



Board Meeting Public Notice- Parent/Community Participation for Special Education Federal Funding

Parents/community members are invited to participate in planning for use of federal funds to aide special education needs.

IDEA-B funds: Addresses needs of students with disabilities (SWD). We direct funds to staff that provide instruction/support specific to the needs of our students. 15% of funds are used to support Comprehensive Early Intervening Services to provide additional academic/behavioral support for general education students.

Special Education Staff – Special Education Certified Teacher

- Intervention Specialist 1.0 FTE and Intervention Specialist .86 FTE positions
- Comprehensive Early Intervening Service Plan Coordinator .21 FTE and Comprehensive Early Intervening Service Plan Coordinator .18 FTE positions

Supplies for Protocols/testing supplies and therapeutic materials are the focus for SWD needs.

ECSE (Early Childhood Special Education) funds: Targeted for Children with disabilities ages 3-5. Our focus is for primary grade supplies designed to increase age- appropriate growth and development.

ARP IDEA-B funds: This is a new COVID fund that allows items eligible under IDEA-B. We have completed an analysis of needs that have arisen in our population of students with disabilities and determined the best use of these funds is to acquire more supplies for our related service providers to use and meet the following needs:

-Gross and fine motor skill deficits resulting from a lack of in-person instruction and repeated supervised practice of these skills

-Sensory needs that have surfaced due to being in a school environment that is much more stimulating than the students have become used to in a home environment

-Social/Emotional needs that are part and parcel of being in a larger social setting, than many students were able to experience during the earlier phases of the pandemic

-Pragmatic language needs have become more apparent, particularly with our younger children as they adjust to new routines and environments; children in primary grades have been particularly affected as the pandemic impacted critical early years of formal education

-Communication deficits have become more apparent as students are interacting with many new people.