

McSwain Union Elementary School Plan
2017-2018

Special Education

Purpose: To remediate speech/language disorders and to assist students in the acquisition of speech/language skills that allows them to be successful communicators and/or learners in the school environment.

Purpose: To provide services which will support and help students with exceptional needs be successful in the school wide setting. Services will include procedures for referrals, assessment and monitoring of the students' individual education plans. Resource Specialist will provide support for the general education teachers in curriculum modification, instructional strategies, and assignment monitoring and program modification.

Budget:

Budget Acct. Codes	Expense Description	2016/17 Working Budget	2017/18 Proposed Budget	Difference
1000	Certificated Personnel	234,496	239,494	4,998
2000	Classified Personnel	35,394	54,413	19,022
3000	Employee Benefits	89,133	96,109	6,976
4000	Books & Supplies	0.00	0.00	0.00
5000	Other Operating Expenditures	0.00	0.00	0.00
7000	Tuition & Trsfs	35,360	57,799	22,439
Total		394,383	447,818	53,435

Goal: To provide speech/language techniques/skills in the most expedient manner possible that allows the students to remain in the classroom without speech/language services. To provide support for the classroom teachers by providing input as to how best teach the speech/language student that may be in their classroom.

Goal: To support educational opportunities for students with exceptional needs in the least restrictive environment. To help students achieve goals aligned with the California State Standards.

- The speech and language instructor will support basic education that is built upon language.
- The speech instructor and the classroom teacher will teach speech and language skills that will be utilized over the student's lifetime.
- The speech instructor will help the student acquire good communication skills, which are necessary for success in school, home, and community.

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- Pre-school individual education plans will be written for identified students.
- Services will be provided for pre-school students who have been identified.
- Those students followed on a regular ongoing basis will not push special education teachers beyond the established caseload limits. However, there are no limits to incidental help or service to non-identified students.
- The speech instructor will assess and evaluate students for qualification and assistance.
- The Student Study Team usually makes Special Educational referrals. Referrals may also be made directly by parents, school administrators, or other interested persons or agencies.
- All Resource students have a current IEP, which includes current performance levels and a plan for each student to receive McSwain School's core curriculum, in regular education classes with support from the Resource Specialist. Some Special Education students will receive additional support of the core curriculum (History, Math, English, and Science) in the resource room as needed. The students will receive support in strategies to help them be most successful in the regular classroom. Resource students, meeting eligibility criteria may participate in all extracurricular activities, such as sports and campus clubs.
- IEP teams can consist of the Resource Specialist, and administrator, parent(s), the student, and the regular education teacher(s). The Health Educator, school psychologist, and other appropriate persons may also be invited.
- Elementary and Middle School Resource Specialists coordinate student instruction with special and regular staff. Resource Specialists help to develop student performance standards in the areas of academics, developmental, personal, social, and community. The student will receive support services from the specialist in the regular classroom setting and on an individual basis when deemed necessary. Resource specialists will work with the students in groups involving non-identified students in order to promote student interaction in the least restrictive environment.
- Regular education teachers and the Resource Specialist work closely to modify regular education classes and/or give support to Special Education students so that they may meet the grade level requirements of the regular education classes. Many meetings are held on an informal basis due to the small size of the school.
- The Resource Specialists attend all regular education activities, as well as Special Education in-services held at the county level.
- The Resource Specialists will also coordinate or provide site staff development for regular education staff on special education issues.

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- The Resource Specialists may work with non-identified students in early intervention (K-2) programs and remediation 3-8 programs.
- Those students, identified or non-identified followed on a regular ongoing basis will not push special education teachers beyond established caseload limits. However, there are no limits to incidental help or service to non-identified students.
- The Resource Specialist may provide study skills classes for all students who need assistance in order to attain academic achievement.
- Supplemental materials, direct instruction programs, manipulatives and resources will be made available through resource and special day services as deemed necessary to meet the needs of the students.