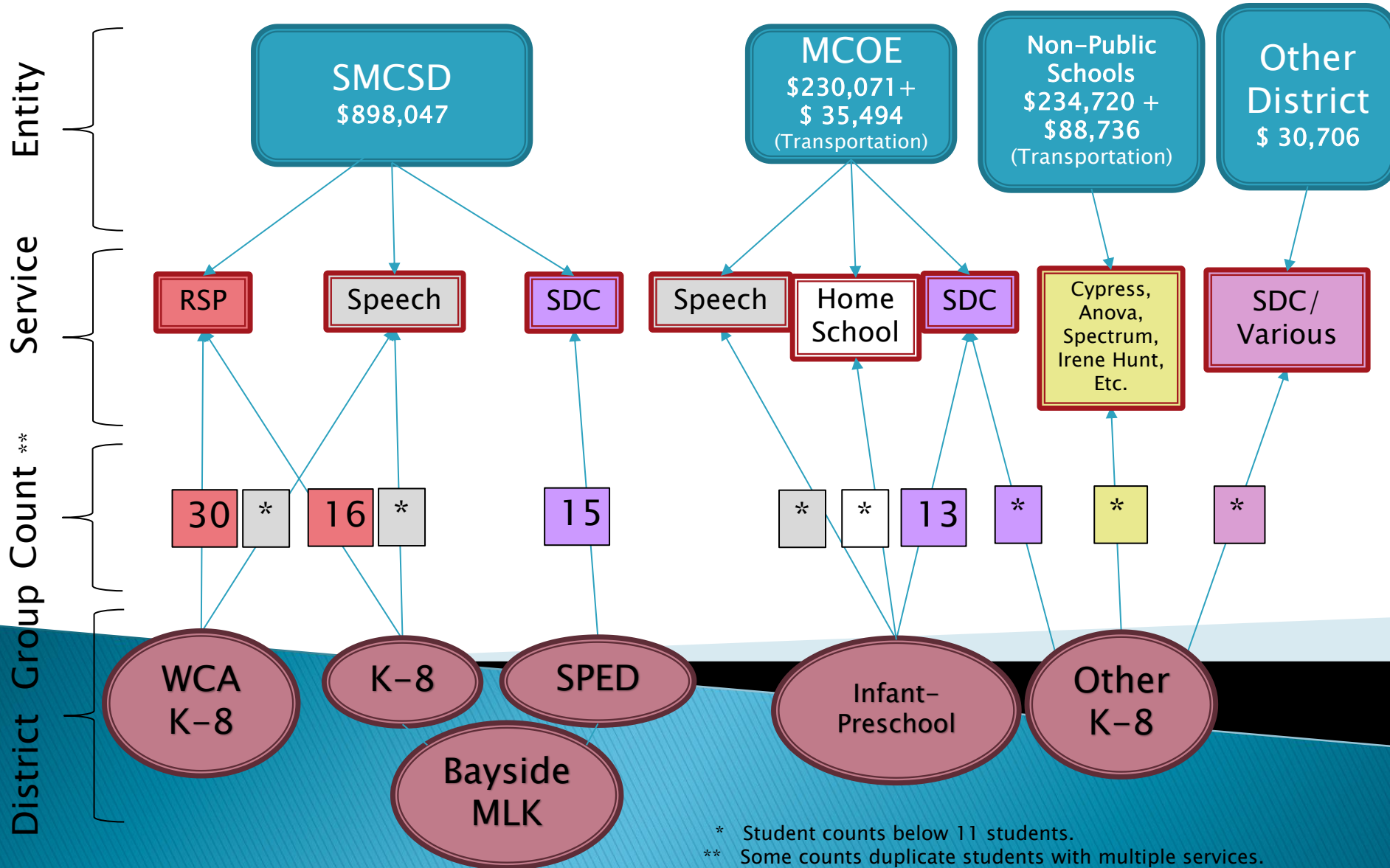
Continuum of Services in the Least Restrictive Environment



Setting	Infant	3-5 year olds	K-8 th Grade	Provider	Managed By
Resource Program			16 30	SMCSD BS/MLK SMCSD WCA	Special Ed Director and Site Admin
Special Day Class			15	SMCSD	Special Ed Director and Site Admin
Special Day Class		13	*	MCOE	MCOE and SpEd Director
Non Public Schools			*	Anova Cypress Irene Hunt	NPS Admin
Speech Only		*	16	MCOE SMCSD	MCOE SMCSD
Home Program	*			MCOE	

SMCSD SPED – Organizational Chart

Total Expenditures = \$1,517,774

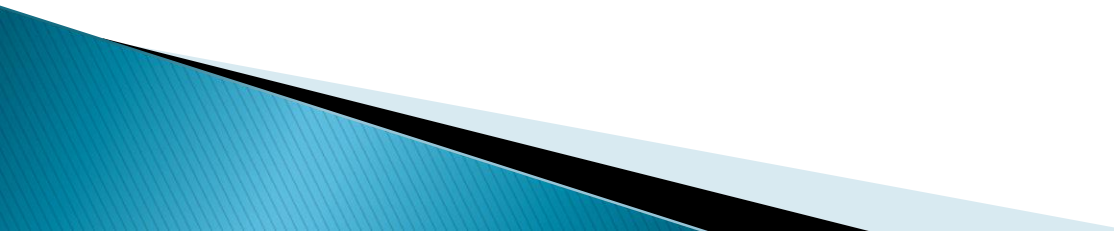


* Student counts below 11 students.

** Some counts duplicate students with multiple services.

Sausalito Marin City Special Education

Strategic Priorities 2016–2017

- ▶ Gather Superintendent Task Force to explore avenues for delivering general education and special education services that will best serve all students while containing costs.
 - ▶ Help establish Professional Development opportunities to address the current areas of social/emotional well being as well as academic rigor at the Bayside/MLK campus.
 - ▶ Collaborate with Bayside/MLK administration and staff to develop a rigorous RTI Model to address academic rigor and social emotional well being.
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Response to Intervention (RTI)

Multi-tier approach to the early identification and support of students with learning and behavior needs.

Tier 3

5%

Intensive Individualized Interventions

- Diagnostic Assessment
- Targeted individual counseling
- Assessment-based interventions
- High Intensity
- IEP

Tier 2

15%

Small Group

- Targeted interventions
- Progress monitoring
- Rapid Response

Tier 1

80%

Universal Interventions

- All Students
- Prevention
- Early intervention
- School-wide classroom management systems

Academic

Behavior/Social emotional

**Students with IEPs:
20%**

- **Reading Intervention SIPPS**
(Phonics only/ 1st – 4th grade only): 12%

- Rewards
- Classroom volunteers
- After school programs
- One hour of individual tutoring a week for each 4th grader

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Students who have been offered individual counseling: 37%

Students who have/are receiving individual counseling: 22 %

Students who have received group Counseling: 12%

- Second Step
- Partial restorative practices in 3 R's room
- Defenders and Girl Power (Middle School)
- Mindfulness in some classes
- Individual classroom management systems

Goals / Proposal for 2016-2017

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Academic

Interventionist (currently Ms. Franz)

- Expand interventions to encompass reading comprehension, math, etc.
- Organize lessons and volunteers
- Utilize volunteers and community supports to deliver interventions
 - Training, administering lessons and tracking data

Social Emotional/Behavioral

- Group counseling
- Classroom behavior interventions and supports
- Utilize community agencies/ continue working on this relationship and expanding groups
- Restorative Practices Peer Counsel

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Social Emotional

- Restorative circles in the classroom
- School-wide restorative practices
- Trauma interventions (T2)

PBIS

Behavioral

- Professional Development
- School-wide classroom management system and supports

Academic

- Professional development
- Differentiated instruction (supported by the intervention specialist)

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